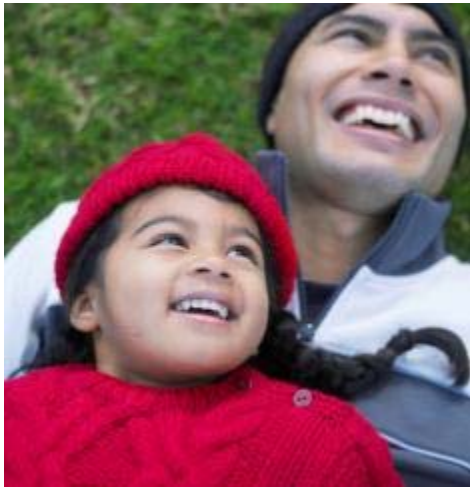


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IMPROVING LIVES. CURING TYPE 1 DIABETES. **T1D**



School and Type 1 Diabetes

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Setting the Stage: T1D in the School Setting



- Complexity
- Variability
- Control
- Emotions/Trust/High Stakes

Setting the Stage: T1D in the School Setting Behind The Curtain



- Staffing
- Past Experience with Diabetes
- Nurse Practice Acts
- Technology

What Can Families Do To Best Partner With Schools

■ Communication!

- Know the preferred method of contact for key school personnel assisting your student
- Share your best method of contact during the school day:
 - Best method for urgent needs
 - Best method for non-urgent needs
- Notify school personnel of significant factors that may impact your student (e.g. illness, insulin dosage changes, missed am insulin)
- Check in every so often to see how things are going, check on supply needs, and see if there are any questions/needs/concerns
- Early contact with school on initial enrollment
- April/May of the school year prior to initial entry
- Reentry, check with nurse/administrator in April/May to obtain preferences and availability for coordinating/meeting for following school year

What Can Families Do To Best Partner With Schools

- Support open communication between school and your child's health care provider
- Timely completion of health care provider paperwork and submission to school
 - At least 2 weeks in advance of first day of school.
- Identify staff education needs and partner to meet
 - Consider educating classmates
- Scheduling
 - See if it is possible to coordinate your student's schedule to reduce the amount of scheduled checks needed or prevent lows/highs
- Maintain school supply of diabetes items/respond in timely manner to request for supplies
- Work with school staff to encourage student independence where developmentally appropriate and as student is ready
 - Do you have a goal for your student for the school year such as counting carbs, calculating insulin doses? Share this. School personnel may be able to assist.

What Can Families Do To Best Partner With Schools

- Proactively respond to trends in glucose levels.
- Be consistent in following similar diabetes medical management plans at home and school
- Have system in place to minimize missed morning diabetes care tasks at home
- Provide accurate carb counts or package labels for foods from home
 - Send a note in or on the lunch bag
 - Write carb counts for each item on the food packaging
 - Provide copies of package labels for foods your student always eats and are not individually labeled
- Maintain copies of 504 plans/healthcare plans to reference throughout school year to always be aware of expectations of care at school
- Flexibility and Trust
 - We Can Do This!!! We all have the shared goals of:
 - Safety for students
 - Maximizing time in class
 - Facilitating a typical school experience

Formal School Health Plans

Diabetes Medical Management Plan (DMMP)

- Completed by child's health care provider
- Becomes basis for school care
- Provides prescription for treatment/medications for licensed nurses

Individualized Health Plan (IHP) or nursing care plan

- Is not a mandate by law
- Is a professional standard for school nurses and initiated by school nurses
- Can be seen as a first step in the 504 process
- Assesses needs of student in the specific school setting by further individualizing the information from the DMMP with nurse's assessment of the school environment/schedule, family and student needs and skill levels
- May include emergency action plan (EAP) distributed to school staff working with child for emergency planning
- Can be incorporated into the 504 but does not take the place of a 504 Plan

Formal School Health Plans-504 Plans

- Legal Document under Section 504 of the Rehabilitation Act of 1973.
- Prohibits discrimination by recipients of Federal financial assistance
- Provides a broad spectrum of protections against discrimination on the basis of a disability
- Requires a student with a disability to receive an equal opportunity to participate in educational activities including extracurricular activities
- The school must provide aids, services, and/or accommodations for this opportunity to participate in and benefit from school programs
- It is recommended for every student with diabetes
- Qualifying criteria:
 - Must have a disability.
 - Disability=A physical or mental impairment that substantially limits a major life activity
 - Includes:
 - Anatomical loss affecting one or more body systems including the endocrine system
 - Caring for oneself which can be compromised when blood glucose levels are too high or too low
 - Learning which can include missed class time due to diabetes care tasks and the limitations to learning when blood glucose levels are out of range.

