

Public Schools of Brookline

Brookline Early Education Program



Family Handbook 2023-2024

Be Safe. Be Helpful. Be a Problem Solver.

Be BEEP!

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History of BEEP

Welcome to the Brookline Early Education Program, affectionately known as BEEP! Our school was founded in 1972 in collaboration with Children’s Hospital of Boston, as a research project called the Brookline Early Education Project. The educators and researchers working on this project sought to identify the components of a high quality early education program, and if attendance in preschool/pre-kindergarten had a long term impact on students’ future success. This longitudinal study was funded by generous grants from the Carnegie Mellon and Robert Wood Johnson Foundations. Final results indicated attendance in a high quality early childhood program had a significant positive impact on children’s future academic success, as well as on other life variables including being a registered voter! Furthermore, the research identified the following three characteristics as critical components of a high quality early education program: 1) direct instruction in social competency, 2) emphasis on developing strong organization and problem solving skills, and 3) the presence of strong partnerships with families. Today BEEP continues to weave these three critical components into its daily programming.

Brief Overview of BEEP

During the 2023-2024 school year, BEEP will have a grand total of 24 classrooms in seven buildings (Beacon, Clark, Driscoll, FRR, Lynch, Putterham and Runkle). There are four preschool classrooms (Beacon, Driscoll Lynch and Putterham) serving children 2.9 – 3.2 years of age; and twenty pre-kindergarten classrooms that include children who are 3 to 5 years old. BEEP offers a developmentally appropriate educational experience that supports each child’s individual needs and nurtures confidence and independence. Each classroom contains a variety of educational materials organized in interest/learning centers. These centers provide engaging and challenging choices that spark exploration, creativity and mastery of new skills. Children learn by doing as they interact with the planned environment and play with one another. The emergent curriculum is based upon each child’s strengths, needs and interests.

A majority of BEEP classrooms are “inclusive”. This means there are typically developing students, as well as students with identified special educational disabilities (i.e., Autism, Developmental Delay, Intellectual, Sensory, Neurological, Emotional, Communication, Physical, Specific Learning Disability, Health) in the same classrooms. Students with identified disabilities have an Individualized Educational Program (IEP) that details the services and educational supports they require to make effective progress in school. In addition to being a member of their classroom community, students with identified special educational needs may also participate in a variety of therapy services such as speech and language therapy, occupational therapy, physical therapy, play therapy, etc.. The multidisciplinary therapists who provide these therapy services typically work in the classroom with small groups of children. The mix of needs, abilities and interests of our students along with the insights and expertise of our interdisciplinary team, results in an enriched and supportive learning environment for all.

We remain deeply committed to the project’s initial findings and that a close relationship between home and school is a critical component of a quality early childhood program. As parents you are the most important people in your child’s life. We need your help to plan a quality program that meets your child’s developmental needs. We ask that you become involved in the program and lend support to our efforts. We hope to support you as parents, as well.

Mission Statement

The Brookline Early Education Program (**BEEP**) offers high quality, developmentally appropriate early childhood classrooms to a wide range of learners with and without identified needs. Children from every race, culture, linguistic background, ethnicity and family structure are welcomed as treasured as members of our inclusive community. **BEEP** teachers create welcoming, structured classroom communities that enable children to learn through play, develop meaningful relationships with adults/peers, improve self regulation skills, and expand their view of themselves in the world. Our curriculum focuses on improving students' social competence, cognitive, organizational, motor and language skills. Parents are expected to embrace the concept of inclusion, and model acceptance of all children in the program so that we can create the most supportive community possible.

Guiding Principles of BEEP

1. Inclusive and Equitable Educational Community

Inclusive and equitable education are the guiding principles of **BEEP**. Every classroom includes children with a wide range of developmental, learning, and medical needs. Our families are from diverse racial, cultural, linguistic, ethnic, and religious backgrounds. Teachers create a classroom atmosphere where all individuals are valued members of the classroom community, celebrating our rich diversity and commitment to provide each student with what they need. Our expectation is that parents join us in embracing inclusion and equity, modeling an acceptance of all children in the program so that we can create a supportive community.

2. Families as Partners

A principle finding of the initial Brookline Early Education Project research emphasizes the importance of families and teachers working closely together. We continue to believe that regular, ongoing communication between parents/caregivers and teachers helps establish a solid home-school connection. Parents/families are asked to share their hopes and goals for their child. **BEEP** values parents/families as the first and primary teachers for their children, and supports family members as they advocate for their child's future educational progress.

