Do not overestimate the understanding that people have about the seriousness of anaphylaxis. Do not underestimate the necessity to make school accommodations, provide staff education and increase community awareness.

Develop multiple check systems to determine ingredient safety of food and non-food items used at school. Ingredients used in food served in the cafeteria, field trips, bake sales and class projects can all change and/or have new people involved who do not fully know the situation. Welcome and encourage parents/guardians and older students to also check ingredients.

Inform everyone who might come in contact with a student with food allergies about the risk for anaphylaxis and need for prevention measures. All school personnel directly involved with students at risk for anaphylaxis who have prescribed epinephrine should be educated in anaphylaxis prevention, identification and management by a school nurse or other registered nurse. This includes training and evaluation on the use of the prescribed epinephrine auto-injector.

Health and safety needs take precedence.

Change can be slow but strive to be proactive.

Education is a building process. Set the ground work early. Get student advocates like the school nurse, principal and/or special education director on teams early on – well before the school year begins.

Make sure staff education and training is in place before a student with food allergy starts any program, even if it means a delay in starting the program.

Negative comments and conflict are often based in fear and concern. People may be afraid they will do something wrong or miss something. Others may worry a child is not in a safe situation. Education, awareness, preparation, practice and plans are key to minimizing any resistance.

Many problems are due to miscommunication and misunderstanding. Strive for clarity in guidance and direction when implementing accommodation plans.

Be a TEAM PLAYER! Many school events will need adaptation for safe accommodation of a student with food allergies. Aim for safe inclusion. Encourage suggestions from parents/guardians for safely modifying school activities. Welcome parents/guardians as field trip chaperones, classroom ‘mothers in charge’ and involvement in after school events. Parents and school team members each have important responsibilities in assuring student health and safety.

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Reference: