

Forest School Family Handbook

2020-2021

A year-round nature immersion program
for children ages 3½ -6

xxx Rd.
Anytown, NH
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www.preschool.herokuapp.com

207-409-2792

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Mission Statement

Forest School offers an early childhood environmental education program that nurtures children's development and connections with nature. We support a diverse and inclusive community of children, families, and educators who respect and care for themselves, each other, and the Earth.

Forest School gives equal treatment and access to our program and to current or prospective employees without discrimination based on ancestry, color, disability, ethnic group orientation, family structure, gender, gender identity or expression, marital status, medical condition, national origin, race, religious creed, sexual orientation, or socioeconomic status.

Philosophy

Forest School incorporates child-centered, inquiry and play-based educational philosophies. Our Guiding Principles are:

- Child-led play and exploration are essential to learning and development
- Immersion in nature fosters lifelong relationships with the environment
- Children and families are competent, capable, and resilient

Children develop respect and compassion for themselves, each other, and the environment when given opportunities to ask questions, take risks, explore and discover their world. Educators guide children's investigations, and design and maintain indoor and outdoor spaces. In addition to providing respectful caregiving, staff mentor and partner with children to support their strengths, challenges, and unique identities. We challenge stereotypes and unfairness through inclusive conversations and stories. We value and advocate for families, their diversity, unique perspectives and expert knowledge of their children.

Typical Daily Schedule

The program operates Monday through Friday 8:30am to 3:30pm, except for preset holidays and other scheduled closures (see School Calendar). The maximum staff to child ratio is 1:6. Our program will have similar routines each day, but may vary slightly depending on the environment, children's individual and group needs, and interests on that particular day.

8:30-9:00am	<u>Arrival</u>	Sign-in and work in the mud kitchen
9:00-9:15am	<u>Greeting</u>	Gather with a song and dance, discuss adventure plan, and weather predictions
9:15am-12:15pm	<u>Outdoor Adventure</u>	Identify hazards*, turn over logs, wade in the stream, and eat a healthy snack
12:15-1:00pm	<u>Picnic Lunch</u>	Eat around a campfire, share stories
1:00-2:00pm	<u>Rest/Quiet Time</u>	Stretch-out, read books, and draw

2:00-3:30pm	<u>Departure</u>	Observe a bird's nest, play tag, and eat a healthy snack
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**Please see Safety and Hazards for more information about hazard identification*

Curriculum

The curriculum emerges primarily from the natural world, children's interests, play, and daily routines. Children's self-directed activities, especially in the outdoors inspire play scenarios, class discussions, and projects that extend over weeks and months. Children develop skills like critical thinking, problem-solving, and effective decision-making while accomplishing meaningful tasks. Educators also guide explorations of family and community to reinforce group connections and healthy identity development.

Throughout daily activities, educators support children's emotional, social, physical, and cognitive development. The physical environment is an unlimited source of rhythm, patterns, and inspiration for small and large group projects and investigations that incorporate science, math, language arts, social studies, and creative arts. The program includes high-quality learning methods and materials such as diverse genres of literature, storytelling, woodworking and baking activities, songs and fingerplays, developmentally appropriate technology, musical instruments, fine arts and natural materials found in nature.

Assessment

Educators document children's progress using portfolio-based assessment. Portfolio entries include pieces of work, photos, videos, and written notes collected over time by educators and children. Each child's portfolio is unique and children take pride in curating and reviewing their work with peers and family members. Educators use their expertise in child development and examine current research to inform appropriate learning goals (i.e. scientific reasoning, mathematical thinking, language, communication, social, emotional, creative, and physical achievements). For a more detailed description of learning goals, please see the school website.

Behavioral Guidance

Educators are dedicated to developing strong, trusting relationships with children that focus on healthy social and emotional development. Throughout the year, staff participate in professional development related to child development, health, and safety. Educators communicate explicit expectations, appropriate boundaries, and respectful limit setting, in addition to validating children's feelings and helping them find ways to express themselves safely and appropriately.

The Forest School environment is designed to support children's engagement and self-regulation by offering substantial physical space, unhurried time, plenty of imaginative materials, and appropriate modeling from compassionate adults. We model deep breathing and self-awareness to facilitate self-control, and children hold community meetings to resolve issues as a group.

