

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee Meeting**  
**Monday, January 7, 2019**  
5:00 PM  
501 Kings Highway East  
Superintendent's Conference Room

**Agenda**

- I. Call to Order
- II. Approval of December 4, 2018 Minutes
- III. Policy:
  - a. Discussion of Policy Committee Calendar
  - b. Homework Policy
  - c. Students with Special Health Care Needs
- IV. Future Items
  - a. Parent Organizations and Booster Clubs
- V. Open Discussion/Public Comment
- VI. Adjournment

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee Meeting**  
**Tuesday, December 4, 2018**  
5:00 PM  
501 Kings Highway East  
Superintendent's Conference Room

**Minutes**

- Meeting called to order 5:00 PM
  - Present were Jennifer Maxon-Kennelly, Jeff Peterson, Jennifer Jacobsen, Jill Mitchell, Kristen Tozzo
  
- November 5, 2018 minutes approved 3-0
  
- Policy
  - Election of Policy Committee Chair
    - Jeff Peterson nominated Jennifer Maxon-Kennelly, Jennifer Jacobson seconded, Jennifer Maxon-Kennelly accepted.
  - Discussion of Policy Committee Calendar
    - Once the final 2019 Board of Education calendar is confirmed, the 2019 Policy Committee calendar will be finalized. The next Policy Committee meeting will be held on January 7, 2019.
  - Administration of Medication in the Schools
    - The committee reviewed changes to the Administration of Medication in the Schools Policy and voted out to the full Board 3-0.
  
- Open Discussion/Public Comment
  - Trisha Donovan was present to comment on changes to the Administration of Medication in the Schools Policy.
  - Jennifer Maxon-Kennelly requested any language changes to the Social Media Policy were to be received prior to the December 11, 2018 Board of Education meeting.
  
- Meeting adjourned 6:36 PM

## **2019 Policy Committee Calendar--REVISED**

January 7

February 5

March 5

March 19

April 2

April 30

May 14

June 4

June 18

August 26—Please note this is a Monday

September 3

September 17

October 1

October 15

November 26

December 3

## **Instruction**

### **HOMEWORK**

**6154**

The Board of Education considers homework and other out-of-class assignments to be essential parts of the educational program of the Fairfield Public Schools. Through homework and out-of-class assignments, students have an opportunity to reinforce and/or extend academic and learning skills taught in class. Homework also contributes to the students' development of such skills as working independently, organizing time, developing effective work habits, and developing self-discipline in accepting responsibilities. Parents or guardians are encouraged, through discussions with their children, to become aware of and to support the need for the student to complete homework and other out-of-class assignments.

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules,  
policies, and procedures

Adopted 8/27/2004

## **Instruction**

### **ADMINISTRATIVE REGULATIONS ON HOMEWORK**

**6154AR**

#### **Elementary and Middle School Levels**

#### **Purpose of Homework**

In assigning homework the following should be kept in mind:

- Homework fosters student initiative, independence, and responsibility.
- Homework reinforces and supplements school learning experiences.
- Homework fosters communications between home and school.
- Homework develops self-discipline and good work habits.

#### **Appropriate Homework**

All homework assignments should be designed for specific instructional purposes. Teachers should keep the following in mind when giving homework assignments:

- Clear, definite directions for the homework assignments are an absolute necessity.
- Assignments should be related to classroom objectives and the teacher should make sure students understand the assignment.
- For long-range projects the teacher should establish a time management system including progress reports on gathering information.
- No homework should be assigned **at the elementary level** for weekends other than long-term projects.

#### **What the Student Should Do**

- Make and keep a study schedule.
- Study in the same quiet place every day.
- Keep all materials including a notebook in a study place.
- Set a specific time of the day to study.
- Plan ahead by estimating the amount of time it will take to complete the assignment.
- Always read the directions before starting.
- Do not turn on the TV or radio when studying.

**Instruction**

**ADMINISTRATIVE REGULATIONS ON HOMEWORK**

**6154AR**

(continued)

**Elementary and Middle School Levels (continued)**

**Suggested Strategies for Homework (Teacher and Student)**

- Make homework folders in which completed assignments are to be stored, evaluated, and charted to show completed and missing assignments.
- Keep notebooks in which all assignments are written. The parent or guardian is asked to check the notebooks at the end of each week.
- Make homework expectations clear to the parent or guardian and students.
- Make sure assignments have a specific purpose and are not merely busy work.
- Contact the parent or guardian when homework is not consistently returned.
- Include homework where appropriate as part of the grade.

