

Caregiver's Guide

What to Expect Regarding Continuous Glucose Monitoring in School



DEPARTMENT OF HEALTH
STATE DEPARTMENT OF EDUCATION

Continuous glucose monitors (CGMs) can help improve blood glucose management and support student success in school. By decreasing diabetic emergencies and the need for frequent finger sticks, CGMs can promote student well-being and instructional time for learning.

When using a CGM in the school setting, it is important to work with a team including the student, their parent/guardian, the diabetes healthcare provider, and the school nurse. All members of the team should provide input into the management of the student's diabetes care while in school. It is also important to create clear expectations and determine the roles and responsibilities of each person on the team.



Diabetes Medical Management Plan:

The Diabetes Medical Management Plan (DMMP) is the best tool to create clear expectations. The DMMP provides information on the student's low glucose and high glucose levels. It provides guidance on when to check glucose levels such as before physical activity, before meals, before dismissal, and/or when the student is experiencing low blood sugar symptoms. CGM alarm settings are written in the DMMP with instructions on when and how to treat the student's low or high glucose levels.

The DMMP is also the guide for developing the student's individualized plans. Plans may include a Section 504 Plan or Individualized Education Program (IEP), and other written plans including the Individualized Health Plan (IHP) and Emergency Action Plan (EAP).

With this in mind, the information below outlines the goals of using CGMs in school, each team member's role and responsibilities, and a plan to work together as a team to provide the best care for the student.

Goals of Continuous Glucose Monitoring in School:



- Support student health and safety;
- Increase the student's learning time by reducing the amount of time spent in the school health suite;
- Support full access to participation in school-sponsored activities; and
- Decrease the number of school days missed.

When these goals are met, students with diabetes are in the very best position to achieve academic success.

Healthcare Provider Responsibilities for Continuous Glucose Monitoring in School:

- Assist the parent/guardian, when needed, to complete the parent section of the DMMP.
- Review and approve CGM alarm settings written by the parent. CGM alarm settings should require timely action by the school health team to ensure the safety of the student in the school setting, decrease classroom disruptions, and avoid alarm fatigue.
 - » Alarm fatigue is the result of frequent alarms that require no action to be taken by the school health team which causes the student or caregivers to silence or ignore alarms.

- Complete the DMMP before the start of each school year and provide updated forms to the family and school nurse when diabetes care plans are changed.
 - » Any changes made to the DMMP after it is given to the school nurse for the first time require new forms. School nurses are required to follow the diabetes healthcare provider orders in the DMMP at all times.

School Nurse Responsibilities for Continuous Glucose Monitoring in School:

- When possible, review the DMMP with the student and their parent/guardian to determine that CGM alarm settings require timely action by the school health team to ensure the safety of the student, decrease classroom disruptions, and avoid alarm fatigue.
- Prepare and review an Individualized Health Plan (IHP) and Emergency Action Plan (EAP) which contain action steps to carry out the orders in the DMMP in school. The IHP and EAP are based on the diabetes healthcare provider's orders in the DMMP, input from the parent/guardian, school schedule and other factors.
- As the leader of the school health services team, decide whether CGM remote monitoring is appropriate for a student:
 - » Remote monitoring allows viewing the student's glucose level in real time from another location and is individualized based on the student's unique needs;
 - » This decision is made after a nursing assessment and with the instructions in the DMMP;
 - » Collaboration with the diabetes healthcare provider is ideal to achieve the goals of CGM monitoring in school.
- Respond to alarms that require an action to be taken by the school health team and provide treatment as needed based on the provider's orders in the DMMP.
 - » When appropriate, parental and nursing judgment should be utilized to determine final insulin doses, and parents have the autonomy to recommend changes within the parameters ordered.
- Create a clear communication plan for the student, parent/guardian, school health team and diabetes healthcare provider that includes:
 - » The best way to contact the school health team;
 - » When each team member should be contacted;
 - » How changes in the DMMP will be shared; and
 - » How important changes in the school schedule will be shared, for example, school-sponsored trips.
- If CGM remote monitoring is appropriate for a student as outlined above, the school nurse should collaborate with school staff to:
 - » Set up a school owned device for remote monitoring (iPad, iPhone, etc.);
 - » Ensure alarms in the CGM follow app are the same as those written in the DMMP and require action to be taken by the school health team to provide treatment as needed;
 - » Provide Wi-Fi access including password to student and parent/guardian; and
 - » Re-evaluate individual and unique needs for CGM remote monitoring at mid-year and at the beginning of each new school year.



Student and Parent/Guardian Responsibilities for Continuous Glucose Monitoring in School:

- Complete the parent/guardian section of the DMMP.

- Partner with the diabetes healthcare provider to complete the DMMP before the start of each school year and provide updated forms to the school nurse when care management plans are changed.
- Work with the school health team prior to completion of the DMMP to determine alarm settings that require timely action to be taken, decrease classroom disruptions, and avoid alarm fatigue.
- If adjustments are needed in alarm settings or for actions to be taken by the school health team, work with the diabetes healthcare provider to get new orders showing a change in care management. Share the new orders with the school health team as soon as changes are made as school nurses are required to follow the diabetes healthcare provider orders in the DMMP at all times.
- Provide necessary medical supplies, including:
 - » Glucometer, glucometer test strips, lancets, lancing device, and alcohol swabs;
 - » CGM site change supplies, especially for students who can change the sensor on their own for dislodgement or failed sensor.
- Follow the communication plan created by the school nurse to decrease classroom disruptions for the student.



- If CGM remote monitoring will occur in the school setting, the parent/ guardian should:
 - » Make sure that the alarms in the CGM follow app are the same as those written in the DMMP and require action to be taken by the school health team to provide treatment as needed;
 - » Grant the school nurse access to the Follow app.
 - » Understand that the school health team cannot continuously monitor the CGM via the remote follow app. Monitoring will occur at times outlined in the DMMP and in response to alarms that require action; and
 - » Re-evaluate individual and unique needs for CGM remote monitoring at mid-year and at the beginning of each new school year.

This document is in addition to and does not replace the guidance set forth in the [Management of Diabetes in School Maryland State School Health Services Guideline](#). Parents/guardians are encouraged to review the American Diabetes Association’s Safe at School: [Guidance for the Use of Continuous Glucose Monitoring in the School Setting](#).

Acknowledgment

This document was developed by the Maryland Diabetes in School Work Group, which is comprised of School Health Services Coordinators, diabetes healthcare providers, and other partners committed to supporting children and adolescents with diabetes achieve their potential in school.

References

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