

Dear Parents and Guardians:

Welcome to the 2023-2024 school year at Thomas MacLaren School! Every year it is helpful for us to have an update to our records if your student has asthma, allergies, celiac disease, diabetes, migraines, seizures or any other health care issue. This allows us to better care for your student throughout the school year and helps decrease the number of interruptions to their learning due to illness or complications from their health concerns.

All of the forms included in these health care plans (HCPs) must be filled out completely by either you or a health care provider with prescriptive authority. Please note that **both** the parent/guardian and the health care provider need to sign the documents. Unfortunately, we are not able to administer your student's emergency medication without a signed HCP and a completed *Authorization for the Administration of Medication by School Personnel*

If your student will need to carry a rescue inhaler, Epi-Pen®, or diabetes supplies with them this year, then please fill out the *Contract to Carry* form and return to the front desk prior to sending your student to school with their medication.

For your reference, all of the links for these forms and packets can be found on the school website: [www.maclarenschool.org](http://www.maclarenschool.org) under the **Parent** tab in the **Health Information** section.

Thank you for letting us partner with you to make sure that your student has a healthy and safe school year. If you have any questions or concerns, please don't hesitate to contact me.

Kind Regards,

**Terra Fisk, RN, BSN | School Nurse**

Thomas MacLaren School

1702 N. Murray Blvd.

Colorado Springs, CO 80915

[nurse@maclarenschool.org](mailto:nurse@maclarenschool.org)

719.313.4488 | Secure Fax: 866.587.2608

## Student Health Plan: Diabetes (Self-Management)

☐ Type 1 ☐ Type 2

Student:	DOB:	Home Phone:
Guardian 1:	Work Phone:	Cell Phone:
Guardian 2:	Work Phone:	Cell Phone:
School Nurse:	Phone:	
School:	Grade:	Teacher:
Physician:	Phone:	Fax:

504 Plan on File: ☐ Yes ☐ No

### Student self-manages daily diabetes care tasks (attach self-management student agreement)

**Blood Glucose Monitoring:** Student is able to check as needed during the school day. Target range: \_\_ mg/dl to \_\_\_\_\_ mg/dl.

**NOTE:** An Emergency Action Plan, Hyper/Hypo flow charts, and a self-management student agreement will be kept on file per school standards

<b>Health Concern #1</b> <i>Emergency situations may occur with low blood glucose. Symptoms: shaky, feels low, feels hungry, confused</i> <ul style="list-style-type: none"><li>Student is treated when blood glucose is below __ mg/dl or if symptomatic.</li><li>If treated outside the classroom, a responsible person should accompany student to the clinic.</li><li>Follow directions on <b>Hypoglycemia Flow Chart</b>.</li></ul>	<b>Low Blood Glucose (Hypoglycemia)</b>
<b>Health Concern #2</b> <i>Symptoms: increased thirst, increase in urination, headache, stomachache</i> <ul style="list-style-type: none"><li>Student is treated when blood glucose is above _____ mg</li><li>Follow directions on <b>Hyperglycemia Flow Chart</b>.</li></ul>	<b>High Blood Glucose (Hyperglycemia)</b>
<b>Call 911 for following</b> <ol style="list-style-type: none"><li>Student is unable to cooperate to eat or drink anything.</li><li>Decreasing alertness or loss of consciousness.</li><li>Seizure—never put anything into the mouth of a person who is unconscious or having a seizure. Roll student onto side and protect from injury.</li></ol> <p>NOTE: If Emergency medication is prescribed and available, immediately contact delegated staff to administer.</p>	

**Medication at School:** Insulin via: ☐ Pump ☐ Syringe ☐ Pen ☐ None

Glucagon/Emergency Medication: ☐ Yes ☐ No Location in School: \_\_\_\_\_

Staff delegated to administer Glucagon/ Emergency Medication: \_\_\_\_\_

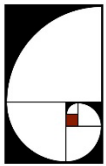
### Additional Information:

- Student is allowed access to fast acting glucose and test blood glucose as needed.
- Student will be allowed to carry a water bottle and have unrestricted bathroom privileges.
- Substitute teachers must be aware of the student's health situation
- Be aware that blood glucose levels can affect ability to concentrate and perform properly on tests. Prior to and during timed tests, i.e., CSAPs, have student monitor their blood glucose. If blood glucose out of range during test, treat per care plan. Allow for student to continue taking test when student returns to normal range and asymptomatic.
- Notify Parent(s) when blood glucose below \_\_ mg/dl or above \_\_ mg/dl and for emergencies.

**FIELD TRIPS AND SPECIAL EVENTS:** Notify parents of all field trips and special events. Supervising staff will review Student Health Plan. Trained and delegated staff will provide necessary interventions for daily management and emergency care. All necessary supplies will accompany student during trip and may include: blood glucose meter, snack and drinks, fast acting glucose, Glucagon.

*As parent/guardian of the above-named student, I give my permission to the school nurse and other designated staff to perform and carry out the diabetes tasks as outlined in this School Health Plan and for my child's health care provider to share information with the school nurse for the completion of this plan. I understand that the information contained in this plan will be shared with school staff on a need-to-know basis. I understand that this health plan and any Nurse delegation related to this plan are for use during normal operational school hours. After hours, staff/coaches will call parent(s) and/or 911 for all medical concerns/emergencies.*

Parent:	Date	School Nurse	Date
---------	------	--------------	------



## CONTRACT FOR STUDENTS INDEPENDENTLY MANAGING DIABETES WHILE AT SCHOOL

Student Name \_\_\_\_\_ Grade" \_\_\_\_\_  
Date of Birth: \_\_\_\_\_

### STUDENT

Student:

- ♦ I agree to dispose of any sharps either by keeping them in my kit and disposing at home, or placing them in the sharps container provided at school.
- ♦ I agree to notify the school health office if my blood sugar is below \_\_\_\_\_mg/dl or above \_\_\_\_\_mg/dl.
- ♦ I agree to keep my diabetic supplies \_\_\_\_\_ with me OR in the school health office in an accessible secure location (located in \_\_\_\_\_).
- ♦ I agree never to allow any other person to use my diabetic supplies.
- ♦ I understand that the freedom to manage my diabetes independently is a privilege and I agree to abide by this contract.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### PARENT / GUARDIAN

Parent/Guardian:

- ♦ I agree that my child can self manage his/her diabetes and can recognize when he/she needs to seek the help of a staff member.
- ♦ It has been recommended to me that back up supplies be provided to the school health office for emergencies.
- ♦ I understand that this contract is in effect for the current school year unless revoked by the physician or the student fails to meet the above safety contingencies.