**The following is a suggested time schedule for homework assignments:**

Elementary Schools

Kindergarten	occasional assignments as appropriate
Grade 1	10-15 minutes 2 to 3 days per week
Grade 2	15-20 minutes 4 days per week
Grade 3	15-30 minutes 4 days per week
Grade 4	30-45 minutes 4 days per week
Grade 5	45-60 minutes 4 days per week

Middle Schools

Grade 6	20 minutes per curriculum area 4 days per week
Grade 7	20 minutes per curriculum area 4 days per week
Grade 8	20 minutes per curriculum area 4 days per week

## **Instruction**

### **ADMINISTRATIVE REGULATIONS ON HOMEWORK**

**6154AR**

(continued)

#### **High School Level**

##### **Philosophy**

Homework is a logical extension or expression of well-planned classroom lessons and should be meaningful to the learning process. It should also make the parent or guardian familiar with their child's learning experiences.

The primary outcome of homework for students during their high school experience is that learning becomes an independent activity. As a valuable teaching strategy, homework not only addresses the skills and concepts taught, but it also can aid in developing a sense of responsibility and accomplishment within students, encourage students to work on their own, and acknowledge the existence of different learning styles.

Professional judgment must be exercised relative to the use of homework. In view of the diversified curriculum within the school, teachers must be allowed the academic freedom necessary for effectively reaching all students and meeting individual needs.

##### **General Guidelines**

In establishing homework guidelines, it is of prime importance to consider the individual differences of students, availability of resources, and time allotments.

The amount of homework assigned should be appropriate to the grade, course level, and student ability. In most academic courses, students should expect a minimum range of 2½ - 5 hours / week for each course. In related arts and skills courses, students should expect homework periodically. These recommended time allotments reflect flexible guidelines that should be viewed as an average throughout the school year.

The type of homework assigned should be according to its purpose:

- Practice assignments help students master specific skills taught in the class.
- Preparation assignments encourage students to derive maximum benefit from future lessons.
- Extension assignments enable students to demonstrate their ability to transfer specific skills and concepts to new situations.
- Creative assignments encourage students to integrate learned skills and concepts to produce original results.

## **Instruction**

### **ADMINISTRATIVE REGULATIONS ON HOMEWORK**

**6154AR**

(continued)

#### **High School Level** (continued)

#### **General Guidelines** (continued)

Homework takes the form of doing practice exercises (oral or written), writing, studying, reading, and library research or projects. The assignment can be either long- or short- term.

#### **Guidelines for Teachers**

The responsibility of the teacher is:

- to explain the purpose of each assignment;
- to give clear directions and suggested method for accomplishing the assignment;
- to ensure availability of all necessary resources to carry out the assignment;
- to acknowledge completion of homework and to evaluate it appropriately;
- to explain the method of evaluation of the homework assignment and its potential impact on a student's grade e.g., cumulatively equivalent to a quiz, test, exam, oral recitation, written exercise, lab performance;
- to suggest a reasonable time allotment on homework assignments;
- to make it clear that deadlines and penalties are understood and are adhered to;
- to encourage integrity in all homework assignments;
- to provide for reasonable make-up of assignment whenever appropriate; and
- to explain that homework often will be a study assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc., related to class work or for general reading skill development.

#### **Guidelines for Students**

The responsibility of the student is:

- to contact the teacher when absent;
- to understand the purpose, requirement, and directions of the assignment;
- to understand the means of evaluation;
- to understand the suggested time allotment and to budget time realistically;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process;



## **Instruction**

### **ADMINISTRATIVE REGULATIONS ON HOMEWORK**

**6154AR**

(continued)

#### **High School Level (continued)**

##### **Guidelines for Students (continued)**

- to establish a time for a regular pattern of review;
- to demonstrate integrity and neither to give nor receive so much help that the value of the homework will be lost;
- to meet the deadlines and understand the penalties; and
- to understand that the basic purpose of homework is learning and, therefore, the preview and review of the skills and concepts learned are always appropriate.

##### **Guidelines for Parents**

The responsibility of the parent or guardian is:

- to understand the philosophy and guidelines of the Board of Education concerning homework;
- to be sure that students or the parent or guardian obtain assignments missed when the student is absent;
- to provide the student with a time and place to carry out his assignment(s);
- to contact the teacher, counselor, or administrator in the event of questions or concerns;
- to be supportive of the homework policy, as it is an integral part of the student's learning process;
- to understand that usually a student does have homework. The student may preview, review, or improve his present assignment reviewing the important facts, principles, formulas, and concepts or a reading assignment from books, magazines, newspapers, etc., related to class work or for general reading skill development;
- to encourage integrity and never give so much help that the value of the homework is lost;
- to understand that content, structure, and appearance of all written homework assignments are important elements in the grading process; and
- to check to see that homework assignments are completed.

**Instruction**

**ADMINISTRATIVE REGULATIONS ON HOMEWORK**  
(continued)

**6154AR**

**High School Level** (continued)

**Guidelines for Administration**

The responsibility of the administrator is:

- to articulate the philosophy and guidelines concerning homework to staff, parents or guardians, and students;
- to support the staff in the implementation of the guidelines; and
- to review homework assignments with teachers as part of the monitoring responsibility.

