



## UPPER GRAND DISTRICT SCHOOL BOARD

### DIABETES MANAGEMENT (Part of the Health Support Services Handbook)

#### PHILOSOPHY OF DIABETES MANAGEMENT

The ultimate responsibility for diabetes management belongs to the child and the family. However, school personnel provide an important role in supporting students with diabetes as they move toward independence in the management of their diabetes. The goal for all students is to become as independent as possible in the management of diet, activity, medication (insulin) and blood sugar testing, as required. School personnel should continue to support self management and emergency situations.

Key areas that should be addressed in the management of diabetes in the school setting include a basic understanding of diabetes, training of staff (as required), emergency procedures, description of role responsibilities, and available resources.

*A broader understanding of diabetes enables schools to better safeguard the health of the children as well as minimize the anxiety of parents/guardians and school personnel (Canadian Diabetes Association).*

#### GENERAL INFORMATION

Insulin is needed in the body to allow sugar from the blood stream to enter the cells for energy or storage. Diabetes is a condition where the body does not make enough insulin to meet its need. Sugar then builds up in the blood and cells do not get the energy they need. A person with diabetes takes medication by mouth or insulin by injection and carefully controls what they eat (the source of energy).

Almost all children with diabetes have Type 1 diabetes which means they depend on frequent insulin injections to meet their needs. Life-Threatening Management and Prevention Plans must be completed for all students with diabetes.

#### MANAGEMENT OF DIABETES IN A SCHOOL SETTING

The role of the school is to provide support for students as they move from dependence to independence of management and to encourage the development of a supportive environment for making such transitions.

Hypoglycemia (low blood sugar) and hyperglycemia (high blood sugar) result from difficulties in managing blood sugar. Both conditions are known to affect students' learning, behaviour and participation in activities.



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Hyperglycemia is not necessarily an emergency condition. Students with diabetes sometimes experience high blood glucose. The earliest and most obvious symptoms of high blood glucose are increased thirst and urination. These symptoms, if noticed, should be communicated to the parents to assist them in the long-term treatment. High blood glucose is usually managed by the parents while at home through adjusting the insulin dose and/or diet.

Hypoglycemia is an emergency condition that may develop rapidly.

**EMERGENCY IN DIABETES: HYPOGLYCEMIA (LOW BLOOD GLUCOSE)**

Causes	Symptoms	Treatment
<p>Low blood glucose usually develops as a result of one or more of the following:</p> <ul style="list-style-type: none"> <li>• insufficient food due to delayed or missed meal</li> <li>• more exercise or activity than usual without a corresponding increase in food; and/or</li> <li>• too much insulin</li> </ul>	<p>A person who is experiencing hypoglycemia will exhibit some of the following signs:</p> <ul style="list-style-type: none"> <li>• cold, clammy or sweaty skin</li> <li>• pallor</li> <li>• shakiness, lack of coordination (e.g. deterioration in writing or printing skills)</li> <li>• irritability, hostility, and poor behaviour</li> <li>• a staggering gait</li> <li>• eventually fainting and unconsciousness</li> </ul> <p>In addition the student may complain of:</p> <ul style="list-style-type: none"> <li>• nervousness</li> <li>• excessive hunger</li> <li>• headache</li> <li>• blurred vision and dizziness</li> <li>• abdominal pain and nausea</li> </ul>	<p>It is imperative at the first sign of hypoglycemia that you <b>give sugar immediately</b>.</p> <p>If the parents have not provided you with more specific instructions which can be readily complied with, give:</p> <ul style="list-style-type: none"> <li>• 4 oz/125 ml of regular pop (not diet pop); or</li> <li>• 4 oz./125 ml of fruit juice; or</li> <li>• 3-4 teaspoons/10 ml or 3-4 packets of sugar; or</li> <li>• 4-5 glucose tablets; or</li> <li>• 3-4 teaspoons/10 ml honey</li> </ul> <p><b>(Canadian Diabetes Association)</b></p>

If there are any symptoms apparent, sugar should be given immediately.