504 Plans-Training

- Multiple staff members trained to check blood glucose levels and administer insulin and Glucagon
- Specify with school the staffing (including nurses and/or the agreed upon the numbers of staff members to receive training to become Trained Diabetes Personnel (TDP) or Delegated Care Aides (DCA) in IL,
- Either a school nurse or TDP/DCA will be available at the site where the student is at all times during school hours, during extracurricular activities, and on school sponsored field trips to provide diabetes care in accordance with the 504 Plan and as directed in the Diabetes Medical Management Plan (DMMP). Including: performing or overseeing administration of insulin or other diabetes medications; for pump users, to include programming and troubleshooting the student's insulin pump; blood glucose monitoring; ketone checking; and responding to hyperglycemia and hypoglycemia including administering Glucagon.
- Any staff member who is not a TDP/DCA and who has primary care for the student at any time during school hours, extracurricular activities, or during field trips will receive training that will include a general overview of diabetes and typical health care needs of a student with diabetes, recognition of high and low blood glucose levels, and how and when to immediately contact either a school nurse or a TDP/DCA
- All school staff—including teachers, coaches and bus drivers—who interact regularly with the student know how to recognize high and low blood glucose levels and respond appropriately.
- Any bus driver who transports the student must be informed of symptoms of high or low blood glucose levels and provided with a copy the student's Quick Reference Emergency Plan and be prepared to act in accordance with that Plan.

504 Plans-General

- Capable students are allowed to self-manage anywhere, anytime, and keep their diabetes supplies with them.
- Needed assistance may be provided in the classroom to increase safety and decrease missed class time.
- Permission to eat whenever and wherever necessary, including eating lunch at an appropriate time with enough time to finish eating.
- Permission to take extra trips to the bathroom or water fountain.
- Permission for extra absences for diabetes related medical appointments and diabetes related complications without penalty. The parent will provide documentation from the treating health care professional if otherwise required by school policy.
- The student shall be given instruction to help him/her make up any classroom instruction missed due to diabetes care without penalty.
- The teacher, school nurse or TDP/DCA will provide reasonable notice to parent/guardian when there will be a change in planned activities such as exercise, playground time, field trips, parties, or lunch schedule, so that the lunch, snack plan, and insulin dosage can be adjusted accordingly.
- Each substitute teacher and substitute school nurse will be provided with written instructions regarding the student's diabetes care and a list of all school nurses and TDP/DCA at the school.

504 Plans-Monitoring/Insulin

- Blood glucose monitoring will be done at the times designated in the student's DMMP, whenever the student feels her/his blood glucose level may be high or low, or when symptoms of high or low blood glucose levels are observed.
- Insulin and/or other diabetes medication will be administered at the times and through the means (e.g., syringe, pen or pump) designated in the student's DMMP for both scheduled doses and doses needed to correct for high blood glucose levels or extra food intake.
- The student will be provided with privacy for blood glucose monitoring and insulin administration, if the student desires.
- Specifically note the student's usual symptoms of high and low blood glucose levels and how to respond to these levels as designated in the student's DMMP. Include treating at student's location and presumptively if blood glucose level cannot be immediately confirmed with meter.
- When the student asks for assistance or any staff member believes the student is showing signs of high or low blood glucose levels: The staff member will immediately seek assistance from the school nurse or TDP/DCA while making sure an adult stays with the student at all times. Never send a student with actual or suspected low/extremely high blood glucose levels anywhere alone.
- In cases of symptoms of severe hypoglycemia, the staff member will:
 - Contact the school nurse or a TDP/DCA.
 - School nurse or TDP/DCA will confirm the blood glucose level with a monitor (if able without delaying treatment) and will immediately administer Glucagon. Glucagon should be administered if no monitor is available.
 - Call 911 (personnel will do this without waiting for the school nurse or TDP/DCA to administer glucagon)
 - Contact the student's parent/guardian and physician at the provided contact numbers.

Tip:

If you would like option to adjust doses, have health care provider note on DMMP that parent/guardian may adjust dosages +/- a predetermined number of units.

504 Plans-Extra Activities

- The student will be permitted to participate in all school-sponsored field trips and extracurricular activities (such as sports, clubs, and enrichment programs)
 - Without restriction
 - With all of the accommodations and modifications-including necessary supervision by identified school personnel and as set out in the 504 Plan
 - The student's parent/guardian will not be *required* to accompany the student on field trips or any other school activity
- The school nurse or TDP/DCA will:
 - Be available on site at all school-sponsored field trips and extracurricular activities
 - Will provide all usual aspects of diabetes care (including, but not limited to, blood glucose monitoring, responding to hyperglycemia and hypoglycemia, providing snacks and access to water and the bathroom, and administering insulin and glucagon)
 - Will make sure that the student's diabetes supplies travel with the student
- Tip:
 - Inform school staff asap when your student choses/enrolls in a program to allow adequate time to arrange staffing.

