

# CHECKLIST

Talking points for the dialogue between a student with a chronic medical condition, the parents and the most relevant school staff.



## History of the condition and family situation

- Contact information for the parents
- Can they always be reached? At which phone numbers?
- What is the family situation and who in the family can provide help?  
Does anyone else in the family have the same condition?
- Does the student have one or more medical conditions? Which one(s)?
- How long has the student had this condition?
- How has the condition progressed so far?
- Are there any limitations or complications due to the condition?
- Is the student currently undergoing treatment which may lead to absence?
- Does the student follow a particular diet?
- Are there any medications for the school to consider?
- What are the expectations from the parents towards the school and the student?
- What are the expectations from the student towards the school and the parents?
- What are the expectations from the school towards the parents and the student?

## Planning and organizing around the student's condition

- What can the student do themselves?
- What is important for the student to do themselves?
- What gives the student energy?
- What does the student not want to miss?
- What is the student proud of?
- How open is the student about their condition?
- Is it shared with all the student's teachers?
- Are class mates informed? The janitor (check vertaling)? Can all school staff know?
- Who shares what information with whom, how and when? More openness can lead to more understanding.
- What is difficult for the student? For example setting boundaries or sharing how they feel on a particular day.
- How does the student share this with the teacher or class mates?
- Who can help them?
- Which limitations are bothering the student the most? When and how does this manifest itself?
- Which school activities are particularly hard for the student and which are not?
- Which factors determine the energy level of the student and in which way?
- Does the student use medication during school hours?
- If so, where and when do they prefer to use them?
- Does the student have a buddy at school that can help?
- For which activities and at which times is this buddy helpful? Does the buddy get for example time allowed to help?
- What has been the pattern of absence in the past, including being late? How can this be improved upon?
- How does the student travel from school to home and back? Does a parent need

- to be home when the student comes home?
- What is considered an emergency situation and what is required in such a situation?

### Supporting the student

- What can the school do to minimize the effects of the condition at school in such a way that the student can participate as complete as possible?
- What can the school do in the case of mental exhaustion or over stimulation?
- What can the school do for a student with limited mobility, physical exhaustion or overexertion?
- Is there a standard adapted school time table required with shorter school days?
- If so, what is the best way to do this?
- Which adaptations are required for sports, breaks, games, etc.?
- Are there special allowances for the use of a mobile phone in class, like for example contacting their parents? Which are the conditions for this?
- Which adaptations are agreed upon for testing, including mandatory tests and exams?
- What is a student is exhausted due to their condition for a test or exam?
- Who can the student talk to with regards to the limitations they experience? For example a teacher who can remind other teachers of the adaptations, or in case of bullying, feeling unwell or unsafe.
- What is agreed upon when it comes to school outings, camp, sport activities, international trips, etc?
- What to do when the student forgot their medication? Where can the student safely keep back up medication?
- What is agreed upon when it comes to absences?
- What can school do when the student is absent for a longer period?
- What can parents do when many lessons are missed or helping with homework?
- What is the way parents, school and the student communicate in case of emergency?
- What is the way parents, school and the student communicate when there are changes in their treatment or progression of the condition?
- Who is the contact for the school for this information? This is important both for immediate situations as well as information that needs to be shared with those generally involved with the student at school.
- When do parents, school and students meet again to discuss the situation?
- What situations require the school to contact the parents?
- When will be decided if additional support for the student needs to be put in place? For example long term or continual absence, structural tardiness or failing grades.



Make sure to document the outcome of the above dialogue properly in an individual health care plan.

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[www.zorgeloosnaarschool.nl](http://www.zorgeloosnaarschool.nl)