

# Diabetes Health Care Plan for Insulin Administration via Insulin Pump



School: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Name: \_\_\_\_\_ Grade/ Homeroom: \_\_\_\_\_ Teacher: \_\_\_\_\_

Transportation:  Bus  Car  Van  Type 1  Type 2

Parent/ Guardian Contact: Call in order of preference

| Name     | Telephone Number | Relationship |
|----------|------------------|--------------|
| 1. _____ | _____            | _____        |
| 2. _____ | _____            | _____        |
| 3. _____ | _____            | _____        |

Student Photo

Prescriber Name \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_

**Blood Glucose Monitoring:** Meter Location \_\_\_\_\_ Student permitted to carry meter and check in classroom  Yes  No

**BG=** Blood Glucose **SG=** Sensor Glucose

Testing Time  Before Breakfast/Lunch  1-2 hours after lunch  Before/after snack  Before/after exercise  Before recess  
 Before riding bus/walking home  **Always** check when student is feeling high, low and during illness  
 Other \_\_\_\_\_

**Snacks:**  Please allow a \_\_\_\_\_ gram snack at \_\_\_\_\_  before/after exercise, if needed

Snacks are provided by parent /guardian and located in \_\_\_\_\_

### Signs of Low Blood Sugar

personality change, feels funny, irritability, inattentiveness, tingling sensations headache, hunger, clammy skin, dizziness, drowsiness, slurred speech, seeing double, pale face, shallow fast breathing, fainting

### Treatment for Hypoglycemia/Low Blood Sugar

If student is showing signs of hypoglycemia or if BG/SG is below \_\_\_\_\_ mg/dl

**Treat with \_\_\_\_\_ grams of quick-acting glucose:**

\_\_\_\_\_ oz juice or  \_\_\_\_\_ glucose tablets or  Glucose Gel or  Other \_\_\_\_\_

Retest blood sugar every 15 minutes, repeat treatment until blood sugar level is above target \_\_\_\_\_ mg/dl

If no meal or snack within the hour give a 15 gram snack

If student unconscious or having a seizure (severe hypoglycemia): Call 911 and then parents

Give Glucagon: Amount of Glucagon to be administered: \_\_\_\_\_ (0.5 or 1mg) IM,SC **OR**  Baqsimi 3 mg intranasally

**Notify parent/guardian for blood sugar below \_\_\_\_\_ mg/dl**

### Treatment for Hyperglycemia /High Blood Sugar

If student showing signs of high blood sugar or if blood sugar is above \_\_\_\_\_ mg/dl

Allow free access to water and bathroom

Check ketones for blood sugar over 250 mg/dl, Notify parent/guardian if ketones are **moderate to large**

**Notify parent/guardian for blood sugar over \_\_\_\_\_ mg/dl**

Student does not have to be sent home for trace/small urine ketones

See insulin correction scale (next page)

**Call 911 and parent/guardian for hyperglycemia emergency. Symptoms may include nausea & vomiting, heavy breathing, severe abdominal pain, chest pain, increased sleepiness or lethargy, or loss of consciousness.**

*Document all blood sugars and treatment*



Name: \_\_\_\_\_

**Orders for Insulin Administered via Pump**

Brand/Model of pump \_\_\_\_\_ Type of insulin in pump \_\_\_\_\_  
 Can student manage Insulin Pump Independently:  Yes  No  Needs supervision (describe) \_\_\_\_\_

Insulin to Carb Ratio: \_\_\_ units per \_\_\_ grams Correction Scale: \_\_\_ units per \_\_\_ over \_\_\_ mg/dl

Give lunch dose:  before meals  immediately after meals  if BG/SG is less than 100mg/dl give after meals

Parents are authorized to adjust insulin dosage +/- by \_\_\_ units for the following reasons:

Increase/Decrease Carbohydrate  Increase/Decrease Activity  Parties  Other \_\_\_\_\_

Student may:  Use temporary rate  Use extended bolus  Suspend pump for activity/lows

*If student is not able to perform above features on own, staff will only be able to suspend pump for severe lows.*

For BG/SG greater than 250 mg/dl that has not decreased in 2 hours after correction, consider pump failure or infusion site failure and contact parents. Check ketones.

