Norwich Public Schools
Early Learning Program
Faculty & Staff Handbook

Preschool Office:	**201 Hickory Street Norwich, CT, 06360 860.892.4342**
Huntington Elementary School:	**80 W Town Street Norwich, CT 06360 860.823.4204**
Moriarty Elementary School:	**20 Lawler Lane Norwich, CT 06360 860-823.4206**
Mahan Elementary School:	**94 Salem Turnpike Norwich, CT 06360 860.823.4205**
Veterans Elementary School:	**80 Crouch Avenue Norwich, CT 06360 860.823.4209**
Uncas Elementary School:	**280 Elizabeth Street Ex Norwich, CT 06306 860.823.4208**

NORWICH PUBLIC SCHOOLS
Early Learning Program
Faculty and Staff Handbook
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Program Philosophy

The Norwich Public Schools Early Learning Program philosophy is based on the research and position statements of the National Association for the Education of Young Children (NAEYC). The Preschool follows the sound principles of child development and practices quality programming that is age and individually appropriate for each student. The program believes that all children benefit from rich learning environments in homes, communities and early care and education settings. The NPS Early Learning classrooms utilize Teaching Strategies GOLD objectives to measure development and learning, which align with the Connecticut's Early Learning and Development Standards (ELDS). Together, these standardized objectives provide the basis for supporting children's growth and development across domains.

We provide learning experiences grounded in relationships and connections, and our goal is to provide children with a sense of self-worth by helping them develop at their own individual pace, learn basic self-help skills, and foster a community built upon these guiding principles. Children who feel confident and secure in a stimulating educational and social environment will explore their world and grow into their capabilities.

Following the criteria of NAEYC, we are committed to promoting and supporting all aspects of a child's growth in an atmosphere of respect. Your child is an individual who is an integral member of a group, and whose uniqueness is acknowledged and appreciated by that group.

Research on the development of learning in preschool shows that young children develop best in stimulating environments that enrich the child's natural growth. Therefore, children participate in a variety of rich, individual and group activities designed to develop language and reading readiness skills and enhance physical, social, emotional and intellectual growth. These skills will increase their ability to succeed in school and create a satisfying life.

The development and training of staff is a continuous process, which includes attending workshops, listening to guest speakers and frequent discussions. The staff is encouraged to visit other programs and to take classes related to child development to further enrich their contribution to the program. At this time, we are integrating concepts from the Science of Reading and executive functioning into our early learning experiences. By incorporating recent educational research in our early learning priorities, we can assure that your child will gain exposure to the methodologies that result in the best outcomes for children.

By partnering with families, our staff will teach you these concepts too. They may come through classroom newsletters, email and Parent Square messages, and direct conversations. We value open and honest communication from you, and you can expect the same from staff, all toward the common goal of helping your child develop into a goal-directed learner who appreciates working through a challenge for the betterment of themselves, their peers, and community.

Mission Statement

The mission of the Norwich Public Schools Early Learning Program is:

- To make each child's school experience one that will foster positive self-esteem and a positive attitude toward learning.
- To provide each child with a developmentally appropriate environment that will meet the individual needs and learning styles of each child.
- To encourage each child to think, reason, question and experiment.
- To honor cultural, linguistic, and family diversity and individual differences of children and staff.
- To foster communication and cooperation between parents and teachers to provide a meaningful environment where children learn best.

Orientation Checklist

Norwich Early Learning Program
Staff Orientation Checklist

Name: _____ Date: _____ Date of Hire: _____

Date:	Program Expectations
	Overview of Program Mission and Philosophy
	NAEYC Code of Ethical Conduct and Confidentiality
	Organizational Chart/Chain of Command
	Curriculum, Observations and Assessments
	Faculty & Staff Handbook Policies
	Parent Handbook Policies
	Discipline through Emotional Regulation: Caring School Communities and classroom management
	Ongoing Challenging Behavior Policy: MTSS & Positive Behavior Support Plans
	Diapering Policy
	Child to Staff Ratios and Supervision
	Emergency Procedures: Fire Drills & Lockdowns
	Professional Development Plan and Training Logs
	Health Policies: Handwashing Policy, Illness and Administration of Medication
	Mandated Reporting of Suspected Child Abuse and/or Neglect
	Volunteer Policy and Expectations
	Student Databases: PowerSchool, Parent Square and CTSEDS
	Timesheets: Sick Time, Personal Time, Breaks

Review of Preschool Parent Handbook-December 2024.docx

Classroom Practices

Classroom Climate

- Classrooms will provide experiential, project, and center based learning with targeted small group instruction when necessary. Worksheets and coloring pages will be used minimally. The NAEYC Classroom Observation Tool 2022.pdf will be used to guide the design of classrooms, instructional and safety practices.
- Staff will ensure that they are positive role models for children. Staff will use a quiet tone while speaking, promote positive interactions and conversations, and will model behaviors that are expected of children. For example, staff will not sit on tables or shelves, eat or drink at unacceptable times, yell across the room to children or spend time on their phones throughout the day.
- Adult classroom conversation must be appropriate at all times. Children shall not hear personal discussions amongst staff, and shall never hear about the problems or personal situations of staff.
- Staff must not be on their cell phones throughout the day. There is no cell phone use during nap time. If a phone call must be made, the staff member must find coverage to step out of the classroom to make the call.
- Classroom technology, such as iPads, must be used to enrich the curriculum and document the work of children for assessment purposes.
- **There will be absolutely no threatening of children.** This includes using phrases like, "I'll tell your mother." **Threatening a child is grounds for termination.**
- **Use of physical force, psychological abuse, coercion, intimidation, and cruel punishment to manage the behavior of children is strictly forbidden and grounds for termination.**
- NPS does not have a dress code for faculty or staff, but preschool staff should dress with comfortable clothing that allows for, and won't interfere with, sitting on the floor, playing outside, and completing messy projects with children.
- Teachers and related services staff will communicate concerns or sensitive issues with parents. Non-certified staff including paraprofessionals and support ELEs will not communicate with parents. If the para/support ELE has information believed to be important for parents to know, they will share it with the certified teacher, lead ELE or service provider, and the certified staff will share the information with the parent.
- Faculty and staff must engage with children throughout the day. Free play and outside times are perfect opportunities to extend conversations, teach vocabulary, reinforce classroom instruction and facilitate social interactions. Teachers will support learning by observing, documenting, and facilitating play. Faculty and staff must constantly position and reposition themselves throughout the day to maintain proper supervision of children at all times including in the classroom, in bathrooms, while playing outside, and during arrival and dismissal. Ongoing team conversations are critical to maintaining a cohesive classroom system and must be a priority at all times. There is absolutely no cell phone use while faculty and staff are supervising children.
- Facilities concerns (heating problems, electrical issues, and cleanliness concerns) shall be brought to the building administrator and building administrative assistant promptly.
- The adopted curriculum and programs must be implemented with fidelity. For the 24-25 school year, this includes: Teaching Strategies Gold Curriculum Scope and Sequence, Caring School Community Scope and Sequence, Play Planning, Heggerty, PreK Data Wall, child-directed center routine (badge system).