3. Individual programming

The program goals are adapted to meet the needs of individual children through a four-step process: observation, individual goal setting, implementing strategies and evaluation. The following developmental areas are considered as we organize our curriculum: social emotional growth, planning skills and work habits, problem solving, perceptual skills, cognition, language, and physical development.

4. School competency

A fundamental aim of the program is to enhance each child's opportunity for success in school. By operating as an integral part of the school system, the program develops continuity with the Brookline kindergartens and primary grade curriculum. Close working relationships with PSB's kindergarten teachers, elementary counselors, elementary principals, and senior school administrators are vital to the success of the program.

5. Classroom environment

The classroom is organized in a way that encourages planning, working independently and successful completion of activities. The space is designed to allow for activity choices to be available simultaneously in various interest centers. Teachers work to establish a cheerful, and caring environment. As a result, children feel confident and learn to care for one another.

6. Multidisciplinary team

- * Our classroom teaching teams typically consist of a **Teacher** and two **Paraprofessionals** (or teaching assistants).

- * The **Principal of Early Education** and two **Early Childhood Program Coordinators** oversee the program, providing support for families and teachers, and ensuring the quality of the program.

- * The **Social Worker and Team Facilitators** serve as team leaders for children with identified special needs. They also serve as a resource to parents who have questions or concerns about parenting and developmental issues.

- * The **Speech & Language Pathologists** provide intervention and support to help children understand and use a language system to communicate, as well as supporting speech and the ability to communicate in a social context.

- * The **Occupational Therapists** provide intervention and support in the areas of small and large muscle coordination and skill development, as well sensory motor development, sensory processing, perceptual, visual motor, self-help, and play skills.

- * The **Physical Therapist** provides intervention and support in the area of large muscle coordination and skill development, including postural control, physical strength and balance.

- * **School Nurses** support the wellbeing of all students and provide health/safety consultation to families.

- * The **Psychologist** completes comprehensive psychological assessments of students who may qualify for special education services, and provides support to families & children.

- * The **Board Certified Behavior Analyst (BCBA)** provides intervention and support in the area of self-regulation and autonomy, increasing a child's ability to be a successful participant in the educational program and the social environment in which they live Our early childhood team provides regular classroom observations and consultation to the teachers.

More Information about Family Involvement and Communication

Individual “ Welcome Meetings”

Prior to the start of school, individual parent-child visits to the classroom are scheduled to meet the teachers, discuss program information and relevant issues about the beginning of school, and to complete any necessary forms. This is also an opportunity for a parent to highlight information regarding your child and family. In addition, this visit offers an opportunity for your child to explore and play in the classroom, and meet the teachers before the first day of school.

Classroom Participation

We encourage parents to share their interests, read to the children and help in the classroom after the first 6-8 weeks of school. This initial period allows the children to adjust to the routine and group life, as well as make meaningful connections to adults.

Family Meetings

A Back to School Event is scheduled in September/October for families to visit the classroom and learn more about the curriculum and the special education inclusion aspect of the program. Meetings regarding parenting issues are offered during the year.

Family Conferences and Progress Reports

Conferences are scheduled in the fall to discuss your child’s adjustment and set goals. You will receive a copy of a checklist regarding your child’s adjustment to school. At the spring conference, your child’s progress in all areas of development is reviewed as documented in our end-of-the-year report. Parents receive a copy of this report. At any point during the school year parents can request a conference.

Brief Informal Communication at Arrival and Pick Up Times

During Arrival Time, teachers will be busy greeting and supervising children in the classroom. If you have an extensive message to relay during this time, please don’t hesitate to notify the teacher through a note or by requesting a phone call. Teachers will establish regular office hours in the fall and notify parents concerning access.

Bi-monthly Curriculum News

Newsletters will be sent home via email and posted outside your child’s classroom door. If you have limited access to the internet, you may request a paper copy.

Seesaw

Seesaw is an interactive learning platform for PK-5th grade. Each BEEP classroom has a classroom account and each child has a portfolio in the account. Teachers post pictures, videos and update families on classroom activities. Families can comment on posts. A child’s individual portfolio is visible only to their family. Seesaw provides a real time glimpse into the day to day happenings in a BEEP classroom.

Email

Email is often a preferred method of communication between families and teachers. Teachers will provide families with their email contact information. Please note: Teachers are not expected to answer email while their class is in session. Teachers typically respond within 24 hours.