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

### SCHOOL NURSE

School Nurse

- ♦ School staff members that have the need to know about the student's conditions and the need to carry his/her need to carry his/her diabetic supplies have been notified..

Nurse signature: \_\_\_\_\_ Date \_\_\_\_\_

## Standards of Care for Diabetes Management in the School Setting & Licensed Child Care Facilities – Colorado 2022

*These are general standards of care for children with Type 1 Diabetes, which are integrated and to be used with Colorado Provider Orders (aka Diabetes Medical Management Plan [DMMP]) & Individualized Health Plans (IHP). Children diagnosed with Type 2 Diabetes who are receiving medical therapies described may utilize these standards. The child's diabetes health care provider may individualize and indicate exceptions to these standards on the child's individual orders/DMMP.*

[www.coloradokidswithdiabetes.org](http://www.coloradokidswithdiabetes.org)

### Terms used in document:

BG	Blood Glucose
CGM/ iCGM	Continuous Glucose Monitor Integrated Continuous Glucose Monitor (works with another compatible device)
Child/children	The term child is used to include students, children in child care settings and children participating in extracurricular activities.
CCHC	Child Care Health Consultant: As defined in Colorado, a medical professional who assists the child care program in meeting and exceeding basic health and safety standards. These professionals also serve licensed camps, school-age programs, & family child care by offering trainings. Child care centers are required to have monthly visits in Colorado.
DMMP	Diabetes Medical Management Plan
FERPA	Family Educational Rights to Privacy Act of 1974 protects all personally identifiable information of students/children enrolled in institutions that receive federal funding and requires parent written authorization to share student record information (included in authorization language on standardized care plans.) <a href="http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html">http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html</a>
HCL	Hybrid Closed-Loop (regarding insulin pumps integrated with CGMs)
HIPAA	Health Insurance Portability and Accountability Act: Signed into law in 1996, it provides for clarification of and coordination of care between the prescribing provider and the health professional carrying out the orders/DMMP without additional written authorizations by patient. <a href="https://www.hhs.gov/hipaa/for-professionals/faq/513/does-hipaa-apply-to-an-elementary-school/index.html">https://www.hhs.gov/hipaa/for-professionals/faq/513/does-hipaa-apply-to-an-elementary-school/index.html</a>
IHP	Individualized Health Plan
MDI	Multiple Daily Dose/Injection
Non-adjunctive	In this context, the device (such as a CGM) has been FDA approved to be used for glucose treatment decisions and does NOT need a finger stick glucose test for treatment decisions.
UAP	Unlicensed Assistive Personnel: Any unlicensed person (i.e. school staff, administrator, teacher), regardless of title, who performs tasks delegated by a nurse.
>	Greater than the number to the right of the symbol
<	Less than the number to the right of the symbol
~	“Approximately.”

### Introduction:

Under federal and state laws (see *Resources* Section), all schools, camps, child care facilities and recreational programs **which receive federal funding** and/or are places of public accommodation such as many private schools, child care facilities, and camp and recreation programs are prohibited from discriminating against children with disabilities such as diabetes. These schools/child care facilities have an obligation under federal and state laws to provide care so that children with disabilities such as diabetes can safely and fully access the setting including school-sponsored field trips and extracurricular activities such as before and after-hours school-sponsored events. The school nurse/CCHC leads the “team” to ensure that appropriate and timely care prescribed by the child's individualized DMMP is provided to children enabling the school/child care facility to meet its obligations under federal and state laws.

## References:

<https://adata.org/faq/what-are-public-accommodations>  
[www.diabetes.org/safeatschool](http://www.diabetes.org/safeatschool) or call 1-800-diabetes for advocacy.

## For Information on COVID-19:

- ADA Return to School Recommendations: [www.ada.org/sascovid](http://www.ada.org/sascovid)
- CDC Coronavirus Disease 2019 (covid-19): Considerations for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- CDPHE COVID-19: <https://covid19.colorado.gov/>
- NASN COVID-19 Resources: <https://www.nasn.org/nasn-resources/practice-topics/covid19>

## 1. Communication:

- To facilitate appropriate execution of the Diabetes Health Care Provider's orders/DMMP and to ensure safety of the child, the school nurse/CCHC will have authorization to exchange health information with the health care provider to assist in developing, updating and carrying out the IHP. Authorization for this coordination of care is per parent-signed diabetes health care provider orders/DMMP and IHP, which aligns with both HIPAA and FERPA regulations. The school nurse/CCHC and health care provider may seek consultation with Colorado's Diabetes Resource Nurses ([www.coloradokidswithdiabetes.org](http://www.coloradokidswithdiabetes.org)) for support and assistance in providing diabetes care in the school and child care setting.
- Communication of care of the student/child will occur following FERPA guidelines. <https://studentprivacy.ed.gov/resources/joint-guidance-application-ferpa-and-hipaa-student-health-records>  
Communication of blood glucose readings and coordination of care between child, school nurse/CCHC, health care providers, school staff/teachers and/or parents may include a variety of options, e.g. cell phone applications, web-based applications, email, and texting, which will be noted in the child's DMMP/IHP/Section 504 plan/IEP or an agreement with the child care facility.
- Shared cellular data plans and/or Wi-Fi may need to be provided by the parents as necessary for cellphone service and/or remote site monitoring if school wi-fi guest sign in is not available. School districts are encouraged to provide guest internet access if available.
- Parents and school nurses will create a communication plan regarding diabetes care while at school (e.g. communicating changes in dosing from parent to school nurse) using logs, texting/emails or through the independent child's communication with parent and/or school nurse. School nurses should be aware of all communication arrangements.
- Substitute teachers will be notified of students' diagnosis and plan of care.
- References for exchange of health info: <https://www.hhs.gov/hipaa/for-professionals/faq/517/does-hipaa-allow-a-health-care-provider-to-disclose-information-to-a-school-nurse/index.html>  
For more general info go to <https://www.hhs.gov/hipaa/for-professionals/faq/ferpa-and-hipaa/index.html>

## 2. Additional Information/504 Plan:

- The child's IHP developed by the school nurse/CCHC must be consistent with the DMMP or physician's order and developed in collaboration with the parent/guardian(s). (See The Delegatory Clause of the Colorado Nurse Practice Act [12-38-101 C.R.S]) and 1.13 [Rules and Regulations Regarding the Delegation of Nursing Tasks](#) (3 CCR 716)
- Administrators of camps and private child care programs should be aware of the legal protections afforded children with diabetes. [Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act](#)
- Section 504 Plan (generally for school age children): Section 504 of the Rehabilitation Act of 1973, an Individualized Education Program (IEP): Individuals with Disabilities Education Act (IDEA) or other written accommodation plan: Prohibits discrimination in any program or activity (academic, nonacademic, extracurricular) that receives federal funding and applies to all public *and* private schools including religious schools that receive federal money. The identification for Section 504/IEP services must be based upon evaluations and conducted by a team of individuals knowledgeable about the child, including the parents, school nurse, administration, teachers, etc. It should be consistent with and incorporate the provider orders/DMMP for reference (please communicate with providers if discrepancies occur).