Ratios and Supervision

Staff take attendance every morning and document it in PowerSchool. If children arrive late or leave

early, their attendance in PowerSchool must be adjusted to reflect the accurate amount of time they were in school. This number will serve as a basis for keeping adequate supervision and ratios in mind throughout the day.

Supervision

- Plan for supervision of children: To assure proper supervision of the children throughout the day, staff will be directly involved with the children at all times. Staff will be aware of the number of children in their classroom, monitor throughout the day, especially during times of transition. **Staff will count children before leaving the classroom, upon reaching their destination, and again when they return to the classroom.** A head count must be performed before and after any transition.

Supervision in the classroom and during related services:

- Two staff members must be present in the classroom at all times and a 1:10 staff ratio will be maintained. Group size will not exceed 20 children.
- Children will leave the room only with a staff member. Children may be within hearing distance only when using the bathroom. If a preschooler is out of the direct sight AND sound supervision of all staff, it is for no more than 1 minute, and the child is in a safe environment. If a preschooler is out of direct sight OR sound supervision of all staff, it is for no more than ten minutes and the child is in a safe environment.
- A staff member will circulate throughout the room during free choice time.
- Volunteers/student interns are not counted in child/staff ratio.
- Service providers alway come pick up students from their classroom when/if they need to leave and walk with the student to drop them off. Staff never allow students to leave the classroom alone.
- If a child sustains any injury while under your supervision, they must be evaluated by the nurse so the injury can be properly documented and parents notified.

Supervision of outdoor play and during field trips:

- Staff will maintain a 1:10 ratio when outdoors. There must be two staff present at all times when children are outside. Staff must bring the red first aid bag and a communication device (walkie talkie, cell phone, or Voxer)in case of emergency.
- Staff will be evenly distributed through the play area at all times to maintain appropriate group size and ration, and to assure proper supervision.
- Staff will scan the outside play area for safety before children enter the play area.

Handwashing

See attached Handwashing Plan (revised 1/12/2025)

Cleaning

See attached Cleaning Schedule 2024-2025

Diapering

See attached Diapering Plan 2024-2025 Revised January 12, 2025

Food Handling/Feeding Policy

Food Handling

The major criteria for healthy food management is proper hand washing. Faculty and staff must wear gloves when handling food. Food should not be placed directly on the table, as eating surfaces are more likely to be contaminated. Use disposable plates or washed and sanitized dishes. After a meal/snack, remove the large pieces of soil and clean. When different children rotate through the snack table, each place must be cleaned and sanitized between use by different children. **Sanitizing solution will not be sprayed while the children are seated at the table.**

Feeding Policy

For children of any age with special feeding needs (ie: thickened liquids, g-tube feedings, supplemental nourishment) faculty and staff must do the following **each day:**

- Document the type and quantity of food the child consumes
- Provide this information to the child's parents and the school nurse.

Arrival and Dismissal Procedures

For families that choose to transport their children to and from school at Huntington, Mahan, Veterans and Uncas, we encourage them to park their car as outlined below rather than idling your vehicle.

Parent Transport for Arrival:

- Park your vehicle in the designated area at your school.
- Wait in your vehicle for a staff member to approach your vehicle for unloading.
- Do not idle your vehicle. Shutting your vehicle off prevents toxic fumes from entering the atmosphere and inside your car.
- Unbuckle your child as the staff member approaches, staff do not unbuckle children from car seats.
- Staff member will escort your child to the school.
- Parents may be asked to escort children to the school door under individual circumstances.
- Vehicles must remain in place until all children and staff are clear from the area.

Parent PickUp and Drop Off in 12 Month Program at Moriarty

Parents will call the phone number posted at the side entrance of Moriarty and state which child they are picking up. It is essential that 12 Month Program staff listen for the phone to ring and respond promptly to parents. There is minimal cover for parents as they wait, so timing is critical. Parents must sign children into and out of the 12 Month Program at Moriarty Elementary School, with staff always ensuring that the adult there to pick the child up is an approved pick up person in PowerSchool. If the adult is not on the approved pick up list, the child will not be released to the adult. Parents will not enter any part of the building unless they enter through the main entrance, sign in using the visitor sign in sheet, and use the Raptor System.

Master Schedule and Schedule Requirements

See attached Copy of PreK Schedules 2024-2025

Home/School Partnership: Family Involvement

The family is each child's first and most influential teacher. Family involvement in the child's education promotes deeper learning and a trusting bond between home and school. We welcome parent's ideas, comments, suggestions and participation throughout our time together in the Early Learning program. We also welcome the sharing of parent's concerns. Through a home-school connection, we hope to partner on the beginning of the child's lifelong learning journey. Information will be communicated with parents on our website, through Parent Square, emails home, notes and flyers in children's backpacks, and phone calls. Ongoing contact between parents and teachers may be the single most effective way for families to remain informed about their child's experience in school. Parents are encouraged to inform us of changes in the family (a grandparent's visit, the arrival of a new baby or moving to a new location) because we can often support such transitions in the life of a child. **Each and every faculty and staff member has a responsibility to uphold the customer service necessary to establish and maintain a positive, working relationship with parents. Faculty and staff attitudes directly reflect the values of our program and must, at all times, personify the professionalism, courtesy, and solution-focused reputation we wish to develop.**

The Early Learning Program has developed the following strategies to involve all parents in their child's education. The Early Learning Program has open access to parents and encourages parent participation in their child's education.

