

Handbook for Families



THE PUBLIC SCHOOLS OF BROOKLINE

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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 285 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 – 3.4 years of age for one year. The following year they attend Pre-K. BEEP Pre-K programs serve three to five 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.

All of our classrooms are special education inclusive. This means that some of the children enter the program with special needs 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, result 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
Pat Vonnegut and Barbara Maged**

Mission Statement

Brookline Early Education Program

It is the mission of the early childhood programs of the Public Schools of Brookline to provide an inclusive environment where all children from ages three to five can learn social competency, develop cognitive motor and language skills and expand their understanding of themselves and the world in which they live.

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 do an observation prior to the parent-teacher conference in the spring and 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 become informed, and thus effective as 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 COMPETENCE** - 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 to encourage the child's planning, working independently and successful completion of activities. The space and program design allow activity choices to be available simultaneously in the various interest centers. Teachers are concerned with establishing a cheerful, caring atmosphere in which adults care for children and children feel confident and care for one another.

5. **STAFF TEAM** - Our classroom teaching teams consist of a **teacher, assistant teacher** and **one or more aides** 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** 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.

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 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** - An **Open House/Parent Orientation** meeting 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.

* **Classroom Observations** - Parents observe their child participating in class prior the spring parent-teacher conferences. This gives parents the opportunity to view their child in the larger context of the group, and to observe specific behaviors and skills. Insights gained and questions raised are then discussed at the conference.

* **Parent Conferences** - 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.

- * **Phone Calls** (after school)
- * **Weekly Agendas (BEEP Blue Sheet)** regarding the classroom curriculum will be sent home.
- * **Email is an option;** teachers will publish email contacts.
- * **Individual teacher office hours** will be posted.
- * **BEEP Bulletins** with information about child development will be sent home.
- * **Parent/Family Breakfasts** occur 2 times per year and are an opportunity to visit the child's classroom, meet other families and share breakfast treats.
- * **Parent Program Evaluation** – Each year we look for feedback from families so we know about your experience in a BEEP classroom. Toward the end of the school year, we will ask you to complete a Program Feedback form. Any changes made, based upon this feedback, will be shared in a newsletter and with the BEEP PTO and the School Site Council.

GOALS FOR PARENTS

1. Understanding Your Child

- Share your knowledge of your child and family's culture with the teaching staff.
- Be aware of the various aspects of your child's educational program and of his/her strengths, successes, enjoyment and needs.
- Understand that normal child development results in different temperaments, interests, skills, abilities and conflicts at different stages of growth.

2. Recognizing Your Style and Needs as a Parent

- Acknowledge your specific strengths as a parent.
- Recognize and acknowledge the effects of your attitudes and actions upon your child's behavior.
- Take steps, when necessary, to preserve your own sense of well-being and confidence in your role as a parent.

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 nurturant as well as compatible with your child's needs.

4. Recognizing Your Role of Partnership with Teachers

- Share on-going, pertinent information with the teacher so your child's needs can best be met.
- Support the classroom daily routine.
- Learn about your child's school activities through reviewing your child's work and classroom displays, and reading curriculum notes and newsletters.
- Acknowledge the effects of stress at home on your child's behavior.
- Participate in the Parent-Teacher Contract activities/meetings.

SUPERVISORS AND SUPPORT STAFF

Program Supervisor:

Vicki Milstein *Principal of Early Education* *617-713-5472*

Heath School: (Kathleen Lamb, S.W.)
Heath Pre-Kindergarten
Heath Social Skills Group

Devotion School: (Riva Rosenberg, S.W.)
Devotion Pre-Kindergarten

Pierce School: (Riva Rosenberg, S.W.)
Pierce Preschool and Extended Day
BEEP Extended Day at Pierce

Kindergarten – ALL SCHOOLS

Program Supervisor:

