



Section 10: Life at School

SECTION OVERVIEW

- The Building Blocks: Forms Needed for School
 - Diabetes Medical Management Plan
 - Section 504 Plan
 - Individualized Education Program
 - Healthcare Plan
 - Emergency Action Plan
 - Getting Ready for Life at School
 - Notifying School When a Student Has Diabetes
 - The Diabetes Care Planning Meeting with the School
 - Working with the School Nurse
 - Other School Personnel Designated to Help Your Child
 - Training School Personnel
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The Building Blocks: Forms Needed for School

The standard forms: Diabetes Medical Management Plan (DMMP), Section 504 Plan, Individualized Education Program (IEP), Healthcare Plan, and the Emergency Action Plan serve as critical building blocks to ensure each student with diabetes receives the support and safe care needed during school. **A partnership between all people (e.g., parents/guardians, students, school personnel, health care team) is critical in the development of all forms for students with diabetes in school.** These forms are used to obtain and document a student's diabetes care and accommodations needed during school and all school-sponsored activities. Table 15 lists the standard forms used by families and schools in Wisconsin.

School districts vary in their policies and procedures. School personnel should consult with their school district for specific policies and procedures and use this Guide in conjunction with these district specific policies and procedures. School personnel should always apply sound judgement in implementing all school forms.

Section 10: Life at School

Table 15: Standard Forms Used in Wisconsin Schools

Form	Purpose of Form	Target Timeline for Completion/Updates
<p>Diabetes Medical Management Plan (DMMP) ❖</p> <p>Also referred to as:</p> <ul style="list-style-type: none"> ▪ physician order ▪ diabetes care plan 	<p>The DMMP is completed by the student's health care providers and family to communicate the student's medical needs. This form contains information used to prepare other plans. This form should be reviewed and updated as changes in diabetes needs occur.</p>	<ul style="list-style-type: none"> ▪ Prior to first day of school or as soon as possible after diagnosis ▪ Update as diabetes care changes
<p>Section 504 Plan ❖</p> <p>Also referred to as:</p> <ul style="list-style-type: none"> ▪ 504 Accommodations Plan ▪ Health Care Plan with Accommodations 	<p>The Section 504 Plan for students with diabetes is developed by the school nurse/ school personnel and parent/guardian. A Section 504 Plan explains what accommodations, education aids, and services are needed. In many cases, the Section 504 Plan will also contain the student's Healthcare Plan.</p>	<ul style="list-style-type: none"> ▪ Within 30 days after parents or guardians provide DMMP to school* ▪ Update as diabetes care changes
<p>Individualized Education Program (IEP)</p>	<p>The IEP is written by school personnel with parent/guardian input. The IEP documents a student's educational program based on an identified disability.</p>	<ul style="list-style-type: none"> ▪ Within 60 days after consent for the evaluation*
<p>Healthcare Plan</p> <p>Also referred as:</p> <ul style="list-style-type: none"> ▪ Individual Care Plan ▪ Individual Health Care Plan ▪ Nursing Health Care Plan 	<p>The Healthcare Plan is developed by the school nurse with input from other school personnel and parents/guardians. The Healthcare Plan provides information outlining the student's specific diabetes treatment and care during school and school-sponsored events. The Healthcare Plan cannot be a Section 504 Plan by itself, as it usually does not include accommodations contained in a Section 504 Plan.</p>	<ul style="list-style-type: none"> ▪ To ensure safety of student, it is best to complete before the first day of school ▪ Update as diabetes care changes
<p>Emergency Action Plan❖</p> <p>Also referred to as:</p> <ul style="list-style-type: none"> ▪ Emergency Plan ▪ Quick Reference Emergency Plan 	<p>The Emergency Action Plan is written by the school nurse to document and describe a short, detailed plan for handling a student's diabetes treatment care plan during an emergency such as low blood glucose or high blood glucose.</p>	<ul style="list-style-type: none"> ▪ To ensure safety of student, it is best to complete before the first day of school ▪ Update as diabetes care changes

❖ A sample form is included in Section 13: Forms.

* See Section 12: Student Rights for more information on laws.

