

**Algonquin & Lakeshore
Catholic District School Board**



Diabetes Management Guidelines for Schools

To be used in conjunction with

- Ministry of Education Policy Program Memorandum No.81**
- Ministry of Education Policy Program Memorandum No.161**
- Administrative Procedures Memorandum**

Table of Contents

1. Introduction	2
2. Philosophy of Diabetes Management	2
3. General Information	3
4. Emergency Versus Non-Emergency	3
4.1 Non-Emergency Situations	3
4.2 Emergency Situations (Life Threatening)	3
5. Definitions: Three Main Types of Diabetes	4
5.1 Type 1 Diabetes	4
5.2 Type 2 Diabetes	4
5.3 Gestational Diabetes	4
5.4 Type 1 Diabetes – The Balancing Act	4
6. Issues of Concern	4
6.1 Adjustment Period After Diagnosis	5
6.2 Independence Versus Protection	5
6.3 Hypoglycemia (Low Blood Glucose – An Emergency)	5
a) Mild to Moderate Hypoglycemia	5
b) Severe Hypoglycemia	6
c) Glycogen (Glucagon)	7
d) Hyperglycemia (High Blood Glucose)	7
e) Interference with School Activities	8
7. Blood Glucose Self-Monitoring: Testing Blood Sugar	8
7.1 Why Do It?	8
7.2 Equipment	8
7.3 Procedure for Blood Glucose Monitoring	8
7.4 Ketone Monitoring	9
7.5 What Educators Should Know About Ketones	9
8. Insulin Injections	10
9. Student Responsibility for Diabetes Management	10
10. Sports and Co-Instructional Activities	10

Diabetes Management

Guidelines for Schools

1. Introduction

- 1.1 Diabetes mellitus is a disease resulting from a lack of insulin action. Insulin is a hormone produced by the pancreas. Without insulin, carbohydrates (starch and sugars) in the food we eat cannot be converted into the energy (called blood glucose or “blood sugar”) required to sustain life. Instead, unused glucose accumulates in the blood and spills out into the urine.
- 1.2 The majority of people with diabetes develop the problem in adulthood called type 2 diabetes. They can still produce some insulin and may be able to control their diabetes by diet alone or with oral medication.
- 1.3 Children and adolescents with type 1 diabetes are different; they are unable to make any insulin and must take insulin injections each day.
- 1.4 At this time, no one knows why children and adolescents develop diabetes. It is known, however, that this disease is not the result of poor eating habits, nor is it infectious.

2. Philosophy of Diabetes Management

- 2.1 The ultimate goal of diabetes management within the school setting is to have the child be independent with their care as possible. This independence includes the specific management of diet, activity, medication (insulin) and blood glucose testing, as required. Independence of care also includes the development of self-advocacy skills and a circle of support among persons who understand the disease and can provide assistance, as needed.
- 2.2 Children are diagnosed with diabetes at various stages of their lives. Some will be very young, others older and more mature, and some will have special needs. The goal for all of these children is to become as independent as possible, as soon as possible, in managing their diabetes. The school role is to provide support as the child moves from dependence to independence and to create a supportive environment in which this transition can occur. ***Nevertheless, the ultimate responsibility for diabetes management rests with the family and the child.***
- 2.3 It is important that the school develop awareness activities and emergency procedures for educators who have a child with diabetes in their class. Sample forms are contained in the Appendices and Forms of this document.

3. General Information

“Managing diabetes is a full-time job for the family and student with diabetes. Educators and school personnel are in a very special position and their understanding of the unique needs of the students with diabetes is important.”

Jim Whitson, Chair – Ontario Division, Education Task Force, Canadian Diabetes Association

- 3.1 School-aged children with Type 1 diabetes spend 30 to 35 hours a week in the school setting. This represents more than half of their weekday hours. School personnel can support a student with diabetes by learning about the disease and by having frequent and open communication with the parents/guardians and the child. This will help to reduce apprehension and anxiety in the child and parents/guardians, provide a positive attitude toward the child’s participation in school activities and contribute to the student’s well-being.
- 3.2 When the blood glucose is in proper balance, the child or adolescent will behave and achieve as others. In terms of academic performance, physical activity, behaviour and attendance at school, the educator’s expectations of students should be the same as if he or she did not have diabetes.

4. Emergency Versus Non-Emergency

It is important to distinguish between non-emergency and emergency situations.

4.1 Non-Emergency Situations

In non-emergency situations, including routine care, students with diabetes or their parents/guardians will administer the insulin injections.

4.2 Emergency Situations (Life Threatening)

In emergency, life-threatening situations, where a student suffering from low blood sugar is unable to self-administer the appropriate treatment because they are unresponsive or unconscious, the response of school staff shall be a 911 call for Emergency Medical Services.

