

Handbook for Families



THE PUBLIC SCHOOLS OF BROOKLINE

Last revised on August 7, 2018

INTRODUCTION

Welcome to BEEP (Brookline Early Education Program). Our program is based on the experiences and findings of the Brookline Early Education Project (BEEP 1972-1983). Based in the Brookline Public Schools, the project was a research and service program working with 300 families and their newborn children until the children's entry into kindergarten. The final results indicated that high quality early childhood programs make a significant difference in children's future school success.

BEEP **Preschools** serve children 2.6 – 3.2 years of age for one year. The following year students attend Pre-Kindergarten (Pre-K). BEEP **Pre-K programs** serve 3 to 5 year old children for one or two years before kindergarten. Our program offers an educational experience based on developmental theory that supports each child's individual needs and nurtures a sense of confidence and developing independence. A variety of educational materials and equipment, organized in interest 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 with one another. The curriculum is based upon each child's strengths, needs and interests.

A majority of our classrooms are inclusive. This means that some of the children enter the program with a special need(s) that have been identified by an evaluation process. As part of the individualized program that all children receive, these children might also participate in speech and language therapy, occupational therapy and/or physical therapy. The therapists 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 environment for all.

We believe that a close relationship between home and school is an essential element in a quality early childhood program. As parents you are the most important people in your child's life. We need your help in order 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.

Please read this parent handbook carefully. The additional information will help you to understand the program and assist your child in making a successful adjustment.

Principal of Early Education
Vicki Milstein

Early Childhood Program Coordinators
Regina Watts and Margaret Eberhardt

BEEP Mission Statement

The Brookline Early Education Program (BEEP) provides high quality early childhood classrooms that serve a wide range of learners with and without identified needs. We welcome children with diverse cultural, linguistic and ethnic backgrounds. Teachers create a kind and supportive classroom atmosphere with rich curriculum that enables all children to grow to their fullest potential and expand their view of themselves in the world.

Students in the school environment will develop social competence, cognitive, motor and language skills, and expand their understanding of themselves and the world in which they live. Our expectation is that parents join us in embracing the concept of inclusion, modeling an acceptance of all children in the program so that we can create the most supportive community possible.

MAJOR THEMES OF OUR PHILOSOPHY

As a result of the Brookline Early Education Project research, our program planning and implementation are guided by the following major themes:

1. **PARENTS AS PARTNERS** - A principal finding from the Brookline Early Education Project is the importance of parents and teachers working closely together. Parents actively contribute in evaluating the child's progress and establishing goals. Attention is given to the child's learning experiences outside of school. During the course of the year parents are informed of their child's progress. This allows them to be advocates for their child's future educational progress.

2. **INDIVIDUAL PROGRAMMING** - The general 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: planning skills and work habits, problem solving, perceptual skills, cognition, language, physical development, and social-emotional growth.

3. **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 curricula. Close working relationships with the kindergarten teachers, elementary counselors, elementary principals, and senior school administrators are vital to the success of the program.

4. **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.

5. **STAFF TEAM** - Our classroom teaching teams consist of a teacher, assistant teacher and one or more paraprofessionals depending upon the needs of the group. The inclusive early childhood classrooms are supported by a team of early childhood specialists which include:

* **Three supervisors**, the Principal of Early Education and two Early Childhood Program Coordinators oversee all of the BEEP classes. They observe students and teachers, hold monthly team meetings, act as resources to the teachers on curriculum and adaptations, hold parent meetings, process enrollment, and plan and implement professional development.

* The **Social Workers/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 and Language Pathologist** provides 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 Therapist** provides 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.

* The **Psychologist** coordinates the intake and referral process for families requesting evaluations and administers psychological assessments of children who may qualify for special education services

* 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.

6. **RESPECT AND SUPPORT FOR DIVERSITY**- We offer inclusive early childhood classrooms which serve children with diverse cultural, linguistic, ethnic, and religious backgrounds and a wide range of developmental needs. Teachers strive to create a classroom atmosphere that enables children to comfortably explore similarities and differences. Our hope and expectation is that parents join us in embracing the concept of inclusion, modeling an acceptance of all children in the program so that we can create a supportive community.