Diabetes Medical Management Plan

A student's individual diabetes treatment plan is documented in the Diabetes Medical Management Plan (DMMP), which is filled out and signed by a student's health care provider(s) and parents/guardians. The DMMP outlines and identifies specific diabetes management and care information about a student's daily diabetes routine in the school setting. This specific information from a student's health care provider(s) and parents/guardians ensures that schools have the most up-to-date and accurate information on a student's diabetes needs. The information contained in the DMMP is used by the school nurse and other designated school personnel to write additional plans.

Section 10: Life at School

Various DMMP forms exist (e.g., National Diabetes Education Program, American Diabetes Association). Use of a specific DMMP depends on provider preference, familiarity, or availability of the form. To encourage form standardization in Wisconsin, it is recommended to use the Wisconsin Department of Health Services' DMMP form, which is included in *Section 13: Forms*.

The DMMP form must be updated any time a student's diabetes management or treatment changes. Updates allow schools to make appropriate decisions concerning accommodations and academic modifications, as well as the details of implementing the most current diabetes medical regimen. Parents/guardians must take an active role to inform the school of any necessary changes in their child's diabetes management throughout the school year.

Key elements in the DMMP include, but are not limited to:

- Emergency contacts and phone numbers of parents/guardians and health care provider(s)
- Individualized diabetes management and care schedule
- Diabetes knowledge and skill level of student
- Blood glucose monitor supplies, typical testing times and frequencies, and instructions for additional testing
- Blood glucose goals and levels requiring a specific response
- List of current oral medication(s)
- Details of insulin administration, including amounts of insulin
- Corrective actions to take for high or low blood glucose
- Common symptoms of low blood glucose (hypoglycemia) and high blood glucose (hyperglycemia)
- Instructions for diabetes emergencies (e.g., hyperglycemia, hypoglycemia)
- Instructions for administration of Glucagon
- Emergency supplies needed at school
- Instructions for ketone testing with instructions for excusing student
- Typical carbohydrate amounts and timing of meals/snacks
- Special considerations for physical activity and special events or school-sponsored activities

Section 504 Plan

Under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, parents/guardians of students with diabetes have a legal right to have a Section 504 Plan developed within a reasonable period of time based on the specific facts, circumstances, and needs of each student.¹⁴ In many cases, the Section 504 Plan will also include and/or have the student's Healthcare Plan as an addendum. The school should hold a planning meeting within 30 calendar days after parents/guardians provide the school with a student's Diabetes Medical Management Plan (DMMP).

A Section 504 Plan explains what accommodations, education aids, and services are needed for the student with diabetes in order to ensure the student is safe at school. This plan also ensures that a student receives the diabetes care and treatment specified in the DMMP.

¹⁴ When the Office for Civil Rights resolves a complaint, 45 school days is often fixed as the time to evaluate the specific areas of the student's academic and nonacademic needs, obtain all necessary medical evaluations regarding the student's disability-related needs, carefully consider all medication evaluations, review academic accommodations, and develop an accommodation plan for the student. The plan is expected to be implemented within 60 school days. See, e.g., Evergreen (WA) School Dist. No. 114, Complaint 10-00-1139, 36 IDELR 9 (OCR 2001).

Section 10: Life at School

Key Elements of a Section 504 Plan commonly include:¹⁵

- Where and when blood glucose monitoring and treatment will take place
- Identity of adequately trained diabetes personnel who are trained to perform blood glucose monitoring, give insulin, administer Glucagon, and treat low blood glucose (hypoglycemia) and high blood glucose (hyperglycemia)
- Location of the student's diabetes management supplies
- Free access to the restroom and water fountain
- Nutritional needs, including provisions for meals and snacks
- Full participation in all school-sponsored activities and field trips, with coverage provided by trained school personnel
- Alternative times for academic exams if the student is experiencing low blood sugar (hypoglycemia) or high blood sugar (hyperglycemia)
- Permission for absences, without penalty, for doctors' appointments and diabetes-related illness
- Maintenance of confidentiality and the student's right to privacy¹⁶

While similar modifications or accommodations for students with diabetes may exist, school personnel must individually develop, adopt, and implement a student's Section 504 Plan. Family input and collaboration are essential. If a Section 504 Plan is not developed, adopted, and implemented, parents/guardians may present concerns to school officials. Schools could jeopardize their federal funding if they ignore or do not comply with the Section 504 Plan. Options and procedures parents/guardians may pursue for resolving disagreements and disputes are identified in *Section 12: Student Rights*.

