



Developing A Coordinated Care Plan v2022

A suggested Parent/Nurse/Teacher Meeting Agenda because a chronic health condition affects every aspect of a child's day.

1. What are the child's special interests, strengths and talents? (The child's health should not be the exclusive theme of any staff or parent discussion.)
2. School forms and documentation
 - o Identify the child's condition, summarized health history, current health status.
 - o Identify the child's symptoms – acute, chronic, primary, secondary....
 - o medications, How will prescribed (and/or OTC) medication be administered? stored? side effects monitored? documented?
 - o treatment routines, food diaries?
 - o variations in treatment (clarify “as needed”)
 - o equipment and devices (peak flow meter or spacer?)
 - o special emergency plans and procedures. What planning should be done with local life safety/rescue team or emergency treatment center?
 - o Confirm all authorizations for communication and treatment.
3. When should the teacher/school nurse consult/inform the parent and/or physician(s) about a change in the student's health status?
4. Identify the child's level of knowledge about his/her condition, self-care goals, and appropriate tasks for self-care.
5. Are there any special words or terms that the family and student use to talk about child's condition, medication, other needs?
6. What do parents and the student want classmates and their parents to know?
7. What are the child's feelings about his/her condition?
8. What are the siblings' feelings? Are there other sibling or family issues?
9. Who are the parents' primary staff contacts and dedicated liaison for school/family communication? What is the form and process for communication – phone, email, other?

10. Plan for ongoing teamwork and communication. Discuss observations and guidelines if child's condition, medication or other aspects of treatment affect the child's:

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| o alertness | o moods |
| o appearance | o personality |
| o appetite | o sleep patterns |
| o attendance | o socialization |
| o attention | o strength or stamina temperament |
| o behavior | o thirst |
| o coordination or balance | o toilet habits |
| o memory | o other |
| o daily menu | |

Administrative/Staff Concerns

1. How do school routines, policies, staff roles and responsibilities match student's needs?
2. What adjustments are necessary in staffing, training, cleaning, food management or storage, equipment or equipment maintenance will reduce risk to a child's health, safety and education?
3. What are the criteria for a good teacher/student match?
4. What are the criteria for appropriate classroom assignment?
5. What communication and curriculum plan will reduce disruption to learning and peer relationships during frequent or intermittent absence, tardiness, variable stamina, temporary restrictions, treatments, illness or hospitalizations?
6. What special precautions are necessary? What places, materials, supplies, events or situations require special caution or guidelines to ensure preventive measures are implemented and that all staff take risk reduction measures?

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| § air quality (classroom ventilation, source control) | § Infection exposure control (notification, etc.) |
| § animals in the classroom, animal visits | § keyboards, other shared equipment or technology |
| § art materials | § lunchroom, (cafeteria, seating, hygiene, supervision) |
| § bake sales | § math manipulatives, science supplies |
| § classroom hygiene for touch points | § meals |
| § cleaning chemicals | § musical instruments |
| § field trips (parent participation?) | § parties (holidays, birthdays, culture days) |
| § food management guidelines | § peer support systems for child, for parents |
| § fire drills | § pest control, pesticides |
| § fragrances, VOCs | § playground supervision, activities |
| § hand washing, hand wipes | § plays/dress up |
| § head lice prevention and treatment policies | |

- § posters, signage
- § preferential seating in classroom, cafeteria
- § recess
- § renovation/maintenance
- § restrictions on other groups using classroom?
- § safety drills
- § safety rules: "no trading or sharing food or eating utensils".
- § schedule changes
- § science activities and materials

- § school lockdown procedures
- § siblings
- § special events, assemblies, performances
- § sports physical education
- § substitutes
- § teasing
- § testing
- § transitions
- § transportation (bus, carpools)
- § visitors, volunteers in the classroom