

THE BURLINGTON ACADEMY OF LEARNING

Family Handbook

Welcome To Our School



THE BURLINGTON ACADEMY OF LEARNING
Where children and families are celebrated!

Celebrating 30 Years!

 10 Covey rd
Burlington, CT 06013

 Main Office (860) 675-3598

 Fax (860) 675-3599

 Mainoffice@burlingtonacademy.com

 www.burlingtonacademy.com



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Welcome Message

Dear Families,

Welcome to ***The Burlington Academy of Learning*** ... "Where Children and Families are Celebrated!"

The Burlington Academy of Learning is a school for young children, ages 6 weeks through 6th grade, offering a warm environment and unique experience where children and families are welcomed and supported. We strive to bring out the beauty and uniqueness in every child and support parents to be the best parents they can be.

The Academy offers exceptional programs, including our Infant and Toddler Programs, 2 and 3 Year Old Nursery School, PreK 4's, PreKindergarten, Montessori Junior Kindergarten, and Kindergarten. We also offer Summer Camp – Little Adventures for our 2 & 3 Year Old Nursery School programs. Adventure Camp for preschool children and Camp Clubhouse with Jump Start Tutoring for children entering Kindergarten through 2nd grade!

The Academy experience enhances all aspects of a child's development: personal, emotional, social, physical, moral, spiritual, and cognitive. This takes place in an environment rich in comfort and warmth where our faculty and staff members nurture our students. The superior educational experience your children receive at ***The Burlington Academy*** is a critical investment in your child, which lays a strong academic foundation for their future.

As new Early Childhood Education research continues to prove the importance and criticality of education during the early years, we find the needs of the young child have increased. Therefore, we continue to offer a high level of excellence in our programs to adequately nourish children at their present stage of life, and prepare them for Kindergarten and the years beyond. Our faculty is educated on all the Connecticut State Department of Education Early Learning Developmental Standards, the newly revised standards for early childhood education. Our teachers are also CPR, First Aid, Medications administration, and Epi-pen administration certified.

The Academy's exceptional curriculum focuses on the vital components of healthy social and emotional development, and early intellectual and literacy education to prepare children for the new expectations of full day Kindergarten and beyond. Elements of our curriculum include, but are not limited to: "Handwriting Without Tears", Character Development Education, Second Step (a social and emotional skills program), Composers of the Month, Artists of the Month, Science, Computers and Technology (exposure in appropriate and small doses), Cooking, Yoga, special visitors, and field trips, in addition to enrichment such as Music, Spanish, and Sign Language Classes. Small class sizes allow for the individual attention children need, and our three buildings, two large playgrounds, and 6 acre campus offer a variety of learning environments. We are open from 6:30am-6:00pm for the convenience of families and accommodate children for extra classes whenever we are able to make life easier at times when a family needs such support. We maintain superior standards and high teacher qualifications to continue offering children the very best early childhood experience possible in the Farmington Valley.

We rely on our over 30 years in the community, our well-earned reputation and word-of-mouth testimony to inform new parents about our school and the exceptional programs offered at ***The Academy***. We appreciate parents spreading the word, and through our Family Referral Program, families receive a \$100 tuition credit on their student's account when they refer another family who enrolls with us.

The faculty and staff welcome your involvement at ***The Academy***. Effective schools are those that involve students, teachers, parents, and administrators working together to reach our common goals and objectives. We always welcome your communication and appreciate your input, suggestions, and feedback.

We appreciate you entrusting your children's early childhood education and enrichment to us and are committed to perpetually striving to exceed your expectations. We are happy you have become a part of ***The Burlington Academy of Learning*** family and we look forward to enjoying a wonderful school year experience with your family!

Sincerely,

Analía Ozano
Head of School

Tarynn Sigmon
Dean of School

Carly DeLeon
School Administrator

Taylor Winters
Students Coordinator



History of The Academy

History of **The Academy**,

January 1992 - **The Academy** began as Bright Beginnings Nursery School by Kim McDonnell. Bright Beginnings was started to offer a learning environment for two year old children, structured as a part time Nursery School. Bright Beginnings grew, in Kim's home, to offer two, three and four year old preschool and summer programs.

Fall 1997 - As a result of its growth, Bright Beginnings became **The Burlington Academy of Learning** and moved to its current location. **The Academy** added both half and full day Kindergarten Programs as well as extended day options such as Before and After School Programs, to serve the growing needs of Burlington and surrounding communities.

September 2012 - **The Burlington Academy** dedicated one classroom solely for a 2 Year Old Nursery School Program and added part and full time options for 2 year olds.

June 2013 - **The Burlington Academy** began offering Infant and Toddler Programs and designated one building as the Jr. Academy, for Infant, Toddler, Two's Programs and one building for 3 Year Old Nursery School through School Age Programs.

January 2016 - **The Academy** opened a third building designated specifically for our Enrichment Programs, Before School, After School/Homework Club, Supplemental Care Programs, Vacation and Snow Day Programs, Adventure Camp with Jump Start Tutoring, Spanish.

September 2024 - **The Burlington Academy** expanded to a fourth building which is our Kids Clubhouse for school age programs.

Today - **The Burlington Academy of Learning** resides in the center of Burlington and now owns the property giving the school the ability to modify and renovate our classrooms, buildings and outdoor grounds as desired.

Our programs now include Infants, Waddlers, Toddlers, 2 and 3 Year Old Nursery School, PreK 4's, Prekindergarten, Montessori Junior Kindergarten/ Kindergarten, Summer Camp and Kid's Night Out.

MISSION STATEMENT

The mission of ***The Burlington Academy of Learning*** is to provide quality childcare and exceptional educational programs to children ages 6 weeks to 8 years. Every effort is made to coordinate services with the public school system while meeting the needs of individual families through flexible scheduling and innovative programs.

Participation in the The Burlington Academy of Learning's program brings with it hopes for specific outcomes for both children and the whole family including safe, healthful, and stimulating experiences that support positive behavior and optimal development. Additionally, our goal is to meet parental expectations for quality care and education by building trusting relationships between home and school. Our classrooms support the needs of the child and family in relationship to successful early childhood education.

PHILOSOPHY

The Burlington Academy of Learning offers a complete environment where children and families are welcomed and supported. The childhood years are the most impressionable years of one's life. For this reason, it is critical that our children's well being and self-esteem be nurtured. Children must be given the tools and opportunity to follow their natural curiosity, therefore laying the foundation for how they will feel about learning and developing their unique interests and potential. Our goal at The Burlington Academy of Learning is to provide children with a positive learning experience, so they feel confident about themselves and their abilities.

At The Burlington Academy of Learning, we encourage a sense of wonder and excitement about the world. We provide children with opportunities for an optimal learning environment that builds confidence in their academic skills, and we inspire children to become active learners by developing a solid sense of accomplishment and self-confidence. Programs are designed to develop the child emotionally, socially, academically, physically, morally in an atmosphere and environment conducive to a joyful and confident "I AM / I CAN" approach to life and the world we live in. The wellness of the whole child and the development of a positive and healthy self- image are of paramount concern in the planning and implementation of all aspects of our school's programs.

Character development is a key component of the curriculum at all levels at ***The Academy***. Concepts such as patience, honesty, respect, generosity, fairness, courtesy, gratitude, determination, and love are put into practice daily within our school family. It is our belief at The Burlington Academy that: It is not the school that defines the child, it is the child that defines the school.

The programs and practices of ***The Burlington Academy of Learning*** reflect many recommendations and policies of The National Association for the Education of Young Children (NAEYC) as well as the Connecticut Departments of Public Health, Office of Early Childhood Education, and the Department of Education. We use an eclectic approach to curriculum that incorporates established principles of child development and learning theory as well as a range of published resources that are widely accepted as best practice.

The backbone of the program is Developmentally Appropriate Practice, the CT Early Learning Developmental Standards (CTELDS), including the related Guide to Early Childhood Program Development. It is our philosophy to be a continually changing and improving organization that is responsive to the diverse needs of children and families as well as to the needs of the community and expectations of our state and national agencies that set policy and write legislation that affects our work. We have an open-door policy for parents, and we welcome the viewpoints of families and community partners.

OVERAL OBJECTIVES

The following twelve objectives are guides for teachers when preparing their Learning Experience Plans (Lesson Plans).

1. To help children develop a positive sense of self-esteem – a belief that they are able to accomplish whatever they set out to do; that they are good and valuable people who like other people as well as themselves, thus fostering a positive self-image and self concept. To help this happen, we use opportunities to help children develop a realistic self-concept through the use of reflective and descriptive praise.
2. To help children develop a love of learning, to be able to ask questions, do research, and effectively use available resources, and to increase the child's ability to think, reason, question, and experiment. To help this happen, we provide a joyful, enthusiastic, loving atmosphere and create a safe environment with small groups, rich with spontaneity and opportunity to explore, construct, and extend learning.
3. To help children learn to work and play independently, to encourage individuality, as well as have the opportunity to develop positive relationships with their peers and adults. To help this happen, we focus on warm relationship building, and are emotionally available, accessible, and consistent, and model healthy interactions with other faculty and staff members and children.
4. To help children learn to live compatibly with other people, to develop compassion and to understand that everyone's needs and beliefs should be respected. To help this happen, we embrace all people regardless of differences and teach children the art of problem solving, consensus building, and positive conflict resolution. We teach children to care about each person's individuality and unique potential.
5. To help children feel comfortable with emotion, to be capable of managing feelings of anger, sorrow, fear, frustration, and joy in a healthy manner. To help this happen, we accept emotion, guide children in re- channeling unproductive reactions, and help children to verbalize their feelings and express feelings and emotions effectively.
6. To help children become familiar with their creative talents - drama, the arts, music, and dance - to feel that this creative side has value and brings a sense of beauty into their life. To help this happen, we encourage creativity, foster the creative spirit, and offer children the opportunity to explore the arts and other creative outlets. We introduce all students to a Composer of the Month. We provide an overview of the composer's life and play his works in the classroom.

7. To help children realize that they must give back to the world; that they share the world with many people and must take an active role in making sure that it is well cared for and they do their part in spreading love and caring in their world. To help this happen, we introduce concepts of environment in a developmentally appropriate manner, model and encourage cooperation, a sense of social responsibility, show caring and consideration for others whenever possible and stimulate a sense of community.
8. To teach children to take pride in themselves physically, to respect and take care of their bodies, to establish a pattern of healthy physical routines. To help this happen, we talk and read about the human body, provide opportunities to develop and test physical skills, and model healthy habits such as good nutrition and fitness for life.
9. To help children learn that work is not always easy; to persevere, to follow things through to the end; to feel determined to be successful, and to find answers. To help this happen, we help children work through frustration, extended learning experiences, and support them individually in their work, praising them for determination and perseverance.
10. To help children feel comfortable and effective using language as a means of communication in all of its written and spoken forms: song, poetry, art, and puppetry. To help this happen, we create a language-rich environment where children's efforts in speaking, singing, painting, and writing are valued. The Spanish language and sign language are also taught.
11. To help children to be culturally aware. To help them gain an understanding that although people of the world are different, use different languages, and have a variety of values and customs, these differences don't make them any more or less valuable. To help this happen, we incorporate concepts of cultural diversity into the curriculum.
12. To help children develop a strong character and positive values for life, including strong family values. To accomplish this, Character Development is a key component of the curriculum at all levels at The Burlington Academy of Learning. Such concepts as patience, honesty, respect, generosity, responsibility, fairness, courtesy, gratitude, determination, and love are put into daily practice within our school family.

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Environment

At **The Burlington Academy**, our goal is to provide a warm, nurturing, comfortable environment for the children where they feel it is "their" space and feel at home. Our goal is for the decorations, bulletin boards, painted windows and art hanging from ceilings to be the children's work. We teach children good organizational skills, beginning with their own belongings and backpack. This extends to the classroom environment where materials, supplies, puzzles, games, toys all have designated well-labeled spaces and children are expected to keep order in these areas throughout the day to keep up an orderly, non-cluttered environment to learn in.