- a) Glucagon injections in these situations will not be administered by school staff.
- b) Emergency Medical Services personnel require the following, if available:
- Student’s Name;
 - Date of Birth;
 - OHIP Number;
 - Emergency Contact Information;
 - Medical Care Plan;
 - Observations about what the student was doing prior to the event; and
 - Medications and any treatment prior to EMS arrival.

5. Definitions: Three Main Types of Diabetes

- 5.1 Type 1 Diabetes usually affects children and adolescents and is the focus of this document. In Type 1 Diabetes, the pancreas is unable to produce insulin and injections of insulin are essential.
- 5.2 Type 2 Diabetes comprises 90% of diabetes in Canada. It usually develops in adulthood, although, recently, increasing numbers of children in high-risk populations are being diagnosed. In Type 2 Diabetes, the pancreas may produce some insulin, but the body is unable to use the insulin that is produced effectively. Type 2 Diabetes may be controlled with diet and exercise or with oral medication. Eventually, people with Type 2 Diabetes may need insulin.
- 5.3 Gestational Diabetes affects 4% of pregnant women and usually goes away after the baby is born.
- 5.4 Type 1 Diabetes – The Balancing Act

a) *Overview*

The treatment of diabetes is a balancing act. Food on the one side increases the amount of glucose in the blood. Exercise and insulin on the other side lower the blood glucose level by allowing the glucose to be used for energy.

The goal of the balancing act is to keep the blood glucose levels in a healthy range.

The student's physician determines the target range for each individual child. The parents/guardians should inform the school staff of the child's optimal levels if the child is not independent with diabetes management. Most students will be aware of their blood sugar targets.

b) *Why is it so important to achieve optimal blood sugar control?*

Research [Diabetes Control and Complications Trial (DCCT) – 1993] and [United Kingdom Prospective Diabetes Study (UKPDS) – 1995] has provided evidence that good blood sugar control can reduce the risk of complications.

Such complications – kidney disease, blindness, limb amputations and sexual dysfunction, not only take their toll in human suffering but cost Canada's health care system over 9 billion dollars annually for direct and indirect health care services.

6. Issues of Concern

6.1 Adjustment Period After Diagnosis

When a child has recently been diagnosed with diabetes, the parents/guardians usually feel shocked and scared. They also may feel numb, sad, guilty and angry. The fact that diabetes is a serious disease with significant complications and that their child will have to live with the complexities of its management for the rest of their life (or until a cure is found) is quite overwhelming. The first year after diagnosis may be difficult while the family and student works with the Diabetes Health Care Team to adjust to all they must learn and do to cope with life with diabetes.

- a) School personnel can help by:
- Learning as much as possible about diabetes at <http://www.diabetes.ca>;
 - Communicating with parents/guardians;
 - Providing special considerations as suggested in the Canadian Diabetes Association publications, “Kids with Diabetes at School”, “Guidelines for the Care of Students Living with Diabetes at School” and “Kids Living with Diabetes at School- Advocacy Position Statement”.
 - Helping other students in the class understand diabetes. This might be done by the parent/guardian, the Canadian Diabetes Association or the student himself/herself.

6.2 Independence Versus Protection

Parents/Guardians and school personnel need to protect the child while encouraging them to develop independent diabetes management skills. Children must learn to manage their own diabetes. They can do it. Even very young children can share the work of managing diabetes. How much a student can do depends on their age, how long they have had diabetes and any disabilities or special needs.

6.3 Hypoglycemia (Low Blood Glucose – An Emergency)

Hypoglycemia is an emergency situation caused by LOW blood sugar. The situation can develop within minutes of the child appearing healthy and normal.

- a) Mild to Moderate Hypoglycemia is common in the school setting. School personnel need to know the causes, symptoms and treatment of hypoglycemia. Symptoms of mild to moderate hypoglycemia can be misinterpreted by school personnel. The nature of the emergency is often misunderstood, placing a student at serious risk.
- It may take some coaxing to get the child to eat or drink, but you must insist.
 - If there is noticeable improvement in about 10 to 15 minutes repeat the treatment.
 - When the child’s condition improves, they should be given solid food. This will usually be in the form of the child’s next regular meal or snack.
 - Until the child is fully recovered, they should not be left unsupervised. Once the recovery is complete the child can resume regular class work. If, however, it is decided that the child should be sent home, it is imperative that a responsible person accompany him or her.
 - Parents/Guardians should be notified of all incidents of hypoglycemia. Repeated low blood glucose levels are undesirable and unnecessary and should be drawn to the parent’s/guardian’s attention so that they can discuss the problem with their physician.
 - If unsure whether the child is hypoglycemic, *always give sugar!* A temporary excess of sugar will not harm the child, but hypoglycemia is potentially serious.