Individualized Education Program

The Individuals with Disabilities Education and Improvement Act of 2004, more commonly known as the Individuals with Disabilities Education Act (IDEA), provides federal funds for special education. Under the Individuals with Disabilities Education Act (IDEA),¹⁷ a school is required to develop an Individualized Education Program (IEP) within a specified time period. When an initial evaluation is requested by a parent/guardian, completion of the evaluation process and determination of whether a student has a disability is required within 60 calendar days of receiving consent for the evaluation.¹⁸ An IEP meeting must follow within 30 calendar days of a determination that a student needs special education and related services.¹⁹ Schools must implement the IEP as soon as possible.²⁰ Typically, a school will organize a team of school personnel and parents/guardians to prepare and write an IEP for a student with diabetes. All team members must agree with the IEP. A delay in the IEP development process is not a reason to restrict education or deny a student meaningful access to school. **Students with diabetes will only qualify for an IEP if their diabetes significantly affects their ability to learn.** For more information on the IDEA and the IEP, refer to the content on laws in *Section 12: Student Rights*.

¹⁵ Adopted from National Diabetes Education Program. (2003). *Helping the Student with Diabetes Succeed: A Guide for School Personnel*.

¹⁶ Family Education Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).

¹⁷ 20 U.S.C. §§1400-1482, implemented in Wisconsin through Wis. Stat. §§115.758, et seq.

¹⁸ 20 U.S.C. §1414(a)(1)(C).

¹⁹ 34 C.F.R. §300.323(c)(1).

²⁰ 34 C.F.R. §300.323(c)(2).

Section 10: Life at School

Healthcare Plan

The school nurse develops a Healthcare Plan (also commonly called a nursing health care plan) for students with diabetes, which provides guidance for the individual care required. The school nurse develops the Healthcare Plan using the nursing process,²¹ which includes collecting and assessing information from the student's Diabetes Medical Management Plan (DMMP), medical orders, nursing and educational assessments, and collaborating with anyone else to gain pertinent information for planning individual care and needs. The Healthcare Plan includes: identification of goals, intervention strategies for obtaining the identified goals, anticipated outcomes, and strategies for evaluating goals. The Healthcare Plan should promote a comprehensive and coordinated plan of care that ensures continuity of care for a student with diabetes. Once finalized, the Healthcare Plan serves as a formal means to communicate diabetes care needs to all school personnel, administration, and parents/guardians. **Although parents/guardians may offer input into the Healthcare Plan, it is the nurse's plan of care for the student during school.** The nurse has the authority regarding aspects of care to include in the plan. The Healthcare Plan cannot be a Section 504 Plan by itself, as it usually does not include specific accommodations as indicated in a Section 504 Plan. The Healthcare Plan is commonly included with the Section 504 Plan.

Emergency Action Plan

Many chronic conditions, including diabetes, may result in a medical emergency. Wisconsin school district standards must include policies and guidelines for emergency nursing services dealing with illness as it relates to diabetes. Emergency services must be available during the regular school day and during all school-sponsored activities.²² A registered nurse must develop school policies for emergency nursing services during school and school-sponsored activities in cooperation with other school district personnel and representatives from community health agencies and services designated by the school district board. District emergency policies must outline the school district's plan for responding to life-threatening emergencies, provide student emergency cards, equipment, supplies, space for services, and medication administration. A school district's emergency policy must indicate arrangements for a licensed medical advisor and this policy must be evaluated at least annually.

The Emergency Action Plan is developed for school personnel. The Emergency Action Plan should be written in clear, simple, and concise terms. An Emergency Action Plan must contain emergency contact information and specific actions to take in the event of an emergency, such as low blood sugar (hypoglycemia). Parents/guardians should know their child's school district's policies and guidelines prior to approving their child's Emergency Action Plan. All school personnel who will have contact with the student must receive the Emergency Action Plan. Documentation of school personnel who have received the Emergency Action Plan is important. Select questions and answers on emergency nursing services in Wisconsin are contained in *Appendix A*. An entire publication titled "Emergency Nursing Services in Wisconsin Schools" is available at: <http://dpi.wi.gov/sspw/pdf/snemergency.pdf>.

