



Lower School Family Handbook (Infants – 1st Grade)

Brookfield School TLC

185 Redfield Parkway

Reno, NV 89509

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Brookfield School STEM Academy

6774 South McCarran Blvd

Reno, NV 89509

Phone: (775) 825-0257

Lower School Family Handbook 2025-2026

Hours of Operation:

Monday through Friday (7:30 am – 6:00 pm)

Academic Hours: 8:30 am - 3:30 pm

Morning Extended Care: 7:30 am - 8:30 am

Afternoon Extended Care: 3:30 pm - 6:30 pm

School Year: September 2, 2025- June 12, 2026 (10 months) or June 2025 – June 2026 (12 months)

Office Hours:

Monday through Friday (8:00 am - 4:00 pm)

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Preface

This handbook and policy manual has detailed information about our program. This handbook may be revised from time to time at the discretion of Brookfield School.

History of Brookfield School

Brookfield School began in 1963, founded by Mr. and Mrs. Robinson in Sacramento, California. In 1972, the school expanded to Reno, Nevada, under the leadership of Marian Osgood. By 1985, Mrs. Osgood became the owner, relocating the school to its current location on South McCarran Blvd. and expanding to include Kindergarten through 8th grade by 1987.

The school thrived under Marian's leadership, with her daughters, Karyn Murray and Katie Osgood, joining the administration in 1998. Key expansions included the addition of a preschool campus in 2003 and a middle school campus in 2015, broadening Brookfield's reach to students from early childhood through adolescence. In 2013, Mrs. Murray's daughter, Taylor Dorey, joined the team, continuing the family tradition of excellence in education. In 2020, Mrs. Osgood's son, Carson Johnson, brought his expertise to the business office, further strengthening the school's operations and legacy.

In 2025, Brookfield expanded again with the introduction of the STEM Academy, designed for children aged 3 years to 1st grade, providing a strong foundation in science, technology, engineering, and mathematics during the early years of learning.

Today, Brookfield School remains rooted in its values of academic excellence, tradition, and community, inspiring generations of students to achieve their full potential.

Mission Statement

We believe every child should be nurtured and cherished. We are a positive learning community, encouraging and guiding children to pursue and develop to their fullest potential.

Philosophy Statement

Brookfield is committed to the overall development of each child. To this end we provide strong academic instruction in the basic skills as well as a wide variety of cultural and aesthetic experiences within a success-oriented program.

Since there are great differences among children of the same age, factors other than chronological age are considered in planning a program to meet the intellectual, social, emotional and physical need of individuals in the classroom.

We believe that children learn best in a safe environment in which individuality is treasured and nurtured, in which children are encouraged to respond to the needs of others, and in which adult-child interpersonal relationships are characterized by mutual respect, affection and genuine concern for the welfare of others

Core Values

We Believe:

- In inspiring a love of learning through a challenging, innovative, and personalized education that nurtures every student's potential.
- In acting with integrity, honesty, and respect, fostering a community built on trust and accountability.

- In preparing students for a global future by celebrating cultural awareness, teaching language skills, and embracing the diversity that enriches our world.
- In the strength of community and connection, creating an inclusive environment where every student, family, and staff member feels valued and supported.
- In sparking innovation and creativity through curiosity, critical thinking, and hands-on exploration that empowers students to solve tomorrow's challenges.
- In the importance of growth and resilience, encouraging perseverance, adaptability, and a love of challenge in every learner.
- In cultivating leadership and service, inspiring students to lead with kindness and contribute meaningfully to their school, community, and beyond.

School Memberships and Accreditations

Brookfield School is a member of the National Independent Private School Association (NIPSA), National Council for Private School Accreditation (NCPSA), COGNIA.

Traditions

ALMA MATER

When I think of my days at Brookfield
I'll remember the friends I've made
All the time that we spent together
All the wonderful games we've played

I'll remember the days of learning
And the days when we just had fun
All the songs that we sang together
I'll remember them, every one

I'll remember my school forever
Where I grew in so many ways
And though I may roam far away from my home
I'll remember those Brookfield days

PEP SONG

We are the Brookfield Bears,
We are the very best,
We are the Brookfield Bears,
Just hear us ROAR!

As we revel in our fame,
Everybody knows our name,
From the valley floor,
To the Tahoe Shore!

COLORS

Navy Blue, White, Gold

MASCOT

Bear

Class and Age Designations

| <u>Class Name</u> | <u>Ages</u> | <u>Birthdate</u> | <u>Location</u> |
|-------------------|---------------------|---|---|
| Little Bears | 8 Weeks - 11 Months | Must be 8 weeks of age | TLC- 185 Redfield Parkway |
| EC1 | One-Year-Old | Must be 1 by September 30 th | TLC- 185 Redfield Parkway |
| EC2 | Two-Year-Old | Must be 2 by September 30 th | TLC- 185 Redfield Parkway |
| PK3 | Three-Year-Old | Must be 3 by September 30 th | TLC- 185 Redfield Parkway STEM Academy- 6774 South McCarran Blvd |
| PK4 | Pre-Kindergarten | Must be 4 by September 30 th | TLC- 185 Redfield Parkway STEM Academy- 6774 South McCarran Blvd |
| P1 | Kindergarten | Must be 5 by September 30 th | STEM Academy- 6774 South McCarran Blvd |
| 1st | 1st Grade | Must be 6 by September 30 th | STEM Academy- 6774 South McCarran Blvd |
| 2nd | 2nd Grade | | Upper School- 6800 South McCarran Blvd |
| 3rd | 3rd Grade | | Upper School- 6800 South McCarran Blvd |
| 4th | 4th Grade | | Upper School- 6800 South McCarran Blvd |
| 5th | 5th Grade | | Upper School- 6800 South McCarran Blvd |
| 6th | 6th Grade | | Upper School- 6800 South McCarran Blvd |
| 7th | 7th Grade | | Upper School- 6800 South McCarran Blvd |
| 8th | 8th Grade | | Upper School- 6800 South McCarran Blvd |

School Day

Office Hours

- 8:00 a.m. - 4:00 p.m. Monday-Friday

Arrival/Departure

Locations-

- TLC Early Childhood (Little Bears, EC1, EC2, PK3, PK4)- 185 Redfield Parkway, Reno, NV 89509
- STEM Academy (PK3, PK4, Pre-1st, 1st Grade)- 6774 South McCarran Blvd, Reno, NV 89509

Arrival

All Students: 7:30 a.m. - 8:15 a.m.

Please check your child in using the iPad in the front office.

Little Bears-

Little Bears families should enter through the TLC front door. A staff member will meet you in the front office. You may give your baby to a staff member or walk your baby to their classroom door. Please note we cannot accommodate parents coming into the classrooms. This makes separation more challenging, disrupts the daily routine of the classroom, and takes the teachers away from supervising the children. Also, staff cannot remove babies from or place babies in their car seats for safety reasons. You may leave your child's infant seat at school, but a parent/guardian is responsible for taking their baby out of it.

EC1 & EC2-

EC1 and EC2 families should enter through the TLC front door. A staff member will meet you in the front office. You may give your child to a staff member or walk your child to the indoor playroom. With the indoor playroom being in the main entrance of the building, we limit the number of people coming and going through this area. Therefore, EC students cannot be dropped off at their classroom door. Children can never be picked up or dropped off at the back doors of their classrooms as it poses a significant safety risk.

PK3 & PK4 (TLC Campus)-

PK3 & PK 4 families should enter through the TLC front door. A staff member will meet you in the front office. You may give your child to a staff member or walk your child to the indoor playroom. With the indoor playroom being in the main entrance of the building, we limit the number of people coming and going through this area. Therefore, PK students cannot be dropped off at their classroom door. Children can never be picked up or dropped off at the back doors of their classrooms as it poses a significant safety risk.

Please note that we cannot accommodate parents coming into the classrooms once instruction begins. This makes separation more challenging, disrupts the daily routine of the classroom, and takes the teachers away from supervising the children.

Dropping children off at the front door is not permitted for safety reasons.

PK3, PK4, Pre-1st, 1st Grade (STEM Academy)-

STEM Academy families should enter through the Academy's front door. A staff member will meet you in the front office. You may give your child to a staff member or walk your child to their classroom door. Children can never be picked up or dropped off at the back doors of their classrooms as it poses a significant safety risk.

Please note that we cannot accommodate parents coming into the classrooms once instruction begins. This makes separation more challenging, disrupts the daily routine of the classroom, and takes the teachers away from supervising the children.

Dropping children off at the front door is not permitted for safety reasons.

Late Arrival

TLC Campus- Little Bears, EC1, EC2, PK3, PK4-

For late arrivals after 8:30 a.m., enter through the TLC front door. Check your child in at the foyer and wait with your child for an available staff member to escort them to their classroom. Please note that staff members are unable to receive children from side doors. **Students must arrive by 9:45AM to attend school that day. Any arrival after that time must provide a doctor's note or documentation to be excused.**

STEM Academy- PK3, PK4, Pre-1st, 1st Grade-

For late arrivals after 8:30 a.m., enter through the Academy front door. Check your child in at the foyer and wait with your child for an available staff member to escort them to their classroom. Please note that staff members are unable to receive children from side doors. **Students must arrive by 9:45AM to attend school that day. Any arrival after that time must provide a doctor's note or documentation to be excused.**

Early Pick-Up

TLC Campus- Little Bears, EC1, EC2, PK3, PK4-

For early pick-up at the TLC Campus, please notify the front office 15 minutes before you need to get your child. Enter the building and use the iPad to check your child out. A staff member will bring your child to the office. Children will not be released to anyone that is not on the child's approved list. Please note that due to dismissal times the cutoff time for early pick-up is 2:45 p.m.

STEM Academy- PK3, PK4, Pre-1st, 1st Grade-

For early pick-up at STEM Academy, please notify the front office 15 minutes before you need to get your child. Enter the building and use the iPad to check your child out. A staff member will bring your child to the office. Children will not be released to anyone that is not on the child's approved list. Please note that due to dismissal times the cutoff time for early pick-up is 2:45 p.m.

Dismissal:

Children will not be released to anyone that is not on the approved list. Reminder: staff cannot load your child into car seats.

TLC Campus- Little Bears, EC1, EC2, PK3, PK4-

Pick Up Time: 3:00-3:15 p.m.

STEM Academy- PK3, PK4, Pre-1st, 1st Grade-

Pick Up Time: 3:15-3:30 p.m.

Late Pick-Up

TLC Campus- Little Bears, EC1, EC2, PK3, PK4-

Instruction ends at 3:00 pm daily. Children not enrolled in extended care are expected to be picked up from their classroom by 3:15 pm. Children remaining will be checked into extended care at 3:15 pm.

STEM Academy- PK3, PK4, Pre-1st, 1st Grade-

Instruction ends at 3:15 pm daily. Children not enrolled in extended care are expected to be picked up from their classroom by 3:30 pm. Children remaining will be checked into extended care at 3:30 pm.

Before & Aftercare

General Information

If a student arrives before 8:15 a.m., he/she is to be brought to their assigned before care location. Before Care opens at 7:30 a.m. You will be notified of fees and payment schedules before the beginning of school. Students who sign up for a semester or year of Before Care or After Care will be charged a flat rate for the semester. Drop-ins are allowed but families will be charged a separate Drop-In Fee. No student may be brought on the main school grounds before 7:30 a.m. as there is no supervision. Under no circumstances is a student to be left waiting outside the building without adult supervision.