Parenting- parent education programs are offered periodically throughout the year, both during the day and at night. Family Resource Center staff is available to help parents who need access to social services, parent leadership development, parent workshops and parent support groups.
Communication- staff and family communication is ongoing and encouraged. The district utilizes Parent Square for efficient communication between families and the school/district. Parent Square translates written messages in the family's preference. Parents are also able to communicate through email, phone calls, and in person meetings with staff. We have telephone translation to support in-person, virtual and phone meetings.
Volunteering- parents are encouraged to volunteer at the school. NPS now has a district volunteer coordinator who provides training and guidance to on-going volunteers. It is required that parents who wish to volunteer complete the volunteer training and orientation prior to spending time in classrooms.
Decision Making- Parents are encouraged to join and become active in the Parent Advisory Committee, and the local School Readiness Council.
Collaborations within the Community- NPS preschool programs have strong collaborations with the Department of Social Services, United Community and Family services, TVCCA, Otis library, Family Resource Center, Adult Education Hispanic Health Alliance and CT State College at Three Rivers.

Family Questionnaire

Assessment Practices: Formal and Informal

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Teachers may assess children with standardized, norm referenced evaluations, benchmark assessments to determine mastery of preschool standards (PreK Data Wall), or observation/anecdotal assessments. Paraprofessionals may be asked to assist with the collection of non-standardized assessment data.

District Practices

Calendars

The Norwich Public Schools Early Learning Program will follow the Norwich Public Schools district calendar. Although the 12 Month Program operates year round, it will be closed for two weeks during the summer in addition to the closure days noted below. Families will be notified of the summer closure dates by March of the current school year.

All Norwich Public School Early Learning Programs will be closed on the following (12) major holidays. Additional closures may be necessary, at times, and are at the discretion of Norwich Public Schools and the Norwich Public Schools Early Learning Program. Parents will be given 30 days notice of any school calendar changes.

September:	Labor Day (First Monday in September)
October:	Indigenous Peoples' Day
November:	Veterans' Day, Thanksgiving Recess (Thursday and Friday)
December:	Christmas Day, Holiday Recess
January:	New Year's Day, Martin Luther King, Jr. Day
February:	Presidents' Day, Winter Recess
March/April:	Good Friday (Friday before Easter), Spring Break
May:	Memorial Day
June:	Junteenth
July:	Independence Day (Fourth of July)

The calendar includes scheduled Early Release Days for events like Parent Teacher Conferences and professional development. On an **Early Release day**, the Preschool program will operate as defined below:

PreK Early Release (for all PreK in the district):
School Day: 9:30-1:35
AM Session: 9:30-11:10
PM Session: No afternoon session
12 Month Program at Moriarty: 7:00-1:00

Volunteers/Interns

We encourage parental involvement in our program and invite parents to share their talents and ideas in the classroom. Parents interested in volunteering in the classroom are required to contact our Volunteer Coordinator at 860.823.6284 to complete a volunteer application, interview, and background check.

Preschool Pets

The district has no formal policy on animals in the classroom. If a teacher plans on bringing an animal into the classroom or outdoor learning environment, medical and cultural factors will be taken into consideration. The teacher will give families adequate notice of the animal's visit. If a parent does not want their child to participate in learning activities involving animals/pets, they may opt their child out of the learning experience with the animal.

Reporting Abuse or Neglect

Please reference District Employee Handbook on the website
Norwich Employee Guide 2021-2022.pdf or see below. All reports of abuse or neglect must include a phone call to the DCF Careline at 1.800.842.2288 AND the completion and submission of a written report on the form DCF 136. If you need assistance when completing the report process, ask a colleague, school social worker, or administrator.

Conn. Gen. Stat. Section 17a-101 et seq. requires certain educational personnel (school teachers, school administrators, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, psychologists, social workers, mental health professionals, and certain professional counselors who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon them other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to their well-being, or (d) has been abused.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. In the public school context, the term "statutory mandated reporter" includes teachers, school

administrators, school guidance counselors, school coaches, paraprofessionals, registered and licensed practical nurses, psychologists, social workers, mental health professionals, certified alcohol and drug counselors and any other licensed professional counselor.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

a) has been abused or neglected;

b) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or

c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

(1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.

(2) The employee shall also make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.

(3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or their designee shall immediately notify the child's parent or guardian that such a report has been made.

(4) Within 48 hours of making an oral report the employee shall submit a written report to the Commissioner of Children and Families or their representative containing all of the required information.

(5) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.

(6) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education or their representative.

5. Reporting Procedures for EmployeesOther Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

a) When an employee who is not a statutory mandated reporter and who, in the

ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.
(1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or their designee, to be followed by an immediate written report to the Superintendent or their designee.
(2) If the Superintendent or their designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters, set forth above.

b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports
Any oral or written report made pursuant to this policy shall contain the following information, if known:
a) The names and addresses of the child and their parents or other person responsible for their care;
b) the age of the child;
c) the gender of the child;
d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or their siblings;

g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
i) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report
If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report. Recognizing the fact that the Department of Children and Families ("DCF") is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall be coordinated with DCF and/or the

police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

a) Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

If, upon completion of the investigation by the Commissioner of Children and Families ("Commissioner"), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit, or authorization issued by the State Department of Education, and that the Commissioner has recommended that such employee be placed on the child abuse and neglect registry, the Superintendent shall make a written request to the Commissioner that he or she provide all records, whether or not created by DCF, concerning such investigation to the Superintendent. In addition, the Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits.

Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or their representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose records received from DCF to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization. For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Conn. Gen. Stat. Section 10-151.

Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the

Superintendent shall notify the Commissioner of Education, or their representative, within seventy-two (72) hours after such termination.
b) Evidence of Abuse byOther School Staff
If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

8. Delegation of Authority by Superintendent
The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.
9. Disciplinary Action for Failure to Follow Policy
Except as provided in Section 10 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.
10. Non-discrimination Policy
The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not

make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.
Legal References: Connecticut

Closure, Delays and Early Dismissals Due to Weather

Weather-related and other emergencies may necessitate a **school closing**. If Norwich Public Schools close due to inclement weather, then the Early Learning Program will close too. Weather closures will be announced on the Norwich Public Schools website, on the local news channels, via email/ParentSquare or the Norwich Public Schools Facebook page. Please refer to the early release and delayed opening schedule below, in the event of early closure due to inclement weather.

