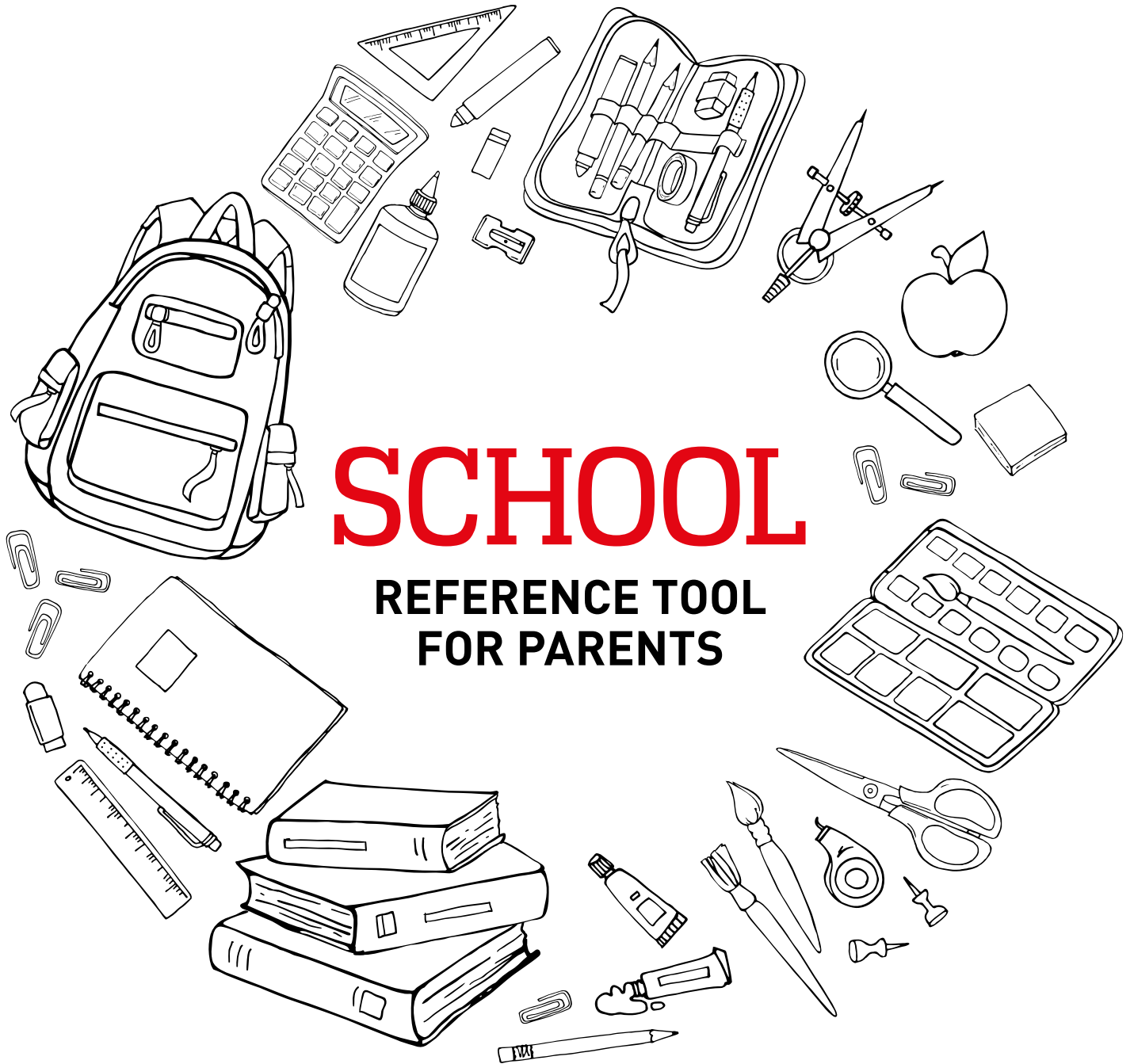


**AWARENESS AND ASSISTANCE IN SCHOOL**



# **SCHOOL**

**REFERENCE TOOL  
FOR PARENTS**

leucan 



THEME	WHY?	QUESTIONS TO ASK AND POSSIBLE SOLUTION
<b>AS SOON AS THE MEDICAL TEAM CONFIRMS THAT YOUR CHILD CAN RETURN TO SCHOOL, INFORM THE SCHOOL.</b>		
<p><b>The child's return to school may happen:</b></p> <ul style="list-style-type: none"> <li>- After a surgery</li> <li>- While treatments are still underway</li> <li>- Post treatments</li> </ul>	<p><b>For the child, this is a return to a normal routine. School:</b></p> <ul style="list-style-type: none"> <li>- Provides the child with a productive role</li> <li>- Gives the child a sense of control over his/her life</li> <li>- Allows the child to maintain his/her peer group</li> <li>- Represents hope and life</li> </ul> <p><b>For the child, going back to school can be a source of anxiety.</b></p> <p><b>For parents, this is an important milestone:</b></p> <ul style="list-style-type: none"> <li>- They become the key liaison between the child and school.</li> </ul>	<p>As soon as the return to school is confirmed, ask the physician or patient designated nurse (PDN) about the restrictions and rules to follow to ensure a smooth transition: medical check-ups, hygiene, symptom management, etc.</p> <p>If necessary, ask for a medical certificate. It can be useful in implementing adaptive measures.</p> <p>Before the official first day, see if a classroom visit can be arranged. Ideally, it should be done in the absence of other students.</p> <p>Use a schedule or another useful tool for the child to alleviate stress.</p> <p>During the meeting with the school administration and teacher, take the time to inform them on what your child knows of his/her situation and the terminology used at home.</p> <p>If treatment is undergoing, provide a quick summary of the protocol.</p> <p>Would an intervention plan help with your child's integration in the classroom? (Gradual return, absence management, special needs, etc.)</p> <p>Is it possible to meet with the school nurse to involve her/him in the process?</p> <p>What is the most convenient method of communication to ensure regular follow-ups between the teacher and you (e-mail, SMS, phone, etc.)?</p>
<p><b>Awareness and Assistance in School</b></p>		<p>Contact your Leucan Family Services Agent for more information or to schedule a visit from the Leucan Team.</p> <p>Check with your child if he/she wants to be in attendance when the team comes to school.</p>
<b>ABSENTEEISM</b>		
	<p>For planned follow-ups and treatments</p> <p>For unplanned interventions and follow-ups</p> <p>Due to fatigue</p> <p>Due to contagion in school</p> <p>Because of a compromised immune response</p>	<p>Repeated absences require efficient communication between the school team and you.</p> <p>If your child is done with treatments, provide the schedule of planned follow-ups and appointments.</p> <p>Ask to be kept informed of upcoming activities in class and at school.</p> <p>Discuss the various ways to keep your child up to date in class with the teacher (e.g. note-taking) and help your child to catch up (with a peer, tutoring, after school catch-up sessions, etc.).</p>