Any student remaining on campus after class dismissal time will be brought to his/her assigned after care location. Aftercare closes promptly at 6:00 p.m.

Release of Child Policy

We cannot allow your child to go home with anyone that is not on your authorization. We will ID anyone we do not recognize. If they are not on the list, they will not be allowed to take your child. This is for your child's safety. In the event that a parent must send someone other than a person on the list, a written note indicating whom that person is, or prior phone notification is required. At dismissal, staff will release the child after checking proper identification to match the name provided by the parent/guardian.

Pre-1st and 1st Grade Attendance Policy

- Students report to homeroom each morning any time between 8:15 - 8:30 a.m.
- Attendance is taken in the homeroom each day at 8:30 a.m.

Late Check-In, Early Check-Out:

- Late check-in or early check-out should be limited to **emergencies only**. Research shows that student attendance is tied to academic achievement.
- All late check-in or early check-out should be completed in the front office. We ask that parents or others picking up or dropping off outside of our regularly scheduled drop-off/pick-up times (7:30-8:15 a.m.; 3:15 p.m.) use the front office. This helps to minimize interruptions of instructional time and also helps us to maintain a secure environment for all students. **Students will not be released directly from classrooms to a parent/guardian/adult picking up.**
- Please note that the cutoff time for early pick-up is 2:45 p.m.

Absence Policy:

- Per Nevada state law, a child must be in attendance a minimum of 162 school days to receive credit for the school year.
- All student absences must be designated as either excused or unexcused. Please see below for the list of excused or unexcused absences reasons. Any final determination will be made by the school.

| EXCUSED ABSENCES: | UNEXCUSED ABSENCES: |
|---|--|
| Illness or medical (must provide a doctor's note once exceeding three days) Medical appointments (e.g. Orthodontist) <i>Please make every effort to schedule these outside of school hours</i> Religious observance Family emergency or bereavement | Skipping school Personal appointments (e.g., hair, nails, etc.) Family vacation |
| All excused absences must be communicated with the school front office and a student's homeroom teacher. | If no communication is made with the school front office, the absence is assumed unexcused. |

- Due to legal attendance requirements, a student cannot exceed 10 unexcused absences for the school year.
 - Once a student exceeds 10 unexcused absences, he/she will no longer be permitted make-up work, and will therefore be in danger of losing credit for the school year.
 - To reiterate, excused absences do not count against a student, and make-up work will be provided.
 - Please make special note of the information stated above regarding late arrival or early check-out, as these may be converted to unexcused absences as well.

Feedings, Snack, and Lunch

Little Bears-

Bottles-All baby bottles should be brought ready to feed. Non-frozen breast milk should be sent on a daily basis in bottles ready to serve. We can keep one serving of breast milk frozen in the event we run short. The extra serving must be labeled and dated. Babies using powdered formula should come with bottles already made. Please send an extra serving of dry formula labeled and dated in the event we run short. All bottles and bottle caps should be labeled with your child's name or initials. Bottles will be warmed in a bottle warmer if needed. Bottles will be rinsed at the center but should be appropriately cleaned at home. Please send in labeled bibs daily.

Please let us know when your child is developmentally ready to drink whole milk, which we will supply at a cost. If your child needs a special type of milk, please send in a supply daily.

Solids- You will need to send any baby food, dry cereal or oatmeal, etc. that your baby will need for breakfast and lunch. Everything must be labeled with your child's name. Fruit, puffs, teething cookies, goldfish, veggie straws, etc. will be provided for your child with your permission as snacks. We will provide any bowls or utensils your baby may need.

- Please send in a labeled plastic food bib. We will return it daily for deep cleaning.
- Please provide us with written permission when your child is developmentally ready to start drinking water from a sippy cup. We will provide water at this time.
- Send a clean cup to school every day.
 - Cups must have a top/cover with no exposed straws.

EC1-

Bottles-If your baby is still taking a bottle, bottles should be brought ready to feed. Non-frozen breast milk should be sent on a daily basis in bottles ready to serve. We can keep one serving of breast milk frozen in the event we run short. The extra serving must be labeled and dated. Babies using powdered formula should come with bottles already made. Please send an extra serving of dry formula in the event we run short. All bottles and bottle caps should be labeled with your child's name or initials. Bottles will be warmed in a bottle warmer if needed. Bottles will be rinsed at the center but should be appropriately cleaned at home.

Please send in labeled bibs and burp cloths daily.

Lunch- You must send your child with a home-packed lunch each day. We are an allergy aware school; this means nuts and nut products of any kind are not permitted at school.

Snacks-Students do have a morning and afternoon snack time each morning that will need to be sent each day. We ask that parents try to send healthy snack and lunch items. Please do not send foods that are implicated in choking incidents, such as hot dogs cut in rounds, raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, etc.

Water & Milk-Please let us know when your child is developmentally ready to drink water, an whole milk. If your child needs a special type of milk, please send in a supply daily. If you wish for your child to drink something other than milk or water, please send it in daily.

School can provide whole milk (as developmentally appropriate) at a cost and water.

- Please send a water bottle daily with a top/cover on the straw
 - No exposed straws
 - For oral motor development, we suggest a bottle with a thin straw rather than a sippy cup or thick waterspout
 - This allows for easier transport of water bottles while minimizing the spread of germs as staff and students will be carrying water bottles throughout the day

If your child needs a special type of milk, please send in a supply daily.

Bibs-Please send in a labeled plastic food bib. We will return it daily for deep cleaning.

EC2-

Lunch- You must send your child with a home-packed lunch each day. We are an allergy aware school; this means nuts and nut products of any kind are not permitted at school.

Snacks- Students do have a morning and afternoon snack time each morning that will need to be sent each day. We ask that parents try to send healthy snack and lunch items. Please do not send foods that are implicated in choking incidents, such as hot dogs cut in rounds, raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, etc.

Water & Milk-School can provide whole milk at a cost or water.

- Please send a water bottle daily with a top/cover on the straw.
 - No exposed straws
 - For oral motor development, we suggest a bottle with a thin straw rather than a sippy cup or thick waterspout
 - This allows for easier transport of water bottles while minimizing the spread of germs as staff and students will be carrying water bottles throughout the day

If your child needs a special type of milk, please send in a supply daily.

PK3 & PK4-

Snacks- Students do have a morning and afternoon snack time each morning that will need to be sent each day. We ask that parents try to send healthy snack and lunch items. Please do not send foods that are implicated in choking incidents, such as hot dogs cut in rounds, raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, etc.

Lunch- You must send your child with a home-packed lunch each day. We are an allergy aware school; this means nuts and nut products of any kind are not permitted at school.

Water-School can provide water. Please send a clean water bottle every day for your child to use at school.

Milke-Whole milk can be purchased at a cost.

Pre-1st & 1st Grade-

Snacks- Students do have a morning and afternoon snack time each morning that will need to be sent each day. We ask that parents try to send healthy snack and lunch items.

Lunch- You must send your child with a home-packed lunch each day. We are an allergy aware school; this means nuts and nut products of any kind are not permitted at school.

Water-School can provide water. Please send a clean water bottle every day for your child to use at school.

Milke-Whole milk can be purchased at a cost.

EC1, EC2, PK3, PK4, Pre-1st & 1st Grade -

Please note we do not have enough refrigerator space to refrigerate every child's personal food items. Please pack ice packs to keep their food cold until their designated lunch time.

Rest Time

TLC Campus

Infants-

All babies will have his/her own crib. Sheets are provided and will be washed in a free and clear detergent. Please send a swaddle, sleep sack, or sleep suit that will help your little one sleep. These will be returned at the end of the week or as needed to be washed. If they use a pacifier, please send one labeled to be kept at school. Please note: blankets, lovies, wubbas, and pacifiers with clips are not allowed. Babies will always be placed on their backs to sleep.

EC1 and EC2-

We will have a scheduled rest time every day from 12:30 p.m. - 2:30 p.m.

Children in EC1 that are one year of age will sleep on a cot provided by school for rest time. You are required to provide a nap mat for your child to use during nap. Please see the uniform policy for nap mat details.

Children in EC2 will have rest time every day. We encourage the children to sleep, but if your child does not normally nap, please know that they will stay with quiet activities on their mat. You are required to provide a nap mat for your child to use during nap. Please see the uniform policy for nap mat details.

PK3 & PK4 -

We encourage the children to sleep, but if your child does not normally nap, please know that they will stay with quiet activities on their mat. You are required to provide a nap mat for your child to use during nap. Please see the uniform policy for nap mat details.

Nap mats will be sent home on Fridays or as needed for deep cleaning. Please remember to send nap materials back the following school day.

STEM Academy

There is no nap/rest time at the STEM Academy. Students who need a nap should remain at the TLC Campus. PK3 and PK 4 students will have a “downtime” after lunch with quiet activities available.

Diapering

Infants, EC1, & EC2-

Huggies Diapers are provided for children. If you prefer a different brand, please bring in a sleeve of diapers with your child’s name on it. When we start to run low, we will let you know. Baby wipes will be provided. If you need a specific type of wipe, please send a labeled supply to be kept at school. A variety of creams and ointments are kept at school. Please complete the form giving staff permission to apply topical products.

If your child is in the process of potty-training and wearing Pull-Ups, we ask that you please send Velcro Pull-Ups only.

Toilet-Training Policy

Signing the Lower School Handbook and Intimate Care Policy indicates that you acknowledge and understand our policies and procedures in regard to toilet training.

EC1 & EC2-

- Teachers will communicate with parents about a child showing signs of readiness or interest.
- Teacher/Assistant will send home daily reports with a record of toilet training successes/accidents.
- Children who are staying dry/unsouiled will be commended.
- Keep positive attitudes! Try! Try Again!
- Give stickers, hugs, applause for successes even if it is just trying to sit on the potty for the first time.
- When a child is showing consistency of using the toilet, a suggestion will be made to parents to send extra clothes and pairs of underwear. Give it a try!

- If a child has accidents three days in a week, the teacher will require for the child to go back in diapers for 2 weeks. Then, try underwear again.
- We hope that with your help, every child will be potty-trained by the end of our two-year old program.
- Keep in mind that children must be fully potty trained before entering the 3-year-old program at our STEM Academy.
- Toilet training takes a consistent effort on behalf of parents and the school.

PK-3 & Beyond-

- Any child not fully potty trained will need to attend our TLC Campus.
- All students must be fully toilet trained prior to the beginning of school to be enrolled at our STEM Academy. We do not have the facilities or supplies to change clothes in the classrooms.
- A child is expected to communicate to the teacher/assistant when he/she has to use the toilet and attend to oneself completely.
- Teacher/Assistant will work with any child who needs assistance in pulling shorts/pants up/down (elastic pants and no belts, buttons, snaps that make it hard to be independent in the bathroom).
- Teacher/Assistant will change soiled clothes if “accident” occurs during the school day. Parents are to supply extra set of clothes to keep in cubby. This does not need to be a school uniform.
- If an “accident” occurs three times in one week, the teacher will call the parent, and the child must be picked up and remain at home until fully toilet trained.
- Teacher will communicate with parent(s) to ascertain the child's progress during this time by phone/email.
- Teacher/Assistant will welcome the child back to class and try again when the child is completely trained.
- If an accident occurs at school again, parents will be called to pick up him/her and continue to work at home on toilet training. This process will continue until the goal is achieved.
- Brookfield School will hold a student’s place until he/she returns. Tuition is a full year commitment. No refunds will be issued for missed school days or withdrawal of student due to potty training issues.