PreK Early Release (for all PreK in the district):
School Day: 9:30-1:35
AM Session: 9:30-11:10
PM Session: No afternoon session
12 Month Program at Moriarty: 7:00-1:00

PreK Delayed Opening (for all PreK in the district):
School Day: 11:30-3:35
AM Session: No morning session
PM Session: 12:50-3:35
12 Month Program at Moriarty: 9:00-5:00

Parents of students in the 12 Month Program will be responsible to pick children up early. Persons whose numbers are listed on the child's form as emergency contacts will be called to pick up the child if we cannot reach the parent. If the child is not picked up within one hour after the designated

emergency closing, the police will be called to assist in getting the child home. If parents cannot be reached on multiple occasions, the Department of Children and Families may be notified.

Staff Injuries/Incident Report

If a member or district faculty or staff sustains an injury at work, they must visit the school nurse and fill out this form:

FRI Highlighted.pdf

Physical and PPD

If you are eligible and elect to join the city retirement plan, you will need an employment physical and PPD at Concentra in Norwich to fulfill the requirements of this plan.

Please note, failure to fulfill the physical requirement will deem you ineligible to participate in the retirement plan.

Please contact Human Resources at 860.823.6284 for more information.

Medication Administration in School

Arrangements for the administration of medication (including receipt, verification and counting of medication) must be made with the school nurse. Medication Administration forms must be signed by the physician and parent with a clear doctor's order attached. Medication and related paperwork for the administration of medication must be made at least 24 hours prior to school personnel administering the medication, and the first dose of medication must be administered at home by parents. Medication will be kept in a locked container within the 12 Month program at Moriarty and stored in the nurse's office at Huntington, Mahan, Veterans, and Uncas. Rescue medication must be accessible to staff, and inaccessible to children.

Medication will be administered to preschool children under the following conditions.

1. A physician, dentist, Advanced Practitioner Registered Nurse (APRN), or Physician's Assistant (PA) has ordered a medication to be administered during school hours and has provided written documentation.
2. A completed and signed authorization form from the primary physician, dentist, APRN or PA is presented to the school nurse, as required by state law.
3. As required by Connecticut State Law, the parent/guardian will be expected to provide the appropriate completed authorization 24 hours prior to medication being administered during the preschool program.

Medication will be administered by preschool staff when a nurse is not available to administer the medication (typically during the hours before school 7am-8:45am, after school hours 3:30pm-5pm, and summer break June through August).

Medications must be brought to the school nurse by the parent, guardian, or legally authorized adult with medical rights. Medication must be supplied in a physician, dentist or pharmacy prepared container. All medication containers must be clearly labeled.

Non-prescription medication ordered by a physician, dentist, APRN or Physican Assistant must be supplied by the parent or guardian with a completed medication authorization form in an original and labeled container.

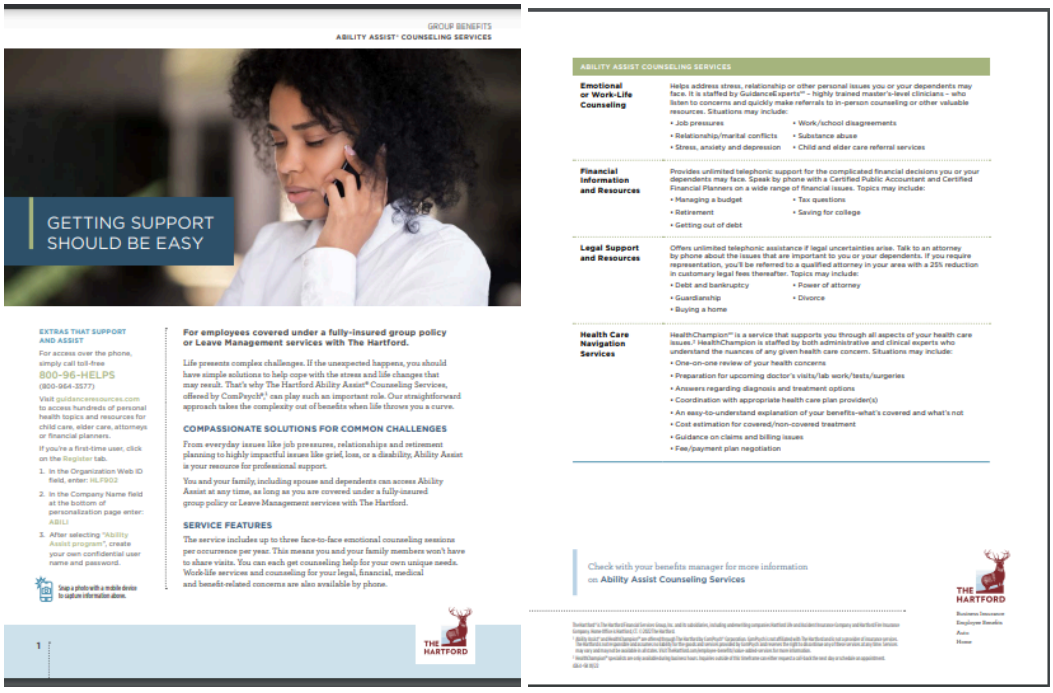
MEDICATION IS NOT TO EXCEED A FORTY-FIVE (45) WEEKDAY SUPPLY.
All medication when discontinued must be picked up by the parent, guardian, or assigned adult within one week of school ending. Medication not picked up within the designated time will be discarded according to Connecticut State Regulations.

Preparation Period

For teachers in the NTL Union, the contract language outlining preparation periods will be followed. For Lead Early Learning Educators, preparation periods are available between 8am and 9:30am four times per week or between 3:30 and 4:30 five times per week. ELEs must use discretion on staffing and student ratios prior to using one of those time periods for preparation. Although there is no preparation period for paraprofessionals, there is required training to be completed during the work day. The first 30 minutes of the paraprofessional work day (between 9 and 9:30) can be used to complete required trainings.

Employee Assistance Program

An employee assistance plan (EAP) is available to all employees and their household members at no cost to the employee. The plan is completely confidential. The EAP gives families access to the support they need whether they are seeking guidance with marital or family difficulties, financial or legal problems, stress and emotional difficulties, or problems caused by alcohol, drugs or gambling. Call – 1.800.964.3577 or www.thehartford.com/employeebenefits .