We aim to minimize the sand, salt and dirt by requiring faculty and staff to wear slippers in winter months and encouraging children and staff to wear slippers indoors even in Spring, Summer and Fall. This helps keep our floors much cleaner for the children. In our Junior Academy, where our Infant, Waddler and Toddler are held, shoes are not allowed at any time and children are required to wear non-skid slippers at all times. This building is a shoe-free building. Parents are asked to remove their shoes before entering the classroom space or put protective booties on which we provide in baskets at all entryways.

Playgrounds:

Our playground equipment is IPEMA certified and we have 12 inches of IPEMA certified mulch under and around all high impact areas



Benefits of being a member of The Burlington Academy of Learning

Faculty and Staff

- At ***The Burlington Academy of Learning***, we take great pride in our exceptional teaching staff. Our educators are not only passionate and committed, but they also bring a wealth of experience to the classroom. Many of our teachers hold advanced degrees, including Associates, Bachelors, and Masters in fields such as Early Childhood Education, Elementary Education, Psychology, Child Studies, and Child Development. In addition, a significant number are certified by the Connecticut State Department of Education and have earned their Head Teacher designation, reflecting their dedication and expertise in fostering young minds.
- Our Administration Team is a cornerstone of our school community, composed of dedicated professionals who ensure that our school runs smoothly and effectively. This team includes our Head of School, the Dean of School, our School Administrator, and a Student Coordinator/Behavior Specialist, who focuses on student behavior and well-being. Together, they form a supportive network, always ready to extend a helping hand to families and teachers alike, ensuring that every student receives the personalized attention and resources they need to thrive.
- In addition to our educational offerings, ***The Burlington Academy of Learning*** also provides a unique and invaluable resource: our Babysitting Club. This initiative connects families with trusted teachers who are enthusiastic about offering babysitting services on weekends. This not only gives parents the peace of mind that comes with knowing their children are in caring hands but also strengthens the bonds within our school community. Families can easily access a curated list of available teachers who enjoy babysitting, fostering a sense of trust and belonging among our school's families and staff.

Safety

- All Head Teachers, along with our dedicated full-time faculty and staff, hold certifications in CPR, First Aid, Epi-Pen administration, and medication management. We are proud to be a "Nut and Candy-Free" school, creating a secure and nurturing environment for all children, especially those with allergies. Our commitment to safety extends beyond basic policies; we actively collaborate with parents to tailor the environment to meet the specific needs of their children. This partnership ensures that every child, regardless of their allergies, feels safe, included, and is able to enjoy a positive and enriching experience at our school.
- Under no circumstances will staff members be permitted to pick children up to bring to school or take children home from the school.



The Burlington Academy of Learning CURRICULUM

Curriculum

Our curriculum is thoughtfully crafted around developmentally appropriate guidelines established by the National Association for the Education of Young Children (NAEYC) and the Connecticut Early Learning Developmental Guidelines. Each carefully planned activity provides children with a harmonious blend of independent time and group interactions. During independent time, children are encouraged to express their unique individuality and cultivate their resourcefulness through exploration and creativity. Conversely, group time allows children to engage in social interactions, fostering self-control and a spirit of cooperation. This collaborative environment nurtures their sense of belonging and helps them develop positive feelings about school, setting the stage for a lifelong love of learning.

- Our curriculum for all **Jr. Academy** programs (Infant, Waddler and Toddler) is based on current CT Early Learning Developmental Guidelines (CTELDS) and State of CT Infant and Toddler Guidelines.
- Our curriculum for all **Preschool Academy, PreKindergarten Academy & Montessori Jr Kindergarten Academy** Programs are based on the State of CT Department of Education Early Learning Developmental Standards and the Common Core Standards. Our curriculum also is Montessori base, fostering independency.
- Curriculum enrichment offered: Music, Spanish, Sign Language, Yoga, Character Education, Composer of the Month, Artist of the Month, "Handwriting Without Tears" Program, Learning Beyond Papers curriculum, Science, Computers, Cooking, special visitors & field trips.

Montessori Academy Ages 4-6

- At Montessori Kindergarten Academy, our enriching curriculum unfolds across five key areas of study that encourage exploration and learning through hands-on experiences:
 1. **Practical Life**: In this area, children engage in everyday activities that promote independence, coordination, and a sense of responsibility as they learn essential life skills.
 2. **STEM**: Our STEM program ignites curiosity about the world of science, technology, engineering, and mathematics, enabling children to solve problems and think critically through engaging, interactive projects.
 3. **Language**: Through storytelling, phonics, and creative writing, our language curriculum fosters a love for reading and communication, allowing children to express themselves confidently and articulately.
 4. **Social Studies**: We explore the richness of our world through cultural studies, geography, and history, helping children develop an understanding of diverse cultures and the interconnectedness of our global society.
 5. **Zoology**: In our zoology lessons, children discover the fascinating world of animals, learning about their habitats, behaviors, and roles in the ecosystem, which enhances their appreciation for wildlife.

Children progress through the Montessori curriculum at their individual pace, guided by their unique developmental stages and interests, ensuring personalized learning experiences.

Our daily schedules includes Circle Time, Yoga, Music & Movement, Songs & Finger-plays, Art Creations, Stories & Literacy Activities, STEM activities, Cooking, two Snack times, Lunch and Outdoor Play with organized games. Each age eligible group will participate in a cooking project both in the morning and afternoon.

This "project" will be their snack for the day and really lets the children feel a sense of responsibility in taking part in the creation of their snack. Additional nutritious and fun snacks are provided as well! Special Field Trips and Enrichment Programs will be planned during Supplemental Care Program days at random times throughout the year.

- Circle Time/Group Time A time for us to gather together as a group. We do morning exercises, calendar, weather, theme discussions, reading, poems, songs and finger plays, all while improving our social skills and listening skills.
- Centers: Centers are an extremely important time of your child's day for hands-on learning experiences. During Centers, children are engaging in meaningful conversations with others while sharing ideas and materials. The critical skills and concepts they are learning are immeasurable! Center Time also gives us an opportunity to work individually with each child one-on-one. Our centers include Home Living/Drama
- Center, Block Center, Writing Table (always open), Puzzles & Games, Art Creations, Touch Table, Math and Science Center, Library Center and Listening Center.
- Literacy: Our literacy program includes teaching concepts about print, reading books such as picture books, big books, CD stories and using puppets. We expose children to early literacy skill activities through music, poems, listening activities and rhymes.
- Writing and Handwriting Without Tears: Students color and draw, the precursors to writing. We use the Handwriting Without Tears Program. As children are ready, they learn to write the letters in their
- Our eight playgrounds are available for each group of students and provide environments where children enjoy the outdoors as well as play organized games and use the bikes, tricycles, scooters and bounce house. Snow gear is required as we enjoy the outdoors year-round and in winter, build snow forts, snowmen and snow structures!

Programs Specifics

- The Academic year commences in late August and extends through mid-June, culminating in special graduation ceremonies.
- During the school year, ***The Academy*** operates from 6:30 AM to 6:00 PM across all locations.
 - For Summer Camp, the hours for PA/PKA/MKA are 7:00 AM to 5:30 PM, while Junior Academy summer hours are from 6:30 AM to 5:30 PM.
 - Class size for our programs is tailored to provide the best possible experience depending on the individual children who make up the group. Additional staff, above and beyond the classroom teachers, are always available to lend an extra pair of hands as needed and support our teachers and children.
 - 2 Year Old Nursery School is a maximum of 10 students in a class with two teachers.
 - 3 Year Old Nursery School is a maximum of 17 students in a class with two teachers.
 - PreK 4's is a maximum of 14 students in a class with two teachers
 - PreKindergarten is a maximum of 17 students in a class with two teachers
 - Montessori Jr. Kindergarten/Kindergarten is a maximum of 14 students in a class with two teachers.
 - Our Infant, Waddler, and Toddler Programs are all 8 maximum, with two teachers and much additional assistance as needed!

SCHOOLWIDE MONTHLY THEMES

September

Character Development Theme: Patience
Composer: Ludwig Van Beethoven
Color: Yellow
Shape: Circle

October

Character Development Theme: Honesty
Composer: Johannes Brahms
Color: Orange and Black
Shape: Square

November

Character Development Theme: Thankfulness & Cooperation
Composer: Wolfgang Amadeus Mozart
Color: Brown
Shape: Triangle

December

Character Development Theme: Generosity
Composer: Peter Ilyich Tchaikovsky
Color: White
Shape: Rectangle

January

Character Development Theme: Respect and Tolerance
Composer: Felix Mendelssohn
Color: Blue
Shape: Oval

February

Character Development Theme: Love & Caring
Composer: Franz Schubert
Color: Red
Shape: Heart

March

Character Development Theme: Positive Attitude
Composer: Antonin Dvorak
Color: Green
Shape: Diamond

April

Character Development Theme: Responsibility
Composer: Franz Joseph Hayden
Color: Purple
Shape: Octagon

May

Character Development Theme: Fairness
Composer: Johann Sebastian Bach
Color: Pink
Shape: Star

June

Character Development Theme: Determination & Perseverance
Composer: Edward William Elgar
Color: Review
Shape: Review

July/August

Review of all school year themes

Personal Attention

At ***The Academy***, parents enjoy a significant advantage through enhanced communication and easy access to a wealth of information about their child's school day via an application called Procare. This platform serves as a valuable resource, allowing parents to view daily updates, photos, lesson plans, classroom observations, assessments, evaluations, newsletters, and much more. Each child's information is accumulated in one place, creating a comprehensive record of their development that is wonderful to share with grandparents and family friends.

In the Junior Academy, which includes the Infant, Waddler, and Toddler Programs, parents can text the classroom during the day to collaborate with teachers and caregivers in providing the best care for their children. Teachers are also able to send photos and videos as requested by parents, fostering a strong partnership in child development.

For parents of children in the 2 & 3 Year Old Nursery School, PreK 4's, PreKindergarten, and the Montessori Jr. Kindergarten, as well as Kindergarten programs, text communication with teachers is similarly encouraged. Teachers make it a priority to respond during their breaks, lunchtime, or at the end of the day.

Moreover, our Head of School and Dean of School are dedicated to working closely with parents who may benefit from counseling or support related to unique family or child developmental needs. We offer educational and behavioral consultations as required.

Our teachers consistently conduct ongoing observations to guide their planning for weekly "Learning Experiences." They carry out individual assessments of each child and hold conferences twice a year, or as desired by parents. Evaluations can easily be accessed online through ProCare and are provided to parents in November and May.

We also embrace children with additional service needs, working in tandem with parents and professional services to identify the necessary resources tailored to each child's individual requirements. Professionals, including those specializing in Occupational Therapy, Physical Therapy, and Speech & Language services, are available to provide support within the classroom environment.

Notably, children in the 2 and 3 Year Old Nursery School are not required to be toilet trained, as we partner with parents to assist children throughout this important process.



Faculty and STAFF

School Owners



Ms Kim Hope ~ Founder

Mr. Scott Dunstan ~ Co-Owner

Administration



Analía Ozano ~ Head of School

analia@burlingtonacademy.com



Tarynn Sigmon ~ Dean of School

tarynn@burlingtonacademy.com



Carly DeLeon ~ School Administrator

carly@burlingtonacademy.com



Taylor Winters ~ Student Coordinator

taylor@burlingtonacademy.com

INFORMATION CONTACTS

INFORMATION NEEDED:**CONTACT:**

1. Admissions/Registration.....	Head of School / Dean of School
2. Tuition.....	Head of School/Main Office
3. PROCARE.....	Main Office
4. Invoices/Billing.....	Head of School
5. Forms	Website and/or Main Office
6. Curriculum.....	Head of School / Student Coordinator
7. Classroom Happenings.....	Child's Teacher/ School Administrator
8. Child's Progress.....	Child's Teacher / Head of School/ Student Coordinator
9. Events.....	Head of School/Dean of School/ School Administrator
10. Volunteering/Committees.....	Head of School
11. General Questions.....	Administration Team
12. School Safety.....	Administration Team
13. Summer Program.....	Administration Team
14. Junior Academy specific questions.....	Dean of School



Programs **GUIDELINES**

Hours of operation:

School Hours:

Monday through Friday 6:30am - 6:00pm

Main Office Hours:

Monday - Friday 8am - 5pm

Summer: PA/PKA/MKA 7:00am – 5:30pm

Junior Academy 6:30am – 5:30pm

Specific Program Hours

DAY PROGRAMS

A variety of days / options are available for classes.