When a child seems stressed, withdrawn or exhibits unsafe or puzzling behavior, educators

use positive methods of guidance that support self-direction, positive self-esteem, and cooperation. We also address the most common causes: Are they tired? Did they eat and drink enough? Has there been a change in routine at home or at school? When it is clear that a child needs more support, our program provides children with reasonable 1:1 time with an adult. Every child has a right to their feelings, but not a right to hurt others' bodies or feelings. We will use physical restraint only if a child is in danger of severely injuring oneself or others.

Support

Children benefit when educators and families partner to support children's well-being. When educators learn about families' strategies and observations from home, they can better meet children's needs at school. It is often helpful for families and educators to discuss topics like changes in school and home routines, behavior, expectations, and long and short-term goals. Families routinely seek support from educators at one time or another for challenges great and small. Please communicate with an educator or director to share any observations, thoughts, or concerns you have regarding your child's behavior and development so we can explore and find effective strategies for both home and school environments that support children with various behaviors and abilities.

When educators have multiple observations of puzzling, unsafe, or unhealthy behavior, they will be in daily communication with the family to discuss observations and strategies. If staff feel that they need more support to continue providing safe, accessible, and quality care for all children in the program, they will ask the family to seek additional help from specialists and/or a developmental screening. Staff will not seek referrals without written permission from the family. Children and families benefit tremendously from obtaining extra support before a child enters grade school and risks falling further behind. Specialists work with educators and families inside and outside school to help assess and support children with puzzling behavior and different abilities.

Educators also partner with state-sponsored resources like the Preschool Technical Assistance Network (PTAN) to help teachers meet classroom needs. With family permission, educators work with private child development specialists and special education representatives to support individual children's goals. IEPs (Individualized Education Programs) are implemented when a child is deemed eligible for state-sponsored special education services. IEPs are created with input from families, teachers, local school district special education representatives, and specialists. There are many advocacy and support groups for families in the area. Please reach out to an educator for more information regarding special education services, advocacy and support groups, referrals, and information about IEPs.

When the director deems that strategies have been exhausted by the program staff and a mutually agreeable solution cannot be reached, educators will communicate with the family to discuss how to appropriately support the child's transition out of the program. In the event of a transition to a new program, staff will work with the family and provide information to new program staff if given express written permission from the family. Although school staff aim to support all children in the program, Forest School reserves the right to terminate a child's

enrollment or to ask that a family withhold their child from the program until additional support can be arranged. In such cases, written notice will be provided to the family at least five days prior.

What to Bring

Each day, your child needs to be prepared with the following items labeled with their name.

A small backpack with:

- **full water bottle**
- **lunch** (healthy, whole-foods based, zero waste whenever possible)

Each child has a cubby at school with:

- **extra set of clothing** stored in a plastic bag (see Extra Clothing)
- non-aerosol sunscreen, DEET-free insect repellent, and lip protectant*
- empty plastic bag for wet or soiled clothes
- rest time blanket from home (needs to be washed at home once per week)
- soft toy and/or small pillow to use during rest (optional)

*Please apply to your child in the morning. We will re-apply in the afternoon.

What to Wear

"There is no such thing as bad weather, only inappropriate clothing and gear."

We will spend most of our time outside each day, in rain, snow, or shine, so please be prepared for your child's clothes to get wet and dirty. Children and adults must be dressed appropriately in order to be comfortable and to gain the most out of each day in the program. **Due to licensing regulations, children may not wear necklaces.**

When choosing appropriate gear, please keep in mind that we encourage and support all children to be able to dress and relieve themselves each day. Children will be assisted outside when a toilet is not accessible and it is easier not to have the child undress entirely in order to squat. *For example, if using bib-style rain or snow pants, it's easier if they fit over the child's jacket, not underneath.* If you have concerns, need assistance finding or affording gear, please ask an educator for additional information. There are affordable second-hand stores and local resources that can help.

Limitations to Time Outdoors: If weather conditions drop below 15 degrees Fahrenheit/-9°Celsius or above 90°F/32°C, there is heavy precipitation, thunder, lightning or high winds, children's time outdoors will be limited. Educators follow exposure recommendations from the NOAA website for wind chill factors, air quality and frostbite risk. There are many options for indoor activities. The indoor space is cozy, home-like, and has natural materials to stimulate and engage children's curiosity.