Professional Development for Early Learning Staff

A significant amount of professional development is required of Early Learning Program faculty and staff each school year. To ensure that we have the highest quality educational program for our children, we complete professional development in the following areas:

- Mandated Reporters of Child Abuse and Neglect
- CPR and First Aid
- Medication Administration
- State of CT Health and Safety
- Child Development and Developmentally Appropriate Practice
- Family and Community Relationships
- Observation and Assessment
- Equity and Inclusion

Faculty and staff are required to keep a log of all training completed during the school year as the topics relate to the bullets above.

Concerns about a Child's Development

Data Collection:

Teachers are trained in assessments that align with the Early Learning and Development Standards (ELDS) so the progress of all children can be monitored throughout data collection. All children are assessed at the beginning of the school year, and then two to three more times throughout the school year. Assessment information allows teachers to analyze what skills the class and/or student needs to be taught, and help identify children who are not making adequate progress.

Tier 1:

The children's performance on the assessment informs the teacher's instruction in the classroom. Teachers will use the Tier 1 practices including: providing instruction according to the Teaching Strategies Gold scope and sequence, providing social/emotional instruction according to the Caring School Community scope and sequence, implementing Play Planning to support the development of executive functioning, using a consistent child-directed center routine, and designing the classroom according to the NAEYC standards outlined in the Classroom Observation Tool. Children who demonstrate challenges in any area of functioning and/or attendance will be identified through the regular review of assessment data in our virtual PreK meetings. The child's response to Tier 1 strategies listed above will be critically important to determining the need for increased support.

Tier 2:

In the event a child is not meeting developmental milestones given instruction through the general education curriculum in the developmental domains of: social-emotional, physical, language, cognitive or adaptive, the teacher may request additional instructional support through the Multi Tiered System of Support (MTSS) process at their school building. Through the MTSS process, we will identify a child's specific needs and design a Tier 2 actionable plan to address the underlying problem. Instruction will include targeted interventions with increased frequency, duration or intensity. This may include more frequent small group lessons targeting the area showing deficit, longer duration of instruction with intentional pre-teaching and reteaching, or more intense instruction using programs like Fundations or Orton Gillingham. Parents will be notified when their child is referred to the MTSS team. MTSS plans are in place for approximately 6-8 weeks, and data on the child's progress is reviewed and used to adjust the plan. The revised plan is in place for an

additional 6-8 weeks, and the student's progress is reviewed again. If the child is making adequate progress, the plan may be faded or kept in place, depending on what the child needs. If the child is not making adequate progress, a Tier 3 plan will be recommended.

Tier 3:
A Tier 3 plan increases the frequency, intensity and/or duration of the Tier 2 interventions, and remains in place for 6-8 weeks. Progress is measured and if adequate progress is made, the Tier 3 plan will be continued or faded. If the child has not made adequate progress, a disability may be suspected and a referral to special education may be recommended.

Referral to Special Education:
Preschool staff will collaborate with our Student Services Department to refer the child to special education if the child is not making adequate progress with a Tier 3 plan in place. Parents will be informed if a referral to special education is under consideration, and invited to attend a Planning and Placement Team (PPT) meeting. At the PPT, the team describes the areas of concern, and decides if an individualized assessment is needed. Parent permission is required to conduct an individualized assessment. Through the PPT process, Early Learning Program faculty follow all regulations outlined in the Individuals with Disabilities Education Act of 2004. The PPT will determine if a student has a disability, if it is impacting their ability to access their education, and if they require specially designed instruction through special education. If determined eligible for special education, the PPT will write an Individualized Educational Plan (IEP).

Professional Expectations

Faculty & Staff Attendance

Faculty and staff are awarded sick and personal time after the successful completion of their 90 day probationary period. During the probationary period, it is strongly encouraged that faculty and staff maintain exemplary attendance. Although we understand that emergencies arise, absences during probationary period are not favorable. If faculty or staff must be absent upon the completion of probation, it is encouraged to enter the absence on our absence management system, Frontline, as soon as possible and no later than 6:30 the morning of the absence. Faculty and staff are encouraged to make appointments on non-work days or, if necessary during the work day, during hours when children will be least impacted. When possible, arranging your own coverage is a significant help and much appreciated. Children are considered chronically absent when they miss 10% of school days enrolled. It is the expectation of NPS Early Learning Program that adults model consistent attendance.

Daily Responsibilities

Cleaning

Cleaning procedures must be an automatic practice in the classroom on a daily basis. The teacher/Lead ELE will establish the timing of the cleaning procedures to take place, and the paraprofessionals/Support ELEs will execute the cleaning routine so the teacher can provide instruction without interruption. Cleaning is a critical component of the early learning classroom, and we must uphold cleaning procedures established through the linked checklists provided in this document.

Transportation

At the beginning and end of the day, paraprofessionals and Support ELEs will assist children off the bus so teachers can complete case management tasks. Upon dismissal, the bus monitor, faculty and/or staff will buckle children in using a regular seat belt, STAR Seat, cap lock, or harness. All children will be buckled in a regular seat belt unless their IEP or other official document requires a STAR Seat, cap lock or harness. All faculty and staff are required to watch this Bus Safety Video to ensure proper buckling. **Buckling children in their seat on the bus is a critical safety precaution that must be completed correctly every single time, and double-checked prior to the bus departing the school building.**

Discipline Policy through Emotional Regulation

Positive communication builds teacher/child relationships and helps children develop internal controls, which minimize the need for external regulatory measures. Children naturally seek attention and connection, and much care must be taken by the adults supplying it. In Norwich's Early Learning Program, we take a positive approach to behavioral instruction that revolves around teaching children acceptable social behavior. We adapt a social emotional curriculum called, "Caring School Community" along with designing our classrooms to teach executive function skills. Staff are trained in coregulation, which is a technique where adults use their calming energy to guide the emotional regulation of children when they feel upset.

Staff shall not use abusive, corporal, humiliating, or frightening punishment under any circumstances. Staff shall never use physical punishment such as shaking or hitting children, and will not engage in psychological abuse or coercion. Examples of psychological abuse include shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child, ostracism, withholding affection, or seclusion. Examples of physical punishment include shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time. Violation of this rule will result in immediate investigation and possible discipline/termination of the staff member.