Infant: Full Day 6:30am – 6:00pm

Waddler, Toddler programs :

We ask that children are not dropped off between 12:00-2:30pm; this is when the children are beginning their nap time, and a drop off during this time can be disruptive for all children.

2NS, 3NS, PreK 4's, PreK, Montessori JK/K:

Drop off should be by 9:00am as to not miss any pertinent academic time.

SUMMER CAMP :

Half or Full Day options are available

Monday through Friday Full Day: 7am – 5:30pm, Half Day: 7am – 12:00pm

Understanding our Programs

(Age guidelines may be adjusted when appropriate.)

JUNIOR ACADEMY -

Ages are dependent on the individual student and all students who make up The Junior Academy

- Infant Program: for children 6 weeks through 12 months.
- Waddler Program: for children 12 months – 18 month
- Toddler Program: for children 12 months through 30 months

PRESCHOOL ACADEMY -

- 2 Year Old Nursery School: for children who will turn 3 between January - June in the Academic School Year. Children graduate from this program in June.
- 3 Year Old Nursery School: for children who will turn 3 by December 31st 2025 in the Academic School Year.
- PreK 4's: for children 3.9 and 4 by December 31st 2025 in the Academic School Year.
- PreKindergarten: for children who will turn 4 by December 31st 2025 or 5 by end of Academic School Year.

MONTESSORI KINDERGARTEN ACADEMY -

- Junior Kindergarten: for children who will turn 5 in the later months of the year, such as August through December 2025. Jr. Kindergarten is also for parents who feel their child would benefit from the advantage of an additional year of school before entering Kindergarten; the “gift of time”.
- Kindergarten: for children who will turn 5 by December 31st and are ready to move on to Kindergarten.

Our Kindergarten program is an alternative to the public school Kindergarten.

- Summer Camp: for children entering 3 Year Old Nursery School through 2nd Grade in the Fall, offered throughout the summer. Parents choose Little Adventures for 3NS, Adventure Camp for PreK 4's, PreK, Jr Kindergarten/K, and Camp Clubhouse with Jump Start Tutoring for Kindergarten - 2nd Grade.

Make-up Days/Swapping Days:

In our educational program, it is essential to maintain a consistent and structured schedule for our students. As such, student absences cannot be made up at other times. The intricate planning involved in creating the children's schedules and ensuring adequate staffing is a complex and time-consuming process. Our commitment to providing high-quality educational experiences necessitates that we adhere strictly to these schedules.

Unfortunately, we are unable to accommodate requests from parents to switch days or arrange make-up days. Such changes can create significant disruptions, affecting not only the overall program flow but also the teachers who diligently craft and execute a specialized curriculum. Our educators are devoted to maintaining a high standard of instruction, and frequent alterations can hinder their ability to do so effectively.

We fully recognize and respect the desire of parents to manage expenses, but we must prioritize the integrity and continuity of our high-quality programs. Your understanding and cooperation in this matter are greatly appreciated as we strive to provide the best possible learning environment for all students. Thank you for your support.

Program Offerings

SCHOOL YEAR PROGRAMS

INFANT/WADDLER PROGRAM

Monday through Friday
Minimum 2 day attendance
Full Day 6:30am – 6:00pm

TODDLER PROGRAM

Monday through Friday
Minimum 2 day attendance
Full Day 6:30am – 6:00pm

2 and 3 YEAR OLD NURSERY SCHOOL

Monday through Friday
Minimum 3 day attendance
Full Day 6:30am – 6:00pm

PreK 4's

Monday through Friday
Minimum 3 day attendance
Full Day 6:30am – 6:00pm
Half Day AM 6:30am – 12:30pm

PREKINDERGARTEN

Monday through Friday
Minimum 3 day attendance
Full Day 6:30am – 6:00pm
Half Day AM 6:30am – 12:30pm

MONTESSORI JUNIOR KINDERGARTEN/K

Monday through Friday
Minimum 3 day attendance
Full Day 6:30am – 6:00pm
Half Day AM 6:30am – 12:30pm

SUMMER CAMP

PROGRAMS: AM CAMP / FULL DAY CAMP

LITTLE ADVENTURES

2 NS & 3NS
7:00AM 12:30PM
7:00AM 5:30PM

ADVENTURE CAMP

PreK & JK/K
8:30AM 12:30PM
7:00AM 5:30PM

CAMP CLUBHOUSE with JUMP START TUTORING

K- 2nd Grade
8:30AM 12:30PM
7:00AM 5:30PM

Program Information

The 2 & 3 Year Old Nursery School Programs, are held in the Preschool Academy (PA) building #4, first building to the right as you pull into the main entrance.

The PreK 4's & PreKindergarten Programs, are held in the PreKindergarten Academy (PKA) building #6, second building to the right as you pull into the main entrance.

The Infant, Waddler, Toddler Programs, are held in the Junior Academy (JA) building #10, second building to the left as you pull into the main entrance.

Montessori Junior Kindergarten, is held in the Montessori Kindergarten Academy (MKA) building #12-A, the first building to the left as you pull into the main entrance.

Arrival & Dismissal Flag Colors

Parents drop-off and/or pick up children at the playground or at the classroom where their color flag is.

- White: Toddler Program (Junior Academy)
- GREEN: 2-Year-Old (A) Nursery School Program
- ORANGE: 2-Year-Old (B) Nursery School Program
- PINK: 2 Year Old (C) Nursery School Program
- YELLOW: 3 Year Old (A) Nursery School Program
- RED: 3 Year Old (B) Nursery School Program
- TEAL: PreK 4's
- BLUE: PreKindergarten
- PURPLE: Montessori Junior Kindergarten/ Kindergarten

Dismissal/Pick-up:

Depending on the weather, children may be on a playground or inside. Parents may look for the flag which indicates the program for their child to determine where they are when picking up. Your child will have their backpack and all belongings with them.



FOOD POLICY

At **The Academy**, our foremost priority is to create a safe and welcoming environment for every child. We recognize that some of our students have severe allergies, including contact allergies, which require special attention. To ensure their safety, we have carefully crafted a comprehensive policy and procedure.

Upon entering the school, every child will first wash their hands thoroughly. This practice helps eliminate potential allergens and promotes hygiene. We kindly request that any food brought into **The Academy** consists of healthy options. Please remember that we adhere to a strict CANDY and NUT-FREE policy. To maintain this standard, we ask that parents and guardians refrain from sending any candy or nut products in lunchboxes or snacks. This includes any food items containing nuts, nut oils, or those processed in facilities that handle nuts, as these allergies can have serious consequences.

We take great pride in maintaining a safe and secure environment for all our students, particularly those with allergies. Your support and understanding of this policy are greatly appreciated, and we encourage you to explain these procedures to your child(ren) as well. Please note that any child with a food allergy is permitted to bring and consume only their own food; no food supplied by **The Burlington Academy** may be eaten. Thank you for your cooperation in helping us create a safe space for all our students.

Preschool Academy

PreKindergarten Academy &

Montessori Kindergarten Academy

Meal Policies

Children need to bring their lunch and the lunch box MUST contain an ice pack. If you have a heat up item, the teachers can heat up food for your child, however there is not time available to cook food. Example: microwave macaroni and cheese cups should be cooked at home, if possible send in a thermos to stay warm, or a container for the teacher to re heat. Please do not have heat-up food in a plastic container since it's not safe to microwave food in plastic containers.

We ask that any food brought into ***The Academy*** be healthy food. Also, we are a CANDY and NUT-FREE SCHOOL. Please exclude any candy or nut based product from any food item brought onto ***The Burlington Academy of Learning*** premises. Nut allergies are very serious! Nut based products include any form of nut, nut oils and any food processed in the same vicinity of a nut product. We take great pride in the safe environment we provide for our students with allergies (see section entitled FOOD ALLERGIES contained within this document).

2 & 3 Year Old Nursery School:

Prior to Lunch, teachers heat up meals and place them on children's individual placemats. Desserts are kept on the counter until healthy food is eaten. Uneaten food is placed back into the child's lunch box so parents may see what was eaten. Children are taught to clean up their own space and begin to understand and practice the importance of recycling.

PreK 4's, PreKindergarten & Montessori Jr. Kindergarten/Kindergarten:

Children are guided to unpack their lunch onto their placemat, eat their main part of their meal before their snack/dessert, put any uneaten portions back into their lunch bag (so parents can see what was eaten), and to clean up their own space, paying special attention to proper recycling.

JUNIOR ACADEMY MEAL POLICIES:

- Nut / tree nut free facility
- No gummies / fruit snacks for the children in this building as they are all under the age of 3
- Grapes, hot dogs, apples and any other potentially hazardous food must be cut adequately to prevent choking
- All meals are documented on ProCare, the default setting goes to "ate all" of their meal; the teachers log the meal initially and then go back in and edit it to be accurate to each child's consumption. This is usually done at a down time such as nap, so if you have any specific questions please feel free to reach out to the teacher and they will be happy to give more detail into what they ate.

Infants : Please pack the necessary amount of bottles for the day, per state regulations we are unable to clean and reuse a bottle so a new one must be provided for each feeding. All bottles must be labeled with child's name. Pre-made bottles must be in a cooler lunch box with an ice pack. Frozen breast milk pouches must be labeled with child's name, ounces and date pumped, we can store these onsite. Non perishable food and snacks can be kept in the classroom as back up, as well as containers of formula labeled with name and date opened. Every child under 1 year old must have a feeding schedule provided to the teachers, as in our Infant room every child is on their own schedule that we will maintain as closely as possible in the school setting.

Waddlers & Toddlers : These children all eat together at the table and it's a wonderful time for socializing and learning about different foods as the teacher joins them and creates a "family meal" feel. Each child must have their own lunch box with healthy snacks (approximately 4-6 for full day students), lunch and an ice pack. We encourage the children to feed themselves, and are closeby for assistance. Please see your child's classroom schedule for more information on meal times. A third snack may be offered later in the afternoon if the child is hungry so feel free to leave an extra snack in their backpack. A water bottle / cup must be provided daily, labeled with the child's name and pre-filled. We will refill these throughout the day as needed so don't be alarmed if your child comes home with a full water, feel free to ask the teacher at any time about their water intake.

FOOD ALLERGIES

How to Read a Label for a Peanut and/or Tree Nut-Free Diet

All FDA-regulated manufactured food products that contain peanuts or a tree nut as an ingredient are

required by U.S. law to list the word “peanut” and/or the specific tree nut on the product label.

Avoid foods that contain peanuts, tree nuts or any of these ingredients:

beer nuts, cold pressed, expeller pressed, or extruded peanut oil, goobers, monkey nuts, nut pieces, nut meat, peanut butter, peanut flour, peanut protein hydrolysate, ground nuts, mixed nuts, almond, artificial nuts, beechnut, Brazil nut, butternut, cashew, chestnut, chinquapin nut, coconut, filbert/hazelnut, gianduja (a chocolate-nut mixture), ginkgo nut, hickory nut, litchi/lychee nut, macadamia nut, marzipan/almond paste, Nangai nut, natural nut extract (e.g., almond, walnut), nut butters (e.g., cashew butter), nut meal, nut meat, nut paste (e.g., almond paste), nut pieces, pecan, pesto.