The following chart is a guide to be consulted:

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"> · Insufficient food due to delayed or missed meal · More exercise or activity than usual without a corresponding increase in food; and/or · Too much insulin 	<p>A person who is experiencing hypoglycemia will exhibit some of the following signs:</p> <ul style="list-style-type: none"> · Cold, clammy or sweaty skin · Pallor · Shakiness, lack of coordination (e.g. deterioration in writing or printing skills) · Irritability, hostility and poor behavior · A staggering gait · Eventually fainting and · Unconsciousness <p>In addition, the child may complain of:</p> <ul style="list-style-type: none"> · Nervousness · Excessive hunger · Headache · Blurred vision and dizziness · Abdominal pain and nausea 	<p>It is imperative at the first sign of hypoglycemia you give sugar immediately.</p> <p>If the parents/guardians have not provided you with more specific instruction which can be readily complied with, give:</p> <ul style="list-style-type: none"> · 4 oz/125 ml. of regular pop (not diet pop); or · 4 oz./125 ml. of fruit juice; or · 2 teaspoons/10 ml. or 2 packets of sugar; or 2 glucose tablets; or · 2 teaspoons/10 ml. honey <p>If a student loses consciousness, call 911 immediately.</p>

- b) Severe Hypoglycemia will occur in 3-8/100 students with diabetes per year and occur most commonly at night. Severe hypoglycemia is rare in the school setting.

In severe hypoglycemia, the student may be unconscious or conscious. There may be seizures. If the student is unconscious, having a seizure or unable to swallow, do not give food or drink.

- Roll the student on to their side
- Call 911 or Emergency Medical Services immediately
- Inform parents/guardians

c) Glucagon is an emergency drug that is used to treat hypoglycemia. It should only be used under the direction of a physician. Glucagon is a naturally occurring substance produced by the pancreas and it enables a person to produce his or her own blood glucose to correct a hypoglycemic state.

- School staff should be educated about the potential for hypoglycemia in a student with diabetes
- Glucagon is administered in two ways: by injection or through a nasal powder. School staff can administer the nasal powder but are not able to give glucagon injections.
- In an emergency situation, where a student is severely hypoglycemic, a glucagon injection may be done by trained EMS Paramedics. It is important to note that hypoglycemia presenting in a school setting would not normally be an immediate life-threatening condition, i.e. ambulances with advanced care paramedics can respond immediately. Paramedics will make the proper assessment and provide treatment, as required. For specific guidelines for sports, field trips and other co-instructional activities, please see 10.0 – Sports and Co-Instructional Activities.

d) Hyperglycemia (High Blood Glucose) is not necessarily an emergency condition requiring immediate treatment unless the student is developing Diabetic Ketoacidosis (DKA). However, prevention of hyperglycemia is key to delaying or avoiding serious complications. The parents/guardians and the child's physician need to be aware of persistent hyperglycemia. The student's individual medical plan should include at what blood glucose level the parents/guardians are to be notified.

High Blood Glucose

Children with diabetes sometimes experience high blood glucose. The earliest and most obvious symptoms of high blood glucose are increased thirst and urination. If noticed, these should be communicated to the parents/guardians to assist them in the long-term treatment. They are not emergencies that require immediate treatment.

Causes - High blood glucose often develops as a result of one or more of the following:

- too much food;
- less than the usual amount of activity;
- not enough or missed dose of insulin; and/or
- illness.

Many times, however, there does not seem to be an obvious explanation.

Kids With Diabetes In Your Care – Canadian Diabetes Association

In the classroom, the behaviour of students with hyperglycemia may be taken for misbehaviour (i.e. frequent requests to go to the bathroom or requests for frequent drinks).

- e) Interference With School Activities – When blood sugar levels are outside the target range (i.e. hypoglycemia or hyperglycemia), the student's learning, behaviour and participation may be affected.

Hyperglycemia and hypoglycemia may affect the student's behaviour; however, having diabetes is not an excuse for inappropriate behaviour.

7. Blood Glucose Self-Monitoring – Testing Blood Sugar

7.1 Why Do It?

Self-monitoring of blood glucose is mandatory for achieving the target blood sugar levels.

- a) Blood sugar levels will change with eating, physical activity, stress or illness. Sometimes the blood sugar fluctuates for no apparent reason.
- b) Knowing blood sugar levels will:
- help the student understand the balance of food, insulin and exercise;
 - help the physician adjust insulin and food;
 - help avoid the consequences of hypoglycemia and hyperglycemia; and
 - monitoring will give early warning without waiting for the onset of symptoms.