There is absolutely no threatening of children, derogatory remarks, or withholding food or movement as a form of discipline. No child may be physically restrained in any way, unless staff are trained in Safety Care and restraint is required to protect the immediate safety of the child or others. Violation of this rule will result in immediate investigation and possible discipline/termination of the staff member.

Furthermore, staff shall serve as positive role models for the children. Staff will use a quiet and respectful tone when speaking, promote positive interactions and conversations, and model behaviors that are expected of children (examples: staff will not sit on tables or shelves, eat food/drink coffee or use cell phones at inappropriate times, yell across the room to children, or use a child's name with a negative tone).

Staff will implement guidelines from our social-emotional curriculum, "Caring School Community" throughout the day, highlighting the pillars of self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Staff will focus on the positive by stating what we want the child to do ("Please walk.") instead of not do ("Don't run."). Staff will give five positive

interactions acknowledging positive behaviors to every one negative. Teachers collaborate with parents, support staff, administrators, etc. to assess the function of behaviors and develop an individual plan to address any underlying needs responsible for the manifestation of the misbehavior.

The goal of emotional regulation is to assist children to learn to develop internal control to prevent emotional escalation. The following guidelines shall be observed **BEFORE a child is excluded or separated from the learning environment**:

1. Consistent positive communication with attention given to positive behavior and with minimal attention given for misbehavior. The majority of this communication would be directed to individual children rather than the group as a whole.

2. Attention would be directed toward the recipient of problem behavior rather than to the child who may have caused it. This teaches children that inappropriate behavior does not get special attention.

3. Praise, correction, and redirection is non-judgmental and delivered specifically for emphasis on the child meeting the expectation.

4. Problems are handled in a manner that will redirect the child to a more positive activity. For example, a disruptive child at group time may be asked to sit closer to the teacher rather than be removed from the group. In this way, the child does not miss an important activity and the teacher may prevent further disruptive behavior.

5. Directives are stated in a positive manner, using "DO" in place of "DON'T". For example, "Walk," as opposed to "Don't run."

In situations where a student's **behavior causes disruption to the learning environment**, separation from the group may be required for the safety of the dysregulated child and the rest of the group. When separation is necessary, adults will:

a. calmly guide the child away from the group, and toward a regulating experience, with as little disruption as possible.
b. state expectations without continued discussion to avoid escalating the child's emotions.
c. direct the child to a quiet place where visual supervision by staff can be maintained at all times.
d. never place a child "in the corner" or other humiliating situations.
e. keep a child away from reinforcement no longer than four minutes (usually one minute for each year of age is appropriate).
f. Never use physical or emotional abuse. Physical, emotional and verbal abuse is absolutely forbidden under any circumstances, and was previously defined in this document. If challenging behavior is ongoing, the team will develop a Positive Behavior Support Plan with an individualized plan to meet the child's needs.

In situations where a student's behavior is so severe that it **causes significant physical harm** to others, all efforts will be made to: determine the function of a child's behavior, intervene using a family systems approach where school and family work together to create a responsive action plan, and make any program changes that may benefit the child's ability to self-regulate more effectively (ie: change from a school day program to a part day program, or change from an afternoon program

to a morning program so children can get more rest at home). If restraint or seclusion is required to manage the safety of children in school, only faculty and staff trained in restraint, seclusion, and de-escalation will be involved. Emergency Mobile Psychiatric Services (211) may be called to support school staff and families to make a safety plan in extreme cases.

Family and staff must work together to limit or eliminate the use of seclusion, suspension, expulsion or any other exclusionary measures from our practices in Norwich Public Schools Early Learning Program and replace these practices with developmentally appropriate, research based, culturally sensitive and trauma informed practices. Children exhibiting significant behavioral challenges will be referred to our MTSS team for planning, monitoring and intervention or a referral to special education will be made based on the nature of the concern. Plans will be implemented with fidelity and data collection, adjusted, and implemented with fidelity and data collection again. **We believe we can make changes in the preschool environment to improve habits of mind and regulation for a lifetime to come, so for this reason exclusionary measures will not be considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child.** Information about limiting or eliminating seclusion, suspension, expulsion or any other exclusionary measures of preschool students is in both our Faculty & Staff AND Parent Handbooks. The information is reviewed annually with staff, upon enrollment with students, and upon hire for new employees. **If exclusionary measures must be taken, the NPS Early Learning Program offers services and assistance through our many community partners to aid in developing a continuum of care in and out of school. NPS Early Learning complies with all mandates set forth according to state and federal civil rights laws, including the Individuals with Disabilities Education Act (IDEA).**

The following is an excerpt from Norwich Public Schools' board discipline policy 5114:

In any preschool program provided by the Board of Education or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board of Education, no student enrolled in such a preschool program shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board of Education in accordance with Section VIII of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in possession of a firearm as defined in 18 U.S. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term "firearm" is defined above in Section I.

If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any pupil:in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate for such pupil based on evidence that such pupil's conduct on school grounds or on school transportation is of a violent or sexual nature that endangers persons.

An update to PA 24-45 further states:

Effective July 1, 2024, **Public Act 24-45** lowers from ten consecutive days to five consecutive days the maximum term for an *in-school suspension*. This Act also revises the standard for determining when a school may issue an *out-of-school suspension* for students in preschool through grade two to circumstances where a student's conduct on school grounds constitutes behavior that "causes physical harm."

In addition, when any such student in preschool through grade two receives an out-of-school suspension, such student must receive trauma-informed and developmentally appropriate services that align with any behavioral intervention plan, individualized education program, or Section 504 plan immediately upon the student's return to

school after the suspension; the school district must also consider whether to convene a planning and placement team meeting to evaluate whether the student may need special education or related services.

Our goal is to provide children with the opportunity and self-direction to:

a. Make choices
b. Function independently
c. Learn social skills through gentle, encouraged guidance
d. Respect the needs and rights of others
e. Adapt to routines and simple rules
f. Become a responsible group member
g. Feel secure and safe

Consultants/Service Providers

Many district and state education department consultants are available to support the children and their programming in the Early Learning Program. District consultants include: registered nurses, educational consultants, dental hygienists, school psychologists, speech pathologists, speech therapy assistants, occupational therapists, occupational therapy assistants, physical therapists, social workers, board certified behavior analysts, and registered behavior technicians. State consultants include: a School Readiness liaison, a School Readiness Consultant, a School Readiness Monitor, and a facilitator from the National Association for the Education of Young Children. We reserve the right to discuss program and student needs with the professionals listed here to facilitate ongoing program improvement.