Family Gatherings

Your family will be invited to special classroom events (i.e., Cuddle Up & Read; Math Mornings) to participate in ongoing curriculum, share learning time with your child, and meet other families.

Parent Program Evaluation

Each year PSB seeks feedback from families in a School Climate Survey. This questionnaire will ask you to rate various aspects of the program. In addition, should you have any concerns throughout the school year, we welcome your feedback to a program supervisor or principal.

Overview of BEEP's Classrooms & Curriculum

Children learn through play and need a variety of opportunities to experiment with materials through hands-on activities in their natural environment. Through these play experiences, children refine their skills and develop a working understanding of the world around them. Teachers observe children's play and provide new challenges over the course of the school year.

Hallmarks of BEEP classrooms that support a wide developmental range of students:

- Highly trained staff
- Appropriate balance of each group (age, learning profile, individual needs)
- Multi-disciplinary teams
- Classroom support and consultation from specialists
- Partnership with parents
- Clearly organized classroom space
- Small student to teacher ratio
- Differentiated instruction
- High quality early childhood curriculum
- Thematic integrated units
- Print and math rich program
- Collaborative culture
- Focus on organizational skills and social skills
- Strategies to support all students

BEEP's curriculum is theme and/or project based and typically lasts 3 to 6 weeks. Curriculum units build on the needs, strengths and interests of the children, while targeting individual goals and objectives. The classrooms are organized to support a variety of learning styles through the use of interest centers. These centers offer theme based activities that actively engage students, and align with state/national curriculum standards.

Common Interest Centers

- Library / Quiet Reading
- Literacy / Writing
- Blocks
- Socio-dramatic Play (i.e., "House Area" - pretend play with peers)
- Science / Discovery Table Games (math, puzzles, perceptual materials & games)
- Construction Toys
- Computer
- Art / Easel
- Sensory / Sand and Water

Social and Emotional Learning in BEEP

Social and Emotional learning is at the heart of our work with young children and families. Our multi-prong approach to social and emotional learning includes the use of several curriculum: Second Step, the Zones of Regulation, Playmakers and the Pyramid Model. As students move through their PK years they work on identifying feelings- theirs and others-, managing emotions and building problem solving skills. We build home school connections by sharing strategies and language that you can use with your children at home.

The Daily Schedule

The daily schedule includes large group, small group, and individual activities. It includes a balance of active and quieter periods, as well as teacher initiated and child initiated activities. A consistent daily schedule gives the children a sense of security and order.

Meeting Individual Needs

Our teachers are trained to meet the needs of diverse learning styles and offer multi-sensory activities to help students achieve their individual goals. A variety of instructional groupings, strategies and adaptations are employed throughout the day. The composition of students and number of staff assigned to classrooms are carefully designed to ensure individual students the outreach and support required for their successful participation in each day's activities.

Literacy in a BEEP Classroom

BEEP has made literacy a priority and has aligned it with the kindergarten learning expectations with guidelines and recommendations from the National Association for the Education of Young Children (NAEYC), and the International Reading Association.

- Provide an environment that is rich in language and print
- Use visual cues with pictures and print to depict the daily routine and illustrate the sequence of a task/activity.
- Interest centers and materials are clearly labeled.
- Use of classroom libraries, big books, and listening centers with books and tapes.
- Literacy Centers with writing materials where children experiment with print, writing, drawing and storytelling.
- Class books and individual books created from the children's own storytelling.

English Language Arts Curriculum

BEEP will align some of its English Language Arts curriculum with district initiatives by piloting the Heggerty and PK Foundations curriculum. This is an exciting new opportunity as we differentiate for the needs of early learners, offering more systematic instruction in letter sounds.

Documenting Learning

BEEP's Profile of Developmental Goals serves as a report form and as a guide for our curriculum by addressing goals and objectives in the following areas: planning skills and work habits, language development, social development, problem solving, physical development, perceptual development, language arts, mathematics, science, and creative representation. Teachers plan activities and experiences that address goals and objectives in all these areas.

Progress children make toward goals and objectives is carefully documented throughout the year. All teachers and assistant teachers document observations of children engaged in activities/projects as well as their interactions with others. They keep samples of children's work during the school year to document progress. Teachers also gain input from families, and specialists who work in the classroom about students' progress.