Getting Ready for Life at School

Getting ready for school or for the beginning of a school year can be stressful for students and parents/guardians. This section outlines critical information to assist families, students, and school personnel in creating a positive and smooth transition from home to school.

²¹ The nursing process is described in Chapter 9 of *School Nursing: A Comprehensive Text*.

²² Wis. Admin. Code SPI 8.01(2)(g)(4)

Section 10: Life at School

Parents/guardians typically can begin the process of getting ready for school by initiating contact with their child's school to inform school personnel that their child has diabetes and to prepare for the student's health care needs and accommodations. Contacting the school or health personnel well before the first day of school is critical. Parents/guardians can ensure their child's safety and smooth transition through this early notification

Students with diabetes are not considered for nor require special education unless their diabetes significantly affects their ability to learn. However, schools are required by law to identify all students with disabilities, including students with diabetes.²³ Typically, this happens when parents/guardians inform the school that their child has diabetes. If parents/guardians do not inform the school, the school must initiate a discovery process.

One way the school can identify student health issues is by sending home an emergency contact card. The emergency contact card must promptly be returned at the beginning of the school year. This method of finding out if a student has diabetes is not ideal, as the student may need services and diabetes care on the first day of school. Once the school determines that a student has diabetes, care planning must begin as soon as possible.

Joint planning between school personnel and parents/guardians is the key to obtaining optimal outcomes, including:

- A positive learning environment
- Increased healthy days and reduced unhealthy days
- Reduced loss of classroom time and instruction
- Ensuring diabetes care and management is clearly outlined and documented
- Maintaining continuity of care

Notifying School When a Student has Diabetes

As a parent/guardian, notifying the school that your child has diabetes is an excellent opportunity to meet and get to know school personnel. Parents/guardians will most likely meet with a school nurse or other designated school personnel to begin discussing and preparing for the student's diabetes care needs at school. Parents/guardians can use this time to share and communicate their student's typical diabetes care regimen and anticipated needs.

Parents/guardians can obtain forms for documenting diabetes care needs during school and school-sponsored activities at this time. The Diabetes Medical Management Plan (DMMP) form is an initial tool used to document and share the student's individual needs and communicate recommendations of the health care provider(s). Often, the school or the student's health care provider(s) can provide the DMMP.

A school district is not required to provide diabetes care supplies (e.g., testing equipment and supplies, insulin, oral medications, Glucagon, and necessary snacks) for students with diabetes. Parents/guardians are responsible for providing diabetes supplies. However, if providing adequate supplies is a financial hardship for the parents/guardians, the school may assist to ensure the student has access to these supplies to meet educational requirements.

Parents/guardians can gather and organize information for the school. The checklist on the following page identifies key medical information parents/guardians can gather before talking with school personnel. The school will use the medical and care information to prepare for the diabetes care planning meetings.

²³ 34 C.F.R. §104.32 and 28 C.F.R §35.106.

Section 10: Life at School

Parent/Guardian Checklist to Assist in Preparing for School

This parent/guardian checklist includes but is not limited to:

Forms/Paperwork

- Information documenting the student's diabetes
- Completed Diabetes Medical Management Plan (DMMP) (filled out by health care provider) and medical provider orders for necessary medication and/or insulin, procedures, and accommodations (e.g., finger sticks, Glucagon, insulin, ketone testing, and snacks)
- Emergency contact information form*
- Medical provider authorization for medication*
- Permission/authorization forms (for administering insulin, Glucagon, and other medications)*
- Signed Release of Information form to disclose educational and medical information as needed
- Statement regarding the student's ability to self-test blood glucose or self-administer insulin

Supplies

- Blood glucose monitor (lancet device, lancets, strips)
- Alcohol swabs/wipes
- Ketone testing strips
- Fast-acting carbohydrate (e.g., milk, fruit juice, glucose gel, or glucose tablets)
- Syringes and pen needles
- Insulin pump supplies
- Insulin (list type(s))
- Glucagon kit(s)

Miscellaneous

- Student photo

* The DMMP is commonly used in place of a separate medical provider permission/authorization form(s).

The Diabetes Care Planning Meeting with the School

The diabetes care planning meeting is a formal meeting between parents/guardians, student (if appropriate), and school personnel that finalizes diabetes care needed to ensure safety of the student. Ideally, this meeting should occur before the school year starts or as soon as possible after a student is newly diagnosed.