PARENT INVOLVEMENT AND COMMUNICATION

During the school year parents and teachers will exchange ideas and information and work together in a variety of ways:

* **Individual Visits** - 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 you to highlight information regarding your child and/or family that is important to you for the teachers to know. Your child has a chance 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 out in the classroom after the first 6-8 weeks of school. This initial period allows the children to adjust to the routine, separation and group life as well as make meaningful connections to adults other than their parents.

* **Parent Meetings** - A Back to School Event is scheduled in September/October for parents 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.

* **Parent 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.

* **BEEP Weekly Curriculum News** will be sent home via email and posted outside your child's classroom door. If you have limited access to internet, you may request a paper copy.

* **Email:** Generally this is the 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.

* **Regular Parent Pointers from the Principal** will be sent through e-mail with information about child development, common issues, and enriching opportunities.

* **Family Gatherings** occur several mornings during the year and are an opportunity to visit your child's classroom, participate in ongoing curriculum, and share learning time with your child, and meet other families.

* **Parent Program Evaluation** – Each year we look for feedback from families. In the School Climate Survey we will ask you to comment on 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.

GOALS FOR PARENTS

1. Understanding Your Child

- Share information regarding your family's culture with the teaching staff.
- Be aware of the various aspects of your child's educational program including his/her strengths, successes, preferred activities, and needs.
- Understand that normal child development manifests in many ways. Every child has different temperaments, interests, skills, abilities, and conflicts at different stages of growth.

2. Access school and community resources that may benefit your family

- Acknowledge your specific strengths as a parent.
- Recognize and acknowledge the ways in which you can influence your child's sense of self.
- Consider ways in which you can use the community to benefit the growth of your family.

3. Serving as a Resource, Facilitator and Advocate for Your Child

- Contribute your insights, questions, and assessment of your child's strengths and needs to the teaching team.
- Seek support from appropriate school and health personnel when needed.
- Display child management skills by considering alternatives and by having consistent and reasonable expectations for behavior.
- Provide an environment that is safe and nurturing as well as compatible with your child's needs.

4. Partnering with your child's teacher

- Share on-going, pertinent information with the teacher so your child's needs can best be met.
- Support the classroom's daily routine.
- Learn about your child's school activities by reviewing your child's work and classroom displays, and reading curriculum notes and newsletters.
- Participate in Parent-Teacher conferences and morning meetings.

EARLY CHILDHOOD CURRICULUM

BEEP curriculum is theme and project based, building upon 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 provide focus for activities that actively engage children and align with state and national curriculum standards.

Interest Centers

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

There are two critical points in understanding and implementing the curriculum:

1. Young children learn through play and need to be provided with various opportunities to experiment with materials through hands-on activities in their natural environment.
2. Through play experiences young children continually refine their skills and understanding of the world around them. Teachers observe children's play and provide new stimulation and challenges over the course of the school year.

The following hallmarks are crucial in making the BEEP classrooms work for the wide range of students they serve:

- *Highly trained staff
- *Appropriate balance of each group (age, gender, individual needs)
- *Multi-disciplinary teams
- *Classroom support and consultation from specialists
- *Partnership with parents
- *Clearly organized classroom space
- *Small pupil 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

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 HALLMARKS OF THE BEEP EARLY CHILDHOOD CLASSROOM

*A language, print, and math rich environment.

*Use of visual cues with pictures and print to depict the daily routine and illustrate the sequence of a task/activity. Interest centers and materials are labeled.

*Use of classroom libraries, big books, and listening centers with books and CDs.

*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.

BEEP has made literacy a priority and has aligned it with the kindergarten learning expectations, the policies of the National Association for the Education of Young Children on emergent literacy, and the International Reading Association and emerging literacy.

TEACHING AND DOCUMENTING LEARNING

The BEEP Profile of Developmental Goals and Curriculum Documentation serves 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 these areas.

Progress children make toward goals and objectives is carefully documented throughout the year. All teachers, assistant teachers, and aides record 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 in order to document progress. Teachers gain input from families, and from specialists who work in the classroom.