Site Specific Philosophies

TLC Campus - Little Bears (LB), EC1 (One-Year Olds), EC2 (Two-Year Olds), PK3 & PK4 Philosophy

The foundation for learning begins at the TLC Early Childhood Campus with infants (8 weeks). TLC develops and prepares children in a safe environment and welcoming atmosphere. Both indoors and outdoors, every child has the opportunity to show growth. We strive to teach children how to socialize and show respect to others, expand the child’s awareness of the world around them and aid in understanding the world, acknowledge and encourage every effort and mastery of a skill, and build confidence and independence in every child.

We believe that the best way to help children succeed is to teach them to be creative, confident thinkers. That means offering them opportunities for hands-on exploration and discovery that helps build lifelong critical thinking skills and foster confidence.

STEM Academy (PK3, PK4, Pre-1st and 1st Grade) Philosophy

At Brookfield STEM Academy, we believe in laying a strong foundation for academic excellence by combining traditional teaching methods with modern innovation. Our approach emphasizes the development of essential skills such as phonics, handwriting, and foundational literacy while fostering curiosity and critical thinking through STEM education. We are committed to creating a nurturing and structured environment where young learners can thrive,

balancing academic rigor with hands-on exploration to inspire a lifelong love of learning. Our innovative new facility is thoughtfully designed to support these goals, providing bright, engaging spaces that encourage collaboration, creativity, and a sense of wonder.

We recognize that the early years are a pivotal time for intellectual and social development, and our program is tailored to meet the unique needs of each child. Through a carefully crafted curriculum, we integrate traditional scheduling and teaching practices with opportunities for experimentation and discovery in science, technology, engineering, and math. At Brookfield, we honor our legacy of excellence while embracing the future, ensuring our youngest students build the skills, confidence, and resilience needed to excel academically and beyond. Together, we are shaping the innovators and leaders of tomorrow, one step at a time.

The Learning Environment and Our Staff

At Brookfield School, we take pride in cultivating an enriching and supportive learning environment that nurtures creativity, confidence, and a love of discovery in every child. Across all our campuses, our facilities are thoughtfully designed to inspire growth and exploration, blending innovative spaces with warm, welcoming atmospheres. Indoors, classrooms are equipped to support hands-on learning and traditional academic foundations, while our outdoor areas provide dynamic opportunities for play, physical development, and environmental exploration. Whether in our STEM-focused programs or our early childhood development offerings, we strive to create spaces where children feel safe, valued, and encouraged to take bold steps in their educational journey.

Our dedicated staff is the heart of our community, bringing expertise, enthusiasm, and a passion for education to every classroom. Skilled in both traditional and modern teaching methods, our teachers provide individualized attention to meet the unique needs of each student. They create a balance between academic rigor and social-emotional development, fostering independence, critical thinking, and a strong sense of self-confidence. Through collaboration with families, our team works tirelessly to support every child's success and growth. At Brookfield, we are united by our shared commitment to shaping well-rounded learners who are prepared to excel academically and embrace the world with curiosity and resilience.

TLC Campus Daily Routine

Infant, EC1, EC2 PK3 & PK4-

Children receive a consistent daily routine that supports active learning through play and builds on children's interests. The school day is divided into both small and large group meetings, choice time where the children interact in play-based centers, snack and lunch times, read-aloud times, outdoor play, music and movement, and rest time. During all of these learning periods, children are engaging in activities that help them to develop and build a strong foundation in language and physical development, social-emotional skills, literacy and mathematics.

In addition, the curriculum is saturated with learning experiences that incorporate children's home values, cultures, and family traditions, social-emotional strategies for building relationships and increasing children's comfort and confidence at school, instructional strategies to facilitate receptive and expressive language acquisition and understanding, and strategies for promoting comprehension during read-aloud time.

STEM Academy Daily Routine

PK3, PK4, Pre-1st & 1st Grade-

We believe a consistent daily routine supports active learning and builds on children's interests. We schedule each classroom's day to include all our core subjects and specialty classes. Children in the STEM academy have 5 full days of instruction.

At Brookfield STEM Academy, our curriculum is designed to provide a rich tapestry of learning experiences that honor and incorporate each child's unique home values, cultures, and family traditions. By weaving these elements into our educational approach, we create a sense of belonging and connection that enhances both comfort and confidence

at school.

Our instructional strategies are carefully crafted to support the development of receptive and expressive language skills, fostering clear communication and a deep understanding of the world around them. Through engaging and interactive read-aloud sessions, we promote comprehension, critical thinking, and a love for storytelling, helping students connect with literature in meaningful ways. By integrating these thoughtful approaches into every aspect of our curriculum, Brookfield STEM Academy ensures that every child feels valued, empowered, and prepared to thrive academically, socially, and emotionally.

Adult-Child/Child-Child Interactions

At the heart of our early learning program are strong, meaningful relationships. We believe that a child's interactions with their family, educators, peers, and environment are the foundation of true learning. Our teachers are dedicated to creating classrooms that function as vibrant learning communities, where each child feels valued and supported. They build positive, nurturing relationships with every student, fostering an environment where children learn to work collaboratively, play harmoniously, and form lasting friendships.

Teachers guide and shape children's behavior using positive guidance strategies, ensuring that every moment of the day is an opportunity for growth and learning. From the very start, classroom rules are developed to promote a sense of community and belonging. Social problem-solving skills are modeled and taught consistently, empowering children to navigate challenges with confidence. With intentionality and responsiveness, our teachers adapt to the needs of each child, providing a consistent, respectful, and enriching learning environment that encourages both personal and academic development.

Assessment of Children's Learning

Infants, EC1 & EC2 -

Little Bears, EC1, and EC2 staff use developmental report cards to monitor the progression of important milestones. Report Cards are based on + for Excellent Progress, ✓ is for Is Learning, - is for Needs More Time.

Teachers will post ongoing documentation of learning throughout the school year on each child's Brightwheel account.

We believe assessment is applied to the whole school and should be viewed as an opportunity for learning, reflection, and growth. It should inspire an attitude that learning is never finished, and it should involve all members of the school community at appropriate levels. Assessment should be used to support all types of learners. Assessment is a purposeful, comprehensive, authentic, ongoing, and observational tool to drive teacher instruction and student learning.

Guiding Principles

Assessment is an essential element of effective teaching and learning. It drives the learning process by identifying what students understand and where they need further support, guiding both student growth and teacher instruction. Effective assessment provides opportunities for students to engage in personal inquiry and collaborative learning. By utilizing diverse formats, it accommodates various learning styles and needs. Most importantly, assessment must be honest, fair, and reliable to maintain its integrity.

Reflection is a critical part of the assessment process for both students and teachers, ensuring its effectiveness in fostering growth and understanding. Assessment results should be communicated clearly to all relevant stakeholders, including teachers, students, and parents, to encourage collaboration and support for the learning journey. Constructive feedback empowers continuous improvement and helps to elevate student achievement while fostering a shared commitment to academic success.

PK3 & PK4-

All areas of development and learning (approaches to learning, physical, language and early literacy, mathematics, science and technology, social studies, languages, and the arts) are assessed in PK3 and PK4 every quarter.

Pre-1st and 1st Grade-

All areas of development and learning (approaches to learning, physical, language and early literacy, mathematics, science and technology, social studies, Spanish, and the arts) are assessed in Pre-1st and 1st grade every quarter.

The following is the grading scale:

Academic Content:

| | | | |
|------------|--------------------------------|------------|--|
| A | Exceeding | + | Skills appropriately mastered for this quarter |
| B | Meeting | X | Improvement is needed |
| C | Developing | N/A | Skill is not applicable for the quarter |
| N/A | Not applicable for the quarter | | |

Character and Life Skills:

| | | | |
|------------|--------------------------------|------------|--|
| E | Exceeding | + | Skills appropriately mastered for this quarter |
| M | Meeting | X | Improvement is needed |
| D | Developing | N/A | Skill is not applicable for the quarter |
| B | Beginning | | |
| N/A | Not applicable for the quarter | | |

Assessment Strategies

Students will engage in a variety of assessments that utilize diverse strategies, tasks, and tools to evaluate both their learning processes and final outcomes. These assessments are designed to provide a comprehensive understanding of each student's knowledge and skills, guiding instruction and support effectively.

- **Diagnostic/Pre-Assessment**
 - Conducted at the outset to assess students' prior knowledge and abilities, guiding teachers in tailoring instruction and support.
- **Formative Assessment**
 - Used throughout the learning process to monitor progress, provide ongoing feedback, and adjust instruction to enhance student growth and understanding.
- **Summative Assessment**
 - Administered at the conclusion of a unit to evaluate students' mastery of the material and overall achievement.
- **Internal/External Assessments**
 - *Internal Assessments:* Evaluated using specific, predetermined criteria.
 - *External Assessments:* Benchmarked against nationally normed tests for comparative analysis.

Both formative and summative assessments play a critical role in shaping instruction and measuring student learning. A balanced approach between these types of assessments ensures that teachers can adapt their strategies to meet learners' needs while also evaluating their overall progress and mastery of the content.

Examples of assessments include but not limited to:

| Diagnostic | Formative | Summative | Internal/External |
|--------------------------|--------------------|-----------------------|---|
| KWL Chart | Observation | Portfolio | Internal all diagnostic, formative, and summative assessments listed External Brigance (Birth to 5 years old) NWEA MAP Growth (Pre-1 st through 8 th) STAR Reading (Pre-1 st through 8 th) |
| Anticipation Guide | Questioning | Presentation | |
| Pre-test | Quiz | Project | |
| Interest Inventory Self- | Homework | Essay | |
| Discovery Map | Work Sample | Unit Test Performance | |
| Survey | Entrance/Exit Slip | Quarterly Exams | |
| Writing Sample | Anecdotal Records | Standardized Test | |
| | Graphic Organizer | | |
| | Discussion | | |

Ongoing Communication

Teachers will update student progress on a regular basis, using different modes of communication. Teachers will use Brightwheel or Remind, call or email parents directly as needed in order to keep them informed.

Conferencing

We hold first quarter mandatory parent-teacher conferences for all students. These conferences are scheduled by the teacher. A conference can be scheduled at any point in the year either by parent request or teacher requirement. When possible and appropriate, we encourage the student to be present at the conference.

Statement of Revision

Our assessment policy will be posted in the family handbook and on the student information system. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

Promotional Policy

Brookfield School recognizes that the emotional, social, physical, and educational growth of students will vary and that students should be placed in the educational setting most appropriate to their needs at the various stages of their growth. It is the policy of Brookfield School that each student shall be moved forward in a continuous pattern of achievement and growth that corresponds with his/her own development and the academic standards established for each grade and core subject.

Infants, EC1, & EC2

Students may not be retained unless there is consensus among all stakeholders and the proposed retention is based on tangible data, i.e. work samples, assessment data, etc. The final determination must be made among the director, teacher, and parent.