School Safety

The schools are locked at all times. Preschool classroom doors are locked at all times, as well. Classroom faculty and staff are responsible for keeping classroom doors locked at all times and for reporting any issues that prevent doors from locking. Doors into the school, classroom, or outdoor play areas will not be propped open at any time. **All visitors are required to report to the main office upon arrival and provide a driver's license or other state issued identification if they want to gain access into the school building. The ID card will be scanned into our Raptor system, which allows us to determine whether the visitor is listed in any criminal databases. Based on the findings of the database scan, we will welcome the visitor into the school building. Anyone not scanned in through Raptor, will not be allowed into the building. There will be no exceptions.** Visitors are supervised and will be escorted by school staff into the area of the building they need to go. Preschool faculty and staff are required to wear their identification badge at all times.

Confidentiality

The Norwich Public Schools Early Learning Program honors families' rights to privacy. Student files and verbal information remain confidential, unless parents/guardians sign a release of information for it to be shared. Confidentiality will be maintained between staff as well. Only the staff who need to know private information about a child will have access to such information. Staff must refrain from sharing any identifiable information about their students in any public forum.

Communication Plan

Formal Reports to Parents

The Early Learning Program uses a standards-based observation, assessment and reporting system. Report cards are shared with parents in December, March and June, aligning with the Norwich Public Schools' distribution of report cards for students in grades K-5.

Parent-Teacher Conferences

Conferences are held twice a year, in the fall and spring, and provide an opportunity to discuss your child's progress. The dates of the conferences are listed on the district calendar. Notices and Parent Square messages about appointments for conferences will be sent home in the fall and spring. Teachers are encouraged to discuss the scheduling of conferences with their building administration and follow the method used by the school (Parent Square, Sign Up Genius, or another scheduling app). Conferences are usually 10–15 minutes long. Parents/guardians needing more time may request a longer conference. In addition to the conference, parents/guardians may request a meeting with the teacher (at a mutually convenient time) at any time during the school year. Our goal in the Early Learning Program is to have 100% parent participation in conferences. Preschool is the time to promote the importance of a connection between home and school.

Daily Communication from School

Parents are encouraged to check email/ParentSquare and child's backpack daily for details concerning upcoming events, school policies, and other items of interest sent home by the teacher. Communication between parents/guardians and teachers is extremely important and can occur through email, ParentSquare messages (particularly if translation to another language is needed) and phone calls before the children arrive or after the children dismiss. Teachers should communicate with each parent at least monthly, and more frequently if their child is experiencing difficulty. Parents are informed that teachers are often not available to talk to parents during the school day while they are teaching in the classroom. A parent who needs to speak to a teacher immediately, must contact the school's main office, and a message will be relayed. Teachers may contact parents outside of their working hours, but are not required to do so. The teacher must respond to parents the next school day. When working with preschool aged children, it is important to know that you are possibly working with first-time parents who may need help navigating the school experience. Teachers must always take a solution-focused approach in conversations with parents by assessing the underlying need of their communication, and linking them with additional resources through the Family Resource Center (860.823.4205) or the school building's social worker.

Basic Professionalism in the Workplace

- Each and every staff member is responsible for bringing positive energy into the classroom. Each staff member must embody a solution-focused attitude with a team-oriented mindset. Negativity amongst staff trickles into the experience of children, and they deserve a positive, fun-filled preschool experience.
- Please make alternate plans for days when we (Norwich Public Schools) have school but your children's district may not. It is difficult to find coverage when several staff call out last minute in response to weather.
- You are entitled to utilize sick and personal days, but your presence creates consistency for your students and staff. When staff are absent more than one day per month, the

efficacy of the classroom is impacted and has a negative impact on the growth of the children. Extenuating circumstances are understood. When excessive absences become a regular practice, we cannot function as a system.

- Faculty and staff may eat at designated times and locations. Faculty and staff must not snack throughout the school day and may not eat children's food. The food and drinks of faculty and staff must be kept out of reach of children at all times. Staff will have allotted break times throughout the day when food can be eaten in a staff room or location other than the classroom.
- The personal belongings of faculty and staff must be kept out of the reach of children. This includes bags, food, coats, purses, keys and phones.
- Faculty and staff must use discretion when utilizing their cell phone/smart watch throughout the school day. It is understood that phones have become a tool that can be used to support work, however constant texting, social media scrolling, phone calls or video chatting, such as Facetime, is prohibited.
- Staff must refrain from having adult conversations in the presence of children. Seek a private location to have conversations about the needs of children.
- Faculty and staff may never lift a child off the ground unless the hold is part of a physical restraint by a Safety Care trained professional and to prevent further injury to the child or others.
- Faculty and staff may never transport a child in their personal vehicles.
- Faculty and staff may never pull a child by the wrist, arm or leg. Physical transports might be necessary in rare cases if there is imminent danger to the child or others, and will only be provided by someone trained in Safety Care.
- Faculty and staff must never threaten a child.
- If a child gets hurt at school (even a minor bump that leaves no immediate mark), the child must be brought to the nurse for immediate assessment and communication with parents.
- Outdoor play is essential for the physical and emotional health of children. Adults should plan on going outside everyday, even when it is cold, and dress accordingly. Keeping children inside for the comfort of the adults is not permitted.

Arrest and Notification

Since we are in the business of educating children we must be role models in our communities. If you have been charged with a misdemeanor or a felony, you must notify your supervisor immediately. The supervisor will discuss the issue with the superintendent and determine the course of action, if any. Failure to notify your supervisor within 24 hours may result in discipline up to, and including, termination.

Smoking

Smoking, and/or the use of any tobacco or vape products, is prohibited at all times within all school buildings, on all school property, including school buses, on field trips and at other school sponsored activities.

Drugs and Alcohol

The Norwich Board of Education prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by its employees in the workplace. As a condition of

employment, employees must abide by this policy and may be required to submit to a drug test if the Board has a reasonable suspicion that an employee is under the influence of drugs or alcohol which adversely affects, or could adversely affect, the employee's job performance. The Norwich Board of Education also prohibits its employees from being on the job, on Board premises, operating Board equipment or vehicles, or operating any other equipment or vehicles on Board business while under the influence of any controlled substance. "Under the influence" is defined as any controlled substance in the employee's system in an amount that constitutes a positive test result. Employees must not be on the job, on Board premises, or operating Board equipment or vehicles while on Board business while under the influence of any drug – legal or illegal – that renders the employee unfit for duty.

