

**BROOKLYN ELEMENTARY EARLY CHILDHOOD
PROGRAM HANDBOOK**

Brooklyn BOE at Brooklyn Elementary School



2022-2023



National Association for the
Education of Young Children

BROOKLYN ELEMENTARY SCHOOL

119 Gorman Road

Brooklyn, CT 06234

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The material covered within this parent/student handbook is intended as a method of communicating to the students and parents regarding general district information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement.

Any information contained in this Handbook is subject to unilateral revision or elimination from time to time. Every effort will be made to inform families of any changes to policies or procedures outlined in the Brooklyn Elementary Early Childhood Program Handbook.

WELCOME

Dear Parents/Guardians,

Brooklyn teachers and staff welcome you to the Brooklyn Elementary Early Childhood Program. We are eager to embark on an exciting new experience with your child. Our teachers will provide a safe, nurturing, creative and developmentally appropriate learning experience for all children in the early childhood program. We look forward to engaging with you in a partnership to ensure that your child learns the skills necessary to interact positively with others, to express themselves effectively, to develop a respect for all living things, and to attain a love for learning.

For admission to our preschool program, children must be residents of the town of Brooklyn and turn either 3 or 4 years-old on or before December 31 of the current school year. Admission is based on the number of slots available. Children who are age-eligible for kindergarten, children who turn 5-years-old on or before December 31 of the school year, will be admitted to our kindergarten program. All kindergarten age eligible students will be admitted.

Brooklyn Elementary Early Childhood Program is NAEYC (the National Association of the Education of Young Children) accredited and adheres to federal and state requirements as designated under (IDEA) Individuals with Disabilities Education Improvement Act 2004), which, in part, requires that children with special needs (1) receive a free and appropriate public education (FAPE) by a child's third birthday and (2) are educated in the least restrictive environment (LRE); programming that maintains at least an equal ratio of children with and without special needs.

This handbook was developed to provide all families with essential and helpful information about the operation, the philosophy and the makeup of our school.

Here's to a wonderful educational experience for all!

Sincerely,

Paula Graef & Mark Weaver
Principal Assistant Principal

Early Childhood Education Team:

Carrie Bauch, Kindergarten Teacher
Beth Frink, PreK Teacher/Special Educator
Alyssa Hill, Kindergarten Teacher
Allison Knutson, PreK Teacher/Special Educator
Michelle Nye, PreK Teacher/Special Educator
Sara Phelps, Kindergarten Teacher
Kim Wood, Kindergarten Teacher

Related Service Providers:

Barbara Saladin, Occupational Therapist
Ann Marie Ferron, Physical Therapist
Rachel Cardaci, Speech and Language Pathologist
Jillian Galipeau, Speech and Language Pathologist
Mrs. Jillian Weitknecht, Social Worker
Mrs. Amy Gebo, School Nurse

Administration:

Mrs. Patricia Buell, Superintendent
Mrs. Paula Graef, Brooklyn Elementary School Principal
Mr. Mark Weaver, Brooklyn Elementary School Assistant Principal
Mrs. Barbara-Jean Toth, Director of Pupil Services
Mrs. Lisa Donovan, Pupil Services Secretary
Mrs. Jill Hardacker, BES School Secretary

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Program Overview

The Brooklyn Elementary Early Childhood Program is a NAEYC (National Association of the Education of Young Children) accredited program that is open and available to all students who will reach age three, four or five on or before December 31, of the current school year. The town of Brooklyn welcomes children from diverse racial, ethnic and economic backgrounds to its early childhood program. The program utilizes a developmentally appropriate approach to learning for young children.

The environment is designed with learning centers for independent activities that allow for the development of self-esteem and promotes a positive attitude towards learning. It is a theme-based, hands-on curriculum that is sensitive to children's interests that promote social interaction and language development through a natural developmental progression including play.

Students attending the program are fully integrated into Brooklyn Elementary School. As deemed appropriate, they may receive special education services such as speech, occasional therapy and physical therapy. Additionally, students may attend unified arts classes and will be able to participate in the meal program.

Brooklyn Elementary Early Childhood Program receives funding through the Office of Early Childhood School Readiness Grant. This grant provides funding to offset the cost of staffing and

materials to successfully run the program. In order to be in compliance with the grant, we are required to collect income verification on all families.

NAEYC Accredited

The Brooklyn Elementary Early Childhood Program is an NAEYC program.

All NAEYC accredited programs must:

- Promote positive relationships for all children and adults to encourage each child's sense of individual worth.
- Implement a curriculum that fosters all areas of a child's development: cognitive, emotional, language, physical, and social.
- Use developmentally culturally, and linguistically appropriate and effective teaching approaches.
- Provide ongoing assessments of a child's learning and development and communicate the child's progress to the family.
- Promote the nutrition and health of children and protect children and staff from illness and injury.
- Employ and support a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse interests and needs.
- Establish and maintain collaborative relationships with each child's family.
- Provide a safe and healthy physical environment.
- Implement strong personnel, fiscal and program management policies so that all children, families, and staff have quality experiences.

Program Philosophy

We believe in providing a loving, nurturing, and natural play environment for all children that supports each child in developing his or her cognitive, creative, and social abilities. This is achieved through teacher interaction, guidance of age-appropriate play, exploration and discovery, carefully chosen materials, and ongoing observation and assessment of skills to inform instruction. Our program supports learning in all developmental domains in an environment that is appropriate to the developmental needs of all children. This includes support and services to children and families to ensure that all children reach their potential for success in the school community.

Mission Statement

Brooklyn Elementary Early Childhood Program will foster a love for learning within each student. The faculty and staff will support each child to help them acquire the skills that will allow them to reach their greatest potential. To achieve this mission, the program will continually improve its educational programs and services to meet the needs of all students and to meet this community's expectations for a quality education for all.

Non-Discrimination and Equal Access

Brooklyn Public Schools is committed to a policy of equal access and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Any student (or parent of a student on behalf of the student) or staff member who believes that he or she has been the victim of sexual discrimination by an employee, individual under contract, volunteer or student of the Board of Education is encouraged to promptly report such a complaint to: Title IX and Section 504/ADA Coordinator, the Superintendent of Schools at (860) 774-9732.

Patricia Buell
Superintendent of Schools
119 Gorman Rd.
Brooklyn, CT 06234
860-774-9153 ext. 201
buell@brooklynschools.org

Income Verification and Fee

The Brooklyn Elementary Early Childhood Program is partially funded by the State of Connecticut's Office of Early Childhood School Readiness Grant. A state-funded initiative administered by the Office of Early Childhood (OEC) that develops a network of school readiness programs to:

- Provide open access for children to quality programs that promote the health and safety of children and prepare them for formal schooling;
- Provide opportunities for parents to choose among affordable and accredited programs;
- Encourage coordination and cooperation among programs and prevent the duplication of services;
- Recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
- Prevent or minimize the potential for developmental delays in children prior to their reaching the age of five;
- Enhance federally funded school readiness programs;
- Strengthen the family through: (A) Encouragement of parental involvement in a child's development and education; and (B) enhancement of a family's capacity to meet the special needs of the children, including children with disabilities;
- Reduce educational costs by decreasing the need for special education services for school age children and to avoid grade repetition;
- Assure that children with disabilities are integrated into programs available to children who are not disabled;

- and, Improve the availability and quality of school readiness programs and the coordination with the services of child care providers.

Due to the funding received through this grant, Brooklyn Public School collects no fees from any family that lives in the town of Brooklyn for the preschool program. However, we do need income verification provided by parents upon enrollment. In order to meet the state guidelines and remain compliant with the program expectations, families will be asked to complete an income verification form and return that with income verification (W-2's or tax returns from the previous year or one month's worth of paystubs for each working parent in the primary household) to Mrs. McCallum in the BES office. Income verification is conducted upon registration and annually thereafter.

Program and Teacher Quality

We at Brooklyn Elementary Early Childhood Program are constantly assessing the quality of our program and always look for feedback from parents, community members, teaching professionals, and all stakeholders on suggestions for improvement. Brooklyn Elementary Early Childhood Program receives regular evaluation by NAEYC (the National Association for the Education of Young Children). Programs approved by NAEYC adhere to strict standards of excellence.

A survey is given each spring to Brooklyn Elementary Early Childhood Program parents. The primary goal of the parent surveys is to collect and understand parent opinions, perspectives, attitudes, and perceptions towards the school, their children, and education in general in order to improve the learning environment. The survey provides reflective feedback that helps the staff assess its effectiveness, develop professional goals, and make programmatic improvements. When an area of concern is noted, an action plan to address the concern is created.

Our program is proud to employ teachers and paraprofessionals who create safe and welcoming classroom environments and place the well being of their students above all else. We are proud to employ teachers and paraprofessionals who are highly qualified.

Our teachers are all certified by the State of Connecticut Department of Education and have or are working toward master's degrees. Each year, certified teachers participate in five full days of professional development. Through this professional development experience teachers advance their knowledge of early childhood education and improve their practice. Through the Brooklyn Professional Development and Evaluation Plan, a teacher is required to set professional goals towards increasing their knowledge and expertise each year.

Our paraprofessionals are required to have additional coursework or are taking coursework in early childhood education. One paraprofessional works in each early childhood classroom to provide additional support for students' academic, social and personal needs. The classroom teacher will train the paraprofessional in classroom routines and academic support.

Teachers, paraprofessionals, and the preschool administrator are required to participate in professional development throughout each school year to keep apprised of the latest research in child development and early childhood education. Each staff member maintains a written professional development plan, based on their own needs as well as participates in annual training in the areas of early literacy, numeracy, social emotional development, and developmentally appropriate practices that create high quality programming. Staff meet weekly to collaborate to develop meaningful lesson plans to address culturally and linguistically diverse learning experiences for students and explore professional development opportunities to engage in. Staff members develop a professional development plan that is written and reviewed multiple times annually. They use information gathered during parent surveys to ensure that the needs of the families are being addressed. Staff members also engage in specific training to address the unique needs of the students who are in their programs. This may relate to disabilities and instructional strategies or ways to support families.

Evaluation and Effectiveness of the Program

Brooklyn Elementary Early Childhood Program uses the Connecticut Early Learning and Development Standards (CT ELDS) and the Connecticut State Standards to guide its lesson planning and programming in developing meaningful learning experiences and assessing student progress. Learning experiences are designed to engage children through developmentally appropriate practice. Each child's progress is monitored and assessed to ensure that their current needs are met as they develop the foundational skills for success. Learning experiences and standards - at the state and national level - are shared with families in our effort to meet the diverse needs of students and families.

The staff members continually engage in reflective practices to ensure they are addressing the standards, the needs of the students in the class and preparing students to be ready for their elementary experience. Lesson plans and teaching are evaluated by administrators of the Brooklyn Public Schools as well as the School Readiness Liaisons.

Collaboration

The Brooklyn Elementary Early Childhood Program collaborates with many community agencies including: the Brooklyn Public Library, Town of Brooklyn, Regional School Readiness Council, Mortlake Fire Department, Birth to 3, Brooklyn PTO, Lions Club, EASTCONN, and the Generations Family Health Center. These collaborative partnerships are formed to support programs within the school, and within the Brooklyn community. For a complete list of local resources please refer to Appendix A.