Peanut is sometimes found in the following: African, Asian (especially Chinese, Indian, Indonesian, Thai, and Vietnamese), and Mexican dishes, baked goods (e.g., pastries, cookies), candy (including chocolate candy), chili, egg rolls, enchilada sauce, marzipan mole sauce, nougat.

Tree nuts are sometimes found in the following: black walnut hull extract (flavoring), nut oils (e.g., walnut oil, almond oil), natural nut extract, walnut hull extract (flavoring), nut distillates/alcoholic extracts.

Keep the following in mind:

- Mandelonas are peanuts soaked in almond flavoring.
- The FDA exempts highly refined peanut oil from being labeled as an allergen. Studies show that most allergic individuals can safely eat peanut oil that has been highly refined (not cold pressed, expeller pressed, or extruded peanut oil). Follow your doctor's advice.
- A study showed that unlike other legumes, there is a strong possibility of cross-reaction between peanuts and lupine.
- Arachis oil is peanut oil.
- Mortadella may contain pistachios.
- There is no evidence that coconut oil and shea nut oil/butter are allergenic.
- Many experts advise patients allergic to tree nuts to avoid peanuts as well.

MEALS AND SNACKS

Snacks

Please provide your child with enough snacks for 2-3 snack times. We ask that there be healthy options as well.

Water at snack: *The children will have water from their water bottles and not juice for the following reasons:*

We will reserve juice for special occasions so if you would like to bring in juice with your child's birthday snack , at class parties or in your child's lunch, please do.

Birthday Snacks: *We love celebrating birthdays! We welcome a birthday snack as long as it does not contain nuts or candy. Cupcakes or other festive snacks are acceptable for birthdays and/or holidays, but please DO NOT include any form of candy. When planning your child's birthday snack, please check with your child's teacher prior to planning so we may minimize the amount of cupcakes in a short period of time. For example, if we celebrate a birthday in the morning and one in the afternoon on a given day, a full day student would have two cupcakes in one day - which is a situation we would like to avoid. (An option to a birthday snack is for your child to bring a wrapped book for them to open and you read to the class, or a wrapped puzzle, game, science item, book, etc. Which they open and donate to the classroom. We'll celebrate Summer birthdays in June before we end the year.*

Safe and Healthy Foods to Pack

Fruits/Vegetables

- Any fresh fruit and/or vegetables
- Applesauce cups
- Raisins / Craisins
- Other dried fruits
- Fruit cups
- Vegetable Dips

Cheese/Dairy:

- Yogurt in individual cups or tubes
- Pudding in individual cups, cans or tubes
- String cheese or other cheeses
- Drinkable yogurt or smoothies
- Cottage cheese

Cereals:

- Cheerios (NOT Honey Nut or Frosted)
- Chex (Rice, Corn, Wheat)
- Cinnamon Toast Crunch
- Corn Flakes
- Crispix
- Frosted Mini-Wheats
- Kashi (Go Lean Crunch, Good Friends, Cinnamon Raisin, Heart to Heart)
- Kix
- Life (NOT Vanilla Yogurt Crunch) Wheatus

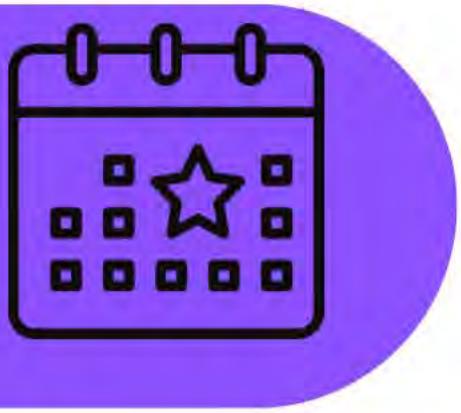
Other Snack Items

- Small bagels (Lenders or Thomas brand) with cream cheese (no nut type)
- Popcorn
- Pretzels (Not Snyder's Products)
- Nutrigrain cereal/yogurt bars
- Special K Bars (NOT Honey Nut)
- Special K Snack Bites
- Fig Newtons (all flavors)
- Rice Cakes (Not Quaker brand, NOT nut free)
- Cheez-It Party Mix
- Munchie Party Mixes
- Kellogg's brand Rice Krispie Treats
- (original) Sun Chips
- Yogo/Yogo Rolls
- Triscuits
- Wheat Thins
- Vegetable Thins
- Ritz crackers/dinosaurs/sticks
- Goldfish crackers
- Graham crackers
- Teddy Grahams
- Animal Cracker

In Summary:

- Avoid snacks that contain peanuts, peanut flour, peanut oil, or peanut butter or other nuts. This includes snacks with almonds, coconuts, filberts, Brazil nuts, cashews, hazelnuts, macadamia nut, pecans, pine nuts.
- Read labels carefully to make sure the products are nut free. This includes labels that read "May contain traces of peanuts/nuts" or "Processed in a facility that processes products that contain peanuts/nuts." Food labels and ingredients change over time, so always read the label each time before purchasing snacks.
- Include the packaging of your treat when you send it to the classroom so that the label may be re-checked in the event there are any questions or concerns about the ingredients.
- If an item that is sent in contains Nuts or reads "Processed in a facility that processes products that contain peanuts/nuts." The item will not be given to the child.

Thank you for your consideration and support in keeping our children with food allergies safe from having a life threatening allergic reaction at school.



Special Events & TRADITIONS

The Burlington Academy enjoys celebrating special events and traditions such as:

Spirit Days - "Wear your jeans and purples and greens!" Our school colors are purple and green! On the last consecutive Thursday and Friday of each month, teachers and children, "Wear their jeans and purples and greens!"

Welcome Days and First Days of School - The first days of school in September are exciting days! Children receive a "Welcome Letter" from their teachers before school begins. They receive a special name tag to wear on Welcome Day and another one for their first day of school. Welcome Day is a great opportunity for our incoming students and families to visit the school, take a look at their classroom, meet their teachers before the first day as well as meet other classmates and parents. Children are invited to bring a mum to plant on Welcome Day. Children may bring their own gardening gloves and tools or use the ones we provide. The mums look beautiful all Fall and the children enjoy watching their mums' buds open!

Annual Back-to-School Family Picnic/ School Wide - The whole family is welcome! It's an old-fashioned picnic where families bring their picnic dinner and a blanket. The event is tons of fun with music, dancing, face painting & tattoos, hair braiding, nail polishing, bubbles, relay games, and time to visit with teachers and other parents.

Scholastic Book Fair/ School Wide - The Book Fair is held in the Fall! Children visit the Book Fair and make wish lists for parents:) and coordinate with our Back to School Family Picnic. Scholastic Monthly Book Orders - Parents are given an order form and have the option to order the books offered that month through Scholastic Book Clubs.

Grandparents and Special Persons Days/ PA, PKA, MKA - Every October, all classes (not including Infants) host "Grandparents and Special Persons Days"! These are special days where children may invite grandparents or special persons in their life to come visit their class. They enjoy watching a Circle Time, doing an Art Creations project, having a snack, and may even join the children on the playground for recess.

Costume Parade/ School Wide - **The Academy** celebrates Fall with fun pumpkin activities, and the most amazing costume parade.

Holiday Traditions/ School Wide - In the month of December, parents are invited to visit and share different holiday traditions unique and/or special to their family. We expose children to all holidays and honor each family's way of celebrating. We invite anyone (child, parent, grandparent, other relatives, etc.) to share one of their own holiday traditions with the children during December. Anyone who would like to share one of their own holiday traditions with a class is welcome! We welcome you to send something in for your child to share, parents and grandparents coming in to offer a simple "Share and Tell", or a bigger presentation. It might be ornament collections, a special book or song, the meaning of Hanukkah and the menorah, or a special holiday food like Italian pastries or latkes that you eat every year at this time. Traditional foods are shared at snack times. The children enjoy this very much. We've had Holiday Collections such as Nutcrackers, Nativity scenes and advent wreaths, and menorahs, as well as stories, song and dance, games, art projects, and traditional foods. Please be aware of our NUT and CANDY free policy. Any shared food must have all ingredients listed with it.

Be My Valentine's/ PA, PKA, MKA – This is a sweet event where our students will invite a guest to be their Valentine's and enjoy from a sweet afternoon of treats, crafts and music.

Annual BAL Fair/ Art Show Fundraiser – This big event is held on the weekend to ensure every family enjoys their time and doesn't have the pressure of schedule. We will have food trucks, face painting, a bounce house, and a giant slide. Our annual Fair is a time where children's artwork will be displayed, special classroom masterpiece projects auctioned off for purchase, and many class room themed baskets entered into a silent auction.

LifeTouch Spring/Graduation Portraits - These photos are color portraits taken in the Spring. Parents have the option to choose from a variety of backgrounds. Siblings and alumni are invited to schedule appointments. Lifetouch will photograph siblings together. Parents are under no obligation to purchase any photos.

Mother's Day Tea Party/ PA, PKA, MKA – A Special event to celebrate our wonderful mothers.

Morning Muffins with Mom/ JA – We welcome our Junior Academy Moms for a morning treat at drop-off time. Visit Days - The Academy holds "Visit Days" in June for students attending in the Fall. This is an opportunity to visit, meet teachers, play, and get acclimated.

Graduations - Graduation ceremonies are held in June for all classes. All parents, siblings, extended family

School Yearbook - The Burlington Academy creates a school yearbook each year filled with all the details capturing a memorable school year! Parents are able to personalize pages for their child. This is a wonderful memory of the early years for your child.

Other fun events children enjoy depending on grade level are:

Thanksgiving Feasts - Classes join together to prepare and eat Thanksgiving feasts.

Holiday Parties - Children enjoy parties to celebrate the holidays. This may include special snacks, special games and singing!

And more.....

- 100th Day of School
- Pajama Days
- Bring a pet to school week!
- Dr. Seuss's Birthday Week
- Field Days
- The Academy Garden and Farmer's Market



Parent COMMUNICATION

Our school community is built on strong communication between home and school. Parents are viewed as the child's "first teacher," and family experiences are shared and celebrated in the classroom. Communication between parents and teachers is very important to your child's positive experience in School. We want parents to feel comfortable contacting their child's teachers for anything, as well as feel open to contact the Head of School/ Dean od School whenever desired. Parents may call the school if they need immediate assistance and email if their need can be answered within 24 hours. Teachers only answer emails during times when not teaching, such as before/after school and/or during their lunch.

At **The Academy**, we believe in keeping communication continuous, open, and comfortable. Honesty with each other is critical, and we need to work together successfully in order to provide the best care for your child.

Please feel free to inquire about anything that goes on at **The Academy** and to share both joys and concerns. Faculty and Staff have their own email addresses which consists of "their name @ burlingtonacademy.com". Our teachers will be able to talk briefly with you at the beginning and end of a class, however, if we need more than a few minutes, please arrange a meeting with your child's teacher. If you prefer, we can set up a conference before or after school. Rather than talk about a concern in front of your child, which may make him/her feel self- conscious, it is generally better that we have time to communicate freely.

Please read the monthly newsletter and all notices, which are emailed to all parents. Hard copies of all notices are posted on parent bulletin boards. Extra copies are available in all classrooms. Email is our main mode of communicating with you.

Talking with your child each day about his/her experiences and feelings will bridge your child's day between school and home. You may also wish to use the school newsletter and calendar, as a basis for discussion with your child. In addition, all the teachers prepare Learning Experience Plans (lesson plans) and bulletin boards, which you are welcome to review.

The Academy has a **No Cell Phone Policy** for our Teachers and Caregivers that we feel enables us to elevate the quality of care and education we provide for your children. We do allow our teachers to utilize their personal cell phones to post to ProCare, we also have iPads available for them to use for this purpose. Their number one priority is always the children, so if you need a response to a message right away, please reach out to our Main Office so we can assist you.