8/27/2004

## **Students**

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** **5141.25(a)**

The Fairfield Public Schools recognize that allergies may be life threatening. For this reason the District is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening allergens, to assist in the management of glycogen storage disease, and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her life threatening allergy(ies), or glycogen storage disease as developmentally appropriate. There is currently no cure for life-threatening allergies; there is only medication available for emergency response. The only way to prevent the symptoms of an allergic response is to prevent exposure to allergens, which will require understanding and effort on the part of the entire school community.

Best practice asks us to reduce students' exposure to known allergens in the learning environment, reinforcing a safe and inclusive environment for all students. When a student with life-threatening allergies is present in a school environment, cooperation and compliance is necessary at all levels: District, School, Classroom, Home. Each level has its role and responsibilities:

#### **District:**

- Shall clearly communicate district policy to all school leaders and parents and provide for training on food allergy awareness and the administration of medication to all applicable personnel.
- Shall monitor and evaluate all schools for compliance with district policy and follow up with all individuals for instances of policy violations.

#### **School:**

- Each school shall clearly communicate the needs of students with life-threatening food allergies to their school community through letters to classroom communities and their families and of district and school expectations of compliance.
- Schools leaders shall inform PTA leaders of the need for safety and inclusion in all school sponsored events.

#### **Classroom:**

- Peers shall be educated as to the individualized safety and inclusion needs of fellow students.
- Expectations of compliance shall be clearly communicated to staff, students and their families.

## Students

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** **5141.25(b)**

#### **Home:**

- Families should be educated on food allergy awareness and how to comply with safety requests for students with life-threatening allergies.
- Families should make every effort possible to ensure the safety of students with life-threatening food allergies when sending a snack into the learning environment.
- Students with life-threatening food allergies should know to never accept food from others and how to communicate their needs to staff and peers.
- Parents of students with life-threatening allergies shall help their student access developmentally appropriate self-advocacy skills. Parents may choose to collaborate with schools on these skills.

To this end, the Fairfield Public Schools adopt the following protocols related to the management of life threatening allergies for students enrolled in district schools.

#### **I. Identifying Students with Life-Threatening Allergies**

- A. Early identification of students with life-threatening allergies is vital to the effective implementation of this policy. The district therefore requests parents/guardians of children with life-threatening allergy(ies) to promptly notify the school in writing of the allergy(ies).
- B. Upon receipt of parent written notification that their child has been diagnosed with food allergy(ies) and/or other life threatening allergy(ies), the school shall request the parent/guardian to provide the following:
  1. Written authorization to obtain detailed written medical information on the child's condition from the physician;
  2. Written consent to administer or self-administer medications during the school day, as applicable in accordance with the District's Administration of Medication Policy;
  3. An Emergency Care Plan and Treatment Authorization ("Emergency Care Plan") completed and signed by their child's licensed health care provider and signed by the parent;
  4. Any medications necessary to treat allergic reactions along with relevant prescription and dosage information. Replace medications after use or expiration;
  5. A description of the student's past allergic reactions, including triggers and warning signs;
  6. Current emergency contact information and prompt notice of any updates;
  7. A description of the student's emotional response to the condition and the need for intervention; and
  8. Recommendations on age-appropriate ways to include the student in planning or care.

## Students

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** **5141.25(c)**

- C. **Suspected Allergies:** In the event the School Nurse suspects that a student has a food allergy or other life threatening allergy(ies), the school shall provide the parent/guardian written notification and request for the student to be evaluated by a physician.
- D. **Non-Cooperation:** If the parent/guardian of a student with known or suspected food allergy(ies) or other life threatening allergy(ies) fails or refuses to cooperate with the school for an evaluation or implementation of an appropriate Individualized Health Care Plan (IHCP) and Emergency Care Plan (ECP), the school shall implement an Emergency Care Plan stating to call 911 immediately upon recognition of symptoms along with sending written notification to the parent/guardian of the student's ECP.

## **II. Individualized Health Care Plans and Emergency Care Plans**

- A. If the District is notified pursuant to Section I of this policy that child has life-threatening allergy(ies), the district shall develop an individualized health care plan (IHCP) for the child.
- B. The IHCP shall be developed by the parents/guardians, student, if appropriate, school nurse, and appropriate school personnel. Such personnel may include, but are not limited to, school or food service administrator(s) and classroom teacher(s). The school may also consult with the town medical advisor, as needed.
- C. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the child's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age appropriate independence; and the responsibilities of parents, school nurse and other school personnel. The IHCP may also include strategies to minimize the student's risk for exposure, such as considerations regarding:
  - 1. Classroom environment, including allergy free considerations;
  - 2. Cafeteria safety;
  - 3. Participation in school nutrition programs;
  - 4. Snacks;
  - 5. Alternatives to food rewards or incentives;
  - 6. Hand-washing;
  - 7. Location of emergency medication;
  - 8. Risk management during lunch and recess times;
  - 9. Special events;