General Information

Residency Policy

Brooklyn residents may attend the Brooklyn Elementary Early Childhood Program. Families

wishing to enroll their children must show evidence of residence in Brooklyn and income verification prior to actual attendance of their children in the Brooklyn Elementary Early Childhood. Families residing outside of the Town of Brooklyn who have plans to move into the school district may begin the process of enrollment prior to their move to Brooklyn but they must present evidence of residence on or before the attendance of their children at Brooklyn Elementary Early Childhood.

School Hours

Preschool hours are as follows

- **Morning Session:** 8:45 AM - 11:30 AM (Students may begin entering the building at 8:30 AM.)
- **Afternoon Session:** 12:30 PM - 3:15 PM (Students may begin entering the building at 12:30 PM.)

Kindergarten hours are as follows

- 8:45-3:15 (Students may begin entering the building at 8:30 AM.)

BES Office hours: 8:15 AM - 4:15 PM (Students may enter the building at 8:30 AM.)

Planned Early Dismissal Schedule

- Morning preschool: Regular Schedule
- Afternoon preschool: canceled
- Kindergarten: 8:45 AM -12:45 PM

2 Hour Delay Schedule

- Morning preschool: canceled
- Afternoon preschool: Regular Schedule
- Kindergarten: 10:45 AM- 3:15 PM

Arrival and Dismissal Procedures

All students will be offered bus transportation to and from school. If you will be picking up and/or dropping off your child at school, the following procedures are put in place to ensure the safety of all.

Morning (8:30-8:45) and Afternoon (3:15-3:30)

Parent vehicles will enter at the middle school entrance and proceed around the back of the middle and elementary schools. Vehicles will stop behind the Pre-K wing and families will wait in their cars until children are brought inside or taken outside.

Midday(11:30) and (12:30) Pick up and Drop off

Parent vehicles will enter Louis Barry Drive and proceed around the back of the elementary school. Parents should enter the second entrance of the parking lot and drive around back to Louise Barry Drive. They are asked to walk their children to the school entrance or pick them up at the entrance.

All parent/caregiver identification will be checked by a designated Brooklyn Elementary School staff member. This consistency is important to maintain the safety and security of all students. Parents are required to send a note or email to the main office if their child will be picked up by someone other than a parent. The note should include the date, the person's name, the child's name, and a parent signature. All adults picking up children are required to show photo identification.

**Separation issues are a normal part of early childhood development. It can be difficult for young children to say goodbye, even for a short time. We request that once your child is with his/her teacher, you give your child a hug and kiss and say a confident good-bye. We are always willing to address separation concerns and strategies with you and keep you updated on your child's integration into the classroom. If separation anxiety issues persist beyond a reasonable timeframe, members of our team would be happy to discuss additional strategies. However, In our experience, drawing out goodbyes by having parents enter the building and/or classroom does not help children to separate and often extends the duration of their immediate and long-term distress.*

Attendance

Absences

Once committed to attending the Brooklyn Elementary Early Childhood Program, consistent attendance creates the best outcome for your child. Excused absences are defined as ones that are due to:

- Illness or injury to the student
- Illness or death in the family
- Religious observances
- Emergency situations

The principal must be notified of an extended absence in advance.

Parents may report their child's absence to the school in one of three ways:

- Call the school nurse, Ms. Gebo, directly at (860) 774-4618
- Email Mrs. Gebo at agebo@brooklynschools.org
- Send a note upon the child's return to school after absence

If an absence is not reported as outlined above absences will be considered unexcused

The nurse's office will contact parents or emergency contacts if their child is not in school and parents have not notified the nurse's office for the day.

Tardiness

Students who arrive after 8:45 AM or 12:45 PM for the afternoon session are considered tardy. When tardy students should report to the BES main office before he/she goes to the classroom.

Cancellation/Delayed Opening/Early Dismissal

In the event that Brooklyn Public Schools need to delay opening or close early, the preschool program is impacted in the following way:

Delayed Start: No AM Preschool

Early Dismissal: No PM Preschool

The kindergarten classes will follow the Brooklyn Public Schools modified schedule.

Announcements of cancellations/delays / closures will be made the following ways:

Through School Messenger

Facebook: Brooklyn Public Schools, CT

WINY Radio

NBC Connecticut

WFSB Eyewitness News 3

WCTY will post based on WFSB listing

Fox 61

Brooklyn Public Schools Website

Daily Schedule

Preschool: The following is an example of a typical day

- Arrival & Unpack
- Breakfast (AM session) / Lunch (PM session)
- Circle time
- Learning centers at the table / free play in centers
- Clean up / Bathroom
- Specials (Music, Physical Education, Library/Technology, Art, STEAM)
- Recess
- Pack-up and Dismissal

Kindergarten: The following is an example of a typical day

- Arrival & Unpack
- Breakfast
- Morning Meeting
- English Language Arts
- Specials (Music, Physical Education, Library/Technology, Art, STEAM)
- Mathematics
- Lunch
- Writing
- Recess
- Free Choice/ Center Time
- Pack-up and Dismissal

Clothing

Our day is very active, creative, and often messy. Plan to dress your child in comfortable, washable clothing. Additionally, daily outdoor play is an important part of our program. Please send appropriate seasonal clothing (boots, hats, mittens, etc...) for your child's comfort.

Each child should also have a complete change of clothing (labeled) to be kept in school at all times, just in case of accidental spills and soiling. Please help foster your child's independence in the bathroom by dressing them in clothing that is easy to manage. Onesies, overalls, and belts are often too difficult for children at this age to get off quickly.

ALL clothing, backpacks, lunch boxes, and other belongings of your child should be labeled, including coats, hats, and mittens as they are easily lost.

Backpacks

Your child will be bringing home school work, as well as information pertaining to school, on a daily basis. A mid-sized backpack that is comfortable to wear will be helpful. At the beginning of the year your child will be given a bus tag that should be attached to the outside of your child's backpack (on the outside zipper usually works best).

No Idling Policy

Per CT DEEP regulation 22a-174-18 Brooklyn follows a no idling policy. Car exhaust releases pollutants that are harmful to health (especially to children) and the environment. Pollution from idling vehicles can also enter a facility, thus affecting the indoor air quality inside the school. Please turn your vehicle off when waiting for long periods in our parking lot, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures. This will help reduce exposure of our children to exhaust fumes that can enter our building and outdoor play spaces. Please note that this policy extends to our school buses as well. For more information please visit the [Connecticut Department of Energy and Environment Protection](http://www.ct.gov/deep) website. Thank you for your commitment to reducing vehicle emissions around our children.

Transportation

Bus routes will be posted on the district website and the front of the school building mid to late August. If you have any questions regarding transportation, you may call the bus company directly (Eastconn Transportation, 860-412-0477). Any request for a change in transportation on a long-term basis must be submitted in writing to the school by a parent or guardian on a Bus Request Form. The Bus Request Form can be found on the school website. Children will be assigned one drop off and one pick up address.

Before and Afterschool Care

The Brooklyn Recreation Department offers a before and after-school program for all children in kindergarten and up. Through cooperation with the Brooklyn Board of Education, space in the elementary school is available for the program.

The program runs each day at 7:30 AM until the start of the school day and after school until 5:30 PM every day that school is in session. Children participate in a variety of recreational activities. For more information about Brooklyn Recreation, please call 860-779-3411.

Supervision

The staff/child ratio is 1 staff for every 10 children (age of three and four years old). Staff shall position themselves to see as many children as possible.

Preschool

- Preschool age group expectations (class size: 15-20)
- Student/staff ratios will be no more than 10:1. Staff will include a teacher or substitute teacher and one paraprofessional.
- At all times, at least one member of the staff supervising children will be certified in pediatric first aid.
- Preschool children must be supervised primarily by sight. Supervision by sound is permissible momentarily, as long as teachers check frequently on children who are out of sight (e.g., those who can use the toilet independently).
Pre-kindergarten students are only allowed to bring announcements to the office if accompanied by an adult.
- When outdoors, staff must have a plan for supervision that is approved by the administration. All children should be in sight at all times. If a staff member needs to accompany a child to the bathroom or to the nurse, the staff should have a plan to cover supervision. A walkie-talkie and first aid supplies (gloves, materials to stop bleeding and clean wounds) must accompany every group that is outdoors or on a field trip. Staff members should employ active supervision strategies when supervising students outdoors and should not be congregated but rather spread throughout the playground space.
- No more than three classes should be outdoors at one time. Note: The ratios are considered to be in compliance if an adult leaves the group for no more than 5 minutes. If the adult is replaced with another person, this may extend for no more than 20 minutes.

Child Count:

- Attendance upon arrival
- Child count when making transitions from one activity to another in the classroom.
- Children count when lining up to leave the classroom to go outdoors, to specials, etc... or to reenter the classroom from outdoors or returning from specials.

- Attendance and count at lockdowns, fire drills (bathrooms checked), etc...

Bathroom Procedure:

- Bathrooms are within classrooms – they are checked if a student is in the bathroom more than momentarily (children let an adult know when they are going into the bathroom).

Kindergarten

- Kindergarten age group expectations (class size: 15-20):
- Student/staff ratios will be no more than 12:1. Staff will include a teacher or substitute teacher and one paraprofessional.
- At all times, at least one member of the staff supervising children will be certified in pediatric first aid.
- Kindergarten children will be supervised primarily by sight. Teaching staff will allow kindergarten children who are doing tasks in a safe environment to be out of an adult's sight and sound supervision for short periods of time (i.e., taking attendance to the office, using the bathroom, etc...) but will check on those not returning promptly (within 10 minutes).
- When outdoors, staff must have a plan for supervision that is approved by the principal. All children should be in sight at all times. If a staff member needs to accompany a child to the bathroom or to the nurse, the staff should have a plan to cover supervision. A walkie-talkie and first aid supplies (gloves, materials to stop bleeding and clean wounds) must accompany every group that is outdoors or on a field trip. Staff members should employ active supervision strategies when supervising students outdoors and should not be congregated but rather spread throughout the playground space.

Note: The ratios are considered to be in compliance if an adult leaves the group for no more than 5 minutes. If the adult is replaced with another person, this may extend for no more than 20 minutes.

Child Count:

- Attendance upon arrival
- Children use check-off sheets when transitioning from one activity to another in the classroom for accountability.
- Child count when lining up to leave the classroom to go outdoors, dismissal, specials, etc..., or to reenter the classroom from specials, outdoors.
- Attendance and count at lockdowns, fire drills (bathrooms checked), etc...

Bathroom Procedure:

- Children should use the bathroom in the classroom and inform an adult of their need to use the lavatory

Field Trips: Staff/child ratios are maintained while outside of the building. All children must have signed permission slips prior to leaving the building. Staff must bring each child's emergency contact information and the first aid kit on the field trip.

Support staff, paraprofessionals, parents and volunteers work under the direct supervision of the classroom teacher and/or case manager. These individuals will be supervised and with regular teaching staff.