Modes of Communication:

1. The Main Office – The Main Office is our central hub for all communication. Please contact the Main Office via phone (860-675-3598) or email mainoffice@burlingtonacademy.com regarding all program, health, scheduling, and billing questions or matters. We know how critical it is parents reach someone immediately when contacting the Main Office. Therefore, the Main Office number is answered immediately 6:30am -6:00pm when the school is open. If we are on the line, a second line will ring for us. If we have two calls in progress, it may go to voicemail and we will return the call right away.

2. Procare – Each of our classrooms has a tablet used for Procare and parent communication – texting and sharing information, photos, etc. Each parent is given a Procare log-in. If you need assistance with this, please contact the Main Office.

3. Daily Sheet (electronic) - Teachers like to know information regarding eating, quality of sleep, child's disposition, health, exciting events, and any special needs or requests you may have for the day. Parents are asked to complete information about your child's night and add any specific requests on his/her "Daily Sheet" on Procare. We track daily specific information on your child throughout the day, including the number and nature of changes, time and amount of feedings, and the time and length electronically through Procare. We take photos of your child all day, and also enjoy sending parents texts, photos and emails during the day as much as is practical. Parent's can access this information at any time throughout the day, and even set up their phones to alert them when new information about their child has been logged. Our teachers, and you, can even upload photos and observations to your child's portal that will provide a long-term record of their growth and development!

Texting Teachers – Parents may do this through Procare or the Classroom's tablet. Teachers will only respond when it is convenient and will not detract from the children's care. If it is an urgent matter, please call the Main Office.

4. E-mail – All of your children's teachers and caregivers have a **Burlington Academy** email address, which they are able to access from their tablets at the school and from home. BAL email addresses are the staff name + burlingtonacademy.com.

– If the texting portal on your phone is more convenient than the email portal for you, you can send a text message to a teacher's email, their tablet will ding to alert them, and you will receive the teacher's response as a text message.

Classroom Monthly Newsletter - Teachers write a monthly classroom newsletter which contains all the curriculum information for the upcoming month. The newsletter is emailed to parents as well as given hard copy and posted on the classroom parent bulletin board.

Parent Bulletin Board - A Parent Bulletin Board is in or near every classroom entry way highlighting information such as: a Calendar, Learning Experience Plans, Themes, Monthly Newsletter, Schoolwide Notices, Photos, Reminders.

Radio and TV – Used only when The Academy is closed for weather on WVIT and WFSB.

Videotaping - School ceremonies and activities may be videotaped for goodwill and general public viewing. Individual classroom videotaping may occur in school. If you do not wish your child to be videotaped, please notify us in writing.

Notices - are given out periodically by the Teachers and Administrators. Please check your child's backpack daily.

School Newsletters- are monthly provided to all Academy families. The newsletter details the general happenings at The Academy, and may have specific sections pertaining to each program. The newsletter is distributed electronically via email and copied for each family.

Weekly Learning Experience Plans (Lesson Plans) are posted in each classroom and uploaded on Procare. These include the monthly Theme, Composer, Character Development Theme, Letters and Color of the Month. Plans also show choices at the Easels, Drama Area, Home Living Center, Blocks, Puzzles and Games, Science/Investigation Center, and Computers. Also included are the weekly plans for Art Creations, Cooking, Teacher Directed Activities, Literature and Books, and Music and Movement.

Suggestions - Please send your suggestions to us at mainoffice@burlingtonacademy.com. We sincerely welcome your comments, suggestions, praise, and criticisms about all aspects of **The Academy's** operations. Your input will help us provide you, your child, and your family with the best program(s) possible.



Goals and EXPECTATIONS

Connecticut's Early Learning and Development Standards (CTELDS) were thoughtfully crafted to foster collaboration among families, communities, and schools, with the overarching goal of nurturing children's early learning and growth.

These early learning and development standards articulate the essential knowledge and skills that children from birth to age five should acquire at various developmental stages. Serving as comprehensive guides, these learning progressions equip the adults who support children—such as parents, caregivers, and educators—with the insights needed to cultivate a rich environment for growth and development during these formative years. Effective communication among all adults involved in a child's upbringing is crucial to their success. The ELDS provide a shared vocabulary to discuss children's abilities, track their progress, and plan targeted support. The Domain Information pages offer valuable insights into each area of development, along with evidence-based strategies specifically designed to assist infants, toddlers, and preschoolers. The detailed strands and learning progressions within each domain facilitate deeper discussions and informed planning for individual learning experiences.

Assessment, Observation, and Evaluation: At **The Academy**, our unwavering commitment is to deliver a high-quality and developmentally appropriate early childhood education experience for all students. To fulfill this mission, we systematically observe, screen, and assess our students in accordance with the American Academy of Pediatrics Developmental Milestones and the Ages and Stages Questionnaire. The results of these assessments guide our teachers in the creation of their weekly or periodic "Learning Experience Plans" (LEPs), which are thoughtfully aligned with the CT Early Learning Developmental Standards (CTELDS).

The eight domains of the CTELDS encompass a broad spectrum of development: Social and Emotional Development, Physical Development and Health, Language and Literacy, Creative Arts, Mathematics, Science, Cognition, and Social Studies. By utilizing assessment tools such as the American Academy of Pediatrics Developmental Milestones and the Ages and Stages Questionnaire—both of which are aligned with the ELDS—we can accurately gauge how children are progressing within each of these developmental domains.

The Academy uses several types of assessment tools, each with a different purpose.

Developmental Screenings: The Ages and Stages Child Monitoring Program is a brief survey of children's abilities and is used to determine if further assessment is necessary. Developmental screenings will be performed in conjunction with the formal written assessments.

Formative Assessments: Formative Assessments are conclusions we draw related to each child's growth and development using tools we use daily such as observations, authentic work, photos, staff developed checklists, ect. We utilize our conclusions to build stronger relationships with children and families, and to help guide planning meaningful and appropriate curriculum. We use The American Academy of Pediatrics Developmental Milestones as a guide to formulating our conclusions.

Observations: The teachers of students enrolled in one of our Junior Academy programs shall record a minimum of one observation per day on each student. The teachers of students enrolled in 3 Year Old Nursery School, PreKindergarten, Junior Kindergarten, and Kindergarten shall record a minimum of two observations per week on each student enrolled full time and one observation per week on each student enrolled part time. Every observation will be done in Life Cubby, with or without a visual aid. Observations can be viewed by parents at any time on an ongoing basis.

Formal Written Assessments: The teachers shall perform a minimum of two formal written assessments over the course of a year on each child. The assessments will be informed by the previously recorded observations, and will be recorded in Procare and accessible to parents and all teachers working with the child in question.

Assessments will be performed according to the following schedule, and within the first 3 months of a students' start date:

Infants: the first assessment within the first 3 months of their first day, and the second at 11 months.

Toddlers: the first at 18 months and the second at 24 months.

2 and 3 Year-Old Nursery School: the first in the Fall and the second in the Spring.

PreK 4's and PreKindergarten: the first in the Fall and the second in the Spring.

Montesori Junior Kindergarten / Kindergarten: First week in school, second in the Fall and the third in the Spring

The purpose of our assessment policy is to document and monitor your child's progress in a formal and uniform way in order to begin building a collection of progressive data on each student's development, that can be used by teachers and parents alike to plan meaningful and appropriate learning experiences for your child. We also hope to identify potential areas of concern as early as possible to make timely and appropriate referrals toward additional services.

Communication and Conferences: Communication and feedback regarding your child's goals, growth, and development is ongoing between parents and teachers at this young age. Working in partnership with families is crucial to providing the best support and environment for the optimal development of our students.

Communication:

Student information documents: At the time of Enrollment and the beginning of each school year the teachers should collect completed "All about wonderful Baby" or "Student Profiles" from the parents of the children enrolled in their class. This information will help us to better understand your children within the context of your family and their environment outside of school.

Photos: At the beginning of each school year the teachers should collect three individual photos and one family photo for each of the children enrolled in their class. Having photos of your child and their family around our classrooms will help them to feel at home in their classrooms.

Classroom Visits: Having parents, grandparents, involved family members and friends, or as we like to call them, "special persons", spend time in your child's class is of great importance to us and of immeasurable value to your child. We invite special persons to volunteer in our classrooms, contribute ideas or materials, or plan to share a story, game, or holiday tradition special to your family. Our students are so proud when they can share a piece of their home life with their friends at school, and we desire to foster an environment where the children feel **The Academy** is an extension of their home and family.

Interpersonal Communication: The teachers should communicate with families at least weekly in person, or in the form of a written note or phone call for those parents they don't see at drop off or pick up, regarding each child's interests, accomplishments, and unique special qualities. We desire our teachers have a dynamic relationship with their student's families as well as their students.

Conferences

Conferences are organized based on the needs and desires of parents, with a minimum of two scheduled each year shortly after formal written assessments are conducted. For the 3 Year Old Nursery School – Montessori Kindergarten, these conferences take place twice annually, in November and May.

The November conference is dedicated to “Goal Setting,” where parents receive both general and specific expectations tailored to their child's development. This is a collaborative session, allowing parents to actively participate in establishing meaningful goals for their child's growth.

The second conference, held in the spring, serves as a comprehensive review of the child's educational journey over the year. During this meeting, we summarize progress and discuss future aspirations, providing an opportunity for reflection and planning.

Before each conference, parents will receive their child's progress reports, enabling them to thoughtfully prepare and engage in meaningful discussions. We encourage you to review these reports and bring any questions or insights to the meeting, as your input is invaluable for supporting your child's success.

Parent/Teacher Conference appointments can be arranged through your child's Head Teacher, with each session scheduled for 15 minutes. Additionally, your child's completed written assessment will be accessible via Life Cubby. If you find that you are unable to attend the conference at the designated time, please reach out to your child's teacher to explore alternative options. We look forward to partnering with you in your child's educational journey.



Behavior Management GUIDELINES

BEHAVIOR MANAGEMENT / DISCIPLINE POLICY

The Academy uses developmentally appropriate techniques, including positive guidance, redirection, and setting clear limits that encourage children to develop self control, self discipline and positive self esteem. This approach encourages individuality by allowing individual choices within acceptable limits, thus nurtures a child's positive self image.

Goals for our students:

- Self-confidence
- Knowledge
- Development of work ethic
- Teamwork
- Respect for others and their property
- Cooperation in creating quiet time
- Follow safety rules
- Courtesy
- Consideration
- Appropriate language
- Orderly and purposeful behavior

Discipline Policy:

The following discipline policy is followed by all **Academy** faculty and staff and is reviewed annually and revised as necessary:

The Discipline Policy of **The Burlington Academy** of Learning is one based on positive reinforcement and redirection to encourage appropriate behavior. The goal of discipline is to help the child develop inner controls so that (s)he may move toward appropriate social behavior. Methods for resolving conflicts are: Positive guidance, setting clear limits, and redirection. When disputes arise among children or between a child and teacher, the plan of action would be to acknowledge feelings and find solutions using children's ideas whenever possible.

A child who may be overly aggressive or is repeatedly destructive of other children's work may be asked to make an activity choice in another area if talking things through has not resulted in better self-control. Staff will continuously supervise children during disciplinary actions. If a child is behaving in a way that needs modifying, it may be necessary for the child to leave the situation. Teachers will help a child think about his/her actions and to regroup before rejoining the other children. Children are helped to understand and use alternate ways of behaving. Most importantly, a child's dignity is always considered when disciplining is necessary, especially in the presence of peers.

The Faculty and Staff never use abusive, neglectful, corporal, humiliating, or frightening punishment under any circumstances. Specifically prohibited disciplinary measures are any actions that may put a child at risk of physical or emotional harm including but not limited to: spanking, hitting, yanking, squeezing, humiliating or degrading language or actions. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or others.