Pat Vonnegut *Early Childhood Program Coordinator* *617-739-7516*

The Lynch Center: (Susan Manaras, S.W.) **The Lynch Center continued:**

Lynch Preschool	BEEP Extended Day at Lynch
Lynch Pre-Kindergarten 1	Social Skills 1
Lynch Pre-Kindergarten 2	Social Skills 2
Lynch Pre-Kindergarten 3	
Lynch Pre-Kindergarten 5	
Lynch Afternoon Pre-Kindergarten	

Lawrence School: (Riva Rosenberg, S.W.)
Lawrence Pre-Kindergarten 1
Lawrence Pre-Kindergarten 2

Program Supervisor:

Barbara Maged *Early Childhood Program Coordinator* *617-713-5482*

Baker School: (Kathleen Lamb, S.W.)
Baker Pre-Kindergarten

Runkle School: (Kathleen Lamb, S.W.)
Runkle Pre-Kindergarten

Brookline High School: (Riva Rosenberg, S.W.)
Child Study Center Pre-Kindergarten
BEEP Extended Day

Lincoln School (Kathleen Lamb, S.W.)
Lincoln Pre-Kindergarten 1
Lincoln Pre-Kindergarten 2
Lincoln Social Skills 1
Lincoln Social Skills 2

Driscoll School: (Kathleen Lamb, S.W.)
Driscoll Preschool
Driscoll Pre-Kindergarten 1
Driscoll Pre-Kindergarten 2

EARLY CHILDHOOD CURRICULUM

BEEP curriculum is theme 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 the state and national curriculum standards.

Interest Centers

Library / Quiet Reading
Literacy / Writing
Blocks
Sociodramatic 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 many varied opportunities to explore and experiment with materials through hands-on activities in their natural environment.

2. Through play experiences, young children continually refine their skills and understanding. Teachers observe children's play and provide new stimulation and challenges over the course of the school year.

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

- *Low pupil-teacher ratio
- *Reduced class size
- *Appropriate balance of each group (age, gender, individual needs)
- *Specialists' support and consultation
- *Professional development, supervision and consultation

The Daily Schedule

The day is paced according to a daily schedule. The day provides for large group, small group and individual activities. The schedule provides for a balance of active and quieter periods, 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

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.

Hallmarks of the early childhood BEEP classroom:

- *A language-, print- and math-rich environment.
- *Use of visual cues with pictures and print to depict the daily routine, label interest centers and materials, and illustrate the sequence of a task/activity.
- *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 story telling.
- *Class books and individual books created from the children's own storytelling.

TEACHING AND DOCUMENTING LEARNING

BEEP curriculum is theme 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 the focus for activities that actively engage children and are aligned with the **State Guidelines for Preschool Learning Experiences**.

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.

The 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 compare and note progress. They use checklists, including the **Profile of Goals** and the **Work Sampling System**, to record skill development. The teachers gain input from the parents, and from the specialists who work in the classroom, concerning individual children's skills and progress.

Progress is often shared with parents by the lead teacher informally at arrival and pick-up times and via phone conversations. Formally, it is discussed at the fall and spring conferences. At the fall conference, teachers complete the **Fall Conference Report Form** and the 6 to 8 week **Adjustment to the Classroom Checklist**. They review this information with the parents and the parents receive a copy of the Adjustment to the Classroom Checklist. In the spring, parents do an observation prior to the conference. At the conference, there is time to discuss the classroom observation and **End of the Year Review Report**. Parents receive a copy of this report. 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.

DISCIPLINE

Discipline comes from the word "disciple" - someone who follows the teachings of another. Discipline is intended to be a learning experience whereby children are helped to 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.

ACCREDITATION

The BEEP classrooms have been accredited by the National Association for the Education of Young Children. Having undergone a comprehensive process of internal self-study and professional review, our classrooms have been found to be in compliance with the criteria for High Quality Early Childhood Programs.