Directory Information

Directory information means those items of personally identifiable information contained in a student's education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the public through appropriate procedures:

- Student's name
- Student's address
- Student's telephone listing
- Student's electronic address
- Student's photograph
- Date and place of birth
- Participation in officially recognized sports and activities
- Dates of attendance
- Grade level
- Degrees, honors or awards received
- Most recent previous school or programs attended

Exclusion of Directory Information

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent within 15 days of annual public notice. Directory information shall be released only with administrative direction. Directory information considered by the district to be detrimental will not be released. Information will not be given over the telephone except in health and safety emergencies.

Safety and Security

In the event of an emergency, the school will retain responsibility of all children on premises until they are released to a family member, guardian, or other designated person, or until they have been transported to an official evacuation center, in which case selected staff will remain with the children until they have reunited with their families. Children will be released only to families, guardians, or other persons designated persons by the family. The School Security and Safety Committee revises and updates all emergency response plans annually and/or as needed.

Evacuation

- Evacuation plans are posted at every exit
- Teachers and/or paraprofessionals lead children out of the building following the evacuation map.

- Teachers or paraprofessionals take attendance and alert designated staff of any children or adults that are unaccounted for.

Fire Drill Procedure

- Fire Drills are regularly scheduled throughout the year to ensure the safety and protection of all students in the event of an actual fire.
- Students will follow displayed escape routes under staff direction to evacuate the building as quickly and safely as possible.
- Students should exit the building walking in a single file line and remain silent. An administrator will inform staff and students when the building is cleared for re-entry.

Lockdown Procedure - Lockdown drills are also practiced in conjunction with the rest of Brooklyn Elementary School. During these drills the teachers will direct children to an area of the room away from windows and doors. It will be explained to the children in a calm, reassuring manner that, “We are practicing in case there was ever something unsafe outside of our classroom.”

- No one will be allowed to enter the building for the duration of the Lockdown
- All classroom doors will be locked from the inside and the teachers will work with the children to remain quiet until the completion of the drill.
- Our teachers have a number of strategies to make this a non-threatening learning experience.

Building Security

The safety and security of the children and staff at the center is a priority. Building safety is reviewed regularly through the district Building Safety Committee meetings. As a result, the following security system procedure is in place:

- All outside doors are closed and locked throughout the school day.
- Any visitors must enter the building directly through the front office by ringing the doorbell and providing photo identification.
- Once admitted, visitors will sign-in at the office and exchange their license/ID for a badge before going to a specified classroom.

Dismissal During School Hours

If your child needs to be picked up earlier than the normal dismissal time, please send a note or email to Cindy McCallum in the elementary office at mccallum@brooklynschools.org. All parents are to go to the BES Main Office and sign out their child. Students may not be dismissed directly from the classroom. No child will be dismissed to any person other than those listed on the emergency information card, unless we receive a note giving specific written permission. For reasons of safety, persons who are picking up students from school must be at least 18 years of age and will be required to show picture identification.

Meal Program

The Brooklyn Elementary Early Childhood Program participates in the federally funded National School Lunch Program. A nutritious breakfast and lunch are made on the premises and are available for a fee. All meals are nutritionally balanced in accordance with national standards. Free/reduced meal application forms will be distributed to all students during the first week of school. This application must be completed every year; it is only good for one school year. Completed applications must be returned by October 1, 2021.

Menus are provided and sent home every month. Daily breakfast and lunch are offered to all students. Students may also purchase milk (1/2 pint) to drink with their breakfast or lunch brought from home. We have an automated cafeteria accounting program. With this system, parents may prepay as far in advance as they wish. If your child has left over money at the end of the school year, the money will stay in his/her account for the following school year. Students can access their account by entering their pin number. This number is issued to each student and will be theirs as long as they are in our system.

Breakfast is served everyday for \$1.50 (.30 if you qualify for reduced-price meals).

Lunch is \$3.00 (.40 if you qualify for reduced-price meals).

Milk can be purchased separately without a meal for .60

Meals/Snacks from Home

All foods and beverages should be labeled with your child's name and date. Refrigeration is not available, so please pack your child's snack/lunch accordingly. Lunches and snacks may not be shared among the children. If your child forgets his/her lunch, Brooklyn Elementary Early Childhood Program will provide one.

In addition, per NAEYC policy, and to prevent known choking hazards, please do NOT send the following items to school: hot dogs, whole grapes, nuts, popcorn, raw peas, hard pretzels, spoonfuls of nut butter, chunks of whole raw carrots, or meat cuts that are larger than what can be swallowed whole. Due to severe allergies we request that all families refrain from sending any peanut or tree nut related foods to school for a snack.

Breakfast or lunch sent from home should be of a healthy nature. Please limit sugary items.

Breakfast guidelines for meals:

$\frac{3}{4}$ cup milk

$\frac{1}{2}$ cup fruits or vegetables

a serving of grains, or cereal

Lunch guidelines for meals:

$\frac{3}{4}$ cup milk
 $\frac{1}{2}$ cup fruit or vegetable
a serving of grains, cereal, pasta
1-1/2 ounces of protein (peanut butter, cheese, eggs, yogurt, meat, beans)

Nutrition Survey

As part of our early childhood grant program, we are required to have nutrition questionnaires completed on our preschool students. The survey will provide us with nutrition information which will help inform state and local program guidelines pertaining to health, wellness, & nutrition. Nutritional education is taught during the snack and lunch periods. Evening nutritional training will be offered when possible. The purpose is to increase parental awareness of healthy food choices for preschool aged children.

Special Dietary Needs

Brooklyn protects children with food allergies from contact with the problem food. For each child with special health care needs including feeding tubes, food allergies, or special nutrition needs, we ask that the child's health care provider gives the program an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. We will make this information readily available in a confidential manner in the food preparation area and in the classroom the child uses as a reminder to all those who interact with the child during the program day with parental consent. Included with the individualized care plan the Brooklyn staff will provide families daily documentation of the type and quantity of food the child consumes.

Celebrations

We welcome you and your family to share your traditions and celebrations with us. The teachers at Brooklyn Elementary Early Childhood Program try to incorporate special holidays, traditions, and celebrations that our families practice into our curriculum.

Curriculum

Brooklyn Elementary Early Childhood Program follows the Early Learning and Development Standards (CT-ELDS) established by the Connecticut Office of Early Childhood and the Connecticut Core Standards. Weekly themes are integrated into different curricular activities throughout the school day. We support play-based and language rich classrooms. "Play is a child's work" (Jean Piaget). The children are encouraged to use their language to engage their peers and initiate, enter, and sustain play.

Lessons are also designed for social-emotional development and to promote success in the early learning classroom, school readiness and social life success. By directly teaching children the

skills that strengthen their ability to learn, have empathy, manage emotions, make friends and solve problems, students are more successful.

To view detailed information about Connecticut's Early Learning and Development Standards please visit the state of Connecticut's [Office of Early Childhood website](#) which provides this information. Additionally, information regarding the Connecticut State Standards can be found on the [Department of Education's website](#).

Language and Literacy

The goal of the language and literacy portion of our curriculum is to encourage the use of language. This is accomplished through interacting with others, enjoying books, songs, writing, expressing ideas and feelings in a developmentally appropriate manner.

Our literacy curriculum is embedded in our daily interactions with the children throughout the day. Some of the literacy skills we work on include: enhancing expressive vocabulary, story comprehension, rhyming, letter identification, letter sound correspondence, and beginning writing skills. Children have the opportunity to write throughout the school day. Writing tools are provided for open choice as well as the opportunity to participate in teacher directed writing activities.

Literacy activities include: read aloud; reading comprehension; character, setting, plot and sequence identification; story extensions through art, dramatic play both in and outdoors, music and creative expression; seasonal and themed reading; and many more literacy activities in class. Book bags are sent home with children to encourage families to read together.

Early Numeracy

The focus of the math curriculum is to develop problem solving skills, mathematical concepts, and practical mathematical applications consistent with the child's ability and age. Hands-on activities help our child learn math concepts in a concrete manner. Some of the math skills we work on throughout the year include counting by rote and with one-to-one correspondence, making sets, numeral/set matching, sorting and resorting, patterning, graphing, measurement, calendar exercises to explain time, and sequencing.

Unified Arts

Classroom teachers will collaborate with our U.A. staff in order to incorporate elements of Art, Music, Physical Education and S.T.E.A.M. into their daily schedule and learning activities.

Classroom Centers

Within the classroom, children, for the most part, may choose where to go to learn through discovery and hands-on play.

Art Area

Art materials that are freely accessible to children allow them to make choices, interact with a variety of materials, and learn to be creative. The process of working with the materials is often

more important than what is actually made as children learn and explore. Choices are made as children select paper, particular colors of paint, and experiment with the way they are applied. Children develop a vocabulary of describing words such as: soft, hard, squishy, smooth, rough, striped, and checkered.

Block Area

When children build with blocks, they develop control of small muscles in the fingers and hands as blocks are added to a structure. Perceptions of size, weight, and shape are developing and language skills are growing as children discuss what they are building. Cooperation and planning among children develops as they work together toward a common goal.

Book Corner

As children explore books with an adult, or on their own, they begin to notice that print goes from left to right and top to bottom, that pictures can tell a story, and that the story stays the same as it is read over and over. Listening, paying attention, sequencing, and thinking skills are engaged as children enjoy a story. Children become acquainted with new vocabulary words and styles of formal written English as they listen along to stories read aloud.

Housekeeping Area

The housekeeping area allows children the opportunity to use their imaginations and try various roles from the adult world. Through play, children try to make sense of the events happening around them and deal with the emotions surrounding them. Social skills grow as children choose definite roles in the “play” of the day whether it is playing House, School, Doctor, or Restaurant.

Puzzles, Games, and Table Top Toys

Controlled movements of the fingers and hands enable children to master the muscles necessary for writing. As children work with color and patterns, they develop visual discrimination and memory. When children pretend about things that they have built, they are taking their first steps in the use of symbols, which are important as they begin to read and write.

Science and Math Interest Centers

Children can interact with materials on their own or in groups as they explore these interest centers. Counting shells, sorting leaves by size or shape, and classifying rocks by type are examples of activities young children can do in these centers. Adults provide names of items and ask questions such as, “How are these alike?” “Different?” “Is this bigger?” “Smaller?” Children’s interests bloom and grow as they think about everyday items in new ways.

Assessment

Observation and assessment of children is an integral part of the program at Brooklyn Elementary Early Childhood Program. Assessment serves several important purposes, including: monitoring children’s developmental progress and learning; guiding curriculum planning and

decision making by identifying children's interests and needs; identifying children who might benefit from special services; planning program improvement; and, communication with teachers, and families.

The overall goal is for teaching staff to engage in an ongoing cycle of intentional teaching that supports a path of growth over time toward outcomes for children based on state early learning standards. The process of planning, implementing, observing, and assessing is braided through the context of early learning standards, child interests, cultural and community context, and family.