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In terms of academic performance, physical activity and attendance at school, the teachers' expectations of students should be the same as if he or she did not have diabetes, unless otherwise directed by the parents and stated on the Life-Threatening Management and Prevention Plan.

**STUDENT DIABETES MANAGEMENT: ROLES AND RESPONSIBILITIES**

<b>Area</b>	<b>Who</b>	<b>Role and Responsibilities</b>	<b>Special Considerations</b>
School Registration (new students) and New Diagnosis	Principal Parent Student (if appropriate)	Together determine whether or not the student is able to safely manage his/her diabetes Parents complete <i>Life Threatening Management and Prevention Plan</i> and obtain qualified medical practitioners direction	See: <i>Life Threatening Management and Prevention Plan</i>
Communication	Principal School Staff Parents	Establish clear communication methods between school and home Follow established procedures for alerting staff of student medical needs	
Referral	Principal CCAC	Principal contacts CCAC for referral regarding necessary medical intervention (e.g. injections)	Nursing support is required for students requiring injections to be given at school



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Area	Who	Role and Responsibilities	Special Considerations
Referral	Principal CCAC	Principal contacts CCAC for referral regarding necessary medical intervention (e.g. injections)	Nursing support is required for students requiring injections to be given at school
Training	Principal	<p>Decide upon the need for:</p> <ol style="list-style-type: none"> <li>1. General inservice for all staff in contact with the student</li> <li>2. Specific training for team support (i.e. according to developmental level and medical needs)</li> </ol> <p>Contact Diabetes Education Centre to arrange training in collaboration with parents. If CCAC nursing is involved, the case manager may help with this coordination.</p>	<p>Training Contacts: Guelph Diabetes Education Centre, Guelph General Hospital</p> <p>Dufferin Diabetes Education Centre, Headwaters</p> <p>Establish a team of staff members to be trained to provide specific support, as required</p> <p>Contact Special Education Coordinator to discuss need for release time for in-service (e.g. complex needs)</p>
Support	Principal Staff	<p>Offer support to student by:</p> <ul style="list-style-type: none"> <li>-Learning about diabetes</li> <li>-Promoting open communication with parents</li> <li>-Offering positive attitude toward student's full participation in school activities</li> <li>-Providing safe, private and hygienic location for student to conduct diabetes management</li> <li>-Monitoring the self-care practices and routines by the student</li> </ul>	



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<b>Area</b>	<b>Who</b>	<b>Role and Responsibilities</b>	<b>Special Considerations</b>
Supplies	Principal Parents Student Staff	Develop and communicate clear procedures to staff and student about the safe disposal of materials that come in contact with blood	See: Blood, Bodily Fluids, Sharps, Human Waste Protocol  Provide Sharps Kit
Invasive Procedures	Trained Staff	Staff should not make medical judgments or perform invasive procedures (e.g. injections)  In emergency situations, where a student is unresponsive or unable to self-administer the appropriate treatment, the school response shall be a 911 phone call	

**For more information go to the Canadian Diabetes Association at [www.diabetes.ca](http://www.diabetes.ca)**



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#### Diabetes Management Checklist For Principals and Teachers

- Ensure that school personnel in contact with students with diabetes during the school day are adequately prepared to respond effectively to low blood glucose incidents and other emergency situations (i.e. teachers, office staff, bus drivers, lunchroom supervisors).
  
- Facilitate in-service training.
  
- Provide a safe, hygienic and private space in the school for students to perform blood glucose self-monitoring and insulin injections throughout the school day.
  
- Follow procedures for safe disposal of sharps, lancets and testing strips.
  
- Designate a secure, accessible and appropriate place to store insulin, blood glucose testing supplies and emergency food supplies (snacks).



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Arranging Support  
 for Diabetes  
 Management