**Students**

**STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE  
THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE  
MANAGEMENT**

**5141.25(d)**

10. Field trips.
  11. Extracurricular activities;
  12. School transportation;
  13. Staff notification; and
  14. Transitions to new classrooms, grades and/or buildings.
- D. As part of the IHCP, the district shall also develop an Emergency Care Plan (ECP) for each child identified as having a life-threatening food allergy. The ECP describes the specific directions about what to do in a medical emergency. The ECP should include the following information, as appropriate:
1. The child's name and other identifying information, such as date of birth, grade and photo;
  2. The child's specific allergy(ies);
  3. The child's signs and symptoms of an allergic reaction;
  4. The medication, if any, or other treatment to be administered in the event of exposure;
  5. The location and storage of the medication;
  6. Who will administer the medication (including self-administration options, as appropriate);
  7. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
  8. Recommendations for what to do if the child continues to experience symptoms after the administration of medication; and
  9. Emergency contact information for the parents/family and medical provider.
- E. The IHCP shall be reviewed annually, or upon receipt of new medical information, and/or in the event of an anaphylactic reaction in school.
- F. An individualized health care plan and glycogen storage disease action plan shall also be developed for any student with glycogen storage disease. Such plan shall include, but is not limited to, the provision of food or dietary supplements by the school nurse or by an employee approved by the school nurse to a student with glycogen storage disease. Such plan may not prohibit a parent/guardian, or a person they so designate, from providing food or dietary supplements to the affected student on school grounds during the school day.
- G. The IHCP and ECP shall be disseminated to all school staff who supervise the student during the school day and at school sponsored activities or are responsible for the provision of food to the student. Plan distribution includes, but is not limited to, the students' teachers, classroom assistants, food service staff, coaches, transportation staff, school health professionals, school case managers, custodial staff, student aides and the parents/guardians of the student.

## Students

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** **5141.25(e)**

#### **III. Referral to Section 504 and IDEA**

In addition to having an IHCP, a student with a life-threatening allergy or glycogen storage disease (GSD) may also be eligible under Section 504 of the Rehabilitation Act if the student has a disability that substantially limits a major life activity or under the Individuals with Disabilities Education Act (IDEA) if the student has a qualifying disability that adversely impacts the student's education and causes the student to need specialized instruction. The team responsible for the IHCP shall refer the student under Section 504 or the IDEA as appropriate. Eligibility under either Section 504 or IDEA must be considered on a case-by-case basis given each student's unique situation.

#### **IV. Training/Education**

- A. All school personnel will be educated on how to recognize symptoms of allergic reactions, preventative strategies to minimize a child's risk of exposure to life-threatening allergies, and what to do in the event of an emergency. Staff education will be coordinated by the principal and school nurse, utilizing a consistent District training module supported by the town Director of Health. Any such training regarding the administration of medication shall be done in accordance with District Policy and State Law.
- B. The District shall offer training consistent with District Policy #5141.21 Protocol for Administration of Emergency Medications by Non-nursing Personnel.
- C. The District shall provide each school with consistent and age-appropriate information for students about food allergies, how to recognize symptoms of an allergic reaction and the importance of adhering to the school's policies regarding food and snacks, as well as the development of empathy, understanding, and tolerance for individuals with life-threatening allergies and glycogen storage disease. The principal shall coordinate the delivery of this educational information with building staff.

#### **V. Prevention**

- A. A District-wide, multi-disciplinary team will develop a Pre-K-12 Management Plan for the management of life-threatening allergies, including food allergies, aligned to the CSDE Guidelines for Managing Life-threatening Food Allergies and Glycogen Storage Disease. The District-wide team shall factor into the plan the developmental and psychological needs of all students.
- B. The District-wide, multi-disciplinary team will annually review the Management Plan, Procedures, and Guidelines.