Individual student's growth and skill development is formally shared during the fall and spring conferences. At each conference, there will be time to discuss important milestones and ongoing goals. At any point during the school year, parents are also welcome to request a phone or in person conference with the lead teacher. Final report forms are sent to parents via email on the last day of the school year.

Transition to Kindergarten

BEEP is committed to supporting a smooth transition for children from our Pre-K program to PSB's Kindergarten. Our team facilitators meet with the guidance counselors at each school during the school year to share information about rising kindergarten students. This is done to help support placement as well as the child's adjustment to Kindergarten.

Procedure for Addressing Concerns

If a parent has a concern about the program or their child they should ask to meet with the classroom teacher. If this meeting does not adequately address the concerns, the parent should make an appointment with the program supervisor (Rachel Craigen or Erin Hurney) or principal (Margaret Eberhardt).

General Information About the School Day

Children should bring the following items on the first day of school. Please remember ALL items should be clearly labeled with your child's name

- A **complete change of clothing** in a box or bag. This change of clothing should include underwear (or diapers), socks, pants, shirt and sweater. All should be clearly marked with your child's name. All other clothing worn or carried by the child should also be marked, e.g., coats, sweaters, boots, etc.
- A **snack** and a **beverage** in a lunch bag/box
- A **water bottle** labeled with your child's name.
- If your child is staying for an extended day, and you may send a lunch or order lunch via PSB's lunch services.. If your child stays until 5:45, they will need an additional snack to eat in the late afternoon.
- Emergency contact information and health forms should be current at all times.

Rolling Drop Off

Families have the option of a “rolling drop off” where they can drop their child off at the school entrance with a BEEP staff member.. More information will be shared about drop off and pick up in your start of school email from your child’s teacher. Parents/caregivers are welcome to enter the building and drop their child off at the classroom as well.

Promoting a Positive Adjustment - Teacher Strategies

- * Teachers will greet each child by name each morning and introduce him/her to the routine and the classroom environment in a nurturing, reassuring manner.
- * Teachers will help children get involved in activities. Sometimes diversion helps children forget about goodbyes and begin their day.
- * Teachers will work on developing a special relationship with your child in an effort to get to know your child’s strengths, needs, interests and preferences.
- * Teachers will put up photographs of each child and his/her family. Sometimes if a child misses someone, looking at a photo can be the next best thing to that person being there.
- * If your child is having a difficult transition, the teacher will work with you to develop an appropriate separation plan.

Promoting a Positive Adjustment - Family Strategies

- * Bring your child to school on time (8 AM) feeling confident about this new experience.
- * A child can sense when a parent is uncertain about leaving, and these parent feelings can make the child anxious. Once a goodbye is said, follow through by leaving. Often when a child is upset within 10 minutes of the parent leaving he or she is calm and playing.
- * Prompt arrival and pick up is very important. Part of your child’s sense of security while in school is his/her awareness of the daily routine. If for any reason you cannot adhere to the daily routine, please discuss this with the teacher.
- * If having your child bring a transitional object to school (e.g. stuffed animal, lovie) will help ease separation, please discuss this with the teacher.
- *Remember, each child is different. Some children separate easily from their family members and caregivers, others have greater difficulty. Some children separate and seem to initially adjust very well, but after several weeks when the novelty has worn off, they exhibit a delayed reaction and may get upset in the mornings. All these reactions are typical and the teachers are prepared to help children and their parents make this adjustment.

Arrival

We ask that you follow these guidelines to make for a smooth beginning each day.

- * It is our policy and practice that a child arrives each morning with an adult and that the adult dropping off speaks to or makes contact with one of the staff members.. At our school based sites, children are sometimes accompanied by an older sibling. This is arranged on a case by case basis, with the teacher, Principal of BEEP and the Principal of the home school.

* Always say goodbye to your child and tell him/her when you will return or who will be picking him/her up.

* Arriving on time and attending consistently are important for your child to feel comfortable and secure. We depend on all children arriving during the arrival period when teachers are available to individually greet you and your child and support a successful transition. If on occasion you are unable to arrive during the designated arrival period, please call your child's classroom or the school office and a team member will meet you and your child outside.

Departure

* After an active school day, children eagerly await the arrival of their family member or caregiver. In order to help your child feel secure it is essential that they be picked up promptly at the end of the school day.

* At pickup time children will only be released to their parents/legal guardians unless you authorize, in writing, that another specified adult(s) has permission to pick up your child. You can write your own letter of authorization or you can use BEEP's Child Release Authorization Form to authorize people who will be picking up your child on a regular basis during the school year.