### 3. Diabetes Health Care Provider Orders/DMMP:

- The orders/DMMP should be obtained annually at the start of each school year and on an ongoing basis as needed or annually/ongoing based on enrollment in a child care facility for coordination of care.
- If ongoing changes to the insulin dosing for MDI or non-HCL is a total of +/- 3 units per dose outside the current orders on file, new orders/DMMP are needed to reflect these changes.
- **Barbara Davis Center medication forms/DMMPs are approved by this collaborative and acceptable for the administration and delegation of medication. Therefore, additional school or district specific medication forms are NOT necessary unless they contain additional information not specified for this child's diabetes care or are needed for the care of another chronic condition.**
- The health care provider may individualize the DMMP per the child's individual needs, which may vary from the Standards but fall within reasonable and safe accommodations.

### 4. Monitoring Blood Glucose:

- **Standard Target Ranges:** The student's target ranges are indicated by the health care provider on the orders/DMMP. If the target range is not indicated, please refer to ADA recommendations of 70-180mg/dL. *Children and Adolescents: Standards of Medical Care in Diabetes-2021: (Diabetes Care Volume 44, Supplement 1, January 2021)* [https://care.diabetesjournals.org/content/44/Supplement\\_1/S180.full-text.pdf](https://care.diabetesjournals.org/content/44/Supplement_1/S180.full-text.pdf)

#### Notification to Parents\*:

**Low** < target range and **High** > 300 mg/dl (unless otherwise indicated on Provider orders/DMMP)

*\*See Hypoglycemia and Hyperglycemia Sections for notification recommendations*

- The frequency of routine blood glucose monitoring should take into consideration the child's schedule and participation in classroom learning/activities. Too frequent routine glucose monitoring may impact learning and school participation. On average, a child would have routine glucose monitoring one to three times during the school day unless otherwise indicated on orders/DMMP.

### 5. Hypoglycemia: General Guidelines for all children with or without a pump:

- **Refer to Table 1 (Page 11)**
- Child should be treated **immediately and onsite** (i.e. classroom, playground) if symptomatic or if blood glucose is below *Target Range*. If the child needs to go to the health office, the student should be accompanied by a responsible person (to be determined in collaboration with the parent, child and school nurse/CCHC) as indicated in the child's IHP and/or Section 504 plan.
- The school nurse/CCHC should encourage the parent to contact the health care provider for insulin dose adjustments if hypoglycemia occurs frequently (when there are 3 or more days per week with 3 or more blood glucose readings **below target range** at the same time of day).
- The amount of carbohydrates used in treatment of mild-moderate hypoglycemia (with or without pump) is based on child's sensitivity to carbohydrates and may be individualized by the parents/guardians and/or specified in the provider's orders/DMMP.
- Do not give insulin for carbohydrates (do not enter in pump) given to treat low blood glucose. The School Nurse/CCHC should discuss with the parent whether the child is given an insulin bolus for snacks immediately following hypoglycemia (school nurse/CCHC to make note on the IHP).
- **Notify Parents after child has been treated for hypoglycemia to avoid delaying treatment. However, in the case of mild hypoglycemia (> 60mg/dl and NO symptoms), the parent may indicate they want to be contacted prior to treatment to determine treatment. This should be indicated on the child's IHP. If parent cannot be contacted, then treatment should be provided immediately per Table 1 (Page 11).**

### 6. Hyperglycemia: General Guidelines:

- **Refer to Table 2 (Page 12)**
- The school nurse/CCHC should take into consideration upcoming activities including PE, lunch dosing, walking home, afterschool activities, etc. when giving insulin corrections.
- For all children (with or without pump), the school nurse/CCHC should encourage the parent to contact the health care provider for insulin dose adjustments if hyperglycemia occurs frequently (when there are 3 or more days per week with 3 or more blood glucose readings **above target range** at the same time of day).

- Check ketones whenever a child with T1D has symptoms of illness, nausea, vomiting, and/or stomachache. If the school is unable to test for ketones, and the child has any of these symptoms, notify the school nurse/CCHC. At this point, the child should be treated/monitored by parent/guardian *outside of school*. *The presence of ketones may indicate impending diabetic ketoacidosis (DKA)*. If symptoms of nausea, vomiting and/or stomachache persist or worsened while at school, and parent is unable to be contacted, call 911.
- Potential pump malfunction: The concern for a student on a pump w/ hyperglycemia is a malfunctioning pump/infusion site failure and the risk of quickly going into DKA. UAPs should contact school nurse/CCHC for further instructions re: insulin by injection or new infusion set by parent or independent student.
- If pump calculator is not working, the school nurse/CCHC may calculate and give insulin according to the child's insulin dosing using this formula:\*

$$\frac{(\text{Current BG} - 150)}{\text{Sensitivity/Correction factor}} + \frac{\text{Grams of carbohydrates}}{\text{Carbohydrate Ratio}} = \text{Units of insulin} \quad \text{Example: } \frac{(275 - 150)}{50} + \frac{60}{15} = 6.5 \text{ Units}$$

\*Once dose is calculated, the school nurse/CCHC may reference previous doses to verify the calculated dose is in the child's range.

\*Alternatively, the school nurse/CCHC may contact the health care provider for a one-time order for insulin dosing or correction if carb ratio/correction factor dosing is not provided on orders/DMMP.

## 7. Exercise and School Attendance

- **Refer to Table 3 (Page 13)**
- Always check blood glucose and/or ketones (if supplies are available) before exercise if the child is not feeling well or is experiencing moderate to severe symptoms of hyperglycemia.\*
- School nurse/CCHC should determine if type of exercise is appropriate, weather conditions (e.g. very hot weather – exercise may not be appropriate), child's hydration status, school's ability to monitor symptoms during exercise, etc.

\*Moderate to severe symptoms include stomachache, nausea, vomiting, labored breathing, slurred speech, change in mental status, dehydration.