We assess children on an ongoing basis throughout the school year. Some of the tools that teachers use to assist in the assessment of children include: developmental checklists, work samples, interest surveys, anecdotal evidence, and photos. Twice a year all families are invited to attend a parent/teacher conference during which written assessment data will be shared and discussed. Additionally, this time is an opportunity for families to raise questions or concerns about how assessment methods will meet their child's needs. Report cards are sent home three times a year.

Every effort will be made to support your child in their development; specialists are available within the building to assist the team when specific concerns arise. Teachers also maintain ongoing communication with families throughout the school year and have additional meetings with families as necessary for the individual child. We are always available to meet and discuss any needs or concerns you may have regarding your child.

Within the first few months of enrollment, all children will receive a developmental screening that evaluates language, cognitive, gross motor, fine motor, and social and emotional development. Results of the screenings will be shared with families and referrals made, if a concern is noted.

In order to assess each child's progress and plan to meet their needs, our staff is trained to use:

- The State of Connecticut Documentation & Observation for Teaching System (DOTS)
- Brigance Early Childhood Developmental Screen
- Observational notes, checklists, rating scales, and data
- Input from families at conferences, meetings, etc.

Children are assessed by both their families and the teaching staff. Families are full partners in CT DOTS and are involved in both the collection of evidence and the review of children's learning and development to the fullest extent possible.

| Assessment Tool | Timeframe | How Implemented | By Whom |
|---------------------|------------|-----------------|------------------------------|
| CT DOTS (PreK only) | Nov & June | Individually | Classroom staff and families |

| | | | |
|---|------------------------------------|--------------------------------------|-------------------|
| Brigrance Screening | Within 60 days of entering program | Individually | Classroom teacher |
| Observations, checklist, rating scales | Daily | Groups (small or large) individually | Classroom staff |
| DRA (Kindergarten Only) | January & May | Individually | Classroom teacher |
| Letter Naming Fluency (Kindergarten Only) | September & January | Individually | Classroom teacher |
| Dibels (Kindergarten Only) | January & May | Individually | Classroom teacher |

*All assessments are administered by the staff that are most familiar with the students

Staff are provided professional development by other staff members, EASTCONN and assessment companies to administer all assessments. If needed, a referral for a more comprehensive, individual evaluation may be made, providing a parent is in agreement. Children who have an identified disability are provided services on site within the program. Our program staff includes three special education teachers, two speech/language pathologists, an occupational and physical therapist, as well as a social worker. When needed, a district psychologist, board certified behavior analyst (BCBA), and teacher of the hearing impaired are available as well. When appropriate, all services are provided within a child's preschool classroom. Enrollment meetings are held regularly to ensure that children with special needs are strategically assigned to classrooms in order to maintain balanced enrollment.

Confidentiality

Brooklyn Elementary Early Childhood Program maintains confidentiality of student and family records. All staff members are trained in maintaining confidentiality of students' personal information and needs. The program staff provides families with a full explanation of confidentiality by (a) listing the categories of individuals who will have access to individual child screening and assessment results as well as the reason for access, (b) sharing regulations for governing access to files and family rights, (c) describing the procedures used to keep individual child records confidential, (d) explaining how and why children's individual screening results and assessment information will be represented, used, and interpreted. Parents have a right to inspect and review all educational records. If you desire to review your child's record, please contact the school principal. All student information and records are kept confidential in compliance with the Family Education Rights and Privacy Act (FERPA).

Managing Behavioral Expectations

At Brooklyn Elementary Early Childhood Program we strive to encourage children to be self-directed, exhibit self-control, and become problem solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention along with the teaching of appropriate behavior guides the staff in their interactions with children. All staff have been trained in Restorative Practices and will begin being trained in PBIS (Positive Behavioral Interventions and Supports).

Young children are not capable of understanding the consequences of many of their behaviors. Therefore, children need to be encouraged to make good choices and to be prevented from harming themselves or others. This can best be accomplished through close supervision, gentle guidance, redirection, and reinforcement. As every parent knows, caring for young children requires a lot of patience. Dealing with challenging behaviors is a process of teaching rather than punishment and control. Children are reminded what TO DO, rather than what NOT TO DO. For example, instead of, “DON’T run”, children are told, “Please *walk* to the door”. Through this strategy: (1) children know what you expect, (2) a more positive classroom climate is promoted, and (3) children and adults form supportive relationships.

One of the tasks of early childhood is sharing and turn-taking. We teach social skills when we model caring and cooperation and embed opportunities to share and take turns in daily interactions. We encourage children to use words to express their feelings, wants, and needs. We help them work together to solve problems. Good discipline also involves helping children to learn that mistakes are a natural part of learning. Our program uses discipline techniques based on developmentally appropriate practice including positive guidance, redirection, appropriate supervision, and clear and consistent expectations that support the development of self-control, self-discipline, positive self-esteem, and social emotional problem-solving.

The Brooklyn Elementary Early Childhood Program maintains an orderly, positive environment where children can learn by actively participating in their environments and an engaging curriculum. At the Brooklyn Elementary Early Childhood Program we practice the Golden Rule...“Treat others as you would like them to treat you.” The ultimate goal of the policy is to limit or eliminate the use of suspension, expulsion and other exclusionary measures.

Brooklyn Elementary Early Childhood Program forbids corporal punishment of children. *No child shall be subjected, **under any circumstances**, to cruel or severe punishment, physical punishment (ie shaking, hitting, spanking, jerking, kicking, biting, pinching, requiring a child to remain inactive for a long period of time), humiliation, psychological abuse (ie shaming, name calling, humiliation), coercion (ie rough handling, forcing a child to sit down, lie down, or stay down, and physically forcing a child to perform an action), verbal abuse, withholding or threatening to withhold food or forced food as a form of punishment, or punished for wetting,*

soiling, or not using the toilet. Appropriate use of restraint for safety reasons is permissible, using least restrictive methods.

School Rules and Expected Behaviors

A very important part of a child's experience in school is a safe and nurturing environment. For some children this is their first exposure to group interaction, listening and responding to direction, and reacting to others' wishes. Teaching children rules, how to speak to others and getting along with others is a process with which the teachers and staff are very experienced. Students are encouraged to make good choices that are safe and kind.

There are general school rules that apply to all students in all school areas:

- walk and talk quietly in the halls
- maintain safe behavior
- keep hands and feet to oneself
- speak to one another kindly
- follow teachers' instructions
- respect others and their property
- tell the closest "teacher" if someone is not being safe
- use your words

All teachers manage behavior in their classrooms in an age appropriate manner. Preschoolers will be encouraged to learn problem-solving skills and become self-correcting. They will be given the opportunity to choose alternatives that will enable them to participate in a socially acceptable manner without reinforcing their negative behavior.

Procedure

In order to maintain a positive learning environment, a continuum of positive behavior intervention strategies are used in the preschool classroom. Some examples include:

- Conflict resolution discussion with teachers and children involved
- Modeling expected behaviors
- Modeling language to solve problems
- Redirecting to new centers/activities
- Developing a plan together for next time there is a conflict
- Staff will continuously supervise children during disciplinary measures

Behavioral Support

When children's behaviors are challenging at home or school, we will work with parents to put plans in place to help them succeed. Should a teacher continue to have concerns related to a child's social/emotional/behavioral development at school, a request for a team meeting might

occur in order to develop an individualized behavior plan with the assistance of the school social worker, school psychologist, or BCBA. A period of intervention will ensue. Referral to special education services may or may not occur in order to pursue additional assessment.

For children who display persistent, serious, and/or challenging behavior, the following procedures will be implemented.

- Teacher to discuss the student's behavior with the family and seek input
- Teacher will discuss students' behavior(s) with the data team, seeking input from school psychologist, school social workers and/or BCBA
- The team will assess the function of the behavior
- The team will develop an individualized plan to address the behavior
 - Utilize positive behavior support strategies (daily visual schedule, modification of classroom environment to remove triggers for behaviors, etc)
- If behaviors do not improve after 6-16 weeks of SRBI intervention, a referral to special education may be made in order to pursue assessments that will give the team a more clear idea of a student's behavior.

Suspensions/ Exclusion

Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child. Please see Brooklyn's [Board of Education Policy 5114](#) for more information.

Suspensions

Under the applicable statutes as amended by Public Act 15-96, in cases where a school has determined that a suspension is necessary for a child attending certain preschool programs, an out-of-school suspension is prohibited; only an –in-school suspension may be imposed. Section 10-2331 of the General Statutes, which was enacted specifically to address the use of exclusionary discipline in preschools, categorically prohibits the use of out-of-school suspension for students attending preschool programs operated by local or regional boards of education, charter schools or interdistrict magnet schools

The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee. In-school suspension may be served in the school that the student regularly attends or in any other school building within the jurisdiction of the Board. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension

within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

Expulsions

Local/regional boards of education, charter schools and magnet schools may not expel preschool students. The only exception is that an expulsion hearing is required whenever there is reason to believe that any child enrolled in the preschool program was in possession of a firearm- as that term is defined under federal law (18 U.S.C.921) – on or off school grounds or at a preschool program sponsored event.

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4- 181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

If it is determined, after holding the hearing, that the child did in fact possess a firearm, the default period of the expulsion is one calendar year by the school may modify this period on a case-by-case basis.

If a preschool student is expelled, the program will assist the family in accessing appropriate services and an alternative placement or support.

Procedure

Exclusionary measures are not considered until all other possible interventions have been exhausted, and there is agreement that exclusion is in the best interest of the child. If exclusionary measures must be taken, the program offers assistance to the family in accessing services and an alternative placement.

This policy acknowledges that it complies with federal and state civil rights laws.

Parent/Teacher Partnerships

Parents are a vital part of any program for young children. The purpose of your child's first school experience is to supplement and build on the basic skills you have already helped your child achieve as their first teacher. By working as partners, sharing skills, communicating regularly and reinforcing each other's ideas and goals, we are able to effectively guide the development of your child in the most positive manner.

Our hope is that parents involved in the Brooklyn Elementary Early Childhood program will take advantage of the many opportunities to participate in their child's preschool experience. We invite you to share and learn with us, and we enjoy the opportunity to provide the best experience possible for all children.

Northeast Early Childhood Council

The Northeast Early Childhood Council (NECC) is made up of local communities including Brooklyn. They collaborate to ensure all children, birth through age eight, in these communities are healthy, safe and successful learners. All key stakeholders are brought together who play a crucial role in the safety, mental & physical development and education of our children. Council meetings are held bimonthly.

Parent Communication

We encourage regular communication between teachers and families. We cannot stress enough the importance of keeping the school aware of all current information. New telephone numbers and addresses of your home and work, daycare provider, as well as keeping your emergency contact(s) information current throughout the school year is very important.

The staff will share information on a regular basis through notes, newsletters, e-mails, phone contact, conferences, and parent meetings. Brooklyn Public Schools also uses School Messenger as a way to communicate with families. We encourage you to reach out to teachers or administration any time.

Parent Participation and Volunteering

Parents are invited to participate in their child's education through activities such as sharing visits (to read a story, do an art project, share a skill, etc.); attendance at special school events; participation on advisory councils; and from-home support (making flannel board stories, preparing classroom project materials, etc.).