* Please be sure to read notices, newsletters, and parent pointers which will be sent via email. If you have limited internet access, please inform your child's teacher so you can receive hard copies of these items. Teachers depend on this to keep you connected to the life of the classroom.

Snacks and Lunch

Every child will eat a snack at school each day. In addition, students who attend a full day special education class or an extended day program will also eat lunch.

Please keep in mind the following guidelines regarding food at school

- Families should send in a snack and water bottle every day. Both items should be clearly labeled with your child's name.
- All foods that need to be kept cold should be sent in an insulated lunch bag with an ice pack. If you prefer to send hot food, please use a thermos as we do not have the ability to heat student lunches at school.
- If your child is staying for lunch you may choose to pack a lunch or order from PSB's Food Service Program. This service will be free until June 2024, and many BEEP families and students have enjoyed the option of ordering food. More information about how to order will be sent by the Food Services Program in early September. It would be best to send in lunch the first week until the ordering system is finalized.
- Healthy foods you might provide include: crackers and cheese, fruits, vegetables, etc. Please refrain from sending in sweets such as candy as part of your child's snack. You will receive further information regarding food policies when Public Schools of Brookline distributes the district wellness policy.

Please note: In the event that a child in the group has a life-threatening allergy, some foods might be restricted. Your child's classroom teacher will inform you of specific foods that might be restricted in your child's classroom.

Clothing

BEEP is a very active and sometimes “messy” place to go to school as we engage in hands-on learning throughout the school day.

- * It is important to label all items of clothing, backpacks, & lunchboxes with your child’s name.
- * Please provide easily washable clothes.
- * Sturdy shoes, such as sneakers or other shoes with rubber soles, are essential. Please do not send children in shoes with slippery soles, crocs, or flip flops.
- * Send in clothing that is easy for your child to manage, as we will be working on self help skills.
- * Periodically check your child’s extra clothing bag/box to make sure it has a complete change of clothing appropriate for the season. If you take soiled clothes home to be washed, remember to bring a fresh supply the next morning.
- * If your child uses diapers, please make sure there is an adequate supply of diapers and wipes on hand.
- * Winter Clothing. Your child will play outdoors every day except when it is raining or exceptionally cold. Children need plenty of exercise and the freedom to explore snow, ice and even an occasional mud puddle. This means that every day your child should wear appropriate outdoor clothing including a warm coat, snow pants, boots, hat and mittens.

Personal Items from Home

We discourage bringing toys from home to school. Favorite toys can be misplaced or broken, and sharing these treasured items can be difficult. Our goal is to have the child use the classroom toys and materials and to leave his or her personal toys at home.

Birthdays

Each classroom community celebrates birthdays in their own special way. Examples of celebrations include birthday parades, dance parties, special stories, and/or birthday games. However, according to PSB’s Wellness Policy and due to food allergies, **BEEP** does not share edible treats or cupcakes to celebrate birthdays. In addition, we ask that you not send in items such as goodie bags or party favors on your child’s birthday. Even without treats and prizes, we have made each child’s birthday special in a unique and personalized way.

Storm Closings and Early Dismissal

BEEP follows the Public Schools of Brookline’s decision to close or delay the opening of school due to storms. School closings are announced on local television and radio stations, as well as the district website. Announcements including calls to every household, begin at 5:30 a.m. If the school opening is delayed by one or two hours, morning programs will begin accordingly. On occasion, there will be a district wide announcement of cancellation of all afterschool activities. In this instance, please pick up your child accordingly and or check in with your extended day program director..

Change in Personal Information

It is very important that parent(s)/guardian(s)’ addresses, work and home telephone numbers, emails and emergency names and telephone numbers be up to date at all times. Please inform the **Office of Registration & Enrollment (ORE)** so your information can be updated in PSB’s database. They can be reached at enroll@psbma.org. Please copy your child’s teacher on the email so they are aware of any changes.

Policy regarding Staff Providing Private Child Care Services

Teachers and paraprofessionals are not permitted to provide child care services outside of school to any child in their classroom, to maintain the integrity of the program and the professional status of the teachers and support staff.

Illness and When to Keep Your Child Home

For the sake of the child's comfort and the health of other children, children should be kept at home unless well enough to participate fully in all aspects of the program, including both indoor and outdoor play.