A child who may be overly aggressive or is repeatedly destructive of other children's work may be asked to make an activity choice in another area if talking things through has not resulted in better self-control. Staff will continuously supervise children during disciplinary actions. If a child is behaving in a way that needs modifying, it may be necessary for the child to leave the situation. Teachers will help a child think about his/her actions and to regroup before rejoining the other children. Children are helped to understand and use alternate ways of behaving. Most importantly, a child's dignity is always considered when disciplining is necessary, especially in the presence of peers.

The Faculty and Staff never use abusive, neglectful, corporal, humiliating, or frightening punishment under any circumstances. Specifically prohibited disciplinary measures are any actions that may put a child at risk of physical or emotional harm including but not limited to: spanking, hitting, yanking, squeezing, humiliating or degrading language or actions. No child shall be physically restrained unless it is necessary to protect the safety and health of the child or others.

The Burlington Academy of Learning proudly extends a warm welcome to all children and families, embracing each individual with an open mind and heart. We understand that parenting styles vary widely, and we celebrate the uniqueness of every child, acknowledging their distinct needs and diverse learning styles.

When a child encounters challenges in seamlessly integrating into our vibrant program, our dedicated and experienced administrative team collaborates closely with parents, the child's Head Teacher, our passionate teaching staff, and various external specialists such as ECCP, Birth to Three, and Educational or Social Service Consultants. This collective effort aims to provide tailored support, education, and resources to the child, their parents, and the extended family, ensuring that everyone's needs are met for success within our inclusive mainstream setting. We strongly believe in the importance of parent involvement, requiring a full commitment to this partnership as we navigate this journey together.

Often, through comprehensive outside assessments and therapeutic services, children who initially faced difficulties find their footing and flourish in our classroom environment, benefiting from the camaraderie and structured learning our groups provide.

*In the rare event that ***The Burlington Academy*** is determined to be less than ideal for a child's growth, we remain open and welcoming, leaving the door ajar for the child and family to return in the future, should circumstances change.*

BITING POLICY

The following biting policy is followed by all **Academy** faculty and staff and is reviewed annually and revised as necessary:

Biting is a typical developmental behavior often seen in infants, toddlers, and 2-year-olds. As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior.

Children bite for a variety of reasons that usually have more to do with communication rather than aggression. Some common reasons include:

- **Teething.** Infants and toddlers who are teething might bite to help relieve their discomfort.
- **Frustration.** Kids often cannot communicate their feelings when they are frustrated, and biting can be a good way to release tension.
- **Exploration.** Young children who are exploring the world like to put things into their mouths, and they often don't understand the difference between an object and a person.
- **Cause and effect.** Curious children often do things just to see what will happen, and that could include biting another child just to get a reaction.
- **Attention.** When kids aren't getting enough positive attention, they may try to get attention by misbehaving. Children learn quickly that biting another child is guaranteed to get a reaction.

While some students do go through what we call a "biting phase", we do need to recognize that it does

cause unnecessary injury to other children.

When biting does occur, the child that bit another child is calmly removed from the area, using simple words such as "biting hurts." Depending on the age of the child, a discussion of how the other child feels will take place. The child is then redirected to another activity. A second staff member immediately attends to the child who was bitten comforting him/her and applying first aid as needed. The parents of both children will be contacted immediately. An incident report will be submitted on Procare with a copy to sign at pickup.

If a child is biting often, we will have our Student Coordinator work on strategies to be implemented in the classroom setting, providing one of one attention and support to the classroom teacher and student in need.

Phase One which is professional intervention. We use outside sources such as Early Childhood Consultation Partnership (ECCP), Birth to Three or our Social and Educational Consultant visits. The outside professional will come and observe in the classroom along with possible home visits. We will develop a plan of action with the professional consultant developing strategies, techniques, and timelines to work toward ending the child's biting.

If after that time with professional intervention, and after the strategies and techniques have been put in place, if a child continues to bite other children; we will move to **Phase Two** with the following guideline being put in place:

30 months- 36 months – A child who bites three times in a day will be sent home.

36 months – 5 years – A child who bites or attempts to bite 1 time will be sent home for the day.

5 years and older – A child who bites will not be allowed to attend.

RULES AND GUIDELINES

The following rules and guidelines are taught to the children to give them clear limits:

General Rules: For the overall welfare of the "whole" child.

Children are encouraged to display good manners and to show respect for oneself and others at all times.

We often use the phrase: "We are gentle and kind with our friends". Name-calling, ethnic or racial slurs and teasing are not allowed.

Children are guided to:

- say "Please", "Thank you", "Excuse Me", "I'm Sorry" and "May I".
- get attention politely by not interrupting; use eye contact when talking with others.
- use inside voices; cover mouths when sneezing or coughing.
- wait for everyone to be seated and served before starting snack.
- keep mouths closed while chewing and wait to finish chewing before speaking.
- clean up their space after snack and/or lunch.
- Only teachers (adults) open doors.
- Children may not stand on tables, chairs, or furniture.
- Children are encouraged to use words to express anger and frustration. Hitting, pushing, and grabbing are not allowed.
- Throwing toys is not allowed. One of our mottos is "We take care of the things we love."

Inside Rules: A quiet, nurturing environment is our goal.

- Children use quiet "inside voices" when inside the building
- Only one child is in a bathroom stall at a time.
- Children remain with a teacher when entering and exiting the building.

Outside Rules: Safety is our goal. A FIRST AID KIT is mounted on the outside wall in both playgrounds.

- Children remain in the playground or play area.
- Only teachers retrieve toys from outside the playground.
- Sand remains in the sandbox. Sand does not belong on the slide.
- Slides are to be used one way, down only and feet first! We use the phrase "Up the stairs, down the slide".
- Balls are kept away from the swings.
- Only four children are in the fort areas at one time.
- Helmets are worn when using any riding toy. Our motto is, "When on wheels, we wear helmets".

Children and adults use the crosswalk when walking in the parking lot.

- Children ask Teachers before leaving the Playground.
- All Playground equipment is returned to its storage location after play.
- Sandbox is covered after use.
- All gates are closed and locked.
- Playground equipment is kept away from the swing area.
- Jumping off swings is not permitted.
- Swings are to be used in a sitting position only (facing forward away from trees).
- Keep the playground neat.

Thank you for respecting our Rules and Guidelines



Specific Topics of **INTEREST**

Child Pick-Up:

Parents list authorized pick-up individuals on their enrollment documentation which may be updated in writing at any time. Only those individuals listed on the authorized pick-up list may pick up a child. Photo identification is always required for pick-up if teachers have not met the authorized pick-up individual.

Medical Emergency Plan:

Although the State of CT only requires ONE staff to be CPR and First Aid certified in each building, the policy of The Burlington Academy of Learning is that ALL Head Teachers and ALL full time Faculty and Staff are required to be Infant/child CPR certified and American Red Cross First Aid trained and certified, as well as certified in Medications and Epi-Pen Administration.

Ratios:

Children under 2 years of age are in groups with a maximum of 1:4 teacher/student ratio. Children 2 years of age are in groups with a maximum of 1:5 teacher/student ratio. 3 years of age and older are in groups with a maximum of a 1:10 teacher/student ratio. Depending on age and need, an assistant teacher is also present when necessary. Several administrative staff are always available to assist at any time.

The teacher/student ratios are consistent outside at all times. No child is ever left unattended under any circumstances.

Environment:

Supervision and safety of children is carried out by all faculty and staff. All faculty and staff ensure children are interacting in activities in a safe and harmonious atmosphere. Overactive children are calmed by re-direction to quiet activities. Safety of the environment is constantly assessed. The path of travel is kept clear at all times.

School Doors:

All doors to the school are kept locked at ALL times, even at Arrival and Dismissal times. Faculty and Staff ensure all doors are tightly shut. All Faculty and Staff check that all doors are locked when walking from door to door or building to building. We ask that parents always check all doors when coming into the school as well, and immediately tell the teacher or Administration team if a door is found unlocked. Parents are also asked to ensure doors are shut and latched upon entering and leaving the buildings.

Visitors and Deliveries:

All visitors must come to the Main Office and check in, signing in to the "Visitor Log". Deliveries are only allowed at our Main Office. Teachers in other buildings do NOT open doors for inquiries but point to the sign on all doors stating all visitors and deliveries must first go to the Main Office.

Bathrooms:

Children learning to use the toilet will be supervised and not left unattended. Children able to use the toilet independently will do so one at a time. Children are always given adequate privacy and supervision when changing. Children should be given privacy to change alone if desired. Boys and girls are always separated and there is no nudity.

Playgrounds and "Playground Sweep":

Playground rules are adhered to at all times. If a child refuses to abide by the playground rules, sitting out is an option. Children must remain in their designated playground area. "Playground Sweep": Children line up, are accounted for and remain in line with one teacher while a second teacher does a complete "playground sweep", checking Building 2 Playground, classroom alcove, inside tubular slides, inside forts, under rock climbing walls, etc.

Crossing Middle of Campus Street:

Children recite poem before crossing and act out the safety actions, then cross with an adult only and when the adult says OK. We ask that parents always use the crosswalks when crossing as well to keep this procedure and guideline consistent at all times.

**"WE ALWAYS LOOK BOTH WAYS,
BEFORE WE CROSS THE STREET.
FIRST WE USE OUR EYES AND EARS,
THEN WE USE OUR FEET!"**



Emergency PROCEDURES

Evacuation Plan

In the event of a smoke alarm activation, teachers will skillfully organize the children in their care, guiding them to line up calmly and quietly. Under their watchful eye, students will proceed to the nearest exit, staying clear of any visible flames or smoke, while ensuring they carry the essential attendance sheets with them. The Head of School, or the designated person in charge, will promptly contact 911 for assistance and systematically check each room, including bathrooms, to ensure that no one is left behind before vacating the building.

If it becomes necessary to evacuate the premises, the dedicated staff at **The Academy** will escort all students from their classrooms to a safe assembly point located a safe distance from the building. Each classroom is clearly marked with prescribed "escape routes" to guide the evacuation process, ensuring that all children are accounted for at every stage. Once outside, students will gather in the designated grassy area adjacent to the school building, where attendance will be meticulously taken. When it is deemed safe to return, an all-clear signal will be issued by the Head of School or designated authority, prompting teachers and students to re-enter the building.

In circumstances where all school buildings are deemed unsafe or inaccessible, children will walk in an orderly manner to the Main Station of the **Burlington Fire Department**, situated just a few hundred yards from the school property. Additionally, to ensure preparedness, random fire drills are conducted monthly across all classes and programs, and fire safety principles are woven into the school's comprehensive curriculum.

Lockdown Procedure

In the rare instance that a lockdown is necessary, the Head of School/ Dean of School or the designated person in charge will make a clear, concise announcement to indicate that the school is entering a lockdown situation. This announcement must be confirmed in every classroom, guaranteeing that all staff are appropriately informed.

The Head of School/Dean of School, designated as the "Lockdown Coordinator," will oversee the response to the situation. Staff members and students are to remain indoors and adhere strictly to the lockdown procedures:

1. Children will be swiftly relocated to a designated area within their classrooms, ensuring they stay calm and comforted, and kept away from windows or any areas where they may be visible outside.
2. Teachers will gather vital materials, including attendance sheets, emergency medications, EpiPens, and any necessary asthma inhalers.
3. An Administrator will call 911 immediately, verify that all doors are secured, turn off utilities if necessary, distribute emergency supplies, and close blinds to enhance security.

The Lockdown Coordinator will manage the safe release of children when the situation permits, either in person or through phone communication. An "All Clear" announcement from the Lockdown Coordinator will indicate the end of the lockdown. Following the all-clear, the Coordinator will promptly notify parents through email and SMS text to keep them informed. After the lockdown is lifted, each classroom and the office will complete Lockdown Checklists to ensure that all safety protocols have been followed accurately. Emergency telephone information is prominently displayed above all telephones and in every Classroom Clipboard for easy reference.

