

**STUDENTS**

**Food Allergy Management Program Rules & Regulations**

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: [www.isbe.net/nutrition/pdf/food\\_allergy\\_guidelines.pdf](http://www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf) (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000). The District’s Food Allergy Management Program is developed and collectively implemented by staff, students and their families. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
  - Phase One: Identification of Students with Food Allergies
  - Phase Two: Prevention of Exposure to Known Allergens
  - Phase Three: Response to Allergic Reactions

**Glossary of Terms**

**The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.**

**Food Allergy Management Program (Program)** - The overall process that administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

**Food Allergy Management Committee (Committee)** - A team created to develop a Food Allergy Management Program. It monitors the District’s Food Allergy Management Program for effectiveness.

**Individual Food Allergy Management** - The process used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions.

**Individual Health Care Plan (IHCP)** - A document that outlines a food allergic student’s needs, and at minimum, includes the precautions necessary for food allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below).

**504 Plan** - A document that outlines a food allergic student’s needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above).

**504/IHCP Team** - A team that implements the phases of Individual Food Allergy Management in a student’s 504 or IHCP Plan.

**Food Allergy Management Program**

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149, added by P.A. 96-349 and renumbered by P.A. 96-1000). This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school (p. 7). This section references the *ISBE/IDPH Guidelines* and aligns with governance principles so that administrators can: (a) integrate the Program into the District’s existing policies and procedures, (b) engage in ongoing monitoring of the Program, (c) and assess the Program’s effectiveness.

| Actor                             | Action   |
|-----------------------------------|--|
| Superintendent or designee        | <p>Establish a Food Allergy Management Committee</p> <p>Administrator<br/>           Building Principal<br/>           District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i>)<br/>           Staff members</p> <p>Committee will convene for purpose of implementing the Program.</p>  |
| Food Allergy Management Committee | <p>Recommend through the Superintendent any policy changes to the School Board for consideration.</p> <p>Educate and train all staff by coordinating, through the Principal, the required in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an auto-injector (105 ILCS 5/10-22.39(e), added by P.A. 96-349). This training should also include:</p> <ul style="list-style-type: none"> <li>• How to recognize symptoms of an allergic reaction</li> <li>• Review of high-risk areas</li> <li>• Steps to take to prevent exposure to allergen</li> <li>• How to administer an epinephrine auto-injector</li> <li>• How to respond to a student with a known allergy as well as a student with a previously unknown allergy</li> <li>• Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting</li> </ul> <p>Monitor the Program by periodically assessing its effectiveness.</p> |
| Building Principal                | <p>Inform the school community of the Program by providing the information to students and their parents/guardians via the school website.</p> <p>Implement the Program in the building by sharing the <i>ISBE/IDPH Guidelines</i> with the staff. Identify and follow:</p> <p style="padding-left: 40px;">All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20).</p> <p>Inform staff members and volunteers to first use the epinephrine auto-injector and then call 911 anytime an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12). <b>Note:</b> Fatalities occur when epinephrine is delayed or withheld.</p>  |

| Actor        | Action   |
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| School Board | <p>Monitor 7:285, <i>Food Allergy Management</i>, and make changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p> |

**Individual Food Allergy Management**

This section’s procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon the Principal and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them.

**Phase One: Identification of Students with Food Allergies**

| Actor           | Action  |
|-----------------|---|
| Parent/Guardian | <p>Inform the Building Principal, or designee, of the student’s food allergy.</p> <p>Complete Allergy History Form (App. B-8, p. 56 and available at: <a href="http://www.isbe.state.il.us/nutrition/word/sample_allergy_hstry_form.doc">www.isbe.state.il.us/nutrition/word/sample_allergy_hstry_form.doc</a>) and School Medication Authorization Form (see 7:270-E, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs.</p>   |
| 504 Team        | <p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine:</p> <ol style="list-style-type: none"> <li>1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or</li> <li>2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability.</li> </ol> <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal.</p> <p><b>If the answer to either of the above questions is positive:</b></p> <ol style="list-style-type: none"> <li>1. Gather appropriate health information by using the</li> </ol> |

| Actor | Action  |
|-------|---|
|       | <p>completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48).</p> <ol style="list-style-type: none"> <li>2. Determine which staffing provides the identified accommodations. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations.</li> <li>3. Assign responsibilities to individual staff members for providing the identified accommodations.</li> <li>4. Identify willing 504 Team members, office personnel and administrators trained in emergency response to respond to any allergic reactions the student may have.</li> <li>5. Provide the required procedural 504 safeguard notices.</li> </ol> |

**Phase Two: Prevention of Exposure to Known Allergens**

| Actor                               | Action  |
|-------------------------------------|---|
| Building Principal and/or Nurse/DSP | <p>Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p>Ensure individual staff members perform their responsibilities and provide the necessary accommodations for the student’s individual health needs.</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p>Provide a medical alert to parents/guardians that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> |
| 504 Team                            | <p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student’s 504 Plan.</p> <p>Practice emergency procedures outlined in the student’s EAP and be prepared to follow them.</p>   |

**Phase Three: Response to Allergic Reactions**

| Actor             | Action   |
|-------------------|--|
| 504 Team          | Follow the student’s 504 Plan and EAP.   |
| Trained Personnel | Anytime an allergic reaction is suspected, give the epinephrine auto-injector first, and then call 911 |