In addition, children should stay home under any of the following conditions:

- * Initial signs of a cold with an excess of coughing, sneezing, or runny nose
- * Fever over 100 degrees
- * Vomiting
- * Diarrhea
- * Untreated infection, e.g. strep throat, ear infection, infectious rashes

If the child has an infection that requires antibiotics, return to school should be delayed until after the temperature is normal and antibiotics have been administered for at least 24 hours. If your child has diarrhea and/or vomiting, return to school should be delayed for at least one full school day after the last episode. If your child is home with a "strep" throat or a communicable disease (such as conjunctivitis), please inform the teacher and/or school nurse. Our staff will inform the other parents as necessary. Keeping a child at home for one or two days at the beginning of an illness can often prevent a longer absence later.

Well Visits

We understand that children have regularly scheduled appointments throughout the year such as routine check-ups and dental visits. Children who have pre-scheduled appointments may return to their classrooms when they are finished. Please be sure to communicate these dates and times to your child's teacher so they may plan their day accordingly.

Guidelines for Dealing with Specific Symptoms & Diseases

Diarrhea: This may be a sign of intestinal infection and it can be contagious. Keep your child at home for at least one full day after stool returns to normal.

Sore Throat: A child with a continuous sore throat should be checked for a strep infection. Symptoms of strep throat are a red and sore throat, fever, severe headache, and/or rashes. Strep infection can be present without evidence of a fever. Children with strep may return to the program 24 hours after beginning antibiotic medication and if they can maintain their usual level of activity. Parents should notify the school nurse of infection so that other parents can be informed of the exposure.

Colds: Keep your child home during the first stage of severe symptoms. These may include pronounced nasal discharge, persistent coughing and sneezing, and low grade fever. **Infectious Conjunctivitis:** Very contagious eye infection. Symptoms are redness of eye lining, swelling and pus in the eyes. Antibiotics must be administered for 24 hours before return. Parents should notify school immediately so others can be informed of the exposure.

Fever: Any child with a fever of 100 must not attend school and must be free of fever for 24 hours before returning to school. They should also exhibit the ability to maintain normal levels of activity.

Vomiting: Children with intestinal flu or active vomiting for any reason must remain at home until the vomiting has stopped and the child resumes normal eating habits and is able to maintain normal level of activity. Children must not return to school until 24 hours after vomiting ceases.

Chicken Pox: This is very contagious and appears as small, round, yellowish blisters on the front and back of the torso. Children must be kept home for one week from initial outbreak and 24 hours from when last pox scabbed over. Parents should notify school immediately so that others can be informed of the exposure. Most children are immunized against chicken pox but disease still may break through.

Impetigo: This is a highly contagious skin infection characterized by moist or crusted sores and a red rash. It often appears on the face. Treatment is usually a topical antibiotic and the child may return to school after 24 hours on medication.

Ticks: A parent will be called if a tick is found on the child. If a parent cannot be located, the pediatrician will be called for further instructions.

Pediculosis (Head Lice):

Recent research by the Harvard School of Public Health and the American Academy of Pediatrics advises a change in screening procedures, exclusion and 'No Nit' policies in schools. There is no scientific evidence that warrants the exclusion of children with head lice. Periodic head checks by parents, resulting in early detection, treatment and removal of live lice and nits, is the most reliable method for controlling pediculosis.

The school nurse is available to educate parents, teachers and children regarding the care and treatment of a child with head lice. The nurse will monitor the treatment of an affected child to ensure that appropriate and timely treatment has occurred. Notification to the entire classroom by the school nurse will no longer be made.

Infection Control

Hand washing procedures are posted in each bathroom and near classroom sinks. Throughout the day children are reminded by staff to wash their hands on arrival at school, after using the bathroom, before/after eating, and when coming inside from outdoors. Disposable paper towels are used to dry hands. Antibacterial solutions are used to disinfect countertops, tabletops, bathrooms, and sink areas daily.

Emergency Messages

If your child becomes sick or an emergency occurs, his/her teacher will call you. This is why it is important to be sure your current home and work telephone numbers are always up to date. If you cannot be reached, one of your emergency contacts will be expected to pick up your child and provide care. Please make sure that the people on your emergency list understand this responsibility. Until the parent or caregiver arrives, the child will be kept comfortable in the nurse's office with a familiar staff person, or in a quiet area of the classroom away from classmates.