## Students

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT**

**5141.25(f)**

#### C. Food in Schools - Elementary

1. Peanut and tree nuts cause the most allergic reactions in elementary classrooms. Parents/guardians sending snacks from home for consumption in the classroom must be mindful of this heightened risk and those snacks must not contain peanuts and/or tree nuts. The District, in partnership with school staff, shall counsel all parents against providing children with food items containing tree nuts and peanuts to consume as classroom snacks; all stakeholders share in the responsibility of keeping children safe in the classroom by complying with this policy.
2. The multi-disciplinary team shall include in the Pre-K-12 Management Plan:
  - a. A voluntary, suggested snack list for parents who would like guidance on identifying nut-free snacks for their children
  - b. An intervention plan for students who bring nut-containing snacks to the Classroom
3. All in school celebrations shall be food free.
4. All elementary schools will designate food free zones, including the Library, Computer Lab, Music Room, Art Room, Gym, Stage, and Science Room.
5. All elementary classrooms will provide hand wipes for mandated use for students to use after snack if hand washing is not available. Students will be required to remain at their desks while eating snacks to contain the spread of allergens.
6. All desks will be cleaned with soap and water, wipes, or other approved cleaning agents after snacks are eaten in the classroom.
7. All cafeteria tables will be cleaned with soap and water or other approved cleaning agents after each use.
8. Community/PTA use of elementary school facilities:
  - a. No food is allowed in any classroom;
  - b. Any event in which food will be served or consumed must be held in the school cafeteria or outdoors;
  - c. Outside organizations are encouraged to serve only nut-free food items and consult the suggested food list referenced on the District's website when selecting food to be served in the cafeteria or outdoors.
  - d. All outside organizations shall receive notice of the Prevention Section of this policy when reserving school facilities.



## Students

### **STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT**

**5141.25(g)**

#### D. Food in Schools – Generally

1. Peanuts and tree nuts and substances containing peanuts and tree nuts must not be present in or used in any classroom for any purpose, including but not limited to curricular activities, class projects, arts, crafts, science experiments, food for laboratory or other classroom work.
2. Effective September 1, 2015, if a clearly noncompliant food is present in a classroom or restricted area, the noncompliant food will be removed from the classroom or restricted area.

## VI. Communication

- A. The school nurse shall be responsible for coordinating the communication among parents, a student's individual health care provider and the school regarding a student's life-threatening allergic condition. School staff responsible for implementing a student's IHCP will be notified of their responsibilities and provided with appropriate information as to how to minimize risk of exposure and how to respond in the event of an emergency.
- B. The school administrative staff and school nurse shall communicate annually to all school personnel the availability of training regarding Policy #5141.21, Protocol for the Administration of Emergency Medications by Non-nursing Personnel.
- C. Each school will ensure that there are appropriate communication systems available within each school (i.e. telephones, cell phones, walkie-talkies) and for off-site activities (i.e. field trips) to ensure that school personnel are able to effectively respond in case of emergency.
- D. The District shall develop standardized letters to be sent home to parents introducing, explaining and enforcing the District's food allergy policy and protocols.
- E. Beginning with the school year 2015-2016, the District shall annually, not later than October 1, provide notice to parents of the Plan for the Management of Severe and Life-Threatening Allergies, Including Food Allergies, and
  1. Make the plan available on the District's Website and/or the websites of each school under the District's jurisdiction;
  2. Provide notice of such plan in conjunction with the annual written statement provided to parents and guardians as required by subsection (b) of section 10-231c of the Connecticut General Statutes.

**Students**

**STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** **5141.25(h)**

- F. The District shall annually update its resources for voluntary, suggested snack alternatives for families.
- G. All communication, written or verbal, shall be compliant with the Family Education Rights and Privacy Act.

**VII. Monitoring the District’s Plan, Procedures, and Guidelines**

The District shall conduct periodic assessments of its Food Allergy Management Plan, Procedures, and Guidelines. Such assessments shall occur at least annually and after each emergency event involving the administration of medication to determine the effectiveness of the process, why the incident occurred, what worked and what did not work.

Legal Reference:

Connecticut General Statutes

- 10-15b Access of parent or guardian to student’s records.
- 10-154a Professional communications between teacher or nurse and student.
- 10-207 Duties of medical advisors.
- 10-212a Administrations of medications in schools
- 10-212c Life threatening food allergies; Guidelines; district plans
- 10-212a(d) Administration of medications in schools by a paraprofessional.
- 10-212c Life threatening food allergies; Guidelines; district plans, as amended by P.A. 12-198)
- 10-220i Transportation of students carrying cartridge injectors
- 10-231c Pesticide application at schools
- 19a-900 Use of cartridge injectors by staff members of before or after school programs, day camp or day care facility.
- 52-557b Good Samaritan Law. Immunity from liability for emergency medical assistance, first aid or medication by injection
- The Regulations of Connecticut State Agencies section 10-212a through 10-212a-7, Administration of Medication by School Personnel.
- Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools, Connecticut State Department of Education (2006) Federal Legislation

**Students**

**STUDENTS WITH SPECIAL HEALTH CARE NEEDS – LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT** (continued) **5141.25(i)**

Legal Reference: Connecticut General Statutes (continued)

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794 § 504; 34 C.F.R. § 104 et seq.)

Americans with Disabilities Act (ADA) of 1990 (42 U.S.C. §12101 et seq.; 29C.F.R. §1630 et seq.

The Family Education Rights and Privacy Act of 1974 (FERPA)

*Land v. Baptist Medical Center*, 164F3d423 (8<sup>th</sup> Cir. 1999)

The Individuals with Disabilities Education Act of 1976 (IDEA) (20 U.S.C. § 1400 et seq.); 34 C.F.R. § 300 et seq.