Parents may volunteer in their child's class. Please speak directly to your child's teacher, as each teacher has different needs and practices. Prior to families volunteering in the building, parent [volunteer forms](#) must be submitted to the main office.

Family Events

Brooklyn Elementary School hosts many events that are intended for family fun. These events allow families and staff to come together informally to build relationships and showcase our school. Some events include:

Back to School Barbecue

Each September, the PTO sponsors a back to school barbecue. This event is just prior to open house. It serves as a time to bring our school community together and allow families to meet in an informal setting.

Masterpiece Art Show and Festival

Enjoy a real community event! All students are encouraged to enter a piece of their favorite artwork into the art show, come and make crafts the night of the event, join in

making community art, listen to music performed by students and of course indulge in refreshments. The whole town of Brooklyn shows up to participate in this collaborative event that takes place annually in the spring of each year.

Scholastic Book Fair

Book fairs are family events. We know inspiring a love of reading begins at home, so we offer resources to support parents with the reading development of their children.

Parent Teacher Organization

It is the intent of the school to work closely with the PTO and its membership in developing and promoting activities and programs that contribute to, or are supportive of, improved education for children. Parents and teachers are urged to participate in this meaningful and purposeful organization. Officers are elected by the PTO members. For additional information regarding the Brooklyn Parent Teacher Organization, please join the Brooklyn PTO Facebook page and attend the monthly meetings, which are posted on the page, as well as on our BES website, www.brooklynschools.org.

Parent Programs/Resources

Families are encouraged to contact the school administration if a need including medical, mental health, social services, financial assistance, and any other services that are associated with families arises. Brooklyn Public Schools partners with many agencies. Two primary organizations are:

EASTCONN, a public non-profit Regional Education Resource Center (RESC), serves as a partner in supporting parent education, adult education, or job training. Services utilizing the family's native, spoken language will be sought (e.g., Spanish, French, Polish, etc.) as needed.

The Brooklyn Elementary Early Childhood Program is part of the Northeast Early Childhood Council (NECC). As such, we are able to provide families with resources such as parenting, adult education programs, local public libraries, healthcare, and family counseling. We encourage our Brooklyn families to attend the NECC bi-monthly meetings. The meeting schedule can be accessed at www.neccouncil.org.

Parent/Teacher Conflict Resolution

If a difference or difficulties arise between families and program staff, the following procedure is to be used while negotiating the conflict.

- Parent contacts the teacher to identify the concern
- Parent and teacher select a mutually agreed upon time to meet
 - Teacher documents the meeting
 - Action items are identified
 - A review date is set

- At the review meeting, the members determine if a resolution has been reached or the issue resolved
- Should no resolution be reached, a meeting will be set up with the Brooklyn Elementary School principal
 - Administrator documents the meeting
 - Action items are identified
 - A review date is set

Health & Wellness

Health Service

The BES school nurse, Amy Barrette, is available during school hours from 8:30 AM to 3:30 PM. Parents should contact the school nurse to report student absences if/when a child will not be present in school or if a student has any on-going medical issues/concerns. The nurse can be reached at abarrette@brooklynschools.org or directly at (860) 774- 4618.

Wellness

Brooklyn Public Schools strive to create a healthy environment for both our students and staff. When necessary for health concerns of students or staff, parents are asked to abide by allergy policies for their child's classroom. It is also requested that parents not allow their child to bring candy, soda, or caffeinated energy drinks to school.

Physical Exam

Connecticut State Law requires that students have a Health Assessment (physical exam) prior to entering school. Our early childhood education accrediting agency (NAEYC) requires that the Health Assessment be current throughout the preschool years(s) and also for kindergarten enrollment.* This means, when you register your child for the first year of preschool, a *current* Health Assessment is required; an updated Health Assessment is then required 1 year from that dated health Assessment.

*A current physical exam is one that is dated within the previous 12 months from the date of the first day of school.

Immunization Requirements

School Immunization Law, Chapter 169, Section 10-204a of the General Laws of the State of Connecticut require that all immunizations be up-to-date for children to attend school.

Connecticut General Law allows for the school district to exclude from school those children whose immunizations are not up-to-date.

A record of immunizations from your child's physician(s) is required for entry into school and is audited by the school nurse. In the event of missing or incorrect information, your prompt attention in addressing the error/omission is imperative to assure compliance with state law. The State of Connecticut also requires a flu shot administered annually while a student is enrolled in

the preschool program.

Health Emergencies

Upon enrollment parents should complete the BES health history form *and* notify the School Nurse of any medical condition, which may precipitate an emergency situation with your child (e.g. allergic reactions to food, insect bites or medications; asthma; diabetes; seizures). Parents should also keep the nurse up-to-date throughout the year on any changes to a student's health. The school nurse will work with parents as necessary to develop a care-plan to meet student's health and wellness needs.

Medication Administration

State law and Board of Education policy requires that all students who need medication administered while in school have a written order from the child's doctor. (Medication Administration form for administration in schools- found on the health/wellness page)

- This form *must* be signed by the MD who prescribed the medication *and* by the parent/guardian of the child that is to receive the medication. (this form is to be renewed by the MD each school year.)

All medications, prescription and over-the-counter (including, but not limited to: acetaminophen, ibuprofen, diaper creams, and sunscreens) require a current MD order on file in order to be administered in school

- All medications are to be delivered to the school nurse by a parent/guardian or designated adult in the original packaging/container and must have the pharmacy label attached.
CHILDREN ARE NOT ALLOWED TO BRING MEDICATION TO SCHOOL
- Medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district who have been trained in the administration of medication.

Medications

Except for in the cases of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine, no medication, including non-prescription drugs, may be administered by any school personnel without:

- the written medication order of an authorized prescriber;
- the written authorization of the student's parent or guardian or eligible student; and
- the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.

Medications may be administered only by a licensed nurse or, in the absence of a licensed nurse, by a full-time principal, a full-time teacher, or a full-time licensed physical or occupational

therapist employed by the school district.

All medications must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and shall develop a medication administration plan for the student before any medication is given to the student by any school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.

Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse. All medications shall be kept in a designated and locked location used exclusively for the storage of medication. All medications must be in their original containers.

Medication Storage

All medications are kept in the nurse's office in locked containers with the exception of emergency medications that must be readily available (such as epi-pens, asthma inhalers, sunscreens, lotions or diaper creams). Medications are labeled with the child's first and last names.

Special Healthcare Needs

Our school nurse is in the building to aid students, and parents, during the normal school hours of 8:30 AM-3:30 PM. Please contact the school during those hours if your child(ren) has special healthcare needs and to address any individualized healthcare plans that may need to be completed. This would include any medical and/or dental procedures that would require a trained adult on site.

Illness

Children should not be sent to school with a sore throat, fever, nausea, and cold or flu symptoms. We understand it can be difficult to take time off from work but if your child is sick, not only is he/she unable to participate fully in class but they may spread illness to other children. Please be sure your child is "24-hours symptom free" before returning them to school. Please see below for the *Exclusion for Illness Guidelines* that are currently in place in the Brooklyn Public School System. These guidelines help support your student, as well keep the school community safe.

Symptoms Requiring Your Child to Remain at Home or Be Sent Home from School Setting

| SYMPTOM | DESCRIPTION |
|---------|-------------|
|---------|-------------|

| | |
|-------------------------------------|--|
| FEVER: | Fever is defined as having a temperature of 100°F or higher. The child MUST be FEVER FREE for a minimum of 24 hours before returning to school. |
| DIARRHEA: | Runny, watery or bloody stools. Children should remain home for 24 hours post the last episode of diarrhea. |
| VOMITING: | Child must be kept home for 24 hours post the last vomiting episode. |
| BODY RASH : | Body rashes in children can be common. However, if the rash is accompanied by a fever, the child should remain home. If a rash appears to be crusty or “oozing,” the child should be taken to a pediatrician for diagnosis and receive a note to return to school. |
| SORE THROAT: | If your child is <i>diagnosed with Strep Throat</i> , the child MUST be on antibiotics for a minimum of 24 hours before returning to school. |
| EYE DISCHARGE: | Thick mucus or pus draining from the eye or “Pink Eye.” Students must remain home until treated with antibiotics for at least 24 hours and symptoms of infection are resolved, or a note from the child’s physician stating the condition is not contagious. |
| EARACHE: | If persistent or if accompanied by fever or discharge from the ear, the student should be seen by a family physician. The child MUST be FEVER FREE for a minimum of 24 hours before returning to school. |
| RUNNY NOSE AND/OR COUGH: | Children experience runny noses frequently during the winter and spring months. However, if your child has a thick yellow or green discharge, or requires frequent/constant wiping of the discharge, or has an excessive, uncontrollable, or painful cough the child should remain home. |

HEAD LICE:

When a case of lice is identified, the student will be sent home where he or she should receive treatment for lice. The child may be readmitted only after school nurse evaluation that treatment has been effective.

Please notify the school nurse if your child contracts any contagious disease including but not limited to: strep throat, conjunctivitis, head lice, impetigo, Fifth's Disease, chicken pox, whooping cough, mononucleosis and scarlet fever.

The program follows these practices in the event of illness:

If an illness prevents a child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children, or if a child's condition is suspected to be contagious and requires exclusion (e.g., chicken pox, influenza, whooping cough), as identified by public health authorities, then the child is made comfortable in a location where she or he is supervised by a familiar caregiver. If the child is suspected of having a contagious disease, then until she or he can be picked up by the family, the child is located where other individuals will not be exposed. The program immediately notifies the parent, legal guardian, or other person authorized by the parent, when a child has any sign or symptom that requires exclusion from the program (e.g., COVID, head lice, measles, impetigo, chicken pox).

If it is determined that children or staff who are ill are allowed to remain in the program, plans are implemented that have been reviewed by a health professional about the levels and types of illness that require exclusion, how care is provided for those who are ill but who are not excluded, and when it is necessary to require consultation and documentation from a health care provider for an ill child or staff member. Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which children were exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Post Illness School Attendance Guidelines

In order to return to school a student must be fever free without use of medication and 24 hours free of any/all other symptoms of illness. Additionally, according to school policy, students having had strep throat, impetigo and/or conjunctivitis require 24 hours of medication treatment before they may return.

Health Insurance

The State of Connecticut offers insurance plans for children that do not otherwise have insurance

coverage. If your student/child does not have health insurance please contact the school nurse for information on obtaining insurance, or if you have internet access, go to www.huskyhealth.com for information.

Health Records

Health records are confidential and as such are maintained by the school nurse. A copy of records can be requested by a parent/guardian and medical provider with completion of a records release form. Additionally, administrators, teaching staff and regulatory authorities who have written consent from a parent/guardian may also access the health records. If a student should transfer to a new school within the state, the original record will be sent directly to the student's new school. Should a student transfer out of a state, BES will maintain the original and a copy of the original records will be sent to the new school.

Medical Screenings

Vision & Hearing: School Nurses will offer state & NAEYC mandated vision and hearing screenings annually for your child while enrolled in Brooklyn Schools. Parent(s) or guardian(s) may refuse screening(s) for their child(ren) with a written/signed note provided to the nurse annually.