## 8. Insulin Management

Rapid-acting insulins are interchangeable (e.g. Humalog [insulin lispro], Novolog [insulin aspart], Apidra [insulin glulisine]) unless child is allergic to a certain brand or otherwise indicated on provider orders/DMMP. Ultra-rapid insulins (e.g. Fiasp [insulin aspart], Lyumjev [insulin lispro-aabc]) act and peak sooner than rapid-acting insulins and would require new orders.

- The parent and/or UAP should notify the school nurse/CCHC for changes in insulin dosing so the IHP can be updated per orders/DMMP and any further delegation can occur.
- In the school/child care setting, fast-acting insulin is generally given ~5-15 minutes prior to lunchtime, unless otherwise indicated on provider orders/DMMP. Since it is difficult to determine precisely when the child will actually eat their meal at school due to varying factors, fast-acting insulin is not given earlier than 10-15 minutes to avoid an episode of hypoglycemia. Ultra-rapid insulins should be administered immediately prior to the meal/snack.
- The two-digit rule (a rule using the first 2 digits of the blood glucose reading to determine how much in advance to give insulin prior to a meal, e.g. if blood glucose is 200 then give insulin 20 minutes before eating) for giving insulin prior to meals is not practical in the school setting due to the inability to predict the exact timing of the meal.
- Refer to child's individualized orders/DMMP for snack dosing.
- After 28 days, opened vials/cartridges/pens of insulin will begin to lose their potency and be susceptible to bacteria contamination; therefore the insulin should no longer be used in the school/child care setting.
  - School nurse/CCHC should notify parent of insulin and glucagon expiration dates in advance so parents can bring in new medication.
  - Please check with parents to see if they would like the expired insulin to be returned to them or discarded.
- Long-acting insulin may be given during school / when indicated by the provider (e.g. when adherence to insulin regimen is not occurring at home).



## 9. Pump Management

- The computerized feature/calculator of the pump should be used for insulin boluses.
- **All** blood glucose values and carbohydrate grams (with the exception of treatment for hypoglycemia) must be entered into the pump for delivery of pump-recommended boluses.
- Parents/guardians are responsible for ensuring all pump settings align with orders/DMMP.
- The pump bolus calculator rarely should be overridden (e.g. in dosing changes). Encourage parents to follow-up with their health care provider for insulin pump dose adjustments if frequent overrides are being requested.
- **UAPs must always get approval from their school nurse/CCHC to override pump insulin calculations.**
- Due to the infrequency of changing sites and the school staff/school nurse/CCHC's ability to maintain expertise in insertion of pump infusion sets/CGM sensors, insulin will be given by injection if pump site fails and the BG meter will be used if the CGM fails.
- In the event of pump infusion set malfunctions, the school staff should contact the school nurse/CCHC for further instructions regarding insulin by injection or new infusion set/CGM sensor insertion by parent or independent child. The school nurse/CCHC will coordinate this with parents/guardians.

## 10. Continuous Glucose Monitors/Integrated Continuous Glucose Monitors (CGM/iCGM)

- CGM systems use a tiny sensor inserted under the skin to monitor glucose levels (ongoing or short term) in interstitial fluid. Some CGMs need to be calibrated using a finger stick glucose reading when readings are stable, approximately two to three times/day, typically outside of school. Parents/independent children are responsible for changing sensor/site. Calibrations may need to occur in school if prompted by CGM and should ideally occur when the blood glucose levels are stable (not rising or falling rapidly), typically before meals, and not after meals.
- In the school setting, UAPs should respond to low and high BG alarms rather than the constantly fluctuating trends and numbers.
- The FDA has approved non-adjunctive use of the **G6 CGM** and **Freestyle Libre 2 and 3 iCGMs**. The Dexcom G7 and Medtronic Guardian 4 will also be non-adjunctive once FDA approved. Please refer to the *Collaborative Guidelines for CGM/iCGM Therapeutic Dosing in the School Setting –Colorado 2022*, [www.coloradokidswithdiabetes.org](http://www.coloradokidswithdiabetes.org).
- The **benefits of a CGM** in the school/child care setting includes real-time, dynamic glucose information, which enhances the safety of the child and their diabetes control. The school nurse/CCHC should support the use of CGMs and establish parameters so that there is little disruption to the student's school activities, thereby, enhancing their education. The use of the CGM in the school setting includes using alarms sparingly and setting alarms for blood glucose levels that require an immediate action/response. This will help the child avoid alarm fatigue and enhance learning by avoiding unnecessary disruption to their learning in the classroom. Alarms should be set for low BG and high BG when treatment/action is needed (e.g. when sensor glucose is <80 or >250).
- School and child care staff are responsible for keeping all children safe in the school setting. School staff do not have the staffing capacity to support unique requests for frequent glucose pattern management techniques at school (e.g. sugar surfing). Diabetes care at school will be provided in accordance with the regimen prescribed in the child's medical orders.
- Remote monitoring of the CGM in the school/child care setting by school/child care staff is generally not required as the child is usually adult-supervised by trained staff and alarms are used to identify urgent blood glucose levels requiring action. However, in certain unique cases (e.g. preschool age, non-verbal, impaired cognition, severe hypoglycemia unawareness) remote monitoring may be appropriate and the school nurse/CCHC, along with the Section 504 Team, will do an assessment and determine the accommodations based on the child's individual need(s) and the DMMP. When determined appropriate, the school nurse/CCHC will indicate these accommodations on a Section 504 plan and the Individualized Health Plan. Parent(s) or school may provide the remote monitoring device. School nurse/CCHC/UAP personal devices should never be used for remote monitoring.
- Parents are responsible for setting the alarms and notifying the school nurse/child care health consultant of the parameters. Alarms should be used sparingly and for safety to avoid unnecessary disruption of the child's activities/education. The recommendation is to set alarms for blood glucose levels that require an immediate action/response.
- Predictive alarms: actions and/or treatment will be determined by parent and school nurse.



- **Trend Arrows:** The health care provider may indicate on the DMMP the use of trend arrows at mealtime in determining insulin dosing/treatment. These trend arrows vary per manufacturer and may be used in individualized treatment decisions as agreed upon by the school nurse, parent and provider.

**Note: Using features of systems designed to minimize hypoglycemia during activities:** Hybrid-closed loop systems all have a feature designed to minimize hypoglycemia (e.g. with exercise and activities). It is safe and appropriate to use this feature in the school setting.

**11. New/Emerging Diabetes Technologies and Therapies in the school setting: (See Addendum A for current FDA approved)**

Collaboration with parents, children, health care providers and school nurses to individualize use and treatment with this new technology is important. (For example: allowing or assisting the child in checking blood glucose levels to enter back into auto mode with the Medtronic 670G or 770G pump) When students are participating in clinical trials school nurse should follow medical orders.