PK3 & PK4

Pre-kindergarten students are evaluated using standards-based reporting. Students must demonstrate an achievement level indicative of meeting specific fundamental skills identified at each grade level in order to be promoted to the next grade. Retention is the result of a collection of data to make the best decision for any particular child.

Pre-1st & 1st Grade

Pre-1st and 1st Grade students are evaluated using a traditional report card. To be promoted to the next grade level in pre-1st or 1st grade, students must demonstrate readiness by showing progress in core academic skills, including reading, writing, and math, as well as age-appropriate social and emotional development. Students are expected to follow classroom routines, work cooperatively with peers, and exhibit consistent effort and a positive attitude toward learning. Regular attendance is essential to ensure skill mastery and academic growth. Promotion decisions are based on teacher observations, assessments, and overall readiness for the next grade level. Retention is the result of a collection of data to make the best decision for any particular child.

Student Records

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained by our Registrar for each student from the time the student enters the school until he or she withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

Brookfield School must receive a student's official record prior to his or her start in the school.

Admissions Policy & Philosophy

Our admissions process has been thoughtfully designed for you to get to know the Brookfield School Community and for us to get to know your family. Our goal is that every interaction will further your understanding of and interest in our school, staff, and curriculum.

Applications can be submitted year-round.

Admissions Process

8 weeks – 1st Grade

Students are admitted based on the school receiving all necessary admission documents and on space availability.

Age Requirements

- 8 Weeks - 11 Months: Must be at least 8 weeks old
- One Year Old: One year before September 30th
- Two Year Old: Two years before September 30th
- Three Year Old: Three years before September 30th
- Pre-Kindergarten: Four years before September 30th
- Pre-1st: Five years before September 30th
- 1st Grade: Six years before September 30th

Steps to Admission

1. Submit an admissions inquiry
2. Tour our facilities
3. Complete and submit an admissions application
4. Schedule a student visit and assessment for entering PK3, PK4, Pre-1st, and 1st Grade
5. Complete enrollment agreement
6. Submit all required fees

Anti-Discrimination Policy

Brookfield School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at this school. We do not discriminate on the basis of race, color, sex, creed, ancestry, national and ethnic origin, handicap/disability, or whether the child is being breast-fed in administration of educational policies, admission policies, athletic, and other school-administered programs.

Dress Code/Uniforms

Bags-

All lower school students must use the school provided BFS Navy blue tote. Please leave other backpacks and such items at home.

Nap Mats-

All one-year-old to pre-kindergarten students are required to bring their own nap mat to school each week. The students will bring their clean mat on Mondays and keep it at school until Friday when they bring it home for the weekend for cleaning. We require an “all-in-one” mat, any blankets and/or pillows must be attached for ease of use and transfer. Please do not send anything too large as our cubby space is limited.

8 weeks - 2-year-olds-

- Optional uniforms are available for 8 weeks to 2-years old at Land’s End.
- Please note that students at this age may get dirty from activities such as painting, coloring, or playing outside so we highly recommend sending them in play clothes.
- We do use washable paint and markers, but some activities your child will enjoy may get his/her clothes dirty.
- It is Brookfield School’s policy that each walking child wear closed-toe, rubber sole, Velcro shoes (tennis shoes)
- Crawling babies may be barefoot (optional socks) for developmental purposes.
- Please send children in comfortable clothes that allow for easy changing and safe play
 - No denim
 - No belts
 - Bottoms with elastic waistbands only--no zippers or buttons please
 - Onesies/bubbles that snap at the bottom for infants/toddlers are acceptable

PK3-8th Grade-

Students are required to be in full uniform (shoes and socks included) for the entire year.

- All uniforms must be clean, properly fitted and in good condition.
- Only Brookfield School or unbranded sweaters/fleece/hoodies/jackets may be worn in the classroom.
- Bloomers or shorts are required under all dresses
- Duct tape on shoes, ripped pockets, or highly visible stains on clothing is not permitted.
- Appropriate dress is required at all school functions and activities.

Brookfield School Uniform List

Formal Uniforms come from Land's End. Other uniform basics can be found at Target, Walmart, Old Navy, etc.

| GIRLS UNIFORMS | | | |
|---|---|---|---|
| Monday, Tuesday, Thursday | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Red collared shirt, long or short sleeves | White, or navy collared polo, long or short sleeves | White, or navy collared polo, long or short sleeves | White, or navy collared polo, long or short sleeves |
| Khaki or navy pants, shorts, or skorts | Khaki or navy slacks, shorts, or skorts | Khaki or navy slacks, shorts, or skorts | Khaki or navy slacks, shorts, or skorts |
| Any red dress with collar | Any navy or khaki dress with a collar | Any navy or khaki dress with a collar | Any navy or khaki dress with a collar |
| Wednesday Formal Uniform | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Red Dress with collar | Classic Navy Plaid jumper and a White polo shirt | Classic Navy Plaid skirt and a White polo shirt | Brookfield School Blazer a White collared shirt, and Khaki pants, shorts, or skorts |
| Sweaters, Jackets, Tights, Leggings | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Bloomers are required under dresses or skirts | Bloomers are required under dresses or skirts | | |
| Footed tights or leggings in cold weather under uniform dress | Footed tights or leggings in cold weather under uniform dress | | |
| Uniform red or navy blue sweater fleece with school insignia | Uniform gold or navy blue sweater fleece with school insignia on left chest | | |
| Unbranded red or navy blue sweater fleece | Unbranded gold or navy blue sweater fleece | | |

| BOYS UNIFORMS | | | |
|--|---|---|---|
| Monday, Tuesday, Thursday | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Red collared shirt, long or short sleeves | White, or navy collared polo, long or short sleeves | White, or navy collared polo, long or short sleeves | White, or navy collared polo, long or short sleeves |
| Khaki or navy pants, shorts | Khaki or navy slacks, shorts | Khaki or navy slacks, shorts | Khaki or navy slacks, shorts |
| Wednesday Formal Uniform | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Red Dress with collar | Navy pants or shorts and a White polo shirt | | Brookfield School Blazer a White collared shirt, and Khaki pants, shorts, or skorts |
| Sweaters, Jackets | | | |
| PK3 and PK4 | Pre-1st – 1st Grade | 2nd – 4th Grade | 5th – 8th Grade |
| Uniform red or navy blue sweater fleece with school insignia | Uniform gold or navy blue sweater fleece with school insignia on left chest | | |
| Unbranded red or navy blue sweater fleece | Unbranded gold or navy blue sweater fleece | | |

Spirit Days

- Spirit shirts or sweats may be worn every Friday with school uniform.

After School Programs

We offer a variety of after school programs for our students. There is an additional cost associated with these programs. Information and registration can be found in the weekly parent newsletter.

Summer Camp

Brookfield School operates an annual summer day camp. The camp typically operates for 8-9 weeks every summer and is open to boys and girls ages 8 weeks to 13 years old upon availability. There is a separate handbook for Summer Camp.

Break Camp

Brookfield School operates a camp most weeks during the school closures. The camps typically operate for 3-5 days depending on the calendar year. It is open to boys and girls ages 8 weeks to 13 years old upon availability.

Family Involvement

We know families are BUSY! We value any level of input and participation that you are comfortable providing! It is the goal of all of us at Brookfield School to help each child find success in his/her time here. Therefore, it is important that parents accept their role as a member of a team with the school to best help accomplish this goal.

Helpful contributions family members can make include, but are not limited to:

- Asking students specific questions about the day
- Meeting students' teachers and reaching out with any questions
- Attending school events as a family and participating in the family environment
- Trusting the school staff to act in the best interest of your child(ren)
- Allowing your student(s) to succeed and fail independently whenever possible
- Adhering to school rules and policies in order to set a positive example for your child(ren)

Informal exchanges: One way that we share information with family members is during informal exchanges daily. Every child will have a personal folder. Parents should check the folder daily for notes from the teacher, event reminders, etc. The folder should be sent back to school every day. Parents may also place notes with questions or comments in these folders as well.

E-mail is also a great way to communicate informally.

Family Activities:

We plan different types of family involvement activities during the year. A few examples include the Mother's Day Tea, Dads and Donuts, Fall Festival, weekly assemblies and more. We love for as many parents, grandparents, aunts/uncles, etc. to attend.

Communication: Weekly newsletters from the site director are e-mailed home to our families containing important information. Some of this information will also be available on the school's website. It is important that you read and engage with this information in order to stay informed about the events of your child's classroom and the school community. If you are missing these e-mails, please contact the front office to verify your e-mail address for communication.

Occasionally, a family member may have a concern or question. We encourage parents to e-mail teachers with questions. Many problems can be addressed and resolved by simply communicating proactively.

If you would like to request a conference with a teacher, you must do so by e-mailing the teacher to schedule an appropriate time. Parents are not permitted to drop-in for a conference or walk the halls during the school day to attempt to catch-up with teachers who are available.

Additionally, if a teacher you need to speak with is on duty we ask that you please do not use this time to address concerns with him/her regarding your student. At this time, it is the primary responsibility of the staff member to supervise the students. Therefore, a more appropriate conference time should be established.

Social Media: In today's world, social media provides a fantastic platform for people to communicate and stay connected with one another. Brookfield School engages in these platforms and welcomes families -- current, past, and future -- to participate in our Instagram and Facebook accounts. We ask that our Brookfield School families are mindful of any information regarding the school that you may choose to include on your personal social media accounts. Concerns and questions should be addressed to the appropriate school staff member, as well as any grievances.

Additionally, please consider that not all families choose to include pictures of their children on social media. Therefore, if taking pictures at a school event, it would be best to ask any parents of students in the photo for permission to post. Together we can create a positive digital footprint for Brookfield School.

Family Members as Volunteers: Families can participate in many ways – in classroom activities, helping plan or implement special events, donating materials, sharing your special expertise, storytelling, etc. We appreciate your support!

Special Events

Parent and Student Visitation

All current students and parents are invited to visit the school on a designated day before the opening of school. Check the school calendar for these dates and times.

Programs

Every student starting in EC1 has the opportunity to participate in at least one performance during the year.

Class Parties

Teachers will decide when the class is to have a party.

Birthday Parties

Each child's birthday is recognized by the Brookfield School staff as a special day for that youngster, as well as his/her classmates and teacher. The birthday celebration, however, is purposely kept simple and child-centered. You may send a birthday treat (simple birthday cake or cupcakes, for example) for your child's class that they can eat at the end of day. Please check with your child's teacher regarding classroom allergies. Meals, such as pizza for the whole class, are not allowed.

Invitations to private parties may not be distributed at school unless the entire class is invited.

Charitable Drives

All students participate in annual drives for various needs identified in our community (school, local, regional, national, or global). Many of these drives/events are identified and organized by our school's Student Council with the help of staff advisers. Parents will receive notification and communication of any such event, and participation is completely optional.

Child Guidance and Other Policies

Discipline Policy/Strategies

Respectful and trusting relationships between adults and children are the cornerstone of the Brookfield School. Positive, guiding communication is our primary method of helping children to develop a sense of independence, confidence and competence in their own abilities and to get along with peers and adults during classroom activities. Daily schedules, curriculum concepts and components, classroom arrangements, teachers, and student staff are chosen to promote positive and pro-social learning experiences. Corporal punishment is NEVER allowed, nor will students be deprived of food or beverages. No child shall be subjected to physical punishment, verbal abuse, or threats.