Dangerous Weather Plan

In the event of Dangerous Weather Conditions, the children will be moved away from the windows to the bathroom. All teachers will immediately close and lock all open windows, pull blinds and keep children calm and comforted. Head of School and/ Dean of Students will check for updates on instructions from the National Weather Service, which they monitor constantly and receive directly to their phones, and will determine if weather conditions warrant early dismissal. Parents will then be contacted to pick up their child/children, if appropriate.

Medical Emergency Plan

In the event of a Medical Emergency, an injured or sick child will be attended to by one teacher (Certified in First Aid and CPR), while the other teacher calls for assistance, and then redirects the children away from the sick/injured child. If it is deemed necessary, "911" will be contacted for immediate assistance, and the child's parents will be contacted. If the child is transported by ambulance before the parent(s) arrive, the attending teacher will accompany the child. If a teacher leaves, a substitute teacher will be called to ensure teacher/child ratios are maintained.

Evacuation

Junior Academy/ Building #10

When a smoke alarm activates, teachers line up the children in their care and have them walk calmly and quietly to the nearest exit (away from the source of the flame) and bring attendance sheets with them. The Head of School, or designated person in charge, calls 911 while checking all rooms including the bathrooms before leaving the building.

In the unlikely event that evacuation is warranted, **The Academy** staff will move all children from their classroom to a safe area away from the building. Prescribed "escape routes" are posted for each classroom, and all children will be accounted for at every step in the evacuation process.

All children will proceed outside to the grassy area adjacent to the building where attendance will be taken. When an all-clear signal is given by the Head of School, or designated person in charge, teachers and children will return inside. If children in Junior Academy are unable to return to their classroom, they will walk to Preschool Academy. Parents will be notified by phone immediately to come and pick up their child/children.

Preschool Academy/ Building #4

When a smoke alarm activates, teachers line up the children in their care and have them walk calmly and quietly to the nearest exit (away from the source of the flame) and bring attendance sheets with them. The Head of School, or designated person in charge, calls 911 while checking all rooms including the bathrooms before leaving the building.

In the unlikely event that evacuation is warranted, **The Academy** staff will move all children from their classroom to a designated safe area away from the building. Prescribed "escape routes" are posted for each classroom, and all children will be accounted for at every step in the evacuation process.

All children will proceed outside to the grassy area behind the building where attendance will be taken. When an all-clear signal is given by the Head of School, or designated person in charge, teachers and children will return inside. If children in Preschool Academy are unable to return to their classroom, they will walk to Kindergarten and Enrichment Academy or Junior Academy. Parents will be notified by phone immediately to come and pick up their child/children.

PreKindergarten Academy/ Building #6

When a smoke alarm activates, teachers line up the children in their care and have them walk calmly and quietly to the nearest exit (away from the source of the flame) and bring attendance sheets with them. The Head of School, or designated person in charge, calls 911 while checking all rooms including the bathrooms before leaving the building.

In the unlikely event that evacuation is warranted, **The Academy** staff will move all children from their classroom to a designated safe area away from the building. Prescribed "escape routes" are posted for each classroom, and all children will be accounted for at every step in the evacuation process.

All children will proceed outside to the grassy area adjacent to the building where attendance will be taken. When an all-clear signal is given by the Head of School, or designated person in charge, teachers and children will return inside. If children in PreKindergarten Academy are unable to return to their classroom, they will walk to Preschool Academy or Junior Academy. Parents will be notified by phone immediately to come and pick up their child/children.

Montessori Kindergarten Academy/ Building #12-A

When a smoke alarm activates, teachers line up the children in their care and have them walk calmly and quietly to the nearest exit (away from the source of the flame) and bring attendance sheets with them. The Head of School, or designated person in charge, calls 911 while checking all rooms including the bathrooms before leaving the building.

In the unlikely event that evacuation is warranted, **The Academy** staff will move all children from their classroom to a designated safe area away from the building. Prescribed "escape routes" are posted for each classroom, and all children will be accounted for at every step in the evacuation process.

All children will proceed outside to the grassy area adjacent to the building where attendance will be taken. When an all-clear signal is given by the Head of School, or designated person in charge, teachers and children will return inside. If children in Montessori Kindergarten Academy are unable to return to their classroom, they will walk to Preschool Academy or Junior Academy. Parents will be notified by phone immediately to come and pick up their child/children.

If all school buildings are unavailable or unsafe for any reason, children will walk to the Main Station of the Burlington Fire Department .

TRAFFIC & SAFETY

We maintain a school environment that enforces safety at all times. Parents are responsible for their children, as well as any siblings, once they arrive at pick-up time. Please keep them by your side at all times. Please use crosswalks and teach your children to use them if you walk between buildings.

Please be cautious when pulling in and out of the parking lot. **Please drive slowly and be watchful of children.** Park only in designated spaces in front of the buildings The Academy occupies. Please refrain from parking on curves or in spaces allocated to the tenants of other buildings.

Please do **NOT** allow your car to run while you come inside the school. We have a "**NO IDLING**" policy.

Injured Child Care Plan:

Assessment of an injury to a child is made by a Certified First Aid staff person, who will attend to the injury unless it is deemed necessary for professional medical attention. At that time, another staff person will call 911 for help, if necessary, and notify the child's parents immediately, while the Certified First Aid staff person stays with the injured child.

Sick Child Care Plan:

When a child is not feeling well or is injured, the Certified First Aid Staff member present will make an assessment of the situation. The child will be cared for in an isolated area and will be made as comfortable as possible. The parent will be notified and if it has been determined necessary, the child must be picked up without delay. Note: A first aid kit, clean blanket, pillow, cot, and other treatment materials and supplies are available in the isolation areas.

Child Abuse and Neglect Policy:

The Burlington Academy of Learning has a 'zero tolerance' policy for any maltreatment of our children. Faculty and staff attend an annual educational seminar on recognizing and reporting any suspected child abuse or neglect. As mandated reporters we are legally (and morally) required to intercede on a child's behalf if there is a case of suspected abuse or neglect. If it is suspected that a child is being abused or neglected, we will act immediately, as outlined in the CT Department of Child and Families statutes to interrupt the cycle of abuse and to help the child and family receive the services they need. We will report actual or suspected child abuse or neglect, or the imminent risk of serious harm of any child to the Department of Children & Families as mandated by section 17a-101 to section 17a-101e, inclusive, of the Ct GENERAL STATUTES.



Inclement Weather POLICIES

The Burlington Academy operates independently from Region 10 and has established a policy to prioritize the education of its students during the winter season. As such, the Academy aims to remain open during most winter storms. However, in the event of severe weather, the safety of our children, families, and staff will guide our decision-making process. We are committed to striking a balance between maintaining an uninterrupted learning environment and ensuring the well-being of our school community.

When faced with severe weather conditions or if the state mandates closures, we will communicate our operational status promptly. Announcements regarding any school closures will be disseminated through various channels: local television stations (WVIT and WFSB), an email notification sent to parents via Constant Contact by 5:30 AM, and a posting on our Facebook page. Additionally, we will utilize our Procare messaging system for updates. Should there be a need to communicate urgent information to parents during school hours, we will leverage our SMS Texting system for immediate outreach.

In the event of hazardous weather, the safety of our children is our utmost priority. We will relocate students away from windows to secure areas within the building, such as the kitchen, bathroom, or designated storage room. Our team will closely monitor updates from the National Weather Service, and the Head of School, or a designated representative, will assess whether weather conditions necessitate an early dismissal. Should this occur, we will promptly reach out to parents to arrange for the safe pick-up of their child/children.

If parents are unable to arrive at the school by the designated closing time, we kindly ask that they contact an alternate individual to ensure the safe retrieval of their child. In circumstances where parents cannot be reached, we will systematically reach out to the emergency contact numbers provided for each child to guarantee their safety and well-being.



Students DRESS CODE

We need each child to have a spare set of clothing in their backpack. Please place the clothing in a clear Ziploc bag labeled with your child's name. (Junior Academy please provide 2-3 spare outfits) It is important for you to dress your child in comfortable, washable play clothes that will endure food and juice spills, arts and crafts activities and/or playground activities. Please be sure your child has appropriate clothing for the season. In good weather we will get fresh air and outdoor exercise. Remember, for outdoor play, sneakers are best! If your child is NOT toilet trained, please maintain a supply of diapers and wipes. Remember to label your child's sweatshirts, jackets, coats, hats, mittens, snow pants, and backpacks! Be sure you and your child check your child's belongings upon leaving school to ensure everything is present.

Winter Reminder: Please remember to provide a hat, mittens, and boots for your child. When you arrive, help your child put his/her hat and mittens in their coat sleeve, and put boots in their cubby. This makes it easier to locate at outdoor playtime. Please provide pants or leggings for the girls who wear dresses. Those little legs get so cold without extra protection! Remember to provide slippers or alternate shoes for indoors. For safety sake, children need something other than just socks. Also, please keep a second set of warm clothes in the bottom of their backpack during the winter months for children to change into in the event they become wet from snow play.

- Unless it is raining or below 20 degrees we feel every child should get fresh air and exercise. Also, if there is snow on the ground or the ground is wet, snow pants, boots, hats, and mittens are a MUST! This is usually the case once snow has fallen at the beginning of winter through and until the Spring sun dries up the ground. It may look dry around your home and area, but it usually stays wet or snowy in our playground longer due to the bark mulch and shading from the surrounding trees and building.
- The children eagerly look forward to outdoor playtime and they are disappointed when they do not have the proper winter/waterproof gear. We do take extra time to try and provide whatever is needed for any child who forgets something. We would be most appreciative of any extra snow pants, boots, mittens, or hat donations that your children have outgrown. We are especially in need of larger sizes for the 4 and 5 year old.
- It is much easier for your child if the winter clothing they are carrying (snow pants, boots) are put in a separate waterproof bag. Backpacks generally don't have enough space, and may be carrying projects or paper work which we wouldn't want to get wet.

Backpacks: In an effort to keep your child's belongings at school organized and all in one place, we ask that each child have a backpack. Please label backpacks on the outside in clear view!

Additional Reminders: Please label your child's sweatshirts, jackets, coats hats mittens, snow pants, and backpack. Outdoor play is a part of each session – sneakers are best!

SLIPPER POLICY

In our **Junior Academy**, where our Infant, **Waddler and Toddler Programs** are held, shoes are not allowed at any time and children are required to wear non-skid slippers at all times. Parents are asked to remove their shoes before entering the classroom space or put protective booties on which we provide in baskets at all entryways.

In our Preschool Academy, where our 2 and 3 Year Old Nursery School, Prek 4's, PreKindergarten Programs are held, slippers are required of all children and teachers in the winter months of November through April, and encouraged May through October. This helps keep floors clean and eliminates much sand, salt, and dirt especially in winter.

Parents may pack slippers daily or leave a pair at school in a labeled Ziploc bag

WATER BOTTLE POLICY

All children need a labeled water bottle brought to school each day. We need this year round, not only in Summer.

WHAT YOUR CHILD SHOULD BRING TO SCHOOL

- One complete change of clothes (shirt, pants, underwear, socks, etc.)
- Junior Academy (infant - toddler): Please provide 2-3 spare outfits
- Diapers/pull-ups and wipes (if necessary)
- Nap bag (if your child naps), with small pillow, blanket, cot sheet (if desired)
- Water bottle labeled with name (year-round)
- Slippers: Please pack a pair of slippers for your child to wear at school. You may also leave a pair at school if you prefer. This helps keep our floors clean and eliminates much sand, salt and dirt especially in winter
- Ice pack - if your child is bringing a lunch for Lunch Bunch
- Lunch with AM and PM snack
- Seasonal / sports clothing

A REGULAR size backpack - Small ones do not have room for everything your child will need for a school session. This means they need to bring several bags to fit everything (artwork, snow gear, etc.), thus preventing the development of self help skills and growing independence

Toys at School - We have found that toys children bring to school are often not suitable for group play and can easily become broken, lost, or forgotten at school. We feel it is best that children only bring toys for Share and Tell on their assigned day, and that items will then be placed safely back into their cubby. This will also encourage children to play with the toys we have here at The Academy and to more readily to join with other children in activities. Please explain and reinforce this rule with your child before coming to school.