7.2 Equipment

The following equipment is advised but may vary from student to student:

- a small meter which runs on batteries (There are various meters on the market.)
- test strips
- lancet device
- lancets
- logbook

7.3 Procedure for Blood Glucose Monitoring (to be done by the student or guardian)

- a) The student/guardian washes hands with warm water and soap.
- b) The student/guardian inserts a lancet in the lancet device.
- c) The student/guardian places a test strip in the meter.
- d) The student/guardian pokes the side of the fingertip and obtains a drop of blood.
- e) The student/guardian places the blood on the area indicated on the test strip.
- f) The student/guardian waits for 5 to 10 seconds, depending upon the meter.
- g) The student/guardian notes the reading and records in the log book or it is automatically recorded in the meter.

Timing varies with the individual and is done according to the Medical Care Plan. Usually the blood glucose is tested before meals, before bed and before/during/after exercise.

7.4 Ketone Monitoring

This monitoring is not usually done daily as with blood glucose testing. However, some students with diabetes monitor their ketone levels according to guidelines prescribed by the healthcare professional. Educators and other school personnel have no responsibilities in the actual procedure.

However, it is important for the educator:

- to understand and accommodate the student who needs to monitor his/her ketone levels; and
- to call the parents/guardians immediately if any student with diabetes becomes ill, especially with vomiting (see below).

7.5 What Educators Should Know About Ketones

- a) Hyperglycemia (see High Blood Glucose) may result in ketones in the blood and urine.
- b) In hyperglycemia, glucose stays in the blood and the body cannot use it for fuel. The body then breaks down fat for fuel. This process produces ketones as a byproduct. If ketone levels continue to rise, the blood becomes acidic.
- c) Rising ketone levels can spiral into the potentially dangerous condition known as Diabetic Ketoacidosis (DKA).
- d) Left untreated, DKA can kill.
- e) DKA usually develops over several days, but frequent vomiting can cause the ketones to build up in just a few hours.
- f) The flu and stomach viruses are common contributors to DKA.
- g) Students on insulin pumps develop DKA more quickly than if they were using injected insulin.
- h) High blood glucose plus ketones may mean that the student needs more insulin than their usual regimen calls for.

Example:

"...Pieter Van Staalduinen, a ten-year-old with Type 1 Diabetes, felt dizzy while sitting in class at his school in Calgary. With the strips he carries with him at all times, Pieter went to the bathroom and used one of the strips to test his urine. Sure enough, his ketone levels were high.

He called his father, who left work and drove to Pieter's school, gave him a shot of insulin, hung around for a while, then checked Pieter's ketone levels again – normal range. Father and son went their separate ways, having nipped a potentially serious complication of Type 1 Diabetes in the bud."

Diabetes Dialogue, Winter 2001; Volume 47 No. 4

8. Insulin Injections

- 8.1 Recent advances in medical devices allow people with diabetes to choose the way they administer their insulin:
- Conventional syringe and vial method which is rarely used now
 - Insulin pen; or
 - Insulin pump.
- 8.2 Most insulin injections are administered outside school hours – before breakfast and supper and at bedtime. However, the insulin regimen varies with the individual and some students do require an insulin injection before lunch. Additionally, more students are now on insulin pumps and therefore, do not do injections.

9. Student Responsibility for Diabetes Management

- 9.1 If a student is not taking responsibility for his or her diabetes care, it may be due to other factors such as language, cognitive ability, maturity level, behavioural issues and psychosocial barriers. This calls for communication between parents/guardians, educators and possibly other professionals.

10. Sports and Co-Instructional Activities

- 10.1 Children with diabetes should be encouraged to participate in as many activities as they choose. They should not be excluded from school field trips. School sports and other co-instructional activities can promote self-esteem and a sense of well-being.
- 10.2 For children who wish to participate in vigorous physical activity, good planning is essential so that the blood glucose balance is maintained. The major risk of unplanned vigorous activity is low blood glucose. This can usually be prevented by eating additional food or taking less insulin.
- a) Parents/Guardians should be notified of special days that involve extra activity so that they can ensure that the child has extra food to compensate.
 - b) Sports or other activities that take place during mealtime require extra planning. Timing of meals and snacks may be varied and the insulin dose adjusted so that children with diabetes can safely participate.
 - c) It is advisable that both the parent/guardian and the child with diabetes carry some form of fast-acting sugar such as glucose tablets or juice boxes on outings or sports events.
 - d) It is critical that the child's educators, especially Physical Education educators and coaches, are familiar with the symptoms, treatment and prevention of hypoglycemia.