Strategies that have been shown to work effectively are:

- Setting clear and consistent expectations and limits.
- Assisting children in social competence and impulse control.
- Calmly acknowledging children's feelings before beginning to deal with conflicts and solutions.
- Posing choices that give the child control over the situation.
- Modeling the expected behavior – act as we expect children to act.
- Telling children what to DO, instead of what not to do.
- Observing and analyzing behavior (adult's and children's) to better understand it.
- Adjusting environments so that challenging behavior is not needed.
- Teaching appropriate behavior that helps children participate fully.
- Naming the behavior you want to reinforce (“You put the puzzle on the puzzle shelf all by yourself?”).
- Avoiding comparisons between children.
- Helping children appreciate their own behavior and achievements (“You must feel proud of the way you shared the markers with Sam,” rather than “I like the way you...”).
- Remaining calm and respectful, not angry or threatening.
- Viewing challenging behavior as an opportunity to teach.
- To encourage sharing, providing sufficient toys, showing our own generosity toward others and acknowledging children when they do share.
- Avoiding situations where children must wait beyond their ability.
- Preparing a safe environment. Trusting children to succeed.
- Adequately preparing children for transitions and changes in their lives.
- Stating rules simply (“I cannot let you throw the blocks.”).
- Expressing interest in children's play or work by commenting on specifics.

Below are some other important discipline policies at Brookfield School:

BITING POLICY

Biting is a behavior that sometimes cannot be prevented. However, the faculty at the TLC Campus will use the situation to teach the children that biting is inappropriate and must not be done. Biting is scary for all who are involved and can be painful. Both families will be notified.

Action Plan:

1) “Treat the victim” –

- Clean the area with soap and water, use ice to reduce swelling, offer child loving care, and call parents to notify of incident
- The “biter” will aid in this process because we want the child to understand biting hurts.
- If the skin is broken:
 - Clean the wound with soap and water, use ice to reduce swelling, offer TLC, and notify parents.
 - The biter’s parent(s) must seek advice from a pediatrician or health care provider if the bite breaks the skin or is on the face or hand.

2) “Protect the victim” –

- If it is the first time the child bit, a staff member will shadow the biter
- If it happens more than once, the child will be separated from all other children:
 - 1-2 bite(s) = removal from group and discussion
 - 2-3 bites = child goes home for the day; OR child goes home for the week; parents meet with staff to discuss behavior plan, etc.

Children may bite due to frustration, anger, excitement, fear or an attempt to gain control over another child. Biting normally subsides after the second year. If a child is 3 years old, biting may indicate other behavioral concerns, especially if the biting incidents are frequent. It is very important not to let this type of behavior progress. We ask for cooperation from parents and caregivers in addressing the issue immediately. A quick and consistent response from the school, parents, and caregivers can help the children who bite learn to express their feelings in words so that they can become better at controlling this behavior.

No-Tolerance Policy for Aggressive, Threatening or Destructive Behavior

Brookfield School has a no-tolerance policy for aggressive, threatening or destructive behavior. Aggressive, threatening or destructive behaviors displayed by students may result in school suspension or expulsion. These decisions will be made by the administration. No refunds will be issued for missed school days or withdrawal of a student due to discipline issues.

Brookfield School Sun Safe Policy

Nevada Senate Bill 159, which became law July 1, 2019, requires public and private schools to implement sun safety policy and to allow students to possess and self-administer sunscreen in school settings. SB 159 specifies that sunscreen must not be considered an over-the-counter medication. The following policy and guidelines is now in effect for Brookfield School.

We are committed to protecting the health and safety of students and staff while providing and encouraging appropriate physical activities and opportunities. Students and staff spend time in the sun during school hours and before and after school in recreation and sports programs. Local weather and environmental conditions are often at intensities that may result in negative health consequences, including sunburn.

Too much sun exposure can be dangerous. Overexposure to the sun’s ultraviolet (UV) radiation seriously threatens human health. In addition to the immediate effect of sunburn, exposure to excess UV radiation can cause a potentially fatal skin cancer, immune system suppression, premature aging and cataracts. Children are especially susceptible to harmful UV radiation and childhood exposure and sunburn in childhood are a primary indicator for developing skin cancer later in life.

About 1 in 5 Americans will develop skin cancer during their lifetime, despite the preventable nature of the disease. Educating children about sun safety and making sun protection a part of school culture is crucial to protecting our children and youth, and to reducing skin cancer incidence in Nevada.

During all outdoor activities including but not limited to: PE Classes; Athletic Practices and Competitions; Field Trips; Before- and After-School activities; Recesses; and Club Meetings, Brookfield School students and staff are allowed and encouraged to use the following protective measures:

- Wear protective clothing, including hats and sunglasses
- Apply SPF 30+ sunscreen and reapply at least every two hours
- Students may bring and apply their own sunscreen
- Schools may provide sunscreen for students, staff
- Apply and reapply SPF lip balm
- Access shade when outdoors, as appropriate
- Limit exposure during peak midday hours, as possible and as appropriate

Attribution: Following requirements of Nevada SB 159 and the recommendation of the Centers for Disease Control & Prevention, the National School Boards of Education, American Academy of Dermatology, the American Academy of Pediatrics, the Nevada School Boards Association, Nevada Dermatology and Dermatologic Surgery Association, Nevada Cancer Coalition, and many others, we hereby create this policy as of August 1, 2019. NRS 394.191 Adoption of policy by private school concerning safe exposure to sun. (Added to NRS by 2019, 546)

Health and Medical Policies

The best prevention for infectious diseases and the spreading of germs is adhering to the State's immunization schedule, hand washing, and sanitation of toys and surfaces. We want all of the children to attend school as much as possible, but not when they are sick and/or contagious. Children should NOT come to school if they are too ill to participate, they need greater care than the staff can offer, or they have a harmful infectious disease. No medicine should be given for the purpose of fever reduction prior to school. If your child needs fever reducing medicine before school, they should not attend. Children who cannot participate in the regular setting of the day may not attend school regardless of the nature of the illness.

Exclusion Criteria:

- Fever (100.4 F or greater)
- Severe Illness Signs (unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, wheezing, other unusual signs)
- Uncontrolled Diarrhea (increased number of stools, uncontained diarrhea, blood or mucus in stool)
- Vomiting
- Mouth Sores with drooling
- Discharges of the eyes or ears
- Heavy nasal discharges
- Persistent cough
- Unidentified rash
- TB
- Impetigo
- Bacterial Infection
- Lice
- Strep Throat

- Chicken Pox
- Pertussis
- Mumps
- Hepatitis A Virus
- Measles
- Rubella
- Unspecified Respiratory Illness, Shingles, or other Conditions

If your child is sent home from school because of any of the above criteria, they must remain at home for the specified amount of time listed below. All children missing more than three consecutive days of school are required to have a doctor's note stating they are free of contagious diseases and may return to school.

Please note that if you are called to pick up your child due to any of the conditions listed below and are unable to do so, it is necessary that arrangements be made for an authorized person to pick up your child within the hour.

FEVER: May not return to school until they are fever free for at least twenty-four (24) hours, without the help of a fever reducer.

VOMITING: May not return to school until they are symptom free for at least twenty-four (24) hours.

UNIDENTIFIED RASH: needs a Doctor's note to return stating they are not contagious.

COLDS: Children are contagious for three to four days after symptoms appear (and one day before).

BACTERIAL INFECTION: Exclude until 24 hours after initial antibiotic treatment or cessation of fever.

IMPETIGO: Exclude until on antibiotics for 24-hours. Lesions must be covered.

STREP THROAT: From one day before children are sick until 24 hours after they have started antibiotics.

CHICKEN POX: Until all lesions are crusted over, about seven to ten days. Children are most contagious a day before the rash appears.

FLU: If diagnosed with any strand of the flu, children must have a Doctor's note to return to school.

STOMACH "FLU": Generally, for as long as the child has diarrhea or fever and for 24 hours after.

DIARRHEA: If bowel movements cannot be contained in underwear or diaper, we risk possible environmental contamination. Should this happen, the child will be sent home and must remain at home until the child is 24 hours symptom free.

CONJUNCTIVITIS: If the infection is bacterial, from the time the child's eyes are red and oozy until 24 hours after the child starts antibiotics. Viral conjunctivitis is contagious for five to seven days.

MOLLUSCUM CONTAGIOSUM: Should not prevent a child from attending school. Bumps not covered by clothing should be covered with a watertight bandage at all times. Covering the growths will protect other children from getting Molluscum.

HAND, FOOT AND MOUTH or HERPANGINA: If your child is diagnosed with HFM or HERPANGINA, they must have a Dr.'s note stating the child can return to school.

- In addition to a doctor's note, they must also have no new lesions formed and fever free for 24 hours without the help of a fever reducer.
 - Your child must remain home if blisters are still visible in the throat or mouth area. Students will need to stay home if there is excessive drooling.
 - If blisters are still visible in other areas, they must be covered by clothing and water tight bandages.

Children that remain home until all blisters are scabbed over are less likely to spread HFM.

RSV: This virus begins like a common cold but can cause difficulty breathing. Children may return to school when they are fever free for 24 hours without the help of a fever reducer. It is our policy that breathing should return to normal and all other cold-like symptoms are gone.

LICE: A child who exhibits symptoms of head lice (pediculosis) or nits will be excluded from the classroom until:

- The child has received the appropriate treatment and, if necessary, a reapplication seven to ten days later. Treatment should include a combination of chemical shampoo and nit combing.
- There are no lice or nits on the child's head or hair when returning to school.

PERTUSSIS: Exclude until 5 days of antibiotic treatment have been completed.

MUMPS: Exclude until 9 days after onset of parotid gland swelling.

HEPATITIS A VIRUS: Exclude until one week after onset of illness or as directed by physician when treatment has been administered.

MEASLES: Exclude until 6 days after onset of rash or as directed by physician.

RUBELLA: Exclude until 6 days after onset of rash or as directed by physician.

Medication

If your child is taking prescription medication, please contact the school office for protocol. Prescription diaper creams also require that a medication form be completed and signed by a physician and parent. These forms can be found in the school office. Medication cannot be kept in a child's backpack or cubby and must be kept in a secured location with the office or teacher.

Allergies

There will be several forms to complete at the beginning of the year. One of these forms is a Child Information card. On this form there is a section in which you should list any allergies your child may have. Please communicate any and all information regarding your child's allergies to the staff as well as the front office. We will ask you to complete an Allergy Action Plan for your child to be posted in the classroom. Like other prescription medications, Epi Pens must come with the original updated prescription and be kept in a secured location with the staff.

Vaccines/Well Visits

Please ensure school has a current copy of your child's vaccination records at all times. Written documentation from your pediatrician is required if your child does not get vaccinations due to medical and/or personal reasons.

If your child has a Well Visit which requires vaccines, he/she may not return to school on the same school day. They should be monitored at home for reactions due to the shots.

Injuries

The safety of your children is very important to us at Brookfield School. All staff are required to be certified in Infant and Child CPR and Pediatric First Aid. In the event of an accident or injury, the school will contact the parent. If the parent cannot be reached, and it is an emergency, then the person designated by the parent in case of emergency will be notified. Parents will be contacted immediately in the event of a head injury, no matter how big or small.