Additionally, the Lion's Club provides free vision screenings using technology that scans both eyes for possible vision problems during the Brooklyn Elementary Preschool Screening under a program called *KidsSight*. Parent(s) or guardian(s) may refuse screening(s) for their child(ren) with a written/signed note provided to the nurse annually.

Hearing: State mandated hearing screenings for school aged child(ren) also begin in Kindergarten. Please speak to your Healthcare Provider if you have concerns regarding your preschoolers hearing. Parent(s) or guardian(s) may refuse screening(s) for their child(ren) with a written/signed note provided to the nurse annually.

Dental: Brooklyn Schools value the importance of proper dental care and through a partnership with Generations Family Health Center participate in a program called *Across the Smiles*. Your child can be seen regularly and receive dental care from a professional staff on a dental van which visits the school.

Students that fail or display irregularities during a vision/hearing screening will be provided a notice of referral to take-home with a recommendation that a follow-up with your child's pediatrician be scheduled.

Toilet Training

Brooklyn Elementary Early Childhood Program encourages students to be toilet-trained upon entrance into our preschool program but is not a requirement and staff can partner with parents to achieve this milestone. However, if a child is not toilet trained, they may still attend the

program. When a student is *not* toilet trained, parents are responsible for providing the necessary supply of toileting products such as diapers/pull-ups, baby wipes, and extra clothes that are to remain at school for their child's use.

Students that are not potty trained will be changed in a designated area (using parent provided supplies) as often as needed and staff may encourage students to sit on/use the potty at that time. A specific diapering procedure is used and posted in the designated changing area, along with our cleaning and sanitizing procedure both of which are available upon parent request.

We ensure the sanitary, healthy, and appropriate handling of children who wear diapers, as well as those who are learning to and those who can independently use the toilet. Please see the policy in Appendix for further information.

Hand Washing

Children are taught to utilize the following hand washing procedure:

- use soap and running water
- rub hands vigorously for at least 20 seconds including back of hands, wrists, between fingers, and under fingernails (staff wash around jewelry)
- rinse well and dry hands with paper towel

Children and adults wash or sanitize their hands:

- after changing or using the toilet
- after handling body fluids (blowing or wiping a nose, coughing on a hand, touching any mucus, blood or vomit)
- before meals and snacks
- before and after feeding a child
- before preparing or serving food, or after handling any raw food that requires cooking
- after playing in water that is shared by two or more people
- after handling pets and other animals, or materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- after handling garbage and cleaning
- before and after administering medication
- when moving from one group of children to another

Toothbrushing

Students in kindergarten will be provided time to brush their teeth after lunch. If a family wishes to have children brush their teeth, they should provide a toothbrush that will be kept in the child's backpack.

Sunscreen

Our staff does not apply sunscreen to students during the school day. If it is necessary that your child wears sunscreen, it should be applied prior to coming to school. Please do not send sunscreen to school with your child.

Mandated Reporting

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe that any child under eighteen has been abused or neglected, has had a non accidental physical injury, or injury which is at variance with the history given of such injury, or has been placed at imminent risk of serious harm to report this information. All Brooklyn Schools staff members are mandated reporters and thereby required to report suspicion of child abuse and neglect to the Connecticut Department of Children and Families (DCF). Mandated reporters are under no legal obligation to inform parents that they have made a report to DCF about their child.

Transition to Kindergarten

Students enrolled in Brooklyn Elementary Early Childhood Program are automatically registered for kindergarten at Brooklyn Elementary School. Unless you hear from our school nurse, your medical documentation is up to date, and no other paperwork is required from you. Your medical documentation will continue to be housed in the nurse's locked office in locked file cabinets, and your other paperwork is housed in the main office in locked file cabinets.

Preschool teachers collaborate with kindergarten teachers by sharing student profiles for each student transitioning to kindergarten. Children are prepared for kindergarten through a variety of activities. A theme is planned by the preschool teachers and includes stories about what they will learn to do in kindergarten and what to expect during their kindergarten year. The staff work with the kindergarten staff to ensure a smooth transition.

Kindergarten Orientation- This event is scheduled in May prior to beginning Kindergarten for students and their parents. This is a time for parents and their child(ren) to visit the kindergarten classrooms, meet the teachers, and become familiar with their new environment. Additionally, this gives the parents an opportunity to meet the teachers and ask questions they may have about the transition. An overview of the BES kindergarten curriculum will be provided to parents, as well as a list of summer activities which will help prepare your child for kindergarten expectations, and family resources available through EASTCONN. Additionally, all students entering kindergarten are assessed through universal screens to determine their academic needs which allows teachers to provide instruction that will meet each child's needs.

Health Care Plans

The purpose of this plan is to ensure the child's safety and wellness while at school. Similar to an IEP, a health care plan provides specific information regarding the child's health risks and action steps to be taken by staff working with the child. Health plans are created in partnership with family members, school nurse and medical specialists for children with diagnosed health risks (such as, but not limited to: asthma, allergies, diabetes, digestive disorders, immune disorders, etc.).

504 Plan

Section 504 is an anti-discrimination, civil rights statute that requires the needs of children with disabilities to be met as adequately as the needs of the non-disabled peers. Section 504 plans are often developed for students with a disability who do not require specialized instruction. Children with a 504 plan may receive related services. To ensure full participation within the school community accommodations may be made to classrooms and/or other areas of the school. An accommodation may be something as simple as step stools or as complex as the use of adaptive equipment.

Any disability, long-term illness, or various disorders that “substantially” reduces or lessens a child’s ability to access learning in the educational setting because of a learning, behavior or health-related condition would be considered for determining eligibility for a 504 plan.

Special Education

The Transdisciplinary Early Childhood Team

The Transdisciplinary Early Childhood Team is made up of special education teachers, speech pathologists, school psychologist, occupational therapist, physical therapist, and family members. Each member plays a unique and related role, working together, to provide: evaluation to determine eligibility and to provide a developmentally appropriate program.

The following provides a description of each team member’s role:

Families

Families are the first and lifelong teachers of their children. They provide a unique perspective over time of their child’s development, temperament, learning styles, preferences, etc. Therefore, ongoing communication and collaboration regarding all aspects of the child’s program are essential to ensure success.

Preschool Special Education Services

If there is a cognitive, personal/social, or adaptive concern, the special education teacher will conduct an evaluation to determine special education eligibility. Following a comprehensive assessment, the child’s Planning and Placement Team (PPT) will meet, reviewing all available information to determine special education eligibility. At least one delay must be within speech, cognition, personal/social, or adaptive.

If deemed eligible for services, the special education teacher develops preliminary goals and objectives for the IEP (Individualized Education Program) to inform the PPT (Planning Placement Team) decisions. The special education teacher provides services to enhance skills such as interactions with peers, learning routines and transitions, self-care skills, numeracy and literacy skills, and to promote language development. In addition, for children who receive

special education services within the preschool classroom, the special education teacher functions as the case manager.

Related Services

([from CT Parent Guide to Special Education](#))

Related Services are those services that are required in order for a child to benefit from special education. Related Services may include, but not be limited to:

- psychological and counseling services
- speech and language services
- audiological services
- social work
- physical therapy
- occupational therapy
- transportation

Specifics about Related Services

Speech Language Pathologist (SLP)

If there is a speech or language concern, the SLP may conduct a speech screening and/or evaluation to determine eligibility based on clearly defined standardized data. Concerns in speech and language may include difficulty:

- producing speech sounds (articulation/phonological development)
- comprehending directions
- understanding and using age appropriate grammar, syntax, and vocabulary
- using language effectively to interact and communicate with peers and adults

If deemed eligible for services, the SLP develops preliminary goals and objectives, to inform PPT decisions. The SLP delivers services in a variety of groupings and settings including within the classroom routines, small group instruction, and individual therapy, as needed.

Research has shown that increasing preschoolers' awareness/knowledge of vocabulary, rhyming, sounds, sound blending, and segmenting facilitates kindergarten literacy readiness. As such, in collaboration with the preschool teachers, the SLPs also plan and implement a weekly phonemic awareness group with all kindergarten-bound preschoolers. These skills are addressed through stories, sound games, and activities.

Occupational Therapist (OT)

If there is a motor or sensory processing concern, the OT may conduct a screening and/or evaluation. A child will be deemed eligible for services based on clearly defined standardized data. If deemed eligible for services the OT develops specific goals and objectives to inform the PPT decisions.

The OT provides services to promote improved integration of movement, visual perceptual functioning (motor and non-motor), organizing and using materials appropriately, improving coordination skills, and facilitating independence in activities of daily living. The OT recommends, constructs, and teaches others to maintain and use adaptive equipment for such activities as feeding, and helping children write or use educational equipment and materials.

OT interventions may address functional limitations, perceptual difficulties, and the use of assistive or other technology. Additionally, therapists may identify, intervene, and work in collaboration with the team to address behaviors, when a child experiences sensorimotor challenges.

Physical Therapist (PT)

If there is a gross motor concern, the PT may conduct a screening and/or evaluation. A child will be deemed eligible for services based on clearly defined standardized data. If deemed eligible for services the PT develops specific goals and objectives to inform the PPT decisions. The PT provides services to promote the child's access to the school environment and benefit from his or her educational program by improving strength, range of motion, endurance, balance, posture, gross motor skills (large muscles of the body) and body coordination.

In collaboration with the preschool teachers the PT also plans and implements a regularly scheduled whole class movement group.

School Psychologist

If there is a behavioral, adaptive or social emotional concern the School Psychologist may conduct a screening and/or evaluation. A child will be deemed eligible for services based on clearly defined standardized data. If deemed eligible for services the School Psychologist develops specific goals and objectives to inform the PPT decisions. A School Psychologist provides direct and indirect services to the preschool population. Direct services may include: individual and small group counseling, social skills training and/or adaptive skills training. Indirect services may include: consultation to team members, consultation to parents, direct observations, support to team members for behavioral data collection and implementation of a variety of positive behavioral supports and intervention plans.

Eligibility for Special Education

For Children Transitioning from the CT Birth to Three System- (extrapolated from: Model Special Education Policies and Procedures Manual, Bureau of Special Education Division of Teaching and Learning Programs and Services, CSDE, 2007).

The purpose of transition planning for children in the Connecticut Birth to Three System (B-3) is to ensure that eligible children and their families experience a smooth and effective transition from B-3 to the preschool program.