FCS Instruction783-2, Revision 2, Meal substitution for medical or other special dietary reasons.

P.A. 09-155 An Act Concerning the Use of Asthmatic Inhalers and Epinephrine Auto-Injectors While at School.

Adopted 8/27/2004

Revised and Adopted 3/10/2015

## **Students**

### **ADMINISTRATIVE REGULATIONS ON STUDENTS WITH SPECIAL HEALTH CARE NEEDS LIFE-THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT**

**5141.25AR**

Per Policy 5141.25, Section V, a district-wide, multi-disciplinary team convened in May of 2015 to review and clarify sections of this policy and in the spring of 2017 to assess the effectiveness of the implementation of this Policy and write revisions as necessary. These regulations are the direct result of recommendations from this Team, which consisted of district and school administrators, teachers, parents and students (some of whom have life-threatening allergies referenced in the policy).

As of the spring of 2017, no cleaning wipe has been identified and approved by the Town of Fairfield Health Department, that is: 1) proven effective at removing peanut/tree nut allergens, and 2) safe for student use on a daily basis for 182 school days. After a substantial amount of research by the Town of Fairfield Health Department, in consultation with the State of Connecticut Department of Public Health, we have found that wipes effective at removing allergens contain harmful ingredients such as alcohol. Until such time when a wipe that meets both of these criteria can be identified and endorsed by the Town of Fairfield Health Department, wipes are not recommended by this committee to be used in place of hand washing with soap and water.

The goal of this policy is to educate staff, students, and parents about the dangers of food allergens and to support tolerance for individual differences. In August or September of each school year, all staff and students shall be trained with age appropriate information for students about food allergies, how to recognize the symptoms of an allergic reaction and the importance of adhering to the District's policy on food and snacks in schools. The training shall also include information to develop empathy, understanding, and tolerance for individuals with life-threatening allergies. Delivery of this training will be coordinated by the school nurse and building principal. In addition, each year the District will offer training in the administration of medications by non-nursing personnel. Each school will develop a way of training substitute teachers and student teachers about this policy.

In all schools across the district, all classrooms are considered to be peanut and tree nut free. This means that students bringing snacks to be eaten in the classroom must adhere to peanut and tree nut free snacks. Parents sending snacks from home must be informed of this policy and should read labels carefully to ensure foods to be consumed in the classroom are peanut and tree nut free. The district's food service provider will provide a link on their website to a list of foods that are peanut and tree nut free, as well as indicating other foods free of other food allergens. Should any staff member choose to provide food in the classroom during school hours, those

## Students

### **ADMINISTRATIVE REGULATIONS ON STUDENTS WITH SPECIAL HEALTH CARE NEEDS LIFE-THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE MANAGEMENT (continued)**

**5141.25AR**

food items must be provided by the District’s food service provider to ensure the absence of peanuts and tree nuts and to be consistent with the contract between FPS and the food service provider. Under no circumstances should in-class school celebrations include food sent from home.

All schools must designate and enforce food free zones, including the Library, Computer Lab, Music Room, Art, Room, Science Room, Gym, Stage, and Auditorium. For any organization using the school facilities, including the PTA, no food is allowed in the classrooms. Any event sponsored by an outside organization or by the PTA in which food is to be served must be held in the school cafeteria or outdoors. In addition, staff must not use or allow the use of peanuts or tree nuts in the classroom for any purpose, including but not limited to classroom projects, art or science projects or experiments, or for extra-curricular activities.

At all times when students are allowed to consume food in the classroom, students should be required to remain seated while eating, keep hands to themselves, and never share food with another student; and, where practical, students may wash hands with soap and water after eating. In addition, after eating in the classroom, all desks must be cleaned with a “green” cleaning solution.

At the elementary level, if a student brings an obviously non-compliant snack to the classroom, then the teacher must ensure that the student is eating in a space removed from other students, and use the incident as a “teachable moment” with the student. Under no circumstance should food be taken from a student. The teacher will contact the parent about the non-compliant snack. After repeated contact by the teacher to the parent, the school’s principal will send a letter to the parent and/or meet with the parent at school.

At the secondary level, students may be in possession of food containing peanuts or tree nuts, kept in a backpack or similar item, provided that such food is not consumed in the classroom or spaces designated as food-free by this Policy. In the secondary classroom, the teacher is the first line of compliance. If a student is not compliant after a warning from a teacher, then the student is referred to the dean or administration for discipline consistent with the school’s Code of Conduct. Such student would be required to wash hands and use the “green cleaner” for the desk. Repeat offenders will be subject to further discipline and parents will be informed if the non-compliance reaches the level where school discipline is required.