This meeting is frequently organized and facilitated by a school nurse or designated school personnel.

Participants include everyone that may have a role in the student's diabetes care at school.

Common items for discussion are listed below:

- Overview and management of type 1 diabetes or type 2 diabetes
- Specific care needs of the individual student
- Roles and responsibilities of school personnel
- School personnel who will serve as a resource
- Hierarchy of personnel expected to respond in an emergency situation (commonly listed in a 504 Plan)

Section 10: Life at School

- Location of fast-acting carbohydrate sources, Glucagon kit, and other supplies in the school building
- Where the student's various plan will be kept and how to share individual components with appropriate school personnel
- How and what training school personnel will receive (including specific responsibilities)
- What an emergency is and use of the student's Emergency Action Plan

Parents/guardians should bring the completed Diabetes Medical Management Plan (DMMP) to the diabetes care planning meeting if not provided earlier. This is critical information for school personnel, because after the first diabetes care planning meeting, the school nurse and/or designated school personnel will gather all the collected student information from the first parent/guardian meeting and diabetes care planning meeting to prepare the various plans (i.e., Section 504 Plan, Individualized Education Program [IEP], Healthcare Plan, Emergency Action Plan) for use during school and all school-sponsored activities.

Working with the School Nurse

A school nurse is a registered nurse who is qualified to perform professional nursing services in a public school.²⁴ A registered nurse is a nurse who has received either a diploma, an associate, or baccalaureate degree in nursing. Wisconsin public schools are not required to employ a school nurse; therefore, not every school in Wisconsin has a school nurse. However, Wisconsin School District Standards require school districts to provide for these school nursing services under a written policy adopted and implemented by the school board.²⁵

Some schools in Wisconsin do not have a full-time school nurse. Sometimes, a nurse is required to travel to different schools that are a significant distance from each other. For this reason, school nursing services are sometimes provided by the local public health departments.²⁶ Some school districts choose to hire their own school nurse. All registered nurses must utilize the nursing process to determine appropriate delegation to school personnel to meet the student's individualized needs.

School nurses are guided by the American Nurses Association, Scope and Standards of Practice, which are outlined in Wisconsin's licensing laws for registered nurses. Scope and Standards of Practice require all nurses to use the nursing process for carrying out nursing procedures in the maintenance of health, prevention of illness, and/or care of the ill. A school nurse plays a critical role in providing school nursing care services to students with diabetes. The nurse assists students to enhance self-management of their diabetes, determines appropriate delegation and monitors those trained, teaches school personnel about the special needs required, and advocates for services so students can achieve an optimal level of functioning to maximize learning. The nurse accomplishes this through utilization of the nursing process that includes assessment, planning, intervention, and evaluation. All nurses must perform and practice according to the Wisconsin Chapter 441, the Nurse Practice Act; therefore, it is important for all nurses to be familiar with these laws. Select questions and answers on the practice of nursing in Wisconsin are contained in *Appendix A*. An entire publication titled "Delegation, Nurse Practice Act, and School Nursing in Wisconsin" is available at: <http://dpi.wi.gov/sspn/pdf/snpracticeact.pdf>.

²⁴ See, generally Wis. Stat. Ch. 441; Wis. Stat. §115.001(11)

²⁵ Wis. Stat. §121.02

²⁶ In 2007, a survey of local public health departments in Wisconsin identified 41 of 92 local health departments provide nursing services to schools.

Section 10: Life at School

School nurses commonly function as a case manager in a school. Some common responsibilities include, but are not limited to:

- Assessing barriers for student's safety and well-being
- Communicating and collaborating with family and primary care providers
- Assessing adaptive needs
- Reinforcing essential diabetes self-management
- Ensuring coordination of care
- Educating faculty of student needs and emergency nursing care
- Assisting student in coping with and integrating diabetes regimen into daily life

School nurses are responsible for developing the Healthcare Plan. The Healthcare Plan promotes a comprehensive and coordinated approach, ensuring continuity of care for the student with diabetes.

Each school district board must have a written policy for providing emergency nursing services during school and all school-sponsored activities. A registered nurse is responsible for writing an Emergency Action Plan²⁷ in cooperation with other school district personnel. Once completed, the school nurse must provide a copy to all school personnel with an educational and safety interest of the student.