Progress is often shared informally with families by the lead teacher. Formally this information will be discussed at 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 welcome to request a phone call from the lead teacher or to set up a conference. Final report forms are sent to parents via email at the close of the school year.

POSITIVE BEHAVIOR

Discipline comes from the word "disciple" - someone who follows the teachings of another. Discipline is intended to be a learning experience in which children learn positive rules, appropriate ways to express needs and feelings, and respect for the care and safety of materials and people. We want children to develop their own inner controls by understanding limits and the results of their actions. We try to separate the "deed" from the "doer" so no child is made to feel ashamed, embarrassed or "bad". We emphasize and acknowledge the positive behaviors, social skills and work habits of all our students.

THINGS THE TEACHER WILL DO TO PROMOTE A POSITIVE ADJUSTMENT

- * 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 possible, please send in a family photo when your child enters the program.
- * If your child is having a difficult transition, the teacher will work with you to develop an appropriate separation plan.

THINGS PARENTS CAN DO TO PROMOTE A POSITIVE ADJUSTMENT

- * Bring your child to the program **on time** feeling confident about this new experience.
- * A child can sense when a parent is uncertain about leaving and this 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 you feel that having your child bring a transitional object to school (e.g. stuffed animal) will help ease separation please discuss this with the teacher.
- * **Remember, each child is different. Some children separate easily from their parents or caregivers, others have greater difficulty. Some children separate and seem to adjust very well initially 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.**

GENERAL INFORMATION

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. A complete 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.
- A lunch and beverage for children staying for extended day, which should be in a separate lunch bag/box. If your child stays until 5:45, they will need an additional snack for the afternoon.
- A family photograph and an individual photo of your child, if possible.
- Emergency contact information and health forms should be **current at all times**.

Adjustment to new situations is an important and exciting part of growth and development. Each child adjusts to new situations differently. An important task for children and parents is separation. Parents and children need to know that the classroom is a secure and safe place for them. Please be prepared to spend some time accompanying your child through the initial routines and arrival time activities. For some children this may mean 10 minutes on the first day only; for others it may mean a longer period of time for a few days. **Unless a special plan is made with the teacher, we ask that all parents say goodbye before circle time starts.**

ROLLING DROP OFF:

If your child attends a program at Putterham, Beacon, or the Lynch center, you may take advantage of rolling drop off after the first day of school. This process allows parents who are driving to pull in close to the entrance of the school, at which point, support staff will accompany your child into their classroom. Some families find this method of drop off to be easier than drop off at the classroom. If you choose this method of drop off please be sure your child's belongings such as backpacks, and lunch boxes are easily accessible. Adults should not get out of the car in order to ensure efficient movement of the drop off lane.

ARRIVAL

The personalized nature of the program is planned to accommodate individual arrival times within the first 20 minutes of the program. Arrival time can be overwhelming when there are too many adults in the classroom. Our goal is to create a child-centered environment where children can say goodbye and settle in comfortably.

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

* Please do not enter the classroom prior to the start of the school day. Teachers need this time to set up activities and review daily plans.

* Help your child hang up his or her coat and put snack/lunchbox in the cubby while also encouraging independence with these tasks.

* If you wish to spend a little more time with your child remember it's best to do so by participating at his/her level.

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

* Please refrain from chatting with other parents in the classroom. This can be distracting for the children. Step into the hallway or away from the classroom where you can talk comfortably and not disturb the class.

* **Arriving on time and attending consistently is 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 wait until circle time is over before entering the classroom.**

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 she/he be picked up promptly at the end of the school day.**

* **At pickup time your child can only be released to his/her 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.**

* At the end of the program day your child needs your support to say goodbye, gather his/her clothing and school work, and leave for home. A regular routine makes this a positive transition.

* Parents should check at pick up time for information from teachers such as notices about projects, activities, events, meetings and conferences. These can be found in your family mailbox at dismissal time. If you have specific questions about your child, please contact the teacher for an appointment or a phone call. We respect issues of confidentiality at drop off and pick up.