**12. Do-It-Yourself (DIY) Artificial Pancreas (AP) Systems (e.g. looping):** The *Collaborative* does not endorse DIY AP systems due to concerns regarding tampering with a medical device, outside the bounds of rigorous scientific research, potential coding errors, and/or potential malfunctions. HOWEVER, the school nurse and school staff may support the student with a DIY AP system if the student has a current DMMP/provider order. Support may include inputting glucose and carbohydrate numbers into the pump for insulin dosing and hypo-hyperglycemia management.

**13. Multiple Interventions Per Day Outside of DMMP/Provider Orders and/or overriding insulin pump:** In general, regarding care when parents request multiple interventions per day to override or change the DMMP and/or insulin pump's dose calculations - this type of care is beyond "reasonable accommodations" due to the frequent disruptions to the child's education and the potential for error (e.g. causing hypoglycemia). Therefore, the school nurse and school staff cannot provide this type of care in the school or child care setting. *However, the school nurse and school staff may provide hypo-hyperglycemia treatment for the child per Tables 1, 2 & 3 or per DMMP. Note:* This does not include the occasional changes to insulin dosing as noted above in #3 Diabetes Healthcare Provider Orders/DMMP.

**14. InPen Smart Pen:** The InPen is a reusable injector pen that tracks dosing and assists with diabetes management by calculating bolus insulin doses (similar to a bolus calculator in an insulin pump) using a mobile app. It takes into account insulin on board and subtracts insulin when the child is below target range. In the school setting, the insulin dosing may be calculated per the smart pen (InPen) app calculator. All blood glucose levels should be entered into the app calculator for administration of app-calculated doses unless otherwise indicated on the orders/DMMP. If the child is eating additional carbs within 2 hours of previous insulin dose, only the carbohydrate amount should be entered in the app calculator. Parents are responsible for maintaining the insulin dose settings within the InPen app.

**15. iPort:** An iPort is a patch that sticks to the student's skin allowing for direct insulin delivery from a syringe or pen. The needles used in the iPort are greater than 3/16" (5mm) and less than 5/16" (8mm) with a needle diameter less than 28 gauge. If the site fails, the parent or guardian will need to replace the device.  
<https://www.medtronicdiabetes.com/products/i-port-advance>

**16. Self-Care Management:** Ability level is to be determined by the parent and provider with consultation from the school nurse and specified on the provider orders/DMMP (which may direct parent and school nurse to set ability level) and then applied to the school setting as specified in the IHP. All children regardless of age or expertise require a plan (e.g. Emergency Action plan, and/or hypo/hyperglycemia flow sheet) and may need assistance with hypoglycemia and illness.

**17. Bus Transportation to Home/Walking Home:** Prior to riding bus or walking home, the child's glucose levels should be above 80mg/dl (unless otherwise indicated in DMMP/IHP) and stable (no down arrow on CGM unless above target). For hyperglycemia, if glucose level is above target range but child's ketone levels are negative-small (check ketones per Tables 2 & 3) and child is asymptomatic, the child may ride the bus or walk home unless otherwise indicated on DMMP/IHP.

- 18. Mental Health Considerations:** Children that have been in Day treatment, hospitalized, or have active mental health concerns (e.g. suicide watch) should have a transition plan in place prior to returning to school. The providers, social workers, parents, school staff and school nurse/CCHC should collaborate to develop the transition plan (e.g. determine safe use of pump, BG monitoring, insulin administrative oversight by school staff).
- 19. Non-adherence to diabetes care:** For children not adhering to treatment (not checking BG, not taking insulin, not checking ketones), the school nurse/CCHC, parent and providers should communicate concerns and collaborate on problem-solving interventions as possible.
- 20. Children with private duty nurses:** If a child has a private duty nurse, the *Standards of Care* may be individualized or exempt at the discretion of the parents and/or health care provider and per any agreement with the school district.
- 21. Emergency Preparedness:** Schools, child care programs and parents should develop a plan to have emergency diabetes supplies available for the child in the event of fires, tornados, lockdowns, evacuations, etc. and practice the emergency plan during the school drills. The specifics of the plan may be addressed on the child's Section 504 plan.

***NOTE: School nurses and CCHC's should determine their individual scope of practice regarding new diabetes treatment therapies and/or diabetes care practices.***

***[https://www.colorado.gov/pacific/dora/Nursing\\_laws](https://www.colorado.gov/pacific/dora/Nursing_laws)***

## REFERENCES:

1. Standards of Medical Care in Diabetes-2020 2020;43(Suppl. 1):S1163-S182 | DOI: 10.2337/dc20-S013, [https://care.diabetesjournals.org/content/43/Supplement\\_1/S163](https://care.diabetesjournals.org/content/43/Supplement_1/S163) American Diabetes Association (2017, January). Standards of medical care in diabetes—2017. *Diabetes Care* 40 (Supplement 1). [www.diabetes.org/diabetescare](http://www.diabetes.org/diabetescare)
2. Battelino, T. et al. (2019). Clinical Targets for Continuous Glucose Monitoring Data Interpretation: Recommendations From the International Consensus on Time in Range *Diabetes Care*, 43(7). doi:10.2337/dc190028; DOI: 10.2337/dc19-0028
3. Chase H., & Frohnert B., (2019). *Understanding Diabetes (14<sup>th</sup> Ed)*. Denver, CO. Paros Press.
4. Chase, H., & Messer, L., (2017). *Understanding Insulin Pumps, Continuous Glucose Monitors and the Artificial Pancreas*. Denver, CO. Paros Press.
5. Forlenza GP, Argento NB, Laffel LM. Practical Considerations on the Use of Continuous Glucose Monitoring in Pediatrics and Older Adults and Nonadjunctive Use. *Diabetes Technol Ther*. 2017;19(S3):S13-s20.
6. Goss PW, Middlehurst A, Acerini CL, Anderson BJ, Bratina N, Brink S, Calliari L, Forsander G, Goss JL, Maahs D, Milosevic R, Pacaud D, Paterson MA, Pitman L, Rowley E, Wolfsdorf J. (2018, Oct 1). ISPAD position statement on type 1 diabetes in schools. *Pediatric Diabetes*. 2018 Nov;19(7):1338-1341. doi: 10.1111/pedi.12781.
7. Jackson, C. C., et al., (2015). Diabetes care in the school setting: a position statement of the American Diabetes Association. *Diabetes Care*, 38(10), 1958-1963.
8. National Association of School Nurses. (2017). *Diabetes management in the school setting* (Position Statement). Silver Spring, MD: Author.
9. National Diabetes Education Program [NDEP]. (2016). Helping the student with diabetes succeed: A guide for school personnel. Retrieved from: <https://www.niddk.nih.gov/health-information/communication-programs/ndep/health-professionals/helping-student-diabetes-succeed-guide-school-personnel>
10. Siminerio, L.M., et al., (2014, October). Care of young children with diabetes in the child care setting: a position statement of the American Diabetes Association. *Diabetes Care*, 37 (10) 2834-2842
11. Sherr, J., Tauschmann, M., Battelino, T., de Bock, M., Forlenza, G., Roman, R., Hood, K., Maahs, D. (2018, Oct). ISPAD clinical practice consensus guidelines 2018: diabetes technologies. *Pediatric Diabetes* October 2018; 19 (Suppl. 27): 302–325. DOI: 10.1111/pedi.12781
12. Danne, T., et.al. (2017, December). International consensus on use of continuous glucose monitoring. *Diabetes Care*, 40 (12) 1631-1640; DOI: 10.2337/dc17-1600. <https://care.diabetesjournals.org/content/40/12/1631>

