



## **SCHOOL DIABETES MANAGEMENT**

Supplies for 2018-2019 School Year

Student Name: Grade/Teacher:

Your School Nurse can be reached at phone number
Provide information about your child's diabetes to the school nurse, teachers, & other staff who work with your child.
Complete the "Healthcare Provider Order & Care Plan for Student with Diabetes" form, including doctor's orders.
Parent/caregiver must obtain doctor's order; these <u>are</u> necessary <u>even if</u> your child is to be independent in their care of their diabetes while at school. The doctor's order should indicate if your child can do any part of his/her care.
Provide school with updated contact numbers, including current home/work/cell phone numbers and names and numbers of emergency contacts.
Bring equipment for blood glucose monitoring. This includes <b>meter</b> , <b>strips</b> , <b>&amp; lancets</b> . Complete Glucometer Maintenance Form stating who will do glucometer control checks (per manufacturer's recommendation).
If insulin injections are needed at school, please bring insulin pen(s)/needles or insulin & insulin syringes.
If your child has an insulin pump, please provide extra insulin cartridges, extra tubing, back-up insulin pen(s) or insulin & syringes.
Bring Ketostix (if doctor's order indicates that this is to be checked at school).
Bring emergency meds such as Glucagon (if ordered) & instant glucose gel/tabs and/or cake decorating gel.
Snack suggestions for low blood sugars are:  a. 4-6 oz juice boxes c. 6 oz regular soda b. Glucose tablets d. Fruit-roll ups, raisins, Skittles, or other quick sugar *Also, provide any needed snack items for the day (i.e. cheese crackers)*

**SUGGESTION:** A plastic pencil box or large Ziploc bag marked with their name is a handy way to store snacks and supplies in each of your child's classrooms, with an extra set or two for the main office/health room as back-up. Parents are responsible for checking and replacing snack supplies.

Remember: the cafeteria is only open during breakfast and lunchtimes.

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