**Rowan-Salisbury School System**

**Continuous Glucose Monitoring Plan**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of birth: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School year: \_\_\_\_\_\_\_\_\_\_\_–\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type 1 / Type 2 Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: Home: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Continuous Glucose Monitor (CGM) Brand/model: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alarms set for: Severe Low: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Low: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Predictive alarm: Low: \_\_\_\_\_\_\_\_\_\_\_\_\_ High: \_\_\_\_\_\_\_\_\_\_\_\_\_

Rate of change: Low: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ High: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Threshold suspend setting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Self-care CGM Skills Independent?

\_\_\_\_ The student troubleshoots alarms and malfunctions.

\_\_\_\_ The student knows what to do and is able to deal with a HIGH alarm.

\_\_\_\_ The student knows what to do and is able to deal with a LOW alarm.

\_\_\_\_ The student can calibrate the CGM.

\_\_\_\_ The student knows what to do when the CGM indicates a rapid trending rise or fall in the blood glucose level.

\_\_\_\_ The student should be escorted to the nurse if the CGM alarm goes off.

• Insulin injections should be given at least three inches away from the CGM insertion site.

• Do not disconnect from the CGM for sports activities.

• If the adhesive is peeling, reinforce it with approved medical tape.

• If the CGM becomes dislodged, return everything to the parents/guardians. Do not throw any part away.

• Refer to Parent/Guardian for instructions on how to use the student’s device.

Verify CGM readings with meter:

\_\_\_ Before administering insulin

\_\_\_\_ Before breakfast

\_\_\_\_ Before lunch

\_\_\_\_ Before dismissal

\_\_\_\_ Before PE

\_\_\_\_ After PE

\_\_\_\_ As needed for signs/symptoms of hyper or hypoglycemia

\_\_\_\_ As needed for signs/symptoms of illness

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s self-care blood glucose checking skills:

\_\_\_\_ Independently checks own blood glucose

\_\_\_\_ May check blood glucose with supervision

\_\_\_\_ Requires a school nurse or trained diabetes personnel to check blood glucose

\_\_\_\_ Uses a smartphone or other monitoring technology to track blood glucose values

Hypoglycemia treatment

Student’s usual symptoms of hypoglycemia (list below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If exhibiting symptoms of hypoglycemia, OR if blood glucose level is less than \_\_\_\_\_\_ mg/dL, give a quick-acting glucose product equal to \_\_\_\_\_\_ grams of carbohydrate.

Recheck blood glucose in 15 minutes and repeat treatment if blood glucose level is less than \_\_\_\_\_\_ mg/dL.

Additional treatment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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If the student is unable to eat or drink, is unconscious or unresponsive, or is having seizure activity or convulsions

(jerking movement):

• Position the student on his or her side to prevent choking.

• Give glucagon: 1 mg . mg Other (dose) \_\_\_\_\_\_\_\_\_\_

• Route: Subcutaneous (SC) Intramuscular (IM)

• Site for glucagon injection: Buttocks Arm Thigh Other: \_\_\_\_\_\_\_\_\_\_

• Call 911 (Emergency Medical Services) and the student’s parents/guardians.

• Contact the student’s health care provider.

Hyperglycemia treatment

Student’s usual symptoms of hyperglycemia (list below): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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• Check Urine Blood for ketones every \_\_\_\_ hours when blood glucose levels are above \_\_\_\_\_\_ mg/dL.

• For blood glucose greater than \_\_\_\_\_\_ mg/dL AND at least \_\_\_\_ hours since last insulin dose, give correction

dose of insulin (see correction dose orders).

• Notify parents/guardians if blood glucose is over \_\_\_\_\_\_ mg/dL.

• For insulin pump users: see Additional Information for Student with Insulin Pump.

• Allow unrestricted access to the bathroom.

• Give extra water and/or non-sugar-containing drinks (not fruit juices)

Additional treatment for ketones: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Follow physical activity and sports orders. (See Physical Activity and Sports)

If the student has symptoms of a hyperglycemia emergency, call 911 (Emergency Medical Services) and contact the student’s parents/guardians and health care provider.

Symptoms of a hyperglycemia emergency include: dry mouth, extreme thirst, nausea and vomiting, severe abdominal pain, heavy breathing or shortness of breath, chest pain, increasing sleepiness or lethargy, or depressed level of consciousness.

This CGM Plan has been approved by:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Physician/Health Care Provider Date

I, (parent/guardian) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, give permission to the school nurse or another qualified health care professional or trained diabetes personnel of (school)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

to perform and carry out the diabetes care tasks as outlined in (student) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Diabetes Medical Management Plan.

I also consent to the release of the information contained in this Diabetes Medical Management Plan to all school staff members and other adults who have responsibility for my child and who may need to know this information to maintain my child’s health and safety.

I also give permission to the school nurse or another qualified health care professional to contact my child’s physician/health care provider.

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Student’s Parent/Guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Parent/Guardian Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Nurse/Date

7/2019