## RESOURCES:

1. Colorado Office of Early Childhood: [http://coloradoofficeofearlychildhood.force.com/oec/OEC\\_Providers?p=providers&s=Rules-and-Regulations&lang=en](http://coloradoofficeofearlychildhood.force.com/oec/OEC_Providers?p=providers&s=Rules-and-Regulations&lang=en)
2. Healthy Child Care Colorado: <https://healthychildcareco.org/health/child-care-health-consultation/>
3. Colorado Nurse Practice Act: <https://dpo.colorado.gov/Nursing/Laws>

## Addendum A

### Emerging Pump Technologies: FDA Approved

- **Medtronic's MiniMed 630G Pump with:** Threshold Suspend/Suspend on Low *is a feature on Medtronic pump and CGM systems which automatically suspends insulin delivery when the sensor glucose is low. When triggered, the pump sounds a siren alarm and requires the user to choose between leaving the basal insulin off or restarting it. If no choice is made, the pump continues to alarm and insulin delivery will remain suspended for up to 2 hours or until the user chooses to resume insulin delivery. While insulin suspension is active, no bolus insulin can be given. If threshold suspend/suspend on low alarms, a fingerstick BG should be done and if BG is below the student's target range, hypoglycemia treatment guidelines should be followed and basal insulin should be resumed once hypoglycemia resolves. For more information: Contact the Colorado Diabetes Resource Nurse for your area, Medtronic pump representative and/or [www.coloradokidswithdiabetes.org](http://www.coloradokidswithdiabetes.org)*
- **Medtronic's MiniMed 670G/770G\* with Smartguard Technology** consists of the 670G/770G insulin pump and Guardian 3 CGM. It can operate in two modes: **Manual Mode** and **Auto Mode**. In Manual Mode, the insulin pump delivers basal and bolus insulin per the programmed basal rates and bolus calculator settings, and when using the CGM, also contains two levels of hypoglycemia prevention technology: 1) *Suspend On Low* and 2) *Suspend Before Low*. The user can choose to use either one. *Suspend on Low* is described above. With *Suspend Before Low*, the pump automatically suspends insulin delivery when hypoglycemia is predicted to occur within the next 30 minutes (before the sensor glucose is low), in an attempt to prevent hypoglycemia. The pump then automatically resumes insulin (with or without alerts) when hypoglycemia is no longer predicted. In Auto Mode, basal insulin is NOT delivered per the basal rates programmed in the pump, but instead the pump automatically calculates basal insulin delivery every 5 minutes in response to the sensor glucose values, aiming to keep glucose levels in target range more often. There is a special feature while in Auto Mode called "Temp Target" that can be turned on to reduce basal insulin delivery. This may be useful for exercise (e.g., PE or recess) or other times when reduced insulin needs are anticipated (e.g., field trips). Temp Target can be accessed from the main menu and is simply turned on and set for a desired duration of use. When the programmed duration expires, the system will return to the normal Auto Mode. When on, Temp Target can also be cancelled prior to the set duration time and return to normal Auto Mode delivery. When using Auto Mode, there are some situations where the system will exit the user from Auto Mode to Manual Mode (**this is not an emergency**). When the pump exits to Manual Mode, it stops calculating the basal insulin and starts delivering the programmed basal rates. Most often, users can return to Auto Mode by entering a BG level, as prompted by the pump. All children should be allowed and/or assisted in checking a BG for re-entry into auto mode. For more information: Contact the Colorado Diabetes Resource Nurse for your area, Medtronic pump representative and/or [www.coloradokidswithdiabetes.org](http://www.coloradokidswithdiabetes.org).
  - \*770G uses the same program as 670G except that it is a blue-tooth compatible pump and allows connectivity to a smart phone app that permits remote monitoring.
- **Tandem's Basal-IQ system** consists of the t:slim X2 pump and Dexcom G6 CGM. Basal IQ is a predictive low glucose suspend (PLGS) feature, which will automatically suspend basal insulin delivery when hypoglycemia is predicted to occur within the next 30 minutes. It will automatically resume insulin delivery once the glucose levels start to rise. *May require less carbohydrates when treating hypoglycemia (collaborate with parent and/or as indicated in the health care provider orders).*
- **Tandem's Control IQ system** is an hybrid closed-loop system that consists of the t:slim X2 pump and Dexcom G6 CGM. Control IQ predicts glucose 30 min. into the future, and automatically adjusts the programmed basal rate delivery aiming to keep blood sugars within target. It increases basal insulin if glucose is predicted to rise, it reduces insulin delivery if glucose is predicted to drop, and it suspends insulin delivery if glucose is predicted to drop < 70 mg/dL. When suspended, it will automatically resume insulin delivery only when glucose begins to rise. Control IQ may also deliver automatic correction boluses for persistent hyperglycemia which will appear in the "insulin on board" calculations. It also includes an exercise and sleep mode option. The exercise activity will reduce basal insulin delivery and may be useful for exercise (e.g., PE or recess) or other times when reduced insulin needs are anticipated (e.g., field trip). The exercise feature can be turned on in the activity menu (under options) and simply turned off to return back to usual operation. As with any HCL system, the child may require less carbohydrates when treating hypoglycemia (collaborate with guardians indicated in the health care provider orders).