Concern/Complaint Procedure

The classroom teacher will assist the parent/guardian with any questions or concerns. In the event that a parent/guardian has a concern that needs to be addressed, the following procedure is recommended:

1. The parent may speak directly to the teacher/Early Learning Educator to discuss concerns.
2. If the parent needs further assistance resolving a concern, they may address concerns with the Early Childhood Coordinator or Principal. The parent, Principal and/or Early Childhood Coordinator may meet together to reach a resolution.
3. If a parent wishes, they may request a meeting to discuss the concern with the Superintendent of Schools, but the process outlined here is recommended first.

Checklist for Your Child's First Day of School

Please label EVERYTHING you send to school with your child's name

Check Off Once Completed	Task
	Read thoroughly and sign Norwich Public School's Early Learning Parent Handbook by using the QR code on page 4 of this document.
	Please deliver any medication your child needs on his or her first day of school with the doctor's order for such medicine to be administered at school.
	Please have your student bring a child-sized backpack that they can carry independently. Backpacks with wheels are not recommended.
	Pack a change of clothing (or two) that is appropriate for the season (labeled with your child's name) that can be kept at school.
	Pack diapers and wipes (if your student is not yet toilet trained).
	Everyday, please send a refillable bottle of water.
	Food is provided, however, you are welcome to supply food from home. Please refrain from sending in peanut products or any food processed in a plant where peanuts are processed.
	Everyday, please ensure your child is dressed appropriately for school and the season. We play outside and complete messy projects in the classroom, and it is to be expected that clothing may get lightly soiled on a daily basis.
	Make sure your child's bus tag is located in the front pocket of their backpack

NORWICH PUBLIC SCHOOLS NORWICH SCHOOL HEALTH

HEALTH REASONS FOR EXCLUSION FROM SCHOOL

ACUTE GASTROENTERITIS:
Vomiting:
2 or more times during the previous 24 hours. During school hours: School Nurse to assess students to determine cause and need for exclusion.

Diarrhea:
2 or more times during the previous 24 hours **or** if the stool cannot be contained by toilet use, underwear or diapers.

COUGH:
Students with a constant/disruptive cough should be kept home until the cough is controlled.

COXSACKIE VIRUS: (Hand, foot, mouth disease)
Exclusion until fever-free for 24 hours without use of fever reducing medication. All sores are crusted over and dried.

COVID 19: Per NPS procedure as directed by, CSDE, Center for Disease Control, Uncas Health Department, Department of Public Health and the Superintendent or designee of NPS.

ERYTHEMA INFECTIOSUM: (Fifth Disease)
When fever free for 24 hours without the use of fever reducing medication.

FEVER:
100.4 degrees or greater, students remain at home until fever-free for 24 hours without the use of fever reducing medication (Tylenol/Motrin).

FLU SYMPTOMS:
Fever (Greater than 100°F) chills, cough, runny or stuffy nose, sore throat, headache, muscle or body aches, fatigue. Vomiting or diarrhea may occur though more common in children than adults. **Student/Staff to be out for 7 days from onset of symptoms or until symptom free for 24 hours .**

HEPATITIS A:
Exclusion 1 week after onset of illness and/or resolution of jaundice (yellow skin color). Physician note required for school re-entry (NO EXCEPTIONS).

HEPATITIS B: (ex. Biting)
No exclusion unless unusually aggressive behavior is present.

HEPATITIS C: (ex. Biting)
No exclusion unless unusually aggressive behavior is present.

HERPES SIMPLEX: (Oral, cold sores, fever blisters)
NO EXCLUSION

HERPES ZOSTER: (Varicella-Zoster, Shingles)

Areas are to be covered. If areas unable to be covered, exclusion 7 days after onset of rash **or** until all areas have crusted.

IMPETIGO: (school-sores)
Exclusion until 24 hours after the start of medication therapy and until purulent drainage can be controlled.

MEASLES (Rubeola):
Exclusion 7 days after onset of rash. Note from physician required before re-entry to school.

MONONUCLEOSIS:
Physician to determine if exclusion is necessary for health and convalescence of students. Physician note required for activity limitations at school.

MUMPS:
Exclusion until 9 days after onset of Parotitis (Inflammation and swelling of parotid gland). Physician note required for school re-entry

PEDICULOSIS: (Head Lice)
No Exclusion. Nurse to consult privately with families as needed to protect privacy and provide teaching.

PERTUSSIS: (Whooping Cough)
Exclusion 3 weeks after onset of disease or 5 days after start of medication. Physician note required for school re-entry.
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PINK EYE: (Conjunctivitis) Exclusion until 24 hours after the start of medication therapy.

RINGWORM: (Tinea)
No Exclusion. Areas must be covered during school hours. No contact sports until healed. If on head/face, cover with ointment.

RUBELLA: (German Measles)
Exclusion 7 days after onset of rash. Physician note or exam by school nurse required for school re-entry.

SCABIES:
Exclusion until treatment is completed (usually 24 hours).

SCARLET FEVER:
Exclusion until 24 hours after the start of medication therapy.

STREP THROAT: (Streptococcal Pharyngitis)
Exclusion 24 hours after the start of medication therapy.

TUBERCULOSIS:

(Active)
Exclusion until the physician and/or health director state that the student is not contagious.

TUBERCULOSIS:

(Contact)
NO EXCLUSION. Situation will be re-evaluated if student doesn't follow through with diagnostic procedures and prophylaxis, if ordered

VARICELLA: (Chicken Pox)
Exclusion 7 days after onset of rash and/or until all areas have crusted. Physician note required for school re-entry. If treated with Zovirax (Acyclovir), physician note required for re-entry stating that Zovirax/Acyclovir ordered.

Preschool Policies

The policies and procedures for the Norwich Public Schools Early Learning Program are in addition to the Norwich Public Schools Board of Education policies and procedures. It is required that you ***scan the QR code below and sign*** electronically as acknowledgement that you read, understand and agree to uphold the NPS Early Learning Program policies and procedures in this faculty and staff handbook.