* 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

Parents are asked to provide a snack and water bottle for their child each day. Please send snack or lunch in a labeled lunch box or bag. Children who attend Extended Day will also need a lunch. 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. Please refrain from sending in sweets such as candy as part of your child's snack. Some suggestions of foods you might provide include: crackers and cheese, fruits, vegetables, etc. **Please note: In the event that a child in the group has a life-threatening allergy, some foods might need to be restricted. You will receive further information regarding food policies when Public Schools of Brookline distributes the district wellness policy.**

CLOTHING

Work and play clothes. Each day your child will be involved in potentially messy projects such as painting. 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. Since we will be working on self help skills, please send in clothing that is easy for your child to manage. Periodically check your child's extra clothing 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 on hand.

Winter Clothing. Your child will play outdoors at school every day except when it is raining or if it's 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.**

***Please label all items of clothing belonging to your child including backpacks and lunchboxes with their name.**

ITEMS FROM HOME

We discourage bringing toys from home to school. Favorite toys can be misplaced or broken and sharing 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

The teachers will be handling birthdays differently in each classroom. That will be based on the teacher's class schedule and personal choice. There is not one BEEP way, though there is an expectation that all children will be recognized and valued on their birthday. We prefer that birthday party invitations not be distributed at school. Due to food allergies, and according to the system-wide wellness policy, we do not use edible treats to celebrate birthdays. In addition to this, we ask that you not send in items such as goodie bags or small party favors on your child's birthday.

Other ways to recognize your child's special day:

A special story that may be a child's favorite book can be read to the class.

A story book donation to your child's classroom in honor of their birthday.

STORM CLOSINGS

We will follow the Public Schools of Brookline 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. The Extended Day program will maintain its regular schedule. On occasion, there will be a district wide announcement of cancellation of all afterschool activities. In this instance, please pick up your child accordingly.

CHANGE IN INFORMATION

It is very important that parent(s)/guardian(s)' addresses, work and home telephone numbers and emergency names and telephone numbers be kept up to date at all times. Please inform the BEEP Main Office in writing of any changes.

GIFTS

During the course of the school year, parents may want to show their appreciation for the work the teaching team has done with their child. We discourage giving personal gifts to teachers. The following are suggested ways, if you feel so inclined, to show your appreciation:

- * A note to the teachers or a gift for the classroom such as a book or game.
- * A contribution to the BEEP PTO designated for your child's classroom account.
- * A donation to the Vicki Milstein Early Childhood Professional Development Fund, via the Brookline Education Foundation, in honor of your child's teacher. (Acknowledgment will be sent to the teacher.)
- * A gift certificate to a toy store, children's bookstore or school supplies store. (may not exceed \$50)
- * A donation to the Brookline Community Foundation's Fund for Young Children in honor of your child's teacher. (Acknowledgment will be sent to the teacher.)

POLICY REGARDING STAFF PROVIDING CHILDCARE OUTSIDE OF SCHOOL

In order to maintain the integrity of the program and the professional status of the teachers and support staff, they are not allowed to provide child care services outside of school to any child in their classroom.

HEALTH POLICIES

Children should be kept at home unless well enough to participate fully in all aspects of the program, including both indoor and outdoor play. If on a given morning your child's condition is questionable, discuss this with the teacher, leave a number where you can be reached, and be ready to pick up your child if needed.

ILLNESS

For the sake of the child's comfort and the health of other children, children should stay home under any of the following conditions:

- * signs of an emerging cold with an excess of coughing and/or sneezing
- * 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 let the teacher know. The teacher will inform the other parents. 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 AND DISEASES

Diarrhea: This may be a sign of intestinal infection and it is contagious. Keep 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 of infection so that other parents will be informed of the exposure.

Colds: Keep home during first stage of severe symptoms. These includes pronounced nasal discharge, fever and persistent cough.

Infectious Conjunctivitis: Very contagious eye infection. Symptoms are redness of eye lining, swelling and pus in the eyes. Antibiotic 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 front and back of 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 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.

PLAN FOR INFECTION CONTROL

Hand washing procedures are posted in each bathroom and near classroom sinks. Antibacterial soap is used in all bathrooms and classrooms. Throughout the day children are reminded by staff to wash their hands after using the bathroom and before/after eating. Disposable paper towels are used to dry hands. Antibacterial solutions are used to disinfect countertops, tabletops and sink areas daily.