For infusion set failure, contact parent/guardian: Can student change own infusion set  Yes  No

Student/parent insert new infusion set

Administer insulin by pen or syringe using pump recommendation

For suspected pump failure suspend pump and contact parent/guardian

Administer insulin by syringe or pen using pump recommendation

| Activities/Skills               | Independent |    |
|---------------------------------|-------------|----|
|                                 | Yes         | No |
| Blood Glucose Monitoring        | Yes         | No |
| Carbohydrate Counting           | Yes         | No |
| Selection of snacks and meals   | Yes         | No |
| Treatment for mild hypoglycemia | Yes         | No |
| Test urine/blood for ketones    | Yes         | No |
| Management of Insulin Pump      | Yes         | No |
| Management of CGM               | Yes         | No |

**Authorization for the Release of Information:**

I hereby give permission for \_\_\_\_\_ (school) to exchange specific, confidential medical information with \_\_\_\_\_ (Diabetes healthcare provider) on my child \_\_\_\_\_, to develop more effective ways of providing for the healthcare needs of my child at school.

Prescriber Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



I received a copy of the 504 Procedural Safeguards for the current school year:  
 Parent/Guardian Signature \_\_\_\_\_

**Reviewed by**  
**Drs. Carly Wilbur & Jamie Wood**

## SECTION 504 PARENT/CHILD RIGHTS AND PROCEDURAL SAFEGUARDS

1. Your child has a right to take part in and receive benefits from public education programs without discrimination based on a disability.
2. You have the right to receive written notice prior to any action by the district in regard to the identification, evaluation, or placement of your child.
3. Your child has a right to an evaluation prior to the development of an initial § 504 plan and any subsequent significant change in placement. Your child is eligible for a free appropriate public education under § 504 of The Rehabilitation Act of 1973 if the § 504 Team determines that your child has a physical or mental impairment that substantially limits one or more major life activities, including the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of the student as adequately as the needs of students without disabilities are met and that are based upon adherence to Section 504's procedural requirements. Major life activities include, but are not limited to, caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, working, and learning, or the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, or endocrine functions.
4. The district shall consider information from a variety of sources, including (as appropriate) but not limited to aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, medical reports, student grades, progress reports, parent observations, anecdotal reports, and test scores when making eligibility, educational, and placement decisions under § 504.
5. Eligibility decisions must be made by a group of persons knowledgeable about your child, the meaning of the evaluation data, and the placement options.
6. If eligible as disabled under § 504, your child has a right to periodic reevaluations, generally every three years, before your child's placement is terminated or significantly changed, and if otherwise determined to be necessary.
7. Your child has the right to a free appropriate public education ("FAPE"), meaning the provision of education and related services without cost to the person with a disability or his or her parents or guardians except for those fees that are imposed equally on non-disabled students or their parents.
8. Your child has a right to access facilities, services, and activities that are comparable to those provided for non-disabled students.
9. You have the right to examine educational records of your child and obtain copies at a reasonable cost.
10. With respect to actions regarding the identification, evaluation, or educational placement of your child under Section 504, you have the right to notice, an opportunity to examine relevant records, an impartial hearing with opportunity for participation by you and representation by counsel, and a review procedure.
11. If you wish to challenge the actions of the district's § 504 Team in regard to your child's identification, evaluation, or educational placement, you should file a written grievance with the district's § 504 Compliance Officer, Tebra Page, at Solon City School District, 33800 Inwood Road, Solon, Ohio 44139, within 10 calendar days from the time you received written notice of the § 504 Team's action(s). A hearing will be scheduled before an impartial hearing officer selected and appointed by the district and you will be notified in writing of the date, time, and place for the hearing.
12. If you disagree with the decision of the impartial hearing officer appointed by the district, you have a right to a review of that decision by a court of competent jurisdiction.
13. You have a right to file a complaint with the United States Department of Education Office for Civil Rights (OCR) at any time. OCR may be contacted at 600 Superior Avenue, East, Suite 750, Cleveland, Ohio 44114-2611.

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