# SCHOOL REFERENCE TOOL FOR PARENTS



THEME	WHY?	QUESTIONS TO ASK AND POSSIBLE SOLUTION
<b>POTENTIAL PHYSICAL ISSUES</b>		
<b>Taking medication</b> <b>Drinking</b> <b>Eating</b>	<p>Medication your child needs to take during school hours.</p> <p>When undergoing treatments, your child will need to drink and eat more frequently.</p> <p>Painful and dry mouth caused by medication intake.</p>	<p>If applicable, don't forget to specify medication intake during school hours.</p> <p>List the side-effects of medication: mood, energy level, taste disturbance, etc.</p> <p>What are your child's specific needs? Will your child need special consideration to eat and drink more often in class?</p> <p>When and how will oral care occur?</p>
<b>Sensory issues</b>	Medication may increase sensitivity to the sun.	Possible solutions: favour shaded areas or limit/avoid sun exposure.
<b>Motor issues</b>	<p>Amputation</p> <p>Sore legs</p> <p>Difficulty writing</p> <p>Difficulty moving</p>	<p>Should an attendant be assigned to your child? Perhaps a peer could help your child when moving around to make things safer?</p> <p>Is it possible for your child to arrive in or leave class earlier in order to avoid moving with crowds?</p> <p>Should the child's workspace be re-organized to make it more accessible?</p> <p>If required, request an access to the school elevator. A special authorization must be granted.</p> <p>Will your child need extra time to complete assignments and exams?</p>
<b>Physical appearance</b>	<p>Hair loss</p> <p>Stunted growth</p> <p>Weight gain/loss</p>	<p>Will your child feel embarrassed by the physical changes?</p> <p>Request authorization for your child to wear a scarf, a hat, etc. in class.</p>
<b>Various adaptive measures</b>	<p>Recess</p> <p>School outings</p> <p>Lunch hour</p> <p>Moving around the school</p> <p>Physical education</p> <p>Use of CVC or Port-A-Cath</p>	<p>Ask for an exemption from physical education or an adaptation to the course.</p> <p>The school should provide a calm location for the child and a peer (as needed) for lunches and recesses.</p> <p>Should special considerations be taken in regards to the use of a CVC or Port-A-Cath (e.g. avoid jostles, ball games, etc.)?</p> <p>School outings: Check suitability with the medical team.</p>
<b>POTENTIAL DISCOMFORT/SUDDEN ILLNESS IN SCHOOL</b>		
<b>Related to treatments</b> <b>Chronic pain, sequelae</b>	<p>Headaches</p> <p>Bleeding</p> <p>Fever</p> <p>Nausea/vomiting</p> <p>Diarrhea/constipation</p> <p>Muscle soreness</p> <p>Risk of falling</p> <p>Skin rashes</p> <p>Paleness/weakness</p> <p>Fainting</p>	When or for what type of pain/discomfort do you want to be contacted?