- The school receives child specific information from B-3 on those children who have been determined eligible and are receiving early intervention services.
- The administrator is the assigned transition contact who is responsible for working with B-3 to transition children and families.
- Upon receipt of a referral (and no later than 90 days) prior to the child's third birthday, plans will be made for a member of the preschool team to meet with both the family members of the child and the B-3 coordinator to discuss the transition from B-3 to the school.
- A PPT meeting will be scheduled by the school special education secretary at a mutually agreed upon time and held at the school to discuss the child's current skills and plan accordingly prior to the child's third birthday.
- If the child is scheduled to transition from B-3, and that child turns three years of age during the summer months, the PPT will determine if the child is eligible for a Free Appropriate Public Education (FAPE) and whether the child requires Extended School Year services (ESY). If the child is eligible for the provision of FAPE and requires ESY services, the school will ensure the implementation of the IEP no later than the child's third birthday, regardless of the fact that this occurs during the summer months. If it is determined that the child is eligible for FAPE and does not require ESY services, then the IEP will be implemented on the first day of school.
- If the team does not have sufficient data to determine eligibility, further evaluation may occur before the child can be deemed eligible for the preschool program.
- The Department of Education and B-3 agree that late referrals to B-3 (33 months and older) should be made simultaneously to the school and B-3 with the ultimate goal of ensuring that these children, if eligible, are provided with FAPE by their third birthday.
- In cases of children who have not previously received B-3 services and have been referred for special education through Brooklyn, CT regulations allow for an initial eligibility determination process of 45 school days. If the referred student is found eligible for special education services by a Planning and Placement Team (PPT), those services must be implemented within the 45 school day timeline.

Identification of School-Aged Children Not Transitioning from Connecticut Birth to Three System:

Child Find Screening

- The town of Brooklyn is mandated by the state of Connecticut to engage in Preschool/Child Find screenings for children ages 3, 4, and 5 (who are not kindergarten-aged eligible). In the spring and upon entry to Brooklyn Public Schools, screenings for school age children occur. Screenings are held to determine if a child requires further evaluation.
- Through this process, children who may require special education services are referred to the Planning and Placement Team (PPT) for consideration for further evaluation. Parents

with specific concerns are encouraged to share this information with team members. In addition, parents always have the right to refer their child for an evaluation to see if he/she meets the program eligibility requirements for special education services.

- IDEA requires preschool special education programs to include both children with and without disabilities (children without disabilities are considered typically developing peer models).
- During screening children will participate in a variety of activities designed to elicit targeted skills. Parents will be invited into the screening room with their child if they feel their child needs them to be successful and have a positive experience.

Screening Tool and Process

1. Circle Time –All Team Members observe the children at circle time. The children are provided the opportunity to engage in a whole group activity, which includes songs, a story, and a movement activity. The team looks for each child’s ability to attend, follow directions, and answer questions related to a topic.
2. Cognitive.– Preschool Special Education Teachers administer *The Brigance Screener*, a standardized screening tool that measures developmental milestones.
3. Speech and Language– The Speech and Language Pathologists assess each child’s ability to answer questions, follow directions, and produce age-appropriate speech sounds in a small group setting.
4. Gross Motor– The Physical Therapist observes each child’s large muscle abilities, coordination, and balance.
5. Sensory and Fine Motor – The Occupational Therapist observes children participating in a sensory activity (e.g., using their fingers and hands to make shapes in shaving cream) intended to demonstrate their ability to tolerate textures as well as a number of age-appropriate fine motor skills such as isolating a finger and forming lines, shapes, and/or letters.

Communication After the Screening

Following the screening, parents will be contacted if a team member has additional questions or concerns regarding a child’s development. When a child passes the screening, parents will receive a pass letter and a lottery application in the mail.

Process

In order to be eligible for special education, a student must exhibit deficits on standardized assessments of scores two standard deviations below average in one area OR two areas of deficit with scores one to one and one-half below the mean. In addition, the student’s deficits must result in a marked impact on early childhood education.

The Early Childhood Team, parents or other care providers may initiate the process in order to determine eligibility for special education and/or related services.

The following steps will be followed:

- Referral is submitted
- Referral PPT meeting is held within 10 days after receipt of the referral
- Child may be evaluated based on team determination
- PPT meeting is held 45 days or sooner after the date of the referral to review evaluation results
- The child's eligibility is determined by PPT
- If eligible, a primary disability category, as defined by IDEA is determined
- PPT determines the individual needs and creates an IEP to be implemented 10 days after the date of the PPT
- Services are initiated and progress is monitored and reported to parents
- An annual review meeting is held every 12 months
- The child is re-evaluated every three years

Referral

A standard referral form is used to document areas of developmental concern. This form is available at the school's main office (see Appendix 1). Concerned parents are encouraged to bring their child to the Preschool/Child Find Screening to determine their child's present developmental levels. It is the hope of the Early Childhood Team to meet all Brooklyn 3 and 4 year olds prior to entry to school. Additionally, concerned parents may, at any time, complete a referral form.

Initial Evaluation

A PPT meeting is scheduled following the submission of a referral to determine eligibility for special education and/or related service(s). Parents receive a written notification of the PPT meeting at least five school days prior to the meeting. The PPT determines if an evaluation is required to meet the qualifications for eligibility. The PPT determines the evaluation process and tools necessary to obtain valid and reliable information about the child's development. A combination of curriculum-based assessments, observations, standardized tools, and parent interview/input may be used during the evaluation process. Before the school provides special education and/or related services, an evaluation is conducted to determine if the child has a developmental delay that requires special education intervention. Parents must sign a written consent for the evaluation.

Eligibility for Special Education Program

Eligibility categories

Special education programming is for children who have one or more of the following disabilities, determined by IDEA:

- autism
- deaf-blindness
- deafness
- developmental delay (for 3- to 5-year-olds, inclusive)
- dyslexia

- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment (limited strength, vitality or alertness due to chronic or acute health problems such as lead poisoning, asthma, attention deficit disorder, diabetes, a heart condition, hemophilia, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome)
- physical impairment;
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment including blindness

In Connecticut most children who are age 3-5 fall within the eligibility category of Developmental Delay, unless otherwise diagnosed by a credentialed professional.

Reevaluation

The IEP of each child with a disability is reviewed periodically, but at least annually. A triennial reevaluation of each child with a disability is conducted at least once every three years or if a child's parent or teacher requests a reevaluation (although a reevaluation will not be conducted more frequently than once a year).

Parental consent for reevaluation sought. If the school has taken reasonable measures to obtain parental consent and has been unsuccessful, by law, the evaluation will proceed.

Evaluation Prior to Termination of Special Education Eligibility

An evaluation which may include observation, curriculum-based, and/or the use of a standardized tool must be completed to determine if the child meets grade level expectations and, therefore, no longer requires special education services.

Independent Educational Evaluation (IEE)

Upon request, the school will provide information about where an IEE may be obtained and the criteria applicable for IEEs. Parents may request an IEE at the school's expense if the parent disagrees with evaluation results that were completed or obtained by the school. The parent is entitled to request only one IEE at the school's expense each time the school conducts an evaluation with which the parent disagrees.

If a parent requests an IEE, at the school's expense, the school will, without unnecessary delay, either:

- file a due process complaint to request a hearing to show that the school's evaluation is appropriate; or
- ensure that an IEE is provided at the school's expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.

If the parent obtains an IEE at private expense, the school may consider the results of the evaluation. The results of an IEE obtained by the parent at private expense may be presented as evidence at a hearing under the provisions of IDEA.

Planning and Placement Team (PPT)

The Planning and Placement Team (PPT) is the decision-making body central to the process of ensuring that the child meets the eligibility requirements of the IDEA. It is through this process that the school ensures that children with disabilities receive a free and appropriate public education (FAPE).

Purpose of PPT

PPT meetings may:

- develop, review and/or revise IEPs
- design and conduct an initial evaluation
- determine eligibility
- develop a functional behavioral assessment
- develop, review or modify a behavioral intervention plan

PPT Timelines

The PPT must review the child's IEP annually, to determine whether the goals for the child are being achieved. The PPT revises the IEP, as appropriate, to address:

- any lack of progress toward the annual goals and in the general curriculum;
- the results of any reevaluation;
- information about the child provided to, or by, the parents;
- the child's anticipated needs; and
- other matters.

Parents must receive notice of PPT meetings at least five school days prior to the meeting.

PPT Membership

The PPT is composed of the Transdisciplinary Early Childhood team (including the parents/guardians), an administrator and/or other individuals having knowledge or special expertise regarding the child.

PPT Attendance

In some instances, an invited PPT member may be excused from attending a PPT meeting. However, relevant or pertinent information from that team member will be included in the PPT discussion and decision making.

Parental Involvement in the PPT

The school takes whatever action is necessary to ensure that parents understand the proceedings at the PPT meeting. This includes, but is not limited to, arranging for an interpreter for parents with hearing impairments or who require an English language interpreter. In addition, prior to an initial PPT meeting, a pre-meeting to discuss the PPT process with the PPT administrator is offered to parents.

Meetings are scheduled at a mutually agreed upon time within the regular school day. If neither parent can attend the PPT meeting, the school makes reasonable efforts using other methods to ensure parent participation, including individual or conference telephone calls. However, if the school has taken reasonable measures to inform the parent of the PPT meeting and has been unsuccessful, by law, the PPT meeting will proceed.

The school presumes that divorced parents have equal rights under state and federal law to participate in all aspects of their child's education, unless either or both parents do not have authority under applicable state law.

PPT Responsibilities in the Development of the Individualized Education Program (IEP)

In developing, reviewing and revising a child's IEP, the PPT members consider the following:

- the child's strengths and the parent's concern for enhancing their child's education;
- the results of the initial evaluation and most recent evaluation, or the results of any reevaluations;
- the child's language and communication needs;
- the academic, developmental and functional needs of the child;
- positive behavioral interventions, strategies and supports to address behavior that impedes a child's learning or that of others;
- whether the child requires assistive technology devices and services.

If, in considering these factors, the PPT determines that a child needs a particular device or service (including an intervention, accommodation or other program modification) in order to receive FAPE, the team will include a statement to that effect in the child's IEP.

Individualized Education Programs (IEPs)

The school develops a written plan for each child requiring special education and related services. This plan is called an Individualized Education Program (IEP). The PPT develops, reviews, and or revises the IEP to meet the needs of each child who requires special education and related services.

School Responsibilities Regarding IEPs

The school provides FAPE for all children with disabilities beginning at age 3.

The school provides educational opportunities to all children with disabilities. An IEP is developed, implemented, maintained, reviewed, and revised for all special education children served by the school.

IEP Development and Timelines

The services and placement needed by each child with a disability to receive FAPE are based on the child's unique needs and not on the child's disability.

The law requires implementation of IEPs take place within 45 school days of the initial referral. The law also allows parents (1) ten days to review the IEP before its implementation date and (2) copies of the evaluations three days prior to the PPT at which evaluations will be reviewed. In other words:

- Date of referral – begins the clock/timeline process. Brooklyn School must schedule an initial PPT to review the referral within 10 school days of this referral date. Parents are given at least 5 days' notice of the PPT.
- Evaluations are conducted, if the PPT deems evaluation necessary.
- PPT will reconvene 45 school days from date of referral (or sooner) to review evaluations.
- Parents will be given copies of all evaluations three days prior to the review PPT. In addition, a pre-meeting will be offered to parents prior to the PPT to thoroughly discuss the evaluations.