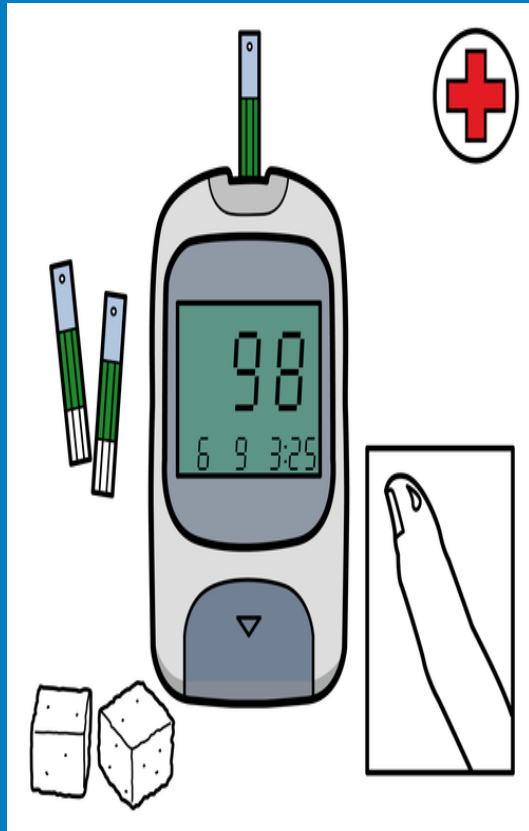
504 Plans-Academic Testing

- If the student is affected by high or low blood glucose levels at the time of regular testing, the student will be permitted to take the test at another time without penalty.
- If the student needs to take breaks to use the water fountain or bathroom, to check blood glucose, or to treat hypoglycemia or hyperglycemia during a test, the student will be given extra time to finish the test or other activity without penalty.
 - Tips:
 - Consider specifying timing prior to test for blood glucose checking such as 30 minutes. This may give enough time to correct a low, begin correcting a high, and if symptoms resolve student may take test.
 - Set parameters on when to notify parent/guardian to help in the decision to take the academic test.
 - ACT/SAT work with school counselor/Services for Students with Disabilities Coordinators early to meet application requirements for accommodations. SAT approval process can take up to 7 weeks.

504 Plans-Disaster Preparedness

- In the event of emergency evacuation or shelter-in-place, the student's 504 Plan and DMMP will remain in full force and effect.
- The school nurse or TDP/DCA will:
 - Provide diabetes care to the student as outlined by the 504 Plan and the student's DMMP.
 - Will be responsible for transporting the student's diabetes supplies and equipment
 - Will attempt to establish contact with the student's parents/guardians and provide updates and receive information from parents/guardians regarding the student's diabetes care.
- Tips:
 - Plan to provide 72 hours worth of supplies on site at school
 - Have student carry supplies (low treatments/Glucagon) on his/her person at all times
 - Have student wear medical alert jewelry at all times.

Technology



Note use of the CGM in the 504 plan:

- Access to receiver/smart device at all times and its location during standardized testing.
- Student may have on his/her person at all times: cell phone, Dexcom receiver, etc. with parameters that the technology will only be used for diabetes care tasks.
- Accommodations for charging receiver
- Access to school Wi-Fi, if necessary
- Data sharing-details:
 - Remote monitoring-may not be deemed necessary for school staff, attorney may advise against.
 - Remote monitoring-parent role.
- Plan for response to alarms (high and low only-not trend alarms)

Tips:

- Set alarms conservatively so they do not significantly interrupt the student's school day.
- Plan calibrations and sensor replacements at home
- Do not request that staff members use personal devices for communication with CGMs or families.

Resources

- JDRF School Advisory Toolkit for Families https://www.jdrf.org/wp-content/docs/JDRF_School_Advisory_Toolkit.pdf
- American Diabetes Association Sample 504 Plan <http://www.diabetes.org/living-with-diabetes/parents-and-kids/diabetes-care-at-school/written-care-plans/section-504-plan.html>
- American Diabetes Association recommendations for Continuous Glucose Monitoring in the School Setting: <http://www.diabetes.org/assets/pdfs/advocacy/safe-at-school/cgm-guidance.pdf>
- Helping the Student with Diabetes Succeed: A Guide for School Personnel National Institute of Diabetes and Digestive and Kidney Diseases <https://www.niddk.nih.gov/health-information/communication-programs/ndep/health-professionals/helping-student-diabetes-succeed-guide-school-personnel>

Resources

- U.S. Department of Education Office for Civil Rights December 2016. Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools.

<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

- College Board (SAT):
<https://www.collegeboard.org/students-with-disabilities>

- ACT Test:
<https://www.act.org/content/dam/act/unsecured/documents/6368%20ACT%20Policy%20for%20Documentation-Web.pdf>

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