Other School Personnel Designated to Help Your Child

Chronic health conditions continue to increase among children and adolescents, along with the complexity and need for ongoing care, management, and nursing procedures during the school day and during all school-sponsored activities. To meet school district requirements, school nurses will encounter the need to delegate procedures and/or tasks. School health services are services that may be provided by either a registered nurse or other trained school personnel.

Only a registered nurse can delegate nursing care in any environment or practice setting. Delegation is defined as the transfer of responsibility for the performance of an activity to another trained person, with the registered nurse retaining accountability for the outcome.²⁸

Each state currently defines specific guidelines and standards that regulate the delegation process of nursing services to school personnel. Wisconsin has specific laws regarding delegation. These laws specifically state that only a registered nurse may delegate nursing care procedures. Delegation of nursing care requires school nurses to know and understand the Wisconsin state regulations for delegating during school and school-sponsored activities. Organizations have written and published position statements and guidelines for delegation of nursing care.

Students who qualify for another disability (in addition to diabetes) and need special education, school nurse services, and/or other school health services should have these needs listed in the related service section of the Section 504 Plan or Individualized Education Program (IEP). If this plan includes school nursing services and no school nurse is available, the school district must arrange for an appropriately licensed health care professional to offer the service or have that licensed person delegate the performance of the services and procedures to trained school personnel.

A registered nurse must use professional judgement in determining what levels of care are required and if he/she is able to safely delegate the required care. Not all care can be safely delegated. All students requiring nursing services must be assessed for unique and individual diabetes care needs.

²⁷ Wis. Admin. Code §PI8.01(2)(g) and Wis. Stat., §121.02

²⁸ American Nurses Association & National Council of State Boards of Nursing. (2005). Joint Statement on Delegation. Retrieved from https://www.ncsbn.org/Joint_statement.pdf.

Section 10: Life at School

Training School Personnel

A school nurse is the most appropriate person to provide care for a student with diabetes. However, since many schools do not have a full-time school nurse or a school nurse may need to travel between schools or school buildings, the nurse may not always be immediately available during the school day or other school-sponsored events. In schools where there is a full-time school nurse, the nurse cannot be in all places and all times. Schools must ensure school personnel are trained to provide routine and emergency diabetes care during school and all school-sponsored activities.

School personnel who have received diabetes care training can assist students in caring for their diabetes. The school nurse is responsible for training and supervising school personnel. This Guide uses the term “trained school personnel” in referring to these individuals.²⁹

All school personnel who are responsible for a student with diabetes should receive training.³⁰ Some school personnel will need more training than others. The school is legally responsible to provide this training. Parents/guardians can assist by offering support and resources. A health care professional with expertise in diabetes may also provide training. It is appropriate to provide training to school personnel in the following circumstances:

- At time that a student is newly diagnosed
- At beginning of the school year
- When enrolling in a new school
- When new school personnel start employment with school
- Whenever needed during school year
- When otherwise appropriate

For many Wisconsin schools, a registered nurse will train school personnel who have volunteered to assist the student with diabetes care during school. The registered nurse may decide to delegate diabetes-related nursing tasks to unlicensed school personnel or a licensed practical nurse if a student requires the administration of medication or performance of a nursing procedure. The registered nurse determines if the nursing task may be appropriately delegated to school personnel being asked to perform the task.

The delegating registered nurse is responsible for:

- Training and providing an understanding of why procedure/task must be done
- Providing required documentation of actual training
- Ensuring accurate competency test
- Demonstrating technique and skills to be performed
- Providing ongoing observation, monitoring, direction, and assistance to those performing task to ensure students with diabetes have care available at all times during school and all school-sponsored activities

Wisconsin’s nursing rules outline the type of supervision, direction, and evaluation required in delegating any nursing task to a non-licensed health care professional.³¹

²⁹ School personnel (except for health care providers) have civil liability exemption for acts or omission in administering an over-the-counter medication or prescription medication to a student, unless the act or omission constitutes a high degree of negligence.