**Students**

**ADMINISTRATIVE REGULATIONS ON  
STUDENTS WITH SPECIAL HEALTH CARE NEEDS  
LIFE-THREATENING ALLERGIES AND GLYCOGEN  
STORAGE DISEASE MANAGEMENT (continued)**

**5141.25AR**

The high school Family and Consumer Science program is excepted from the peanut/tree nut prohibition, because 1) such ingredients are integral to the departmental curriculum as approved by the Fairfield Board of Education and 2) staff have successfully undertaken extra precautions to ensure that students with life-threatening allergies successfully access these courses.

Teachers will be encouraged to eat in the cafeteria or faculty-only space. “Green” cleaning solution will be available in these areas.

8/27/2004  
Revised 10/16/2012  
Revised 8/21/2015  
Revised 6/15/2017

**TOWN OF FAIRFIELD HEALTH PROGRAM  
MEDICATION AUTHORIZATION FOR STUDENT WITH SEVERE ALLERGIC  
REACTION (FOOD, INSECT, LATEX, ENVIRONMENTAL, OTHER)**

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Specific Allergen \_\_\_\_\_

**Please prescribe two auto-injectors for child to have in school if repeat dose is ordered.**

**A. Epipen Administration (CHOOSE EITHER #1 or #2)**

**1. Administer epinephrine immediately** if child knowingly and/or suspects he/she was exposed to the allergen.

- a. Check one:  Epinephrine 0.3mg IM or SC       Epinephrine 0.15mg IM or SC  
 Epipen Auto-Injector 0.3 mg       Epipen Jr. Auto-Injector 0.15mg  
 AUVI-Q auto injector 0.3mg       AUVI-Q auto injector 0.15mg

b. Side-effect/plan for management \_\_\_\_\_

**2. Administer epinephrine if symptoms of anaphylaxis occur.**

- a. Check one:  Epinephrine 0.3mg IM or SC       Epinephrine 0.15mg IM or SC  
 Epipen Auto-Injector 0.3 mg       Epipen Jr. Auto-Injector 0.15mg  
 AUVI-Q auto injector 0.3mg       AUVI-Q auto injector 0.15mg

b. Side-effects/plan for management \_\_\_\_\_

\_\_\_\_ Repeat x 1 in 10 minutes as needed for symptoms of allergic reaction.

**CALL 911 WHENEVER EPINEPHRINE IS ADMINISTERED.**

**B. Please complete if an Antihistamine is part of the treatment plan for this student.**

1. Drug name (**Brand and Generic**) \_\_\_\_\_
2. Dose \_\_\_\_\_
3. Route \_\_\_\_\_
4. Frequency \_\_\_\_\_
5. Administer (check one)

\_\_\_\_ immediately following administration of epinephrine (see above).

\_\_\_\_ for non-threatening allergic reaction i.e., rash. Continue to observe for symptoms of anaphylaxis. If symptoms progress administer epinephrine.

Side-effects/plan for management \_\_\_\_\_

Students may self-administer medications(s) \_\_\_\_ Epinephrine Auto Injector \_\_\_\_ Antihistamine.

**Self-administration means that the student will carry and administer his/her medication(s) without assistance.**

Duration of Order(s): from \_\_\_\_\_ to \_\_\_\_\_ (date)

Signature \_\_\_\_\_

Date \_\_\_\_\_

M.D./D.O./D.D.S./A.P.R.N./P.A./O.D.

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Fax \_\_\_\_\_

# TOWN OF FAIRFIELD SCHOOL HEALTH PROGRAM

## AUTHORIZATION FOR ADMINISTRATION OF MEDICATION IN SCHOOL

Connecticut State Law requires the written medication order of a physician or dentist licensed to practice in the United States or an Advanced Practice Registered Nurse, Physician's Assistant, Optometrist, or Podiatrist (for interscholastic and intramural events only), licensed to practice in Connecticut, and parent or guardian's written authorization for medications to be administered in school. All medications, prescription and non-prescription, shall be stored in their original container. All medications, except those approved for transporting by students for self-medication, shall be delivered to the school by the parent or guardian or other responsible adult. No more than a 3 month supply of medication may be kept at school. Medication will be administered by the School Nurse or other trained school personnel or by the student if he/she has been approved to self-administer the medication.

### MEDICATION ORDER

Inhalers

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

Condition for which Drug is being Administered \_\_\_\_\_

**BRAND Name AND GENERIC Name of Drug (PER STATE REGULATION)**

\_\_\_\_\_

Dosage \_\_\_\_\_ Route: \_\_\_\_\_ Frequency: \_\_\_\_\_

Time to be given in school: \_\_\_\_\_

Administer Drug: from \_\_\_\_\_ to \_\_\_\_\_  
Date Date

Side Effects/Plan for Management: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

**Self-administration of medication means that the student will carry and administer his/her medication without assistance.**

Student may self-administer the above medication: (circle one): Yes No

\_\_\_\_\_ M.D./D.O./D.D.S./A.P.R.N./P.A./O.D./D.P.M.  
Date Signature of Prescriber