SPIRIT WEAR

Burlington Academy Spirit Days are the last consecutive Thursday and Friday of each month when children and teachers (parents and siblings, too!) are encouraged to: "Wear your jeans and purples and greens!"



Diapering & TOILETING

Diapering

It is the policy of The Burlington Academy of Learning to change a child's diaper anytime they have a bowel movement and (minimally) every two hours (when age appropriate, we use the bathroom to try the potty and/or do diapering.)

For children in diapers, please provide the Teachers with diapers, wipes and ointment (if ointment is desired) to keep at school. Cloth diapers are not permissible per state regulations. Please anticipate 4-5 diapers being used daily for a full day child, when diaper stock is running low you will receive a message home with time to restock. In the 2 Year Old Nursery School Program, much attention is given to toileting. Children are encouraged (but not forced) to sit and use the toilet during regular diapering/toileting times. Teachers understand each child participates in and completes the toilet training process at different paces and ages. We will not attempt potty training until it has been introduced and partially established at home.

We ask those parents whose children are not yet toilet trained, to change their child's diaper right before they bring them to school. Please also change their diaper once you arrive at school if you know your child has soiled their diaper on the way to school. This allows the teachers to be available to greet children and families at this busy arrival time.

Toilet Training

Once a child is truly ready for toilet training, they often need more direct involvement on the teacher's part for the 2-3 weeks of true "toilet training". If a child is truly ready, the process usually takes approximately 2-3 weeks of dedication and time commitment on the part of the child, parents and teachers.

For those children taking on the responsibility of toilet training, we ask parents to communicate this to teachers so we may work together with you for a most efficient, successful toilet training process. The more consistency between what occurs at home and school, the better it will be for the child. Please inform teachers the language your child uses around toileting (pee, tinkle, poop, etc.) so this can be as comfortable and familiar as possible.

We ask parents to assist their child with toileting at home right before coming to school. Once you arrive at school, please take your child into the bathroom for toileting. They may resist and insist they do not have to go at this time as they are excited to see friends and start playing, however, we find this is the time when accidents do occur. So, please go in the bathroom, close the door and encourage them to try.

Teachers will then remind a child in the process of training, to try throughout the day according to the schedule agreed upon between parents and teachers. Accidents may happen more at school during the training phase as there are many exciting distractions at Nursery School. Please provide a few sets of extra clothes in your child's backpack during the training phase.

Teachers abundantly praise children who are training for the bathroom success!

Toilet Trained Children

Children age 4 and up: we encourage independence when using the facilities. Only one child is allowed in the bathroom at a time. The door is kept closed for privacy. Children who are toilet trained are encouraged to use the bathroom as needed. Teachers remind them they are available if they need any help with toileting, wiping or redressing. Teachers always ask children who used the bathroom if they have washed their hands and assist them as needed.

Children under age 4: The teacher will assist with trying / using the toilet as much as the child needs, and will remain close by and available to help wipe and redress them.

Teachers always ask children who used the bathroom if they have washed their hands and assist them as needed.

Diapering and Toileting Policies

It is our policy at **The Burlington Academy of Learning** that:

- teachers wash hands thoroughly before assisting with diapering or toileting according to proper hand washing procedures posted above the hand washing sink.
- teachers wear latex gloves when assisting a child with diapering or toileting.
- a teacher will assist children using the toilet, unless the child is completely independent. In this case, the teacher reminds the child they are available if needed and to remember to flush and wash their hands.
- teacher and child wash hands thoroughly after toileting and diapering according to proper hand washing procedures posted above the hand washing sink.
- when diapering, teachers use a non-porous diaper changing table installed on the wall of the bathroom located within the classroom. They put down a disposable paper sheet on the surface of changing table. Table is washed and disinfected after each use.
- teachers place the child on the prepared diaper changing table, and secure the child using the safety straps. A child will NEVER be left unattended when on the diaper changing table. One hand is always kept on the child on the changing table.
- teachers remove the child's soiled diaper, wipe the child appropriately and place the soiled diaper to side out of reach of the child and use parent supplied diapers and ointments.
- gloves, soiled diapers, wipes and changing table sheet will be properly discarded into the covered, washable, lined waste receptacle immediately after use.

If you have any questions or individual requests regarding your child's diapering or toileting, please communicate with your child's Head Teacher as we wish to have this experience as comfortable and successful as possible for all our children.



School ADJUSTMENT

SCHOOL ADJUSTMENT FOR YOUNGER CHILDREN

The beginning of school may be difficult for younger children. Separation anxiety during this period of adjustment is very normal, and generally disappears within a few days after the start of school. Communication between teachers and parents is especially important in the early days of the school year. If your child is having difficulty separating, you are welcome to stay for the time helpful to make your child feel comfortable. When teachers and parents have determined the timing is right, the "Good-bye" should be succinct and quick. Parents should never sneak away! The love and attention children receive, as well as the fun of exciting activities, will soon help your child make the adjustment.

During the first weeks of school, don't be worried if your child:

- is shy and clings to you
- is aggressive and won't share
- hits and refuses to take turns
- tires easily and cries a great deal
- resists using the bathroom, has accidents
- doesn't talk much about what happened at school

These are all symptoms of tension and stress in a new situation and will disappear as your child becomes used to teachers and other children and the school routines. Even returning children know this is a new beginning and will experience various degrees of adjustment stress. Be sympathetic and supportive!

You can help by:

- Reassuring them you'll be back to pick them up and you will want to hear all about the fun they had.
- If they are sad about leaving you, affirm that these feelings are okay by saying "It's okay to be sad about leaving me and happy about playing at school at the same time. We are sad to leave each other because we love each other. But you will have so much fun and then you can tell me all about it when I pick you up".
- Giving your child something of yours to hold or to keep at school until you come back, is a concrete way of them feeling assured you'll be back (keys, a photo from your wallet, etc.)
- Letting your child bring in a favorite security object (doll, stuffed animal, blanket, etc.)
- Letting your child just stand and watch (knowing observation is one way of participating)
- Not putting pressure on your child to produce something to take home
- Not pushing your child to conform to routines without time to adjust
- Allowing lots of time for personal routine, a nourishing breakfast, and a pleasant, safe ride to school
- Having a cheerful, positive attitude as your child leaves you, either at home or at school, such as: "Goodbye, I'll see you a little bit later, this afternoon."
- Encouraging talk about school by asking specific questions, such as: "Did you play with the today?" rather than an open-ended question that may tend to put them on the spot, such as: "What did you do today?" Nursery School teachers provide an "Ask Me About" email to parents after each class so parents can have details on what to ask.

Parenting Guidelines:

- *Never sneak away, always say goodbye*
- *Be fun and enthusiastic*
- *Make realistic demands*
- *Show consistency*
- *Follow-through on your word*
- *Give love and assurance*
- *Show interest*
- *Say "NO" when necessary*
- *Say "YES" when you can*



2025 - 2026

Financial Information

The 2025/2026 "School Year" calendar dates are August 27th, 2025 through June 12th, 2026.

The 2025-2026 "Year-Round" calendar dates are August 27th, 2025 through August 19th, 2026.

*Operating our school and covering all expenses, especially attributing the majority of and as much of our budget as possible to our high quality faculty and staff, depends solely on tuition income. Tuition is carefully determined every year to be as affordable as possible for young families, and to maintain the high standards of **The Burlington Academy of Learning** as an exceptional early childhood experience.*

Weekly charges for the 2025-2026 School Year begin August 25th, 2025 and end August 19th, 2026. Tuition is posted and charged through our Tuition Express program every Friday before the upcoming school week. Parents typically see these charges come out of their checking or savings account on the following business day (Monday).

- Each academic year, all returning students are required to pay a non-refundable re-registration fee of \$180 to secure their enrollment. For students who are enrolling for the first time, there is a non-refundable enrollment fee of \$225, which must be paid at the time of registration. These fees help ensure a smooth transition into the new school year and support various educational programs and resources.*
- A refundable deposit equal to the amount of two weeks of tuition is given at the time of registration to begin the enrollment process for the upcoming school year. This deposit is not a fee, it is held in the student's account and is put toward the final two weeks of attendance. In order to use these funds an ample two week notice of departure is needed.*
- If we are holding a space for you in one of our classrooms for greater than 3 months, the deposit may be greater than two weeks and will be discussed upon enrollment.*
- For simplicity sake and ease of administrative management of tuition payments, The Academy calculates tuition for each of its programs:*
 - "School Year" (41 weeks total) Only for educator workers.*
 - "Year Round (52 weeks total)*
- The tuition is divided equally by 52 weeks a year for parents who choose a Year Round Program, or divided equally by 41 weeks a year for parents who choose a School Year Program (opting to register for our 11 weeks Summer Camp Programs separately). This gives an equal weekly tuition payment for each week, regardless of the number of days school is open in a given week. Parents are charged this equal amount each week.*
- Tuition is not based on the number of days we are open in a given week or weekly attendance. Tuition is charged weekly and due regardless of school closures or absences.*
- The Academy** does not allow for parents to refrain from paying tuition due to child absences for illness or vacation.*

TUITION EXPRESS

For the convenience of parents and to keep administrative costs down, tuition is paid in weekly installments collected through Tuition Express. These tuition payments are automatically debited from a bank account (checking or savings) on the last business day of each week. Upon receipt of the completed program registration parents receive information on how to authorize payments through Tuition Express. Once the registration with deposit and Tuition Express account setup is finalized, a child's placement in their class is secured. If you wish to update your account information, new paperwork must be submitted by Tuesday to be utilized that week.

DISCOUNTS

The Academy is proud to offer a special \$20 discount on weekly tuition for military personnel, police officers, teachers, and siblings. This is our way of acknowledging their valuable contributions to our community. Please note that if multiple discounts apply, they cannot be combined. We appreciate your understanding!

SUMMER CAMP

Summer Camp registrations are needed by April 15th to secure excellent staff and adequately prepare for Summer Camp! Registrations received before April 15th will receive 50% off the registration fee. Registrations received after April 15th must include a \$75 registration fee. Tuition options are to pay in full at the time of registration or to pay 50% at time of registration and pay balance on or before June 1st. All summer camp must be paid in full prior to the start date. Our wonderful summer staff is hired / scheduled based on enrollment, and field trips are pre-booked based on enrollment as well. Due to this, summer camp is non-refundable.



Registration PROCEDURES

3 EASY WAYS TO REGISTER:

1. Online www.burlingtonacademy.com
2. Complete a hard copy Registration Form and submit to the Main Office.
3. Come to the Main Office and complete the registration with assistance.

FAMILY REFERRAL PROGRAM:

We rely on our esteemed reputation and word of mouth to inform new parents about our school and the exceptional programs offered at **The Academy**. We appreciate parents spreading the word and through our Family Referral Program, families receive a \$100 credit on their student account when they refer another family who enrolls with us.

STUDENT PLACEMENT:

Criteria (factors) for decisions regarding your child's class placement:

- Child's learning style
- Teacher's style
- Student personalities
- Number of students
- Age of student
- Composition of ages in other classes
- Developmental level of child (physical, language, social, emotional, and independence level).
- Behavior
- Space availability

Parent opinions and preferences are always welcomed and considered, but cannot always be followed. The school must make all final decisions about student placement.



THE BURLINGTON ACADEMY OF LEARNING
Where children and families are celebrated!

Celebrating 30 Years!

2025-2026 Family Handbook

I have reviewed and comprehended the contents of the Family Handbook.

Parent/ Guardian Signature

Parent/ Guardian Signature

Printed Name

Printed Name

Date

Date