Pediculosis (Head Lice):

**THE PUBLIC SCHOOLS OF BROOKLINE, MASSACHUSETTS
HEALTH SERVICES**

Pediculosis (Lice) Management Guidelines

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.

Nurse's Role

The school nurse is available to educate parents, teachers and children regarding the detection and treatment of head lice. The nurse will notify families when a case of head lice has occurred in their child's class. No child will be identified. The nurse will monitor the treatment of an affected child to insure that appropriate and timely treatment has occurred.

Procedure

- 1) Children with an active lice infestation will be sent home treatment before they return to school the next day. They must be checked before reentry by the nurse/designee to ensure that treatment/lice removal has occurred.

- 2) When a child with untreated head lice is reported to the nurse by a parent, or detected at school, a note requesting that parents check their child's head will be sent home to each member of the class. No mass screenings will be done at school.

- 3) Each parent/guardian of each child in the class must check their child before they return to school the next day to make sure their child is free from lice and nits (eggs). If your child has head lice, treat your child with a pediculicide shampoo, notify the nurse and bring your child to the nurse for reentry clearance. All live lice and most nits should be removed before your child returns to school. The nurse may deny re-entry to a child who has not been treated.

- 4) The nurse may follow -up with periodic checks of individual children who had lice to make sure they have not been re-infested. A nit takes up to 2 weeks to hatch and a louse takes approximately 2 weeks to become an adult egg layer, one month of biweekly head checks is recommended for families who have a case of head lice and at least weekly checks are strongly suggested for all other families.

Please check your children carefully and often. Report findings to your school nurse.

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.

SUNSCREEN

If possible, sunscreen should be applied at home, especially for children attending a morning program. Sunscreen may be applied at school with written parental authorization, especially for children attending 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.

TRANSITIONING TO KINDERGARTEN

We are committed to a smooth transition for children and families from BEEP to Kindergarten. Our team facilitators meet with the guidance counselors at each school toward the end of the school year to share information about rising kindergarten students. This is done in order to help support placement as well as the child's adjustment to Kindergarten.

PROCEDURE FOR ADDRESSING ISSUES OR CONCERNS

If a parent has a concern about the program or their child they should ask to meet with the classroom teacher. If this does not adequately address the concerns, the parent should make an appointment with the program supervisor.

FUNDING

Our program is funded by the following sources:

1. Tuition fees
2. Grants from The Department of Early Education and Care (EEC)
3. The Public Schools of Brookline
4. The Brookline Community Foundation and Brookline Education Foundation
5. Private Donations from friends and families of BEEP

TUITION PAYMENT AND WITHDRAWAL POLICIES

1. When families are accepted to BEEP, they are asked to 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 September 1.

Option 2: Two payments due September 1 and February 1.

Option 3: Ten payments due the first of each month from September to June.

3. Tuition Payments

Make checks payable to the **Town of Brookline** and mail them to:

Mailing: Brookline Early Education Program
333 Washington St
Brookline, MA 02445

[The tax ID number for BEEP is: 04- 600 1102](#)

4. 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.

WITHDRAWAL

If at any time during the school year you anticipate withdrawing from the program please notify the program director and your child's teacher immediately. It is necessary to give a minimum of one month's notice before withdrawing from a BEEP classroom. We need this information for classroom balance, financial planning and to plan an appropriate goodbye transition for your child. You are responsible for the full month's tuition for the month during which your child is leaving.

BROOKLINE EARLY EDUCATION PROGRAM PARENT-TEACHER ORGANIZATION (BEEP PTO)

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

Bringing People Together:

BEEP PTO facilitates communication among families, teachers, and administration, as well as encourages relationships and networking among families. We encourage families to come to monthly PTO meetings, family events, or volunteer to help out. Getting involved in the PTO is a great way to get to know other parents in BEEP. For more information contact your child's classroom Room Parent or visit beeppto.org.