TRANSITIONING TO KINDERGARTEN

We are committed to a smooth transition for children and families from BEEP to Kindergarten. Our social workers meet with the guidance counselors at each school, toward the end of the school year, to share information about incoming BEEP students in order to help support placement and the child's adjustment to Kindergarten. Information from the child's record is sent to the appropriate school (i.e. the **End of the Year Review Report**, with your permission; evaluation reports and IEP's, if appropriate; medical information). Transition meetings for parents of children going to Kindergarten are held in the spring of each year.

GRIEVANCE PROCEDURE

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

BASIC INFORMATION

FIRST DAYS OF SCHOOL

Children should bring the following items on the first day of school:

* **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 brown bag or lunch box, labeled with your child's name and **lunch and a beverage for those children attending an extended day program**.

* **A family photograph and an individual photo of your child**, if possible.

* **Completed forms** - health forms, emergency information, developmental history.
ALL FORMS MUST BE RETURNED IN ORDER FOR YOUR CHILD TO ATTEND.

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. Both 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 good-bye before circle time starts.**

THINGS THE TEACHER WILL DO TO PROMOTE A POSITIVE ADJUSTMENT

- * Teachers will greet each child by name every day 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 a child forget about good-byes and begin his/her 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 good-bye 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 schedule, 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.

ARRIVAL

The personalized nature of the program is planned to accommodate individual arrival times within the first 15 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 good-bye 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 before the official beginning of class.** Teachers need this time to set up activities and review daily plans.

- * Help your child to hang up his or her coat and put snack in the cubby, but encourage independence with these tasks.

- * If you wish to spend a little more time with your child, remember to stay low, participating at his/her level.

- * Always say good-bye 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, 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 parent or caregiver. In order to help your child feel secure **it is essential that s/he be picked up promptly at the end of the session.**

* **At pick up 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 your child needs your support to say good-bye, gather his/her clothing and artwork, and leave for home. A regular routine makes this a positive transition.

* Parents should check at pick up time for newsletters from the teachers and notices about special projects, activities, events, meetings and conferences. If you have specific questions about your child, please contact the teacher for an appointment or a phone call. We try to respect issues of confidentiality at drop off and pick up.

* **Please be sure to read notices and newsletters.** Teachers depend on this to keep you connected to the life of the classroom.

SNACKS

Parents are asked to provide a snack and beverage for their child each day. (For those attending extended day, lunch and a second beverage are needed as well, packed in a separate bag.) Please send snack or lunch in a labeled lunch box or bag. Foods that need to be kept cold should be sent in an insulated lunch bag with a frozen gel pack or a frozen juice box. Please refrain from sending in "sweets" (candy, soda, cake) as part of the snack. Some suggestions of foods you might provide include: crackers and cheese, cut up fruits, raw vegetables, bagel and cream cheese, muffins or breads, yogurt, milk, juice. The

teacher has additional snacks on hand if children need it. **Please note: In the event that a child in the group has a life-threatening allergy, some foods might need to be restricted.**

CLOTHING

Work and play clothes. Each day your child will be involved in projects on the floor, painting activities, working with clay, etc. Please provide easily washable clothes that can take wear, tear and occasional spills. Sturdy shoes, such as sneakers or other shoes with rubber soles, are essential. Please do not send children in “party shoes” or any shoes with slippery soles. 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 CLOTHING, BACKPACKS AND LUNCHBOXES WITH YOUR CHILD’S 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 toy at home.

BIRTHDAYS

Children are welcome to celebrate their birthdays by bringing a “special snack” to share with their friends. Please inform the teachers ahead of time. We prefer that birthday invitations not be distributed at school.

STORM CLOSINGS

We will follow the Brookline Public Schools’ decision to close or delay the opening of school due to storms. Please listen to any of the Boston radio stations for the announcement or watch the television. Normally the announcements begin at

6:00 a.m. If the school opening is delayed by one hour, the early childhood classes will open one hour later than usual. If the school opening is delayed by 2 hours, the early childhood classes will start at 10:00 a.m.. Children in the extended day program may report to their classroom at 10:00 a.m. and the afternoon class will take place at its regularly scheduled time.