It is imperative that the school has an updated First Aid form for every student. It is the parent's responsibility to make sure the school has an updated First Aid form on file. If your child is in need of medication during the school day, this medication can only be administered if the child has a properly completed Medication Administration form and medication is sent with the prescription or in the purchased packaging. Do not send pills/medicines in plastic bags, containers, etc.

Safety

Drills

Regular fire, inclement weather, and stay in place drills are conducted during the academic year to prepare staff and students in the event of an emergency.

Emergency Preparedness

In the event of severe weather, such as a heavy snow or ice, please seek the following sources for official information regarding school closure:

- Check emails for a message from the Brookfield School Office
- Be on the lookout for a phone call or message from school
- Facebook and Instagram

Return to School

Brookfield School will make its decision to reopen school based upon the condition of our campus.

Evacuation

Should campus ever need to be evacuated, we would move the children to:

TLC Campus- Reno Elk's Lodge, 597 Kumle Ln, Reno, NV 89509

STEM Academy- South Reno Baptist Church, 6780 South McCarran Blvd, Reno, NV 89509

Brookfield School is fully prepared for other emergency situations such as fires, severe weather, lockdown emergencies, etc. Staff has specific instructions and procedures to follow in the event that an emergency situation takes place. We do practice drills monthly. Your child's safety is our first priority.

Visitors

All doors on campus lock at 8:30am. Those seeking entry after this time and before 2:45 p.m. must use the doorbell and intercom system at the door. You will be asked to state your name and your reason for coming onto campus. Upon entering through the door all visitors must proceed to the front office to sign-in and receive a visitor's badge. This badge is to remain on for the duration of your visit. Upon leaving, visitors must check-out at the front office.

Therefore, if you choose to walk your student(s) into school in the morning, you are not required to sign into the front office if you do not intend to stay on campus. Any parent remaining on campus after 8:30 a.m. must wear a visitor's badge. Any parent arriving at 2:45 p.m., or after, is not required to secure a badge in the front office as the pick-up stands as proper identification. Family members are not permitted to visit classrooms unless permitted by the teacher or for a scheduled event.

Please note that staff are instructed to politely request any parent or other visitor seen without a badge between the hours of 8:30 a.m. and 2:45 p.m. to return to the front office to follow proper protocol.

Therapists

Brookfield School has a list of recommended speech and language pathologists who offer speech and language services here at Brookfield School. If services are warranted, parents can choose to contract out the services and have their child serviced during the school day. A speech language pathologist evaluates and treats the following areas of communication: speech sound production, resonance, voice, fluency, language (comprehension and expression) and cognition.

All private or contracted therapists must have a current criminal background check on file with the school and receive safeguarding training prior to coming on campus. If your child is working with a private therapist, please reach out to the school administration.

Tobacco-Free Environment

Brookfield School is a tobacco-free campus. This includes the use of any and all tobacco products as well as other vaping devices or e-cigarette devices. Tobacco use is strictly prohibited in all areas of campus.

Safeguarding

Brookfield School recognizes its role in safeguarding children as our primary concern. All staff of the school are considered by Nevada state law as ‘mandated reporters’ who must report any and all allegations of abuse that are shared with them. In holding this responsibility for our students, Brookfield School staff adhere to the following basic principles to maintain the safety of our students:

- A child’s welfare is paramount and each student has the right to be protected from harm and exploitation and to have their welfare safeguarded irrespective of race, religion, ability, gender, or culture.
- All students need to be safe and feel safe in school.
- Every student is entitled to a rich and broad curriculum that helps to equip them to keep themselves safe.
- Every adult in school must have a demonstrable commitment to protecting the students with/for whom we work.
- We work in partnership with parents/guardians and/or other professionals to ensure the protection of our students.
- Our guiding principle throughout is always to act in the best interest of all students.

Security Camera Policy

Brookfield School supports using video cameras throughout the school to enhance safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and school loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.

Camera surveillance is used in Brookfield School offices and schools to assist in the security and protection of students, employees, visitors, and property, enhance safety, prevent crime, misconduct, theft, and property damage.

Signage and Notification:

Appropriate signage is posted at major entrances to school that notify students, staff, and the public of the school’s use of security cameras. Students and staff will receive an additional notification at the beginning of the school year regarding the use of security cameras in schools and on school grounds. Such notification will include, but not be limited to, employee handbooks and student handbooks.

Restrooms, changing rooms, private offices, and some classrooms are excluded from security camera use. Security camera usage is prohibited in any space with a reasonable expectation for privacy. Only designated school officials shall have access to the camera equipment and operations system. For this policy, school officials are employees designated by the Head of School. Only these designees shall handle the camera or any recordings. Video monitors used to view video recordings in the classrooms will not be in a position that enables public viewing.

Retention and review of video recordings

All video recordings are confidential. Recordings will be saved for 5 days. Information obtained through video surveillance may only be used for investigations, security, or law enforcement purposes. Any video recordings used for security purposes in school buildings or grounds are the sole property of Brookfield School. Release of such videos will be made only as permitted under applicable law and with the permission of the Head of School.

The Head of School is responsible for properly implementing and controlling the video surveillance system. The Head of School shall conduct periodic reviews to ensure this policy and procedures are followed.

- o Maintenance logs will be maintained by the Head of School for monthly checks and annual maintenance.
- o General monitoring logs will be completed when video footage is viewed.

Reviewing video recordings will occur when a suspected crime or a Brookfield School handbook violation is committed inside or outside the building (e.g., vandalism, graffiti, etc.) or when a claim of an injury or an incident raises safety or security concerns.

- o All viewing information will be recorded in the monitoring logbook.

Please note: We respect the privacy of all school's children, parents, and staff. Our 24-hour video surveillance system/ security cameras are for internal purposes only.

Weapons Policy

Nevada prohibits anyone from carrying a firearm, openly or concealed, on school property, at a school-sponsored function, or in a "firearm-free zone" (which includes a school campus, an area within 1,000 feet of a school campus, and inside a school bus).

All students, staff, parents, visitors, and contractors are strictly prohibited from possessing weapons, including firearms and explosives, anywhere on school property or off campus while attending a school event. The prohibitions apply regardless of whether any legal license has been issued to the possessor. Anyone possessing or using a weapon will be asked to immediately surrender the weapon if safe to do so and/or the necessary authorities will be called to disarm said device.

Protection From Hazards and Sanitation

Maintenance of Environment and Equipment

Staff monitors the condition and safety of indoor and outdoor play environments and operating equipment on an ongoing basis. For example:

- Outlet covers are used on each electrical outlet not in use
- Cords for equipment such as CD players and computers are placed behind equipment
- Blind pulls are wrapped out of reach of children
- Slipping hazards (e.g., near water tables or in restrooms) are addressed
- Rugs are secured, classroom shelves are affixed to walls when possible

If any equipment is found to be in disrepair and presents a hazard to children, staff, or visitors, staff will do whichever of the following is appropriate:

- Repair the item if feasible
- Report the hazard to division principal
- Contact maintenance to resolve the issue

When reports are made to administration, decisions will be made as to the disposal or repair of equipment. Hazardous items awaiting repair or replacement are removed or placed out of reach or harm's way.

Storage and Handling of Hazardous Materials

All hazardous materials (including cleaning supplies) are locked up in a closet and out of the reach of children, and away from food. Exceptions (such as diluted bleach solution) that are stored in the classroom are placed in areas that are not accessible to the children and not in the proximity of food.

Sanitation

Toys and Equipment

Staff are responsible for regularly washing and sanitizing classroom toys and equipment. (Toys and items from home should not be brought into the classroom because sanitation cannot be assured).

Toys that children have placed in their mouth are removed to an out-of-reach container in each classroom and are sanitized at the end of the classroom session prior to being returned to the classroom.

Hand Washing

Proper hand washing procedures are used at times of food preparation, diapering, and toileting and also at other times when sanitation is deemed appropriate for the health and safety of children, other staff, or visitors.

All staff, visitors, parents and family members are asked to wash their hands when entering a classroom and interacting with children and materials.

Additional Policies:

Abuse, Maltreatment, and Neglect Policy

All staff are considered mandated reporters and shall report any suspected abuse, maltreatment and/or neglect of the child to the Child Protection Hotline—telephone number is 1- 833-900-SAFE.

Disclosure of Information Policy

Licensing authorities for Brookfield School include:

- State of Nevada, Department of Education: Department of Licensing
- Nevada Early Childhood Licensing Regulations

Licensing authorities may request to review children's records who are enrolled in a child care/ early childhood program.

In accordance with NRS 432A.178 parents may request to view any complaints against the program which will be kept on site.

Parental Access Policy

Outside of arrival, dismissal, and planned special events, parents should schedule conferences, classroom visits, etc. with the classroom teacher or administration ahead of time.

Parental Involvement Policy

Parents will have many opportunities for involvement at the school during the school year.

Physical Activity

Children two years old and younger will engage in a minimum of 60 minutes of physical activity every day. Children age four and older will also engage in a minimum of 60 minutes of physical activity every day. Some physical activity will be through free play and others teacher-led.

Rest Time

Infants are allowed to sleep on their individual sleep schedule. Children in the EC1 and EC2 or older are given a minimum of seventy-five minutes of nap/rest time. Children in the PK3 and PK4 program have an option rest time at the TLC Campus of sixty minutes.

Electronic Devices Policy

Children do not use electronic devices at the Brookfield School Little Bears through EC2. Children in PK3 through 1st Grade will have limited use of electronic devices while completing learning activities.

Programs, Movies and Video Games Policy

Children in infants-EC1 do not have access to programs, movies, or video games during school hours. EC2 and above have access to programs, videos, or movies that are related to curriculum or brain breaks. Any movies shown are rated G.

Prohibited Items

This school prohibits the use of alcohol, tobacco, and the use or possession of illegal substances or unauthorized potentially toxic substances, fireworks, firearms, pellet or BB guns (loaded or unloaded) on the premises.

Shaken Baby Syndrome/Abusive Head Trauma Policy

Brookfield School is committed to providing a safe and nurturing environment for all children. Shaken Baby Syndrome (SBS) is a serious brain injury that can occur when a young child is shaken forcefully. This policy outlines procedures to prevent SBS, identify potential signs and symptoms, and respond appropriately in suspected cases.

Prevention Strategies

- **Staff Training:** All staff members, including teachers, assistants, volunteers, and substitutes, who work with children under one year old will receive annual training on SBS prevention. Training will cover:
 - Understanding the dangers of shaking a child.
 - Recognizing signs and symptoms of SBS.
 - Strategies for calming a crying or fussy child.
 - De-escalation techniques for managing stress.
 - Reporting procedures for suspected SBS.
- **Supervision:** Two adults will be present as often as possible when caring for infants under 12 months old.
- **Safe Handling Practices:** Staff will be trained in safe handling techniques when holding, picking up, and putting down infants.
- **Communication with Parents:** Parents will receive information about SBS during onboarding and through regular communication channels. This will include information on calming strategies and resources available to them.