Supporting Young Children in Brookline:

BEEP PTO provides support for the activities and needs of BEEP and early childhood programs in Brookline. They provide financial support for BEEP classrooms through voluntary donations from families, local businesses, and community organizations. Fundraisers, sales of bumper stickers, calendars, note cards and t-shirts are just a few of the ways the BEEP PTO raises funds for BEEP programs. The BEEP PTO is a non-profit organization. All donations are gratefully received and are tax-deductible as allowed by the IRS.

Advocating for Early Education:

Brookline 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

QUALITY RATING IMPROVEMENT SYSTEMS (QRIS)

Every BEEP site participates in the Massachusetts QRIS. Our classrooms continue an ongoing comprehensive process of internal self-study and professional review and consistently meet or exceed the criteria for High Quality Early Childhood Programs.

NON-DISCRIMINATION POLICY

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

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

FACILITIES, SERVICES AND RESOURCES FOR FAMILIES

Brookline Public Schools Early Education Programs (BEEP)

Main Office: 24 Webster Place Brookline, MA 02445 617-713-5471

Launch Summer Program

Launch is a summer enrichment program that runs for one month at one of Brookline's elementary schools. This summer program is an optional extension of BEEP and is run by Public Schools of Brookline teachers and paraprofessionals. It is a curriculum rich and recreational program for children between the ages of 4 and 6. Information is available at the BEEP office 617-713-5471

Notices and registration forms will be sent to all BEEP families in February/March

Brookline Early Intervention Programs

Early Intervention 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, and group and family 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 Department of Public Health.

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

Once a child with a special need(s) turns three years of age, they are eligible for services through the Brookline Public Schools. You can contact the Brookline Public Schools as your child approaches 2 ½ years of age to begin the transition process. For information call the Brookline Early Childhood Team Facilitator who may be reached at 617-713-5473.

Early Literacy Program:

Parent Child Home Program

24 Webster Place Brookline, MA 02445 617-713-5471

PCHP 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.

Parent Child Home Program Playgroup:

The Brookline Community Playgroup is a free weekly parent-child learning experience.

There are two locations for this program, 22 High Street as well as 55 Egmont Street, both of which meet once a week in the Community Room. These playgroups are open to all Brookline families and run free of charge.

Young children and parents/guardians/grandparents come together for 1 1/5 hours to play in a "pop-up classroom". A teacher leads the group through circle time singing, read alouds, 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.

FACILITIES, SERVICES AND RESOURCES FOR FAMILIES (cont.)

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

Adult Education

Brookline Adult and Community Education Program
617 730-2700

Adult education, including English as a second language, comes under the auspices of the School Department and offers a wide variety of courses during 3 semesters, with registration in September, January and April. The catalogue and information are available at the office located at Brookline High School.

Public Library

In addition to books, the library 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

TOWN OF BROOKLINE RESOURCES AND SERVICES

Brookline 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
Child Health / Medical Inquiries	617 730-2332
Brookline Visiting Nurse Service / Public Health Nurses	617 730-2320
Community Health	617 730-2336
Dental Clinic	617 730-2323
Drug & Alcohol Program	617 730-2326
Environmental Information & Complaints	617 730-2306

Human Relations/Youth Resources 11 Pierce St. Brookline 617 730-2330

Housing Authority

Main Office 90 Longwood Ave., Boston	617 277-2022
Application Office, 90 Longwood Ave., Boston	617 277-1885
Trustman-Egmont Apts., 150 Amory St., Brookline	617 232-2265

Parks and Recreation Department

The Parks and 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.	617 730-2070
Parks Main Office, 652 Hammond St.	617 730-2156
Anderson Park Picnic Area	617 730-2081
Anderson Skating Rink, 25 Newton St.	617 739-7518
Amory Tennis Courts	617 730-2073
Eliot Recreation Center, 133 Eliot St.	617 730-2069
Gym Nights and Weekends	617 713-5423
Program Information	617 730-2083
Soule Recreation Center, 652 Hammond St.	617 730-2069
Swimming Pool, 60 Tappan St.	617 713-5435

Brookline School Department

333 Washington St., Brookline	617 730-2401
BEEP Administrative Office	617 713-5471