Medication

Please inform your child's school nurse if your child will need medication during school hours. All medications administered by the nurse require a physician order and parent/guardian signature authorizing the nurse to administer it, prior to being given. In addition, emergency action plans are requested for life threatening allergies, asthma, and seizures. For more information, please visit the Brookline Public School health services page at the following link:
<https://sites.google.com/psbma.org/nurses/student-health-documents-and-forms>

Sunscreen

Sunscreen should be applied at home, especially for children attending the morning program only. Sunscreen may be reapplied at school with written parental authorization, for children in full day programs or extended day. Please label the sunscreen with your child's name and give it to the teacher so he/she can store it in a secure location.

Financial Information about BEEP

Funding for BEEP classrooms, staff salaries and classroom materials come from several sources listed below, with the first two sources providing the largest sources of revenue.

1. Tuition fees (Revolving Fund)
2. The Public Schools of Brookline - General Fund (tax payer funded)
3. Grants from The Department of Early Education and Care (EEC)
4. The Brookline Community Foundation (BCF) and Brookline Education Foundation (BEF)
5. Private Donations and Grants from friends and families of BEEP.

Information about Tuition Payments

1. When families are accepted to BEEP, they provide a deposit which secures the space. This deposit is applied to tuition for the school year. The deposit is non-refundable if a family withdraws from the program at any time.

2. Each family receives a tuition contract specifying the total cost and the payments due for their program. Families receiving tuition assistance will have the amount of assistance deducted from the tuition total. Tuition contracts offer three options for payment. Schedules for the school year are:

Option 1: One payment due August 1

Option 2: Two payments due August 1 and January 1

Option 3: Ten payments due the first of each month from August through May.

Tuition Payments

Tuition can be paid by check or electronically

Make checks payable: BEEP Town of Brookline

Mail to: Brookline Early Education Program

333 Washington St.

Brookline, MA 02445

To pay electronically, please [click here](#) for instructions.

BEEP's Tax ID number is: 04- 600 1102

If a family falls behind with payments (without prior knowledge from the Principal or Program Coordinators) you will be asked to pay the remainder of the balance in full in order for your child to continue to attend the program.

Please see the contract for other terms and conditions, including extended school closures and termination of contract.

Tuition Assistance

BEEP participates in PSB Tuition Assistance programs, where based on financial information submitted by a family they may receive a sliding scale reduction in tuition (100%, 75%, 50%, 25%). Information and forms for PSB's tuition assistance are available [here](#).

Brookline Early Education Program's Parent Teacher Organization (BEEP PTO)

The BEEP PTO was founded in the fall of 2002 with a three-fold mission

- 1) **Bringing People Together:** The BEEP PTO facilitates communication among families, teachers, and administration, as well as encourages relationships and networking among families. For more information, email beeppto@gmail.com.
- 2) **Supporting Young Children in Brookline:** BEEP's PTO provides financial support for the activities/needs of BEEP through fundraising and donations from families, local businesses, and community organizations. The BEEP PTO is a non-profit organization. All donations are gratefully received and are tax-deductible as allowed by the IRS.
- 3) **Advocating for Early Education:** The BEEP PTO advocates on behalf of Brookline's young children and their families to the Town and Commonwealth. The PTO serves as a voice for BEEP families in Brookline. The PTO President attends monthly meetings with the Superintendent of Schools. The PTO has been instrumental in improving the town-wide Kindergarten registration process and has been involved in local and statewide legislation regarding grant funding and accessible playgrounds for all young children. For more information about these and other activities Email: beeppto@gmail.com

Facilities, Services & Resources for Families

The **BEEP** office is located at 2 Clark Rd, Brookline MA is open Monday to Friday, 8 to 4. You can reach the office by calling 617-713-5471 or via email at BEEP@psbma.org.

Grant Funded Early Literacy Programs PC+ and Community Playgroups

ParentChild+

Program Coordinator: Matina Lang, matina_lang@psbma.org

ParentChild+ is a learning-through-play experience for parents and their children, ages 1.5 to 3. Bringing specially selected books and toys, a trained home visitor meets with a parent and a child twice weekly for a two year period. The program helps to develop a child's verbal and communication skills and prepares a foundation for future school success.