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 teacher in writing of any changes.

GIFTS

During the course of the school year, parents sometimes want to show their appreciation for the work the teaching team has done with their child. We strongly 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 Barbara Murphy Early Childhood Professional Development Fund, via the early childhood secretary, 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.
- * A donation to the Brookline Education Foundation, the Brookline Community Foundation or to the Fund for Young Children in honor of your child's teacher. (Acknowledgment will be sent to the teacher.)

POLICY REGARDING STAFF PROVIDING DAYCARE

In order to maintain the integrity of the program and the professional status of the teachers and the support staff, we request that parents not seek to employ their child's classroom staff for childcare outside of the school day.

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, please keep your child home under any of the following conditions:

- * signs of a fresh 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 your 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 24 hours after vomiting or diarrhea ceases. 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.

GUIDELINES FOR DEALING WITH SPECIFIC SYMPTOMS AND DISEASES

Diarrhea: Keep at home until stool returns to normal. This is a sign of intestinal infection and it is contagious.

Sore Throat: A child with a continuous sore throat should be checked for strep infection. Symptoms of strep throat are red, sore throat, fever, severe headache, and/or rashes. Strep infection can be present without evidence of 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 include yellow nasal discharge, runny eyes, fever and persistent cough.

Conjunctivitis: Very contagious eye irritation. 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 and exhibits 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. This usually occurs 24 hours after vomiting ceases.

Chicken Pox: This is very contagious and appears as small, round yellowish blisters on front and back of torso. Child should 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.

Impetigo: This is a highly contagious skin infection characterized by 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.

Pediculosis (Head Lice): Lice are small insects about the size of a sesame seed, which are highly communicable among children. As they move quickly and shy away from light, diagnosis is most often made on the basis of finding nits (eggs). Nits are tiny yellowish-white oval specks attached to hair shafts, which do not blow away. Children seen scratching their head frequently will be examined in school.

If signs of infestation are found:

1. The parent will be called to take the child home for treatment by shampoo (prescribed by physician or pharmacist) and a nit comb.
2. Other family members should be examined.
3. When treatments are complete, the child must be checked for any remaining nits.
4. The child should be re-treated in 7-10 days, if there is evidence of new nits or newly hatched lice.
5. The teachers will continue to check periodically and will contact parents if any further infestations are found.

PLAN FOR INFECTION CONTROL

Signs for hand washing procedures are posted in or near each bathroom and classroom sink. Antibacterial soap is located in dispensers in each bathroom and classroom. In addition, all children are continually reminded by staff to wash hands after toileting and before snack time. Disposable paper towels are used to dry hands. Bleach and water solution is used to disinfect countertops, tabletops and sink areas. Tables and surfaces are disinfected daily. Priority attention is given to keeping toys, play areas, food and sink areas clean and sanitized.

EMERGENCY MESSAGES

If your child becomes sick or if there is an emergency at school, the teacher will call you. This is an important reason to make sure that the teacher always has your current home and work telephone numbers. If you cannot be reached, one of your "emergency people" will be expected to pick up your child and provide care until you return home. 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.

MEDICINE

Ordinarily, medicine will not be administered by staff. The only exceptions to this policy will be in rare individual cases where a physician's prescription indicates that the medicine is necessary during school hours and the parents have signed a consent form in advance with a doctor's written instructions on administration of such medication. We also need a doctor's note on file to administer inhalers or epi pens. No aspirin or other non-prescriptive medicines will be administered by staff.

SUNSCREEN

Sunscreen should be applied at home, if possible, 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 / sunblock with your child's name and give it to the teacher so he/she can store it in a secure location.