³⁰ The American Diabetes Association has a two-part training curriculum with 13 training modules and video available at: www.diabetes.org/living-with-diabetes/parents-and-kids/diabetes-care-at-school/school-staff-training/training-resources.html for use in training school nurses and other school personnel in diabetes care tasks

³¹ Wis. Admin. Code Chapter N6

Section 10: Life at School

School nurses are essential in leading efforts to provide diabetes care and/or delegate and train school personnel to do so. Either the school nurse or at least one of the trained school personnel should be on-site throughout the school day and during all school-sponsored activities.

The American Diabetes Association identifies three main levels of diabetes training for school personnel. The first level of training is for all school personnel, which includes a basic overview, typical needs of students with diabetes, and recognizing low blood glucose and high blood glucose and who to contact. The second level of training is for school personnel who have responsibility for students with diabetes. The third level of training is for a small group of school personnel who will perform routine and emergency care for students. Table 16 provides further information on the levels of diabetes training for school personnel.

Table 16: Levels of Diabetes Training for School Personnel

Level One
For all school personnel
<ul style="list-style-type: none">■ Basic overview of diabetes■ Typical needs of a student with diabetes■ Recognition of low blood glucose and high blood glucose■ Who to contact for help
Level Two
For school personnel with responsibility for a student or students with diabetes:
<ul style="list-style-type: none">■ Basic overview of diabetes■ Typical needs of a student with diabetes■ Recognition of low blood glucose and high blood glucose■ Who to contact for help■ Treatment of low blood glucose and high blood glucose■ Required accommodations needed
Level Three
For a small group of trained school personnel who will perform student-specific routine and emergency care tasks when a school nurse is not available to perform these tasks:
<ul style="list-style-type: none">■ Basic overview of diabetes■ Typical needs of a student with diabetes■ Recognition of low blood glucose and high blood glucose■ Who to contact for help■ Treatment of low blood glucose and high blood glucose■ Required accommodations needed■ Blood glucose monitoring■ Insulin administration■ Glucagon administration

Source: American Diabetes Association Clinical Practice Recommendations 2010.

Section 10: Life at School

A school personnel training record can assist in keeping track of who has received training and the topics covered. Samples of delegation tools are included in *Section 14: Tools*. Table 17 presents a list of other training resources available to schools. A brief description of each tool is also listed.

Table 17: Examples of Training Tools and Descriptions

Training Tool	Brief Description
American Association of Diabetes Educators	Educational programs and products including publications, conferences, live webinars and webcasts on-demand. www.diabeteseducator.org
American Diabetes Association Diabetes Care Tasks Training Modules	A series of PowerPoint slide presentations developed to support diabetes care and management in the school. www.diabetes.org/schooltraining
Council for the Advancement of Diabetes Research and Education	Educational products (such as monographs, diabetes newsletters, a diabetes handbook, diabetes slides, lecture kits and journal supplements) on the risks and opportunities for people with diabetes. www.cadre-diabetes.org/au_about_us.asp
Helping Administer to the Needs of Students with Diabetes at School (H.A.N.D.S.SM)	A live continuing education full-day program developed by the National Association of School Nurses to equip the school nurse with current diabetes knowledge, and provide tools and resources to facilitate effective diabetes management for students at school. www.nasn.org/Default.aspx?tabid=411
New York State Diabetes Prevention and Control Program Glucagon Emergency Administration Training Tool	A PowerPoint presentation for school nurses to use to train school personnel in the administration of Glucagon to children with diabetes in the event of severe hypoglycemia. www.nyhealth.gov/diseases/conditions/diabetes/media/glucagon_training.ppt
New York State Diabetes Prevention and Control Program Partners for Success: School Nurses and the Care of Children with Diabetes in School	A DVD training for school nurses on the care of students with diabetes. www.albany.edu/sph/coned/webstream.htm#chronic
Wisconsin Department of Public Instruction “Let’s Save a Life with Glucagon” Webcast	Directed at the school nurse, this webcast provides an overview of Glucagon and Glucagon administration in schools. Webcast provides an overview of Glucagon and Glucagon administration in schools. http://dpimedia.wi.gov/main/Viewer/?peid=c5642169b6e94452a64fd0ccfa60dfed
Wisconsin Department of Public Instruction Medication Administration Online Training	A three-course program divided into 20 units of information on medication administration in Wisconsin. http://www.wisconsinschoolmeds.com/default.asp?pageID=7

Adapted from: New York State Department of Health (2008). Children with Diabetes: A Resource Guide for Families and Schools.