Playgroups

The Brookline Community Playgroup is a free weekly parent-child learning experience. Funded by the Coordinated Family and Community Engagement grant from the Department of Early Education and Care, playgroups are open to all Brookline families. Young children and parents/guardians/grandparents come together for 1 1/5 hours to play in a "pop-up class. A teacher leads the group through circle times with songs and stories, as well as facilitative active and pretend play, discovery and creative activities. Families are encouraged to play and learn together. Playgroup teachers reinforce parent expertise as their child's first teacher. Please contact Jenny Chu at Jenny_Chu@psbma.org for more information and check out our website at: <https://brooklinecfce.weebly.com>

Adult Education

Brookline Adult and Community Education Program
617 730-2700

Adult education programs including English as a second language, comes under the auspices of the PSB and offers a wide variety of courses during 3 semesters, with registration in September, January and April.

Community Facilities, Services & Resources for Families

Child Care Resources & Information

Child Care Choices of Boston (CCCB) - Child care, resource and referral agency
105 Chauncy Street 2nd Floor Boston, MA 02111 617 542-5437 (KIDS)

Mental Health

The Brookline Center - Community Mental Health Center
43 Garrison Road Brookline, MA 02445
617 277-8107 A 24-hour answering service is available at this number.

Early Intervention Programs & Agencies

Local Early Intervention (EI) programs provide services to children aged birth-3 years who have a developmental delay or may be at risk for delays. Services include assessments, home visiting, therapy and education support, and family consultation/support. Early Intervention Programs are accredited by the state Department of Public Health and are paid for by the family's insurance and/or by the MA Department of Public Health. Families in Brookline typically use one of the following early intervention agencies for services:

Thom Boston Early Intervention 617 383-6522
Children's Community Early Intervention 617 971-2470
Criterion Early Intervention 617 469-3080
Dimock Early Intervention 617 442-1870

As a child nears their third birthday (typically at two years and six months), they can be referred to **BEEP** to begin the transition process from early intervention to PSB. This process will include special education evaluations to determine if the child has an educational disability, and if they need special education services to make effective progress in school. If the child has a disability that impacts their functioning in school and they require specialized education or therapy services, the team will develop an Individual Educational Program (IEP) for the child.

Any family may contact the **BEEP** team to begin the special education evaluation process if they are concerned about their child's development and/or think their child may have an educational disability that requires an IEP for educational and/or therapeutic services. For referral information call **BEEP's** Intake Early Childhood Team Facilitator, at 617-713-5473.

Town of Brookline Resources & Services for Families

Public Library

<https://www.brooklinelibrary.org/>

The Brookline Public library system offers story hours, film and craft programs, puppet theater performances, CD's and cassettes. There are changing exhibits for residents of all ages.

Main Branch

361 Washington Street
617 730-2370

Putterham Branch

959 West Roxbury Parkway
617 730-2385

Coolidge Corner Branch

31 Pleasant Street
617 730-2380

Brookline Health Department

<https://www.brooklinema.gov/446/Health-Department>

The Health Department offers a wide variety of programs such as blood pressure clinics, TB testing, chest x-rays, influenza immunizations, alcohol and drug help, a weekly child care clinic for preschoolers, newborn home visiting, lead poison screening and dental clinics.

11 Pierce St.,

Brookline 02445

General Information 617 730-2300

Human Relations/Youth Resources

11 Pierce St. Brookline 617 730-2330

Housing Authority

<https://www.brooklinehousing.org/>

Main Office: 90 Longwood Ave., Brookline MA 02446

617 277-2022

Recreation Department

<https://www.brooklinerec.com/>

The Recreation Department sponsors a variety of sport activities as well as a summer camp program for children ages 4 - 13.

Recreation Main Office

133 Eliot St., Brookline MA, 02445

617 730-2069

Parks Department

<https://www.brooklinema.gov/745/Parks>

Brookline School Department

brookline.k12.ma.us

PSB Main Office - Fifth Floor Town Hall

333 Washington St., Brookline, MA 02445

617 730-2401

Food Resources**Brookline Food Pantry**

Address: 210 Harvard St, Brookline, MA 02446

Phone: (617) 800-5339

<http://brooklinefoodpantry.org/>

Brookline Thrives

Is a non-profit organization that is part of the Brookline Food Pantry and offers convenient, free food bags to local families who could benefit from additional food options for their children over the weekend.

<https://brooklinefoodpantry.org/brookline-thrives/>

**Non-Discrimination Policy of Early Education Program of the
Brookline Public Schools**

The Brookline Early Childhood Program does not discriminate on the basis of race, gender, ethnic origin, marital status, disability, sexual orientation or political affiliation.

Brookline Early Education Program is supported by a grant from the Department of Early Education and Care (EEC). This material does not necessarily reflect the views or policies of EEC or the federal government.