TUITION PAYMENT AND WITHDRAWAL POLICIES

1. When families are accepted to BEEP they are asked to put down a deposit to secure 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 the particular program. (For those families receiving scholarship assistance the amount is deducted from the tuition total.) **Tuition contracts offer three options for payment. Schedules for the 2009-2010 school year will be:**

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 out to the **Town of Brookline** and mail them to the secretary:

Brookline Early Education Program

Brookline High School

115 Greenough St. #105

Brookline, MA 02445

**** The tax exempt # for child care is 046 00 1102**

4. If a family falls behind with payments (without prior approval 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 MOVING OR WITHDRAWING YOUR CHILD FROM THE PROGRAM, PLEASE NOTIFY THE PROGRAM SUPERVISOR 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 good-bye 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:

To facilitate communication among families, the teachers, and administration, as well as encouraging friendships and networking among families.

Supporting Young Children in Brookline:

To provide support for the activities and needs of BEEP and early childhood programs in Brookline

Advocating for Early Education:

To advocate to the Town and Commonwealth on behalf of Brookline's young children and their families

Bringing People Together

Come to monthly PTO meetings, parent evening events, 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 check out beeppto.org.

Supporting Young Children in Brookline

The PTO provides financial support for BEEP classrooms for curriculum enrichment and activities through voluntary donations by families, local businesses, and community organizations. Classroom account appeals, event fundraisers, and 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; so all donations are gratefully received and are tax-deductible as allowed by the IRS.

Advocating for Early Education

The PTO serves as a voice for preschool 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 of the BEEP PTO:

Online: www.brooklinebeep.org

Email: beeppto@yahoo.com

FACILITIES, SERVICES AND RESOURCES FOR FAMILIES

Brookline Public Schools Early Education Programs (BEEP):

Main Office Brookline High School 115 Greenough St. Rm.105 617-713-5471

Summer Programs

*Launch Summer Program at the Lynch Center, 599 Brookline Avenue –
Pat Vonnegut, Director 617 739-7516

*Launch Summer Program at the Driscoll School, 64 Westbourne Terr. –
Vicki Milstein, Director 617-713-5472

*Launch Summer Program at Devotion School, 345 Harvard St. –
Min-Jen Taylor, Supervisor 617-713-5471

Enrollment is limited to children who attend BEEP. Notices and registration forms will be sent to all BEEP families in March/April.

Brookline Early Intervention Programs

Early Intervention programs provide services to children, birth - 3 years, who have a developmental delay or may be at risk for delays. Services include assessments, home visiting, 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.

Dimock Early Intervention
Main # 617 442- 1870
Referrals 617 442-8800, x1375

Boston Early Intervention for
Children and Families
617 254-1140

Once a child with special needs turns three years of age, they are eligible for services through the Brookline Public Schools. For information call the Brookline Early Childhood Psychologist, Dr. Regina Watts at 617 713-5473.

**Early Literacy Program: Parent Child Home Program, Soule Recreation Center,
652 Hammond Street, Brookline, MA 02467 617 738-7100**

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.

WarmLines Parent Resources

New moms groups, playgroups, childcare, day camps, referrals
218 Walnut Street
Newtonville, MA 02460
617 244-INFO (4636)

FACILITIES, SERVICES AND RESOURCES FOR FAMILIES

Child Care Resource and Referral

Oversees tuition subsidies for working families in Brookline
Child Care Resource Center
130 Bishop Allen Drive
Cambridge, MA 02139
617 547-1063

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
Brookline High School
Room 100, 115 Greenough Street, Brookline
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

Coolidge Corner Branch
31 Pleasant Street
617 730-2380

Putterham Branch
959 West Roxbury Parkway
617 730-2385

TOWN OF BROOKLINE RESOURCES AND SERVICES

All departments

617 730-2000

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
Early Childhood Office	617 713-5471
Lynch Center Office	617 739-7516

**NON-DISCRIMINATION POLICY
EARLY CHILDHOOD PROGRAM OF THE BROOKLINE
PUBLIC SCHOOLS**

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

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