IEP Access

The child's IEP is accessible to each regular education teacher, special education teacher, related services provider and other service provider who is responsible for its implementation. All responsible parties are informed by the IEP case monitor of her/his responsibilities related to implementing the IEP and specific accommodations, modifications, and supports that must be provided in accordance with the IEP. The original IEP remains in central office at in a locked file cabinet. Those staff with copies of portions of all of the IEP are required to maintain their file in a locked cabinet.

A full copy of the IEP is provided to parents within ten school days after the PPT meeting.

Individualized Education Program (IEP) Components

If a child is determined to be eligible for special education services, the PPT team will begin the process of developing an IEP to meet the specific needs of the child. The IEP is a written plan that describes in detail the child's special education program. Some key elements of a child's IEP include the following:

- present levels of educational and functional performance;
- measurable educational goals linked to present levels of academic and functional performance for the coming year and short-term instructional objectives derived from those goals;
- evaluation procedures and performance criteria;
- an explanation of the extent, if any, to which your child will not participate in the regular education class, the general education curriculum or extracurricular activities;
- modifications and accommodations your child needs to participate in the general education curriculum including nonacademic and extracurricular activities;
- special education and related services required by your child including transportation and physical education programs;
- recommended instructional settings and a list of people who will work with your child to implement the IEP;
- the date services will begin and end, and the frequency of the identified services;
- the length of the school day and year;

Present Levels of Academic and Functional Performance

Present Levels of Academic and Functional Performance include a description of how a child is currently performing in many important academic, behavioral and adaptive areas. In addition, this section includes a description of strengths, concerns and needs that require specialized instruction and a description of how the child's disability impacts their involvement and progress in the preschool curriculum. Parental input and concerns are a part of this document.

Services Provided to the Child

The IEP will include a statement of the child's required special education, related services, program accommodations and modifications and the responsibilities of those providing the services, so that the child will:

- advance appropriately toward attaining the annual goals;
- be involved and progress in the general curriculum;
- participate in extracurricular activities and other nonacademic activities; and
- be educated and participate with children with and without disabilities.

Justification for Removal from Regular Education

For each child who is removed from regular education for any portion of her/his school day, a justification for that removal is indicated on the IEP. For example, a child may be removed from the classroom to receive occupational therapy services.

Length of School Day and Year

The length of the school day and year for children requiring special education and related services is the same as for children in the regular education program, unless otherwise specified in the IEP.

The school provides Extended School Year (ESY) only if the PPT determines that the services are necessary for the provision of FAPE. The school does not limit extended school year services to particular categories of disabilities and does not unilaterally limit the type, amount, or duration of those services.

The PPT will determine the need for ESY based upon, but not limited to, the following considerations:

- disability category
- evidence of regression when services are not provided
- number and/or hours of related therapies

Transportation

Transportation services are specified on the IEP, as a related service.

Assistive Technology (AT)

AT devices and/or services are made available to a child with a disability as needed. AT devices may be utilized in all specified settings including special education, related services and home.

The school makes every effort to ensure that all AT devices function efficiently and effectively.

Measurable Annual Goals and Short-Term Objectives

Measurable annual goals and short-term objectives are in the IEP and relate to meeting the needs that result from the child's disability to enable the child to be involved and progress in the preschool curriculum.

Included in each goal/objective is: performance criteria; evaluation procedures and schedule; and a statement of how the child's progress toward the annual goals will be measured.

Progress Reporting

The IEP is reviewed and reported on with the same regularity as the general education report card schedule (three times per year).

Exit Criteria

A statement of the criteria that would be necessary to consider a child no longer eligible for special education and related services is included in the IEP.

Agreement to Change an IEP Without Convening a PPT Meeting

IEPs can be amended in collaboration with the parents without convening a PPT.

Least Restrictive Environment (LRE)

The school ensures that, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. LRE is, by definition, a continuum of service provision options. Placement decisions are made at the PPT.

In keeping with best practices, Brooklyn Elementary Early Childhood Program classrooms are composed of, at least, a 50:50 ratio of children with and without special needs.

Continuum of Alternative Placements

The school provides a continuum of alternative placements to the extent necessary in order to implement the IEP.

Determining Placement

The placement decisions are determined annually by the PPT. Children receive educational services in the school that they will attend if they do not have a disability.

Community Resources

[Northeast Connecticut Regional Family Resource Guide](#)

[Connecticut Children's Collective](#)

Health & Dental

[Generations Family Health Center](#)

[Northeast District Department of Health](#)

[Husky Healthcare of Uninsured Kids and Youth](#)

[Connecticut Dental Health Partnership](#)

[COVID-19 Handout from Yale Child Studies](#)

[NECC "Quick Guide" to COVID-19 Resources](#)

Safety

[CT Poison Control Center](#)

[CT Child Passenger Safety Laws](#)

[The United States Consumer Product Safety Commission](#)

Parenting

[Child & Family Traumatic Stress Intervention](#)

[State of CT "Talk It Out" helpline for parents](#) 1-833-258-5011

[Northeast Early Childhood Council](#)

[FREE Live and Pre-recorded Parenting Classes](#)

[Family Handout from DCF](#)

[Eastconn Adult Education](#)

Mental Health

[Mental Health Online Resources](#)

[National Alliance on Mental Health Illness Covid-19 Resource Guide](#)

[Child First](#)

Assistance Programs

[SNAP- Supplemental Nutrition](#)

[WIC- Supplemental Nutrition for Women, Infants and Children](#)

[RAP- Rental Assistance Program](#)

[Food Resources in Windham County](#)

[Connecticut Energy Assistance Program](#)

Books to Read to Your Child About School

| | |
|---|---------------------------|
| All Ready for School | Leone Adelson |
| Annabelle Swift, Kindergartener | Amy Schwartz |
| Barney and Baby Bop Go to School | Mark S. Bernthal |
| Corduroy Goes to School | Don Freeman |
| Curious George Goes to School | Margret Rey & HA Rey |
| Dinofours: It's Time for School | Steve Metzger |
| First Day of School | Helen Oxenbury |
| Franklin Goes to School | P. Bourgeois & B. Clark |
| Friends at School | Bunnett |
| Froggy Goes to School | Jonathan London |
| I'll Always Come Back | Metzger |
| The Kindergarten Book | Stephanie Calmenson |
| The Kissing Hand | Audrey Penn |
| Look out Kindergarten, Here I come | Nancy Carlson |
| Making Friends | Mr. Rogers |
| Miss Bindergarten Gets Ready for Kindergarten | Joseph Slate |
| Monster Goes to School | Ellen Blance |
| My First Days of School | Jane Hamilton-Merritt |
| My First Day at School | Ronnie Sellers |
| Pooh's First Day at School | Kathleen Weidner Zoehfeld |
| School Bus | Donald Crews |
| Starting School | Jane Ahlberg |
| Spot Goes To School | Eric Hill |
| This is the Way We Go to School | Edith Baer |
| Time for School, Little Dinosaur | Gail Herman |
| Time for School, Nathan! | Lulu Delacre |
| Vera's First Day of School | Vera Rosenburg |
| Wemberly Worried | Kevin Henkes |
| When You Go to Kindergarten | James Howe |
| Will I Have a Friend? | Miriam Cohen |

APPENDICES

Appendix 1 [Referral Form](#)

BES- School Behavior Referral

INSTRUCTIONS:


1. Complete the form below for ALL major behaviors AND whenever assistance is called. (If you call the office, social worker, BCBA, etc. you must fill out the form).
2. The individual witnessing the behavior MUST complete the form.
3. Pick ONLY the top 1-2 behaviors.
4. Minor Behaviors - Fill out the form if the minor behavior becomes a pattern. (Consistent, repeated minor behaviors)

Please select one of the following *

☐ Documentation Only

☐ Administration, please follow up with student

Date of Incident *

Month, day, year 

Time *

Short answer text

LAST Name (Student) *

Short answer text

Appendix 2

Appendix 3 Board of Education Non-Discrimination Policy Personnel - Certified/Non-Certified

Nondiscrimination

It is the intent of the Brooklyn Board of Education to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

"Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

The District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the District.

Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the District's ADA/Section 504 Coordinator. The District's coordinators are Heather Tamsin and Paula Graef.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and affirmative action provision in contracts of the state and political subdivisions rather than municipalities

4a-60a Contracts of the state and political subdivisions, other than municipalities, to contain provisions re: nondiscrimination on the basis of sexual orientation

10-15c Discrimination in public schools prohibited. School attendance by five-year olds (as amended by PA 21-2 §441.)

10-153 Discrimination on account of marital status

Connecticut Fair Employment Practices Act, G.G.S. §469-60

46a-51 Definitions (as amended by PA 17-127 and PA 21-2)

46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127)

46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127)

46a-81a Discrimination on the basis of sexual orientation; Definitions P.A. 11-55 An Act Concerning Discrimination

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et. seq.

Title VII, Civil Rights Act 42 U.S.C. 2000e, et seq.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et. seq.

Title IX Final Rule, May 6, 2020

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008 42 U.S.C. §2000ff; 29CFR1635.1 et. seq.

Age Discrimination in Employment Act, 29 U.S.C. §621

Americans with Disabilities Act, 42 U.S.C. §12101

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794

Policy Adopted: September 22, 2021

Appendix 4 Policy Regarding Reports of Suspected Abuse or Neglect

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse and neglect. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse and/or neglect or risk and/or sexual assault.

A mandated reporter's suspicions may be based on factors including, but are not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probably cause.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused or neglected. In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24 hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect

came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

(For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the Confidential Rapid Response Team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Appendix 5 Diapering/Toileting Policy

Brooklyn Elementary Early Childhood Program Policies and Procedures

Diapering/Toileting

Originated: July 2014

Revised: December 2018

POLICY

Brooklyn Elementary Early Childhood Program ensures the sanitary, healthy, and appropriate handling of children who wear diapers as well as those who are learning to and those who can independently use the toilet.

PROCEDURE/DIAPERING

- Brooklyn Elementary Early Childhood Program requires that children have their diapers checked for signs that diapers are wet or contain feces at least every two hours when children are awake and as soon as a child wakes up from a nap.
- When changing a child's diaper, staff wear gloves and disinfect that changing table/mat between children.
- All materials from diapering are disposed in a covered, hands-free trash receptacle.

PROCEDURE/TOILETING

- Children are provided ample opportunities to use the child-sized toilet. Teachers will work with families for successful toilet training.
- A change of clothes is required to stay at school in case of toileting accidents
- Soiled clothes will be sent home for laundering, without rinsing, in a plastic bag.
- During the learning process, staff attention may be required to ensure proper wiping to prevent soiled underwear and skin irritation.
- Only Brooklyn Elementary Early Childhood Program staff will supervise children in the bathroom, not volunteers unless it is the volunteer's own child.
- Positive reinforcement and encouragement will be provided to children, as well as partner with families, to ensure success.
- Staff whose primary function is food preparation do not change diapers until their food preparation responsibilities are completed.
- Staff does not use hand washing sinks for bathing children or for removing fecal matter.
- Any diaper changing tables may only be used by the one class it is designated for.
- The program uses only commercially available disposable diapers. A doctor's note is needed for children who require cloth diapers for medical reasons. The diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of urine and feces. Both the diaper and outer covering are changed as a unit.