\_\_\_\_\_  
Print Name of Prescriber

\_\_\_\_\_  
Address and Telephone



**TOWN OF FAIRFIELD SCHOOL HEALTH PROGRAM  
AUTHORIZATION OF PARENT OR GUARDIAN FOR  
ADMINISTRATION OF MEDICATION IN SCHOOL**

Connecticut State Law requires the written medication order of a physician or dentist licensed to practice in the United States or an Advanced Practice Registered Nurse, Physician's Assistant or Optometrist licensed to practice in Connecticut, and parent or guardian's written authorization for medications to be administered in school. All medications, prescription and non-prescription, shall be stored in their original container. All medications, except those approved for transporting by students for self-medication, shall be delivered to the school by the parent or guardian or other responsible adult. No more than a 3 month supply of medication may be kept at school. Medication will be administered by the School Nurse or other trained school personnel or by the student if he/she has been approved to self-administer the medication.

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Medication \_\_\_\_\_

I hereby give my permission for my child to receive the above medication in school as ordered by his/her physician or other authorized prescriber.

**Self-administration of medication means that the student will carry and administer his/her medication without assistance.**

Student may self-administer the above medication: (circle one): Yes No

I give my permission for communication between the school nurse and prescriber of this medication as needed for implementation of this medication order in school.

I authorize that this medication be **destroyed** if it is not picked up within one week following termination of the medication order or by dismissal on the last day of school, whichever comes first.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Print Name of Parent or Guardian

Rev. 1-11, 9-11, 4-14, 7-15

SHM Vol. II, Sec. 3, H. Medications/Spec.Hlth.Care Needs

## **Food in the classroom**

1. All classrooms are peanut and tree nut free. This regulation is directed specifically at snacks being brought from home. While this was generally adhered to, one of the principals indicated that students who brought peanut-containing snacks were allowed to stay in the classroom. The rationale for this decision was that the child would not feel punished or ostracized for his snack but the reaction of the student with allergies should also be considered.
2. Parents need to be educated about what are safe snacks. The link for safe snacks is on the FPS website under foods services but a lot of digging must be done before you can find it. Personally, I think a link on the individual school websites would be more helpful. One principal indicated that the list went out each week on the PTA blast.
3. If a staff member would like to provide food in the classroom, the food must be provided by Whitson's the district's food service provider. Several principals at all levels indicated that Whitson's was too expensive to be worthwhile. High school reps indicated the "homeroom breakfast sandwiches/bagels" is part of the culture of the high school and would be difficult to eliminate.
4. Under no circumstances should food from home be allowed for in-class celebrations.
5. All schools must enforce food free-zones including Library Computer Lab, Music, Art and Science rooms as well as Gym, Stage and Auditorium. There were reports of food being used in Middle School Science curriculum.
6. Any organization, including the PTA, using school facilities for events serving food must use the cafeteria. HS administrators indicated that food from home is sold in the hallways outside the gym during games and in the lobby during music performances. These spaces are not on the food free-list and classroom space is not being used. The questions is, should this be permitted?
7. Peanuts or tree nuts cannot be used in classroom projects, art or science or for extracurricular activity.
8. When students are allowed to eat food in the classroom, they should remain seated, never share food and when feasible wash their hands after eating. Desks should also be cleaned after eating. This again goes back to #3 and the HS traditn of bagel breakfasts.
9. At the elementary level, if a student brings an obviously peanut or tree-nut containing snack the teacher will ensure that the student eats it in a space away from other children. The teacher will allow the student to eat the snack and will contact the parent as part of a teachable moment. Again, this goes back to #1. Some principals indicated that children with peanut containing snacks are allowed to eat in classroom but separate from other children
10. At the secondary level, students may carry peanut or tree nuts foods securely but they may not be consumed in the classroom or food-free zones. Repeated noncompliance will result in a referral to the dean or administration. No apparent issue here.

11. The Family and Consumer Science program at the HS is exempted from the peanut tree nut prohibition. See #5 above.

12 Teachers will be encouraged to eat in the cafeteria or faculty lounge.

### **Education**

1. All staff and students will be trained at the start of the year to recognize symptoms of an allergic reaction and the importance of adhering to the district's policy on food and snacks in school. Staff is being trained consistently at the start of the new year. Training for students has not occurred in all but one school. I sent Mike a link for training at all three levels that was suggested by a previous parent. I reviewed them and thought they got the message across. They are all about 5-6 minutes in length and could be shown in all classrooms ASAP.

2. The district will offer training to non-nursing personnel regarding administration of epinephrine auto injectors. Every school in the district has complied with this mandate every year.

3. Each school will develop a way of training sub teachers and student teachers. It was suggested that new employees be given the link to the [allergyhome.org](http://allergyhome.org) training when they come to the Health Department or as part of their packet form HR and that, once completed, the new employee submit the certificate to HR for inclusion in their record