- **Insulet's Omnipod 5 system** is a hybrid closed loop system that consists of the tubeless Omnipod insulin patch pump and the Dexcom G6 CGM. The Omnipod 5 predicts glucose 60 min. into the future and automatically adjusts basal insulin delivery. It uses the CGM to wirelessly “talk” to the pod and adjust insulin dosing in real time. The pod is controlled via the Omnipod 5 app, which may be installed on a “controller” device or on the user’s cell phone, though the system will still operate in “closed loop” mode without the controller/phone present. Students using the Omnipod 5 will still need to give bolus doses for meals using the controller or their cell phone and, as with other closed loop systems, should pre-bolus for their meals, unless otherwise indicated, and may need less carbohydrates to treat a mild hypoglycemic event. The system also contains an “Activity Feature” when in Automated Mode. This feature will reduce basal insulin delivery when in Automated mode and may be useful for exercise (e.g., PE or recess) or other times when reduced insulin needs are anticipated (e.g., field trip).

<b>Table 1: Hypoglycemia Scenario</b>  <b>Definition of Symptoms are included in each scenario below.</b>	<b>Action</b>
<u>Student reports feeling “low”</u> and/or symptoms are noted by staff or CGM is alarming.	<ul style="list-style-type: none"> <li>• Check blood glucose (BG) with glucometer or use CGM (if non-adjunctive). If &lt;80, check fingerstick. If CGM reads “LO” then check fingerstick</li> <li>• If no meter/sensor is available assume BG is low and treat per symptoms</li> </ul>
<u>Mild Symptoms with or without BG below target range or Meter reads “LO”:</u> Symptoms may include but are not limited to: Dizziness, irritability, moodiness, anxiety, hunger, shakiness, sweating (usually cold sweat), rapid heart beat	<ul style="list-style-type: none"> <li>• If &lt;5 y.o. treat with ~5-7g fast-acting carbohydrates*</li> <li>• If &gt;5 y.o. treat with ~10-15g fast-acting carbohydrate*</li> <li>• <i>Do not give insulin for these carbohydrates</i></li> <li>• Recheck BG in 10-15 min (15-20min for CGM). Once glucose level is above 70mg/dl, and child is asymptomatic, child can return to class</li> <li>• If still below <i>Target Range</i>, repeat steps until within target range</li> <li>• Once in <i>Target Range</i>, consult IHP regarding desired follow-up snack per parent.</li> <li>• Follow <b>Snack/M meal Protocol***</b> (see below)</li> </ul>
<u>Moderate Hypoglycemic Symptoms with or without BG target below target range:</u> Symptoms may include but are not limited to: Confusion, headache, poor coordination	<ul style="list-style-type: none"> <li>• Check BG with glucometer if available</li> <li>• Recheck BG in 10-15 min (15-20min for CGM)</li> <li>• Re-treat until within <i>Target Range</i></li> <li>• Follow <b>Snack/M meal Protocol**</b> (see below)</li> <li>• If the child is unable to drink juice, <b>this is severe hypoglycemia. Proceed to the next row of this table.</b></li> </ul>
<u>Severe Symptoms with or without BG below target range:</u> Symptoms may include but are not limited to: Severe drowsiness, fainting, loss of consciousness, seizures, unable or unwilling to eat or drink or take glucose gel	<ul style="list-style-type: none"> <li>• <b>Call 911!</b></li> <li>• Check BG with glucometer if available</li> <li>• Administer glucagon per manufacturer’s instructions, orders/DMMP               <ul style="list-style-type: none"> <li>○ Trained personnel should be available for administration of glucagon</li> </ul> </li> <li>• Contact/Notify parent</li> </ul>
<p><b>Note:</b> In all cases, notify parents after student has been treated unless otherwise indicated on DMMP/IHP</p> <p>*Fast-acting carbohydrates may include but are not limited to: juice, glucose tablets, Skittles, honey, regular soda, etc.</p> <p>**Complex Carb Snack can include crackers and cheese, meat and crackers, apple and cheese, etc.</p> <p>***<b>Snack/M meal Protocol:</b> Do not give insulin (do not enter in pump) for carbohydrates given to <u>treat</u> low blood glucose per IHP.</p> <p>At mealtime, after blood glucose is within target range, send the student to lunch and give insulin after eating (If on a Hybrid Closed Loop System such as Tandem Control IQ, then the meal bolus may need to be given before meal –see DMMP), based on the grams of carbs only unless otherwise indicated on orders/DMMP. <b>For Pumps: Immediately after eating</b>, enter grams of carbs eaten into pump and use the pump calculator to determine amount of insulin to be given unless otherwise indicated on orders/DMMP, The BG should not be entered into the pump when determining insulin dose after a low event.</p>	



**Table 2: Hyperglycemia: BG higher than target as indicated in orders/DMMP**

**Definition of *Symptomatic* as used below\*: Flu-like symptoms, nausea and/or vomiting, abdominal pain, severe drowsiness, rapid, shallow or deep breathing, confusion.**