Recognizing Signs and Symptoms

Staff will be familiar with the following signs and symptoms of SBS which may not always be present:

- Irritability or fussiness
- Lethargy or unusual sleepiness
- Vomiting
- Difficulty eating or feeding problems
- Seizures
- Bulging fontanelle (soft spot on an infant's head)
- Unexplained bruising or bleeding
- Loss of consciousness
- Changes in breathing or heart rate

- Lack of eye contact or interaction
- Poor muscle tone or weakness

Responding to Suspected SBS

If a staff member suspects SBS, they will take the following immediate actions:

- **Call 911 immediately.**
- **Inform the director or designated supervisor.**
- **Do not move the child unless absolutely necessary to ensure safety.**
- **Comfort the child and stay calm.**
- **Do not attempt to question the parents/guardians at this time.**

Reporting

All suspected cases of SBS will be reported Department of Health and Human Services Division of Welfare and Supportive Services.

Post-Incident Procedures

- The director will cooperate with any investigation conducted by law enforcement or child protective services.
- The director will provide support and resources to staff members involved in the incident.
- The center will review the incident and revise procedures as needed to improve prevention efforts.

Communication with Parents

In the event of a suspected case of SBS the director or designee will communicate with the child's parents/guardians in a sensitive and compassionate manner, while prioritizing the child's safety and well-being.

Review and Revision

This policy will be reviewed and revised at least annually or more frequently as needed to reflect best practices and any changes in regulations. All staff will be informed of any updates to the policy.

Additional Resources

- National Center on Shaken Baby Syndrome <https://www.dontshake.org/>
- Childhelp USA National Child Abuse Hotline: 1-800-422-4453

Behavior Management Policy

Respectful and trusting relationships between adults and children are the cornerstone of Brookfield School. Positive, guiding communication is our primary method of helping children to develop a sense of independence, confidence and competence in their own abilities and to get along with peers and adults during classroom activities. Daily schedules, curriculum concepts and components, classroom arrangements, teachers, and student staff are chosen to promote positive and pro-social learning experiences.

Physical and corporal punishment is NEVER allowed nor is a child denied snack, lunch, or drink. Our behavior management policy shall prohibit children from being subject to any of the following:

1. Physical or corporal punishment which includes but is not limited to yelling, slapping, spanking, yanking, shaking, pinching, exposure to extreme temperatures or other measures producing physical pain, putting anything in the mouth of a child, requiring a child to exercise, or placing a child in an uncomfortable position.
2. Verbal abuse, which includes but is not limited to using offensive or profane language, telling a child to

“shut up” or making derogatory remarks about children or family members of children in the presence of children.

3. The threat of a prohibited action even if there is no intent to follow through with the threat.
4. Being disciplined by another child.
5. Being bullied by another child.
6. Being deprived of food or beverages.
7. Being restrained by devices such as high chairs or feeding tables for disciplinary purposes.
8. Having active play time withheld for disciplinary purposes, except timeout may be used during active play time for an infraction incurred during the playtime.

Time out shall not be used for children under the age of 2. We use “I” messages, i.e., “I like it when you play nicely with your friends. I am so happy you that you are being a good friend.” Limits need to be set and routines should be established and adhered to. One should model appropriate behavior for the child. Positive attention encourages positive behavior. One should have clear expectations, be concrete, and be very specific. Reduce boredom and plan transitions. Use humor as a distraction or change the environment.

Sexual Harassment Policy

Title IX of the Education Act of 1972 bans sexual discrimination.

Brookfield School will take timely action and effective, responsive action to address any acts of harassment, sexual or otherwise, among staff and faculty members, among staff/faculty members and students, and among students. Any and all alleged incidents shall be reviewed by the faculty committee.

What is often considered teasing or a "boys will be boys" or "girls will be girls" attitude is, in effect, harassment.

These acts can range from explicit and offensive sexual reference and name calling to unwelcome touching, intimidation, and indecent propositions.

Such acts are no longer considered as simply inappropriate behavior but are in fact sexual harassment, regardless of the age of the harasser.

Harassment is also a factor in name-calling between students of the same sex and ridiculing a student because of a disability, race, religion, or ethnic origin.

Brookfield School will use reasonable means to identify and stop harassment of students by students as well as cases involving school personnel.

Parents, students, and school personnel are put on official notice that sanctions will be applied to conduct that is found to be sexual harassment.

How can a person identify harassment? If it makes them feel bad or scares them it should be reported immediately to the homeroom teacher, the principal or any administrative personnel. This person in turn will confront the harasser and after consultation with the principal and directors, action will be taken. This action can be in the form of a conduct report, suspension, or expulsion depending upon the degree and/or frequency of the acts. The range of remedies or penalties for an adult can range from a reprimand to termination. Action will also be taken if there is retaliation for bringing a complaint.

Parents are encouraged to discuss harassment in depth with their children and be sure that they are fully aware of their responsibility from both perspectives, as a recipient or as a perpetrator.

Parents, students, and school must face this issue squarely and openly to maintain a learning environment that is safe and secure for all students.

Bullying Policy

Brookfield School believes that all students have the right to a safe and healthy school environment and will not tolerate bullying of any kind on school grounds or at any school sponsored activity. All students are to be treated with dignity and respect. Any form of bullying will be dealt with and may result in disciplinary action, such as suspension, probation, expulsion or actions deemed necessary by administration.

Bullying behavior is defined as repeated and persistent verbal, written, physical, or psychological action, implied action, or communication intended to cause harm, fear, or distress to another person (or group of persons). Bullying is a means of control and may be carried out directly through physical, verbal, written, or electronic means, or indirectly through social and emotional aggressions. Bullying includes any of the foregoing by a person even if the person did not initiate any of the foregoing but perhaps perpetuates it.

Examples of bullying, as defined above, may include, but are not limited to:

| Verbal (overt) | Physical (overt) | Social/Emotional (covert) |
|------------------------|-------------------------|----------------------------------|
| Name-calling/Put downs | Hitting | Relational Aggression |
| Insults | Kicking | Manipulating Friendships |
| Racial Comments | Spitting | Gossip |
| Harassment | Pushing | Intimidation |
| Sexist Comments | Inappropriate Gestures | Written Notes |
| Teasing/Taunting | Tripping | Electronic Misuse/Text Messages |
| Threatening/Extortion | Stealing | Social Media (Cyberbullying) |

Retaliation in response to bullying be tolerated.

Bullying is harmful to everyone involved and the learning environment. Students, staff, and parents are expected to report bullying incidents immediately to appropriate school personnel. Each incident of bullying must be reported. Without notification, nothing can be done, and nothing will improve. Students should be taught that as bystanders of bullying behavior, they have a moral obligation to defend the target through the use of supportive words and non-violent actions. If a staff member believes that his/her intervention has not resolved the matter, or if the bullying persists, he/she shall report the bullying to the Administration for further investigation.

Consequences for the student(s) who bully others shall depend on the results of the investigation and may include:

- A. Counseling
- B. Parent Conference
- C. Detention
- D. Suspension and/or Expulsion

Search of Student Belongings Policy

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student, student use areas, student lockers or student backpacks under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search. The administration's purpose of conducting a search is in the event of a presumed or suspected threat to staff or students that is deemed imminent. A student's failure to permit searches and seizures as provided in this policy will be

considered grounds for disciplinary action.

- A student's personal effects (e.g., purse, backpack, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.
- All searches will be performed in the presence of a minimum of two adult witnesses/school employees including the administration.
- Should a student's person provide reasonable cause for a search, a student's family will be contacted first. A search of a student shall not be conducted without the presence of a family member unless the student is deemed to hold something on his/her person that provides an imminent threat of danger to the student or others.
- If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.
- In the event a student is found with illegal or contraband materials, he or she is subject to significant disciplinary action including the possibility of expulsion from Brookfield School.
- Materials confiscated by school personnel, not deemed illegal nor contraband, will be held for parent pick-up in a designated area within the school building. These materials will be disposed of, if not reclaimed by the end of the school year.

Special Needs Policy

Philosophy

We believe that all students are unique learners with individual needs. We will do our best to accommodate and meet the needs of all students with the resources and relationships available to us. It is our goal to cultivate each student's greatest social-emotional and academic potential at our school.

Guiding Principles

- Foster a safe learning environment where all children can learn, recognize, and respect individual learners' needs.
- Provide appropriate challenges, with support, based on the student's individual differences and needs.
- Implement differentiated instruction to best promote individual student growth and achievement.
- Use data driven practices to monitor student growth and communicate any changing needs to all appropriate stakeholders.
- Continue to develop and encourage an attitude of compassion and understanding between all teachers and students.
- Protect the privacy of a student's educational records.
- Further empower teachers with ongoing professional development for methods and strategies to provide appropriate and successful accommodations.

Definition of Special Needs

Our special educational needs population includes students who need accommodations or modifications to curriculum in order to meet their learning needs and facilitate continued social-emotional, academic growth. These students may include, but are not limited to: students with an active evaluation, English language learners with a barrier in language instruction, students in need of counseling support, students with medical or health issues, students with behavioral issues, high-achieving, or gifted students who are driven to pursue further inquiry.

Roles & Responsibilities

First and foremost, the school will raise staff awareness of the needs of our exceptional students and then implement the following plan:

(If learning exceptionality previously identified and proper documentation provided, please skip to Step 5.)

1. Classroom teacher will identify and refer any concerns about students to the appropriate person using the referral form.
2. Appropriate support staff classroom observation with documentation on the referral form.
3. Support staff meet with the homeroom teacher and discuss observational findings and discuss next steps.
4. Homeroom teacher to schedule a meeting with family of student:
 - a. If classroom level intervention is minor, homeroom teacher to meet with family independently.
 - b. If accommodations or modifications will be necessary, homeroom teacher to include support staff in the initial family meeting.
 - i. If results of meeting are low level interventions (e.g., support staff pop-ins, encouraged tutoring, brain breaks, preferential seating, picture cues, etc.) then support staff to document when interacting with student and documentation to be added to student file.
 - ii. If results of meeting are a higher level intervention (e.g. small group testing, a placement of a shadow, recommendation of an evaluation, retention, etc.) then support staff to document using an Individualized Student Learning Plan (ISLP). If an evaluation is required, ISLP to be immediately updated upon receipt of evaluation.
5. For new students who enter Brookfield School with an evaluation on file, support staff and homeroom teacher to meet with family immediately to create an ISLP for the student.
6. ISLPs to be updated annually, or as needed, by appropriate support staff.
7. As part of the student folder update process, support staff will monitor the date of a student's most recent evaluation. Support staff to remind a family within one year's due date that a new evaluation is needed.
 - a. In order for accommodations or modifications to continue, student must have a current evaluation on file (or updated evaluation scheduled). The typical evaluation must be updated every three years.

Support

Accommodations and modifications are based on the Brookfield School individualized student learning plan (ISLP). As a school, it is of utmost importance that we are able to provide our students with the learning environment and support they need to succeed and reach their personal potential. Therefore, in certain situations, the necessity of a formal evaluation will be required for a student to continue at Brookfield School, so that we may best serve the child's needs.

Statement of Revision

Our special needs policy will be posted in the family handbook and on the student information system. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

Academic Honesty Policy

Philosophy

We believe individuals should strive to make principled decisions with regard to academic honesty, and expect all members of our learning community to accept responsibility for their actions. We recognize, however, that in order for students to grow and be held accountable, all stakeholders must come together to construct a shared understanding of

the policies and practices that constitute academic integrity.