THEME	WHY?	QUESTIONS TO ASK AND POSSIBLE SOLUTION
<b>FATIGUE</b>		
<p><b>Related to treatments</b> <b>Related to disease</b> <b>Longer term sequelae</b> <b>Due to sleep deprivation</b></p>	<p>May affect learning, ability to focus, or endurance.</p>	<p>What is your child's level of energy and endurance? Should a gradual return to school be considered? (Check with treating physician.) How should the school deal with your child's fatigue? E.g. providing a resting area, reducing class hours, twinning with a peer who can carry school supplies, flexible schedule, etc.</p>
<b>COMPROMISED IMMUNE SYSTEM/REDUCED RESISTANCE TO INFECTIONS</b>		
<p><b>Hygiene practices</b> <b>Procedures in case of infectious disease outbreak in school</b></p>	<p>Several cancer treatments cause a decrease in white blood cells, which reduces the child's resistance to virus and/or infections.</p>	<p>Would it be possible to have the office/classroom cleaned regularly? Have all classmates wash their hands frequently and provide antibacterial gel in class. Would it be possible for your child to use a more isolated washroom, like in the teacher's lounge for example? Is there a school nurse? If so, is the nurse equipped to deal with outbreaks? For what disease/infection outbreaks should you be contacted? Should your child wear a mask? If so, at what time and in which circumstances? Inform the school of any change in your child's health status. Leucan can distribute a letter to the school about contagious diseases and preventing infections.</p>
<b>POTENTIAL LEARNING ISSUES</b>		
	<p>Trouble focussing and concentrating Slower learning pace Organizational difficulties Behind in schooling Exams and assignments</p>	<p>Should academic requirements be revised? E.g. developing reasonable performance expectations. Allow the child to work at his/her own pace within a framework. It's important for the child to have rules to follow, like all the other students. Ask for a revision in the assessment methods, to the extent possible. E.g. use an oral-based assessment rather than a written one, allow extra time to complete exams and include breaks to eat and drink, provide access to a computer, etc. Would tutoring (or twinning with a classmate) or private tutorials be required? Should your child's course load be modified? Is there adaptive equipment available for your child (e.g. comfort pillow, headphones, ball, stress balls, etc.)? Should you child be seated in a specific location in class to optimize concentration? How will the late return of assignments be managed?</p>



# SCHOOL

## REFERENCE TOOL FOR PARENTS



THEME	WHY?	QUESTIONS TO ASK AND POSSIBLE SOLUTION
<b>POTENTIAL SOCIAL AND PSYCHOLOGICAL ISSUES</b>		
<b>Interpersonal difficulties</b> <b>Sorrow, anxiety, depression, frustration, anger</b> <b>Bullying</b>	There may be a change in behaviour due to treatments, extended absence from school, medication, etc.	How does your child feel about returning to school? Have you informed the school of the possible effects of medication on your child's mood? Should your child need psychological support in school, is that service available? Would twinning your child with a classmate be helpful?
<b>SIBLINGS</b>		
<b>Communication with school</b>	The siblings of cancer-stricken children are often affected on the psycho-social front in multiple ways.	As soon as your child is diagnosed with cancer, make sure to also <b>inform the school</b> of the change in your family situation as it relates to their siblings.
<b>Support for siblings</b>		Would it be possible to designate a specific person who will monitor your other children more closely and act as a contact person at the school for the family?
<b>Awareness and Assistance in School</b>		Contact your Leucan Family Services Agent for more information about the program or to organize a visit from the Leucan team.  Make sure that your child agrees with the visit and is comfortable with the idea that the Leucan team will come to speak to his/her classmates. Check if your child wants to be there during the visit. Remind him/her that the Leucan team will be talking about him/her and his/her condition.

**FOR MORE INFORMATION OR SUPPORT, PLEASE CONTACT YOUR LEUCAN FAMILY SERVICES AGENT.**

NAME OF FAMILY SERVICES AGENT

E-MAIL

PHONE