Clothing and Gear Guide

Shoes	Please work with your child to wear shoes and boots that are comfortable and functional in outdoor settings. <i>Open-toe shoes, sandals (i.e. crocs, flip-flops) are not suitable for outdoor play.</i> Please provide a pair of slippers (crocs are OK) for indoor-use.
Cold Weather Gear <50°F/10°C <i>Layer, Layer, Layer!</i>	<p>Top: long-sleeve wicking shirt (i.e wool or fleece long underwear), long-sleeve insulation layer (i.e wool or fleece sweater), vest, waterproof jacket or suit with hood (snow skirt is helpful), warm hat, neck warmer or balaclava, insulated mittens, waterproof mittens</p> <p>Bottom: 1-2 pairs of insulated pants (i.e. wool or fleece long underwear), waterproof pants (can be bib-style if worn over jacket), gaiters or cuffed pants for snow, 2 pairs of wool or synthetic crew socks, insulated waterproof boots</p> <ul style="list-style-type: none"> • <i>Wool blends and synthetic fabrics wick sweat and moisture, and dry more quickly compared to cotton blends</i>
Warm Weather Gear >50°F/10°C	<p>Top: sun hat, long-sleeve wicking shirt, light insulation layer, vest, waterproof rain jacket with hood, bug headnet (optional)</p> <p>Bottom: long wicking pants, waterproof pants (can be bib-style if worn over jacket), synthetic or wool crew socks, lightweight sneakers when it's dry, waterproof boots and closed-toe sandals for splashing</p> <ul style="list-style-type: none"> • <i>Lightly colored, brown and grey pants, and long-sleeve shirts are best for sun and bug protection</i>

Extra Clothing

Please ensure that your child's cubby and backpack always has at least one complete change of clothes (i.e. long-sleeve shirt, pants, underwear, socks). We also recommend that a third pair of underwear be kept in your child's cubby, and in winter: extra socks, mittens (preferably waterproof) and a warm hat. ***Please write your child's first name and last initial on all of your child's clothing and gear.***

School Procedures and Policies

Drop-off

The school opens at 8:30am. Upon arrival, please wash hands with your child, sign-in, and check-in with an educator. Please say goodbye to your child by 9am. If someone other than a primary caregiver will be picking up your child, please indicate it on the sign-in sheet.

Separation Anxiety: It is common for children and families to feel sad, anxious, and uneasy during drop-offs. If you and/or your child are/is struggling in the morning, we offer the following

suggestion: When it is time to depart, comfort your child with a hug, remind them of the plan for pick-up, and follow through with confidence. Some families make a plan to wave goodbye through the window/fence. Additionally, sometimes personal items such as a family photo, handkerchief, or small soft toy can comfort the child during transitions. Please reach out to an educator with any questions or if you'd like assistance during morning drop-offs.

Pick-up

The school closes at 3:30pm. Upon departure, please sign-out, check-in with an educator, and wash hands with your child. You may pick-up your child without prior notice however, if possible, please call the school to coordinate early pick-ups. If you would like to spend a couple of minutes checking-in with an educator, please arrive by 3:15pm. Staff cannot extend pick-up time. In extenuating circumstances, please notify the school by phone as soon as possible. Families may be subject to late pickup fees.

Snacks and Meals

Forest School provides a morning snack around 10am and an afternoon snack around 2:30pm. Lunch around 12pm is NOT provided and needs to be brought from home. An ideal lunch is portable, incorporates reusable packaging, promotes healthy eating habits (i.e. whole fruits, vegetables, and grains), and includes balanced portions of protein, carbohydrates, and limited saturated, trans fats and added sugar. To keep foods fresh, refrigerate lunch overnight and pack it with two freezer packs in the morning. To keep food warm, a thermos is a good option.

School snacks are posted weekly and will include: water, fruit, vegetables, seeds, legumes, and whole grains. When possible, staff source local food that has been grown using organic practices. Educators work with families to ensure that children with allergies, restrictions and sensitivities are provided with healthful options.

Meals are enjoyed while sitting on the ground, or family-style at picnic tables, so children practice serving themselves. Children are expected to sit calmly while eating. When a child shows signs of being full, such as playing with their food, an educator will gently remind them to listen to their body and clean-up if they are feeling full.

Rest Time

Children are encouraged to carry out rest time procedures on their own with assistance and adaptations from