Guiding Principles

- Demonstrate and model academically honest behavior
- Produce and submit authentic work
- Take responsibility for your own actions and own work
- Promote personal integrity in teaching, learning, and assessment
- Provide guidance to students in order to promote an understanding of academic honesty
- Report and record academic dishonesty
- Purposefully monitor the academic environment
- Provide teachers with resources and training necessary to guide students in maintaining academic honesty
- Expect high standards of integrity from all
- Recognize and celebrate authentic student work
- Promote the responsible use of technology and social media
- Build a school culture that is ethical

Roles & Responsibilities

Leadership Team

- Lead by example
- Ensure all policies are communicated to staff, students, and families as a practice
- Ensure policies are administered and enforced fairly and consistently
- Provide teachers with materials, training, and resources necessary to guide students in maintaining academic honesty
- Implement age-appropriate, school-wide policies on research and citation

Faculty

- Lead by example
- Ensure all policies are communicated to students and families, regularly
- Understand and implement all policies and enforcements fairly and consistently, including research and citation
- Purposefully monitor the academic environment, and celebrate principled student behavior
- Report academic dishonesty to the administration who will keep record of incidents as part of a student's behavior record
- Review and understand materials and training provided for academic honesty
- Maintain current classroom materials including, but not limited to: homework, class work, quizzes, tests, exams, essays, and projects.

Student

- Lead by example

- Adhere to the Brookfield School Honor Code that is signed at the beginning of the year
- Focus on being a principled learner
- Read, sign, and adhere to the academic honesty policy
- Ensure that all work submitted is authentic or ideas of others are fully credited, and acknowledged, and appropriately cited
- Hold peers accountable to the same academic honesty standards
- Take ownership of learning by asking for clarification or seeking help when needed.

Parents

- Lead by example
- Review, understand, and uphold school academic honesty policy
- Encourage your child(ren) to help cultivate a culture of academic honesty in his/her learning environment
- Instill in your child(ren) the importance of submitting their own authentic work
- Encourage students to acknowledge and fully credit the ideas of other

Definitions

Academic integrity vs Academic Misconduct

- Academic integrity- “A guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work” (*ibo.org*).
- Academic misconduct- “Deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment” (*ibo.org*). The following definitions make distinctions between these definitions and give pertinent examples using common occurrences.

Plagiarism vs Authentic Authorship

- Plagiarism-Taking the work of another without citing credit and claiming inaccurate ownership. The idea of plagiarism is applicable to text (book, website, etc.) including but not limited to homework assignments, projects, art, music, dance, or mathematical proofs
- Authentic Authorship-Taking credit for a creation that is authentically produced and implies that the product is unique to its creator. While an author, artist, or mathematician may use another’s research/ideas, product, or proofs to inform theirs, their product is “one of a kind” and cites sources and their authors.

Collaboration vs Collusion

- Collusion suggests intentional cooperation by knowingly assisting another person in an act of academic dishonesty. An example would be writing a research paper for another student who then claims it as their own.
- Collaboration suggests working in unison with others to better address or understand an intellectual problem and/or work toward a common goal. An example of this would be a group research project where members are each assigned a topic and then report on this topic together, using appropriate resources and citations.

Malpractice vs. Cheating

- Cheating is the use or attempted use of unauthorized assistance on (but not limited to) any assessment,

homework assignment, writing assignment, project, or presentation. Some examples are using a “cheat sheet,” procuring old exams from siblings, or copying answers from a friend or classmate.

- Malpractice is the improper, illegal, or inappropriate activity or treatment by any individual in the learning community, particularly as it relates to gaining unfair advantages for a student in academic work. An example may be a teacher using different grading criteria for a “star athlete,” in order to allow her/him to pass a course.

Forgery vs Fabrication

- Forgery is producing a copy of a document, signature, or work of art that is not your own. An example of this would be if a student mimicked a parent’s signature on a report card.
- Fabrication is the creation of false data or citations, this includes verbal mistruths or misleading statements that could lead to academic gains as well as altering a graded assignment. An example of this would be creating a news article that does not exist in order to cite a source.

Intellectual Property

- Is an original, creative work that was created from a person or group of people’s minds.
- The four types of intellectual property are: Trade secrets (like the recipe for Coca-Cola); Patents, which protect original inventions from being copied and then sold by a person who is not the inventor; Copyrights ensure that works of original authorship like a song, book, or piece of art are not used or duplicated without permission; Trademarks protect phrases or symbols (like the Nike symbol or slogan) from being used without permission.

Practices

Grade-level Collaboration between the librarian, classroom teachers, and leadership team

- Every summer, the administration uses teacher feedback to collaborate with the school librarian and leadership team on revisions to the Academic Honesty Policy and the practices therein. These changes are then discussed school-wide in teacher and student orientations.

Consequences

- Depending on the severity of the infraction and the age of the student, the leadership team will determine an appropriate consequence based on our school discipline policy.

Statement of Revision

Our academic honesty policy will be posted in the family handbook and on the student information system. During annual review, formal revisions will be considered, and feedback will be obtained from all appropriate stakeholders.

Brookfield School Anaphylaxis Policy

(Severe Allergic Reaction)

It is the policy of Brookfield School for parents to provide at least two (2) doses of auto injectable epinephrine, to be administered by an employee of the school who is authorized and trained in the administration of epinephrine to any prescribed student believed to be having an anaphylactic reaction on school premises, during the academic day. The school shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the good faith administration of auto-injectable epinephrine. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the good faith administration of auto-injectable epinephrine.

Policy Limitations

Parents of students with known life threatening allergies and/or anaphylaxis should provide the school with written instructions from the students' health care provider for handling anaphylaxis and all necessary medications for implementing the student specific order on an annual basis. This anaphylaxis policy is not intended to replace student specific orders or parent provided individual medications. This policy **does not** extend to activities off school grounds (including transportation to and from school, field trips, etc.) or outside of the academic day (sporting events, extra-curricular activities, etc.).

Overview

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can occur up to one to two hours after exposure to the allergen.

Symptoms of Anaphylaxis

- Shortness of breath or tightness of chest; difficulty in or absence of breathing
- Sneezing, wheezing or coughing
- Difficulty swallowing
- Swelling of lips, eyes, face, tongue, throat or elsewhere
- Low blood pressure, dizziness and/or fainting
- Heartbeat complaints: rapid or decreased
- Blueness around lips, inside lips, eyelids
- Sweating and anxiety
- Itching, with or without hives; raised red rash in any area of the body
- Skin flushing or color becomes pale
- Hoarseness
- Sense of impending disaster or approaching death
- Loss of bowel or bladder control
- Nausea, abdominal pain, vomiting and diarrhea
- Burning sensation, especially face or chest
- Loss of consciousness

Although anaphylactic reactions typically result in multiple symptoms, reactions may vary. A single symptom may indicate anaphylaxis. **Epinephrine should be administered promptly at the first sign of anaphylaxis. It is safer to administer epinephrine than to delay treatment for anaphylaxis.**

Training

All Brookfield School employees will be trained in the administration of epinephrine by auto-injector. Only trained personnel should administer epinephrine to a student believed to be having an anaphylactic reaction. Training shall be conducted in accordance with the most current standards in First Aid Training. Training shall be conducted annually or more often as needed.

Responding to Anaphylaxis

If student-specific orders are on file they should be followed for students with known life threatening allergies and/or anaphylaxis.

For suspected anaphylaxis without specific orders:

1. Based on symptoms, determine that an anaphylactic reaction is occurring.
2. Act quickly. It is safer to give epinephrine than to delay treatment.
 - a. **This is a life and death decision.**
3. Determine the proper dose and administer epinephrine. Note the time.
4. Direct someone to call 911 and request medical assistance. Advise the 911 operator that anaphylaxis is suspected and that epinephrine has been given.
5. Stay with the person until emergency medical services (EMS) arrives.
6. Monitor their airway and breathing.
7. Reassure and calm person as needed.
8. Call School Nurse/Front Office school personnel and advise of situation.
9. Direct someone to call parent/guardian
10. If symptoms continue and EMS is not on the scene, administer a second dose of epinephrine 5 to 15 minutes after the initial injection. Note the time.
11. Administer CPR if needed.
12. EMS to transport individuals to the emergency room. Document the individual's name, date, and time the epinephrine was administered on the used epinephrine auto-injector and give it to EMS to accompany the individual to the emergency room.
13. Even if symptoms subside, 911 must still respond and individuals must be evaluated by a physician. A delayed or secondary reaction may occur.
14. Document the incident and complete the incident report.
15. Replace epinephrine stock medication as appropriate.

Post Event Actions

- Once epinephrine is administered, local Emergency Medical Services (911) shall be activated and the student transported to the emergency room for follow care. In some reactions, the symptoms go away, only to return one to three hours later. This is called a “biphasic reaction.” Often these second-phase symptoms occur in the respiratory tract and may be more severe than the first-phase symptoms. Therefore, follow up care with a health care provider is necessary. The student will not be allowed to remain at school or return to school on the day epinephrine is administered.
- Document the event
- Complete incident report
- Replace epinephrine stock medication immediately

Storage, Access and Maintenance

Epinephrine should be stored in a safe, unlocked and accessible location, in a dark place at room temperature (between 59-86 degrees F). Epinephrine should **not** be maintained in a locked cabinet or behind locked doors. Staff will be made aware of the storage location in each school. It will be protected from exposure to heat, cold or freezing temperatures.

Exposure to sunlight will hasten deterioration of epinephrine more rapidly than exposure to room temperatures. The expiration date of epinephrine solutions should be periodically checked; the drug should be replaced if it is approaching the expiration date. The contents should periodically be inspected through the clear window of the auto-injector. The solution should be clear; if it is discolored or contains solid particles, replace the unit.

Each school should maintain documentation that stock epinephrine has been checked monthly to ensure proper storage, expiration date, and medication stability.

Classroom

The teacher in each classroom where auto-injectable epinephrine is stored shall be provided information regarding accessing and administering auto-injectable epinephrine, the signs and symptoms of anaphylactic reactions, and specific information regarding condition, care, and treatment of the student assigned to the classroom who is at high risk of anaphylactic reaction.

Miscellaneous

Publications

A yearbook is published by Brookfield School each spring. Families are welcome to purchase them when they are available. Our website and the weekly Friday newsletter provide a continuous flow of information to our parents.

Identifying Belongings

All clothing, including school uniforms, jackets, and shoes, must be labeled with the student's name. In addition, all lunch kits, books, and any other personal belongings should be identified with the student's name and grade. No other writings, logos, or other school names are allowed on these articles.

Lost and Found

All articles found will be taken to the lost and found area. Lost articles which are not claimed will be given to charity. If the items have name labels as required, they will eventually be returned. 'Lost & Found' items are located inside the front office on the main campus. Please email your child's teacher to check for your child's lost articles.

HANDBOOK ACKNOWLEDGEMENT

It is important for everyone to thoroughly read the Family Handbook. This is to ensure that all staff members, families, and students are educated and informed regarding the policies and procedures of Brookfield School. In doing so, we can all better serve the children and work as a team.

This signature hereby acknowledges I have received and reviewed the Brookfield School Family Handbook for the 2025-2026 school year. Please submit this signed page to your child's homeroom teacher or complete the online acknowledgment.

HANDBOOK ACKNOWLEDGEMENT

Child's Name

Class

Printed Name

Signature

Printed Name

Signature