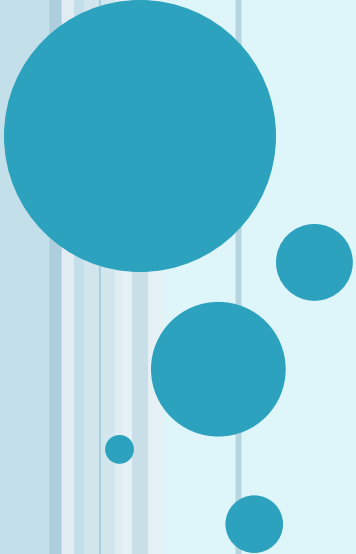


# **PROVIDING A SAFE ENVIRONMENT FOR STUDENTS WITH LIFE THREATENING ALLERGIES**



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# GETTING STARTED

- Who

- What

- How



# GOALS AND EXPECTATIONS

- Create as safe an environment as possible
- Establish emergency procedures
- Build a long standing partnership



# UNDERSTANDING SCHOOLS

- Schools are student-centered
- Educators care about each and every student
- Today's schools are different than the schools of their parents
- Schools are highly regulated
- Schools deal with many unique children and their needs every day



# SCHOOLS' EXPANDED FOCUS

- Academic → Learning
- Social Emotional → Whole Child
- Medical → Expanded Whole Child
- Safety → Post 9/11



# DEMANDS ON SCHOOLS

- Highly regulated, always changing
- Increasing accountability
- Increasing expectations for the whole child
- Decreasing resources
- Volume of procedures



# CLASS & SCHOOL ENVIRONMENTS

- Physical space
- Students and staff
- Schedules and routines
- Procedures



# FIRST CONTACT WITH SCHOOL

- When: *Spring prior to your child's first day*
- Who: *Principal*
- What: *Schedule a conference*
- *Be prepared to talk to more than one person before you get to the right place*





# THE INITIAL CONFERENCE

Be prepared to:

- Listen and learn
- Build a long standing relationship-your goal should be to partner with the school
- Understand that this is the beginning
- Have considerable follow-up and continuous monitoring
- Possibly educate school personnel



# THE INITIAL CONFERENCE

Bring:

- All current medical information
- All current medical information
- Any information that will help them to understand your child, especially any information about past incidents involving emergency procedures
- Information that the school requested you bring in the initial contact call



# THE INITIAL CONFERENCE

Ask:

- If the school has other students with life threatening allergies
- If the school has procedures in place
- How the school will prepare for your child's entry into their environment
- What training staff has already received
- When the school will know your child's placement/schedule for next year
- Who will manage your child's case



# BEFORE SCHOOL STARTS

- Contact your child's teacher and school nurse
- Be aware of other staff who will have contact with your child and ask the school how they have gained understanding of your child's needs
- Make sure that there is a written emergency plan and whatever other plan is used in that school
- Provide the school with epi-pen or other emergency needs
- Know what the school expects of you and what you can expect of the school-make sure that you have covered everything
- Understand your child's schedule/routine



# BEFORE SCHOOL STARTS

- Talk to your child about his/her feelings, fears, expectations, etc. and inform the school of any serious concerns
- Remain positive and calm
- Reassure your child-the start of school is exciting



# CRITICAL POINT

- Do not get to the first day of school without a clear understanding of how the school will partner with you to manage your child's needs.
- Be certain that you have a clear plan and be persistent in the week(s) immediately prior to the first day



# AFTER SCHOOL STARTS

- Establish strong and ongoing communication with teacher(s)
- Monitor your child's feelings and convey any concerns to teacher, nurse and/or case manager
- Watch for changes in your child's routines and schedules and alert the school to anything that has impact on your child-don't assume that school personnel know that these changes impact your child
- Be proactive but not hovering



# AVOID

- Believing that what you hear from other parents is completely accurate
  - *Each child is unique*
- Telling the school how to handle your child
  - *Tell them about your child and work with them to find the best way to establish procedures and practices*
- Assuming that there is only one way to handle your child
  - *Learn from school personnel, too*
- Threatening or aggressive approaches
- Expressing stress or anxiety about going to school
  - *Children are sensitive to their parents' concerns*





# POSSIBLE PROBLEMS

- Substitutes
- Changes in staff
- Changes in routines
- Special events
- Field trips
- Extra-curricular or after school programs
- Daycare in the school
- PTO events
- Volunteers in the school
- Cleaning routines and materials
- Lunchroom



# AFTER THE FIRST YEAR

- Continue to meet with staff yearly, preferably in the spring before the next school year
- Continue to communicate closely with teacher, nurse and other personnel
- Meet annually on the plans in place
- Watch for any changes in staff, routines or facilities that may impact your child
- Continue to inform the school and increase awareness and understanding of your child's needs



# MOVING FORWARD

- Limit food to the lunchrooms:
  - *Encourage celebrations and events that do not include foods*
- Educate school personnel and families about life-threatening allergies
  - *Increase awareness*
- Advocate for all children and adults with life threatening allergies



# QUESTIONS?

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