

Sending a Child with Food Allergies to School

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Advocacy Works

Research



To do:

- Read school website and bulletin boards
- Read school manuals, newsletters and parent handbooks
- Attend school committee meetings and read minutes.
- Talk to parents, parent groups and room parents
- Visit school
- Find out about teacher unions and contract issues
- Menus, food service routines

Is there a full time nurse?



- Does the school nurse work for the school or health dept.?
- Is staff in-house or outsourced?

Assess School Culture

What is the potential for partnerships?



Schools vary...

- Warm or cold?
- Welcoming or Arrogant?
- Competitive or Cooperative?
- Formal or Informal
- Inclusive or Dangerous to be different?
- Quality of leadership and relationships?
- School socio-economic dynamics?
- High turn over rate? Who is new to the system?
- Bullying Policy?
- Rules or relationships?
- People first?
- Allies and Networks?

Your Policy Book

- Medication/Delegation
- Attendance/Absences
- Teacher – Student assignments
- Physical Education
- Grading/retention
- Field Trips
- Emergencies
- Due process
- Confidentiality (FERPA/HIPAA)

Working with your doctor

- Talk about your child's school
 - Aggregate experience of student patients?
 - Relationship with school staff?
 - Schedule
- Documentation and Authorizations
- When the doctor's letter isn't enough.
- Resources: Inspiration trumps education
- A trusted advocate?

Strategies: Formal or Informal?

FOR BETTER OR FOR WORSE by Lynn Johnston



Building the Comprehensive Coordinated Care Plan

- Safe
- Effective
- Reliable
- Continuous
- Health security
- Peace of mind
- Avoids disruption
- Educational continuity

Break



Achieving Educational Equity

- Cooperative Planning: trust building
- The Individualized Health Plan
- Proactive Policies and Practices
- Administrative Leadership and Support
- Parents as Quality Control System
- 504 as school improvement plan

School Culture



Peer Culture?
You Can't Say You Can't Play,
Vivien Gussin Paley

IHP Process

- Define student needs: Complete Student Profile
- Define staff needs and need for training
- Assign roles and responsibilities
- Develop menu of options
- Develop communication and problem solving system with staff
- Learn from experience: evaluate and fine tune the plan

School's Responsibilities

- A Free and Appropriate Education (FAPE)
- Least Restrictive Environment (LRE)
- Annual Notice of Parents' Rights
- Child Find
- Equal Protection (Procedural Safeguards/
Due Process)
- Duty to Care
- Duty to Serve

Duty to Care

School must upgrade staff and training
to meet needs of students

- Appropriate staffing
- Adequate supervision
- Proper procedures
- Proper facilities

Duty to Serve

- Free and Appropriate Education (FAPE) – requires an evaluation by knowledgeable persons and the use of related aids and services based on unique needs of the individual child.
- The School Nurse
 - must act according to state nursing practice acts and professional standard of care.
 - must safeguard the student when health security and safety are at risk by the incompetent, unethical, or illegal practices of any person.

What if? IHP and/or 504...

- Animals
- Art/Music
- Bake Sales
- Birthdays
- Cafeteria
- Extra-curricular, non-academic activities
- Field trips
- Fire drills
- Harassment
- Holidays
- Infection exposure
- Meals
- Parties
- Playground
- Recess
- Renovations/
- maintenance
- Science
- School supplies
- Special events
- Substitutes
- Transportation/bus
- Teasing
- Testing
- other

Glossary

- Accommodations
- Individual with a disability
- FAPE
- FERPA/HIPAA
- IHP
- IEP
- LRE
- OCR
- Other Health Impaired
- Related services
- S. 504 (Your school improvement plan.)
- Universal precautions

Terms You Should Know

- Delegation
- Highly qualified
- Prior written notice (PWN)
- Procedural safeguards/Due Process
- Reasonable accommodations
- Undue burden
- Unfunded mandate

Use Allies and Networks



- Set up your support and back up system.
- Keep emergency back up numbers up to date.
- Provide back ups with current information
- Provide backups with authorizations to act in your place.

Family/Work/School Balance



Include the child

- Recognize students' limited self-report skills.
- Develop and rehearse cues, signals, key words to help child communicate needs.
- Emphasize choices and options.
- Reduce temptation. Practice refusal.
- Always work for the **universal** option.

Challenges

- Attitudes
- Cliques (students/staff/parents)
- Delegation safety
- Fears (Drugs vs. Meds)
- Fear of liability
- It's not my job

Watch your language

- A picture is worth a thousand words
- Active voice. Avoid passive anonymous.
- Alphabetize lists
- Ban (Peanut free ??)
- Number points
- Pro-health not anti food
- Write so that a stranger can understand it.

Managing Differences

- Always use the **universal options**
- Build PALs: peer support (students and parents)
- Present ingredient substitutions as challenges, problem solving, categories, math sets
- Recognize acts of kindness and altruism
- Reminders and Signs (learning strategies, art)

Links to Comprehensive Health Education Goals

- Integrate food hygiene -- wellness policies for good nutrition
- Integrate washing hands -- infection control
- Managing medication
- Reinforce peer refusal and negotiation skills
- Show respect for food preferences i.e., allergies, diabetes, medications, weight control, taste preferences, veganism, religion (kosher), cultural factors, high blood pressure

Links to Education

- Environmental education (spills, safe storage, latches and locks, fire safety, stranger danger)
- Consumer education, math, art, science (Use labels, color codes...)
- Teach how to report an illness and injury

Appropriate Self Care Develops Over Time and with Practice

Consider child' s:

- Speech and language development
- Negotiation skills
- Peer refusal skills
- Ability to delay gratification
- Assertiveness
- Context of the classroom

Resiliency and Self Esteem

- Needs change: independence/dependence
- Provide advance notice, process time, options/control
- Trust building - *believe the child*
- Validate needs and feelings: *you are the expert; everyone needs help once in a while; many people have allergies; no one can eat anything they want all the time...*

The Basics

- Always check more than one source and reference.
- Avoid “all or nothing.” There is more than one way to do something.
- Nothing about us without us.
- Relationships are more powerful than regulations.

Working for Change

- You are not alone
- Know your rights
- Know yourself
- Don't go it alone
- Be a resource to your school

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www.healthy-kids.info