Scenario	Action Without Pump	Action With Pump
<b>BG above target and non-symptomatic once</b> (at lunch time)	<ul style="list-style-type: none"> <li>Provide Correction as indicated in orders/DMMP</li> <li>Recheck in 3 hours, if &gt;300mg/dl contact school nurse and follow scenario “BG &gt;300mg/dl for at least 2 hours in duration...”</li> </ul>	<ul style="list-style-type: none"> <li>Provide correction per pump calculator</li> <li>Recheck in 2 hours.</li> <li>If greater than 300mg/dl – contact school nurse and follow scenario below “BG&gt;300mg/dl for at least 2 hours in duration...”</li> <li>If no numeric value (HI) use fingerstick.</li> </ul>
<b>BG &gt;300 once and non-symptomatic</b>	<ul style="list-style-type: none"> <li>Provide Correction as indicated in orders/DMMP if greater than 3 hrs. since last insulin dose</li> <li>If &lt;3 hours since last dose, recheck at 3 hrs. unless symptomatic (see below if symptomatic)</li> </ul>	<ul style="list-style-type: none"> <li>Provide correction per pump calculator</li> <li>Recheck in 2 hours.                             <ul style="list-style-type: none"> <li>If greater than 300mg/dl –contact school nurse and follow scenario below “BG&gt;300mg/dl for at least 2 hours in duration...”</li> <li>If no numeric value (HI) use fingerstick.</li> </ul> </li> </ul>
<b>BG &gt; 300 mg/dL for at least 2 hours in duration. OR</b> <b>*symptomatic as described above OR</b> <b>Meter reads “HI”</b> <ul style="list-style-type: none"> <li>use highest reading the meter goes to</li> <li>most meters stop at 600mg/dl</li> </ul> <p><i>Note: Do not give extra correction if student is on a sliding scale before contacting provider for assistance and notify parent.</i></p>	<ul style="list-style-type: none"> <li>Recheck BG with fingerstick</li> <li>Check for ketones if available</li> <li>Provide water</li> <li>If mod-large ketones (see note bottom of Table 2) contact parent/guardian as child should be treated at home. If unable to contact parent, monitor and call health care provider for assistance.</li> <li>If &lt; 3 hours since last insulin dose recheck BG when &gt;3 hours, then give correction dose per orders/DMMP.</li> <li>If &gt;3 hours since last insulin dose and no ketones, contact school nurse – may give correction per orders/DMMP.</li> </ul>	<ul style="list-style-type: none"> <li>Check for ketones</li> <li>If mod-large ketones, follow scenario below “BG&gt;300mg/dl for at least 2 hours in duration...”</li> <li>This may indicate pump/site malfunction: See General Guidelines: <i>Potential Pump Malfunction</i></li> <li>Pump site will need to be changed by parent/guardian or independent student</li> <li>Follow “Action Without Pump” protocol</li> <li>Insulin should be given by injection</li> </ul>
<b>Hyperglycemia (&gt;180mg/dl but less than 300mg/dl)</b> other than lunchtime and >3 hours since last insulin dose	<ul style="list-style-type: none"> <li>Contact school nurse/CCHC for approval and provide insulin via injection using indicated correction factor on orders/DMMP.</li> <li>If correction factor not available, school nurse should contact Diabetes Health Care Provider for one-time orders.</li> <li>Contact/Notify parent of correction dosing</li> <li><b>To avoid insulin stacking:</b> <ul style="list-style-type: none"> <li>If lunch is within 30 minutes at the time of hyperglycemia, wait for lunch and recheck blood glucose prior to dosing.</li> <li>If &gt; than 30 minutes until lunch, give correction now. Then at lunchtime give ONLY insulin for carbs eaten and NO insulin for correction.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Follow “Action Without Pump” protocol but provide correction per pump calculator</li> <li>If unable to use pump calculator use correction formula provided on orders (See General Guidelines)</li> <li>If no orders available school, nurse should contact Diabetes Health Care Provider for one-time orders</li> <li>Contact/Notify parent if available</li> </ul>
<ul style="list-style-type: none"> <li><b><i>If at any time a child (with or without a pump) has moderate – large ketones or blood ketones <math>\geq 1.0</math> and/or the student has labored breathing, change in mental status and/or may be dehydrated – call 911.</i></b></li> </ul>		



**Table 3: Exercise and School Attendance (for children on insulin injections and/or pump):**

**Definition of *Symptomatic* as used below\*: Flu-like symptoms, nausea and/or vomiting, abdominal pain, severe drowsiness, rapid, shallow or deep breathing, confusion.**

<b>IF Child's Symptoms &amp; BG level are...</b>	<b>and Ketone Level is ... then</b>	<b>Exercise</b>	<b>Stay in School</b>
$\geq 300$ mg/dl first time, no symptoms	Not required <i>unless on pump</i>	Yes	Yes
$\geq 300$ mg/dl - 2 consecutive times (for 2 hours or more), no symptoms	Negative to small	Yes**	Yes
$\geq 300$ mg/dl <i>with symptoms*</i>	Negative or any ketones	No	No
$\geq 300$ mg/dl, with or without symptoms and <i>urine ketones are moderate-large or blood ketones <math>\geq 1.0</math></i>	Urine: Moderate-Large or Blood ketones $\geq 1.0$	No	No
$\geq 300$ , 2 consecutive times, <i>no symptoms</i>	<i>Unable to check ketones</i>	No	Yes
$\geq 300$ , with symptoms	<i>Unable to check ketones</i>	No	No

## ACKNOWLEDGEMENT OF AUTHORS:

<b>Editor:</b> Pam Brunner Nii BSN, RN, NCSN, AE-C	Diabetes Resource Nurses of Colorado, Inc. Co-President, Regional Diabetes Resource Nurse, School Nurse Consultant, School Health Program, Children's Hospital Colorado
<b>Editor:</b> Andrea L. Houk, RN, CDCES	Diabetes Resource Nurses of Colorado, Inc. Co-President, Regional Diabetes Resource Nurse, Owner Diabetes Care Services, LLC, Living with Type 1 Diabetes
G. Todd Alonso, MD	Associate Professor, Barbara Davis Center, University of Colorado
Cari Berget, MPH, RN, CDE	Clinical Research Nurse/Artificial Pancreas Research Team Manager, Barbara Davis Center, University of Colorado
Sarah Blumenthal, MSN, RN, NCSN	Director of School Health Services Office, Colorado Department of Education
Theresa Cox, BSN, RN, CDE	Head Nurse, Senior Instructor, Barbara Davis Center, University of Colorado
Kelly Driver, BSN, RN, NCSN	Diabetes Resource Nurses of Colorado, Inc. Board Member, Diabetes Resource Nurse, Douglas County Schools
Laura Graser RN, BSN	Diabetes Resource Nurses of Colorado, Inc. Treasurer, Parent of T1D Student, Diabetes Resource Nurse, Denver Public Schools
Stephanie Hsu, MD, PHD	Associate Professor, Pediatric Endocrinology, University of Colorado, Children's Hospital Colorado
AJ Keglovits	Parent of a child with Type 1 Diabetes
Cheryl Lebsack	Parent of two students with Type 1 Diabetes
Sunil Nayak, MD	Pediatric Endocrine Associates, Clinical Associate Professor of Pediatrics, University of Colorado School of Medicine
Rebecca Ohman – Hanson, MD	Pediatric Endocrinology & Diabetes, Children's Hospital Colorado, Colorado Springs
Kathleen Patrick, MA, BSN, RN, NCSN, FNASN	Diabetes Resource Nurses of Colorado, Inc. Team Consultant, Retired Assistant Director Health and Wellness Unit, Colorado Department of Education
Theresa Rapstine MS, RN	Coordinator, Healthy Child Care Colorado, Child Care Health Consultant, Children's Hospital Colorado
Kathy L Reiner, MPH, BSN, RN	Regional Nurse Specialist, Colorado Department of Education
Mako E. Sather, MSN, CPNP	Rocky Mountain Pediatric Endocrinology
David Swaschnig, CPNP-PC, CDE	Senior Instructor, Barbara Davis Center, University of Colorado
Crystal C. Woodward	Director, Safe at School, American Diabetes Association
Leah Wyckoff, MS, BSN, RN, NCSN	School Nurse Consultant, Barbara Davis Center, University of Colorado, Diabetes Resource Nurses of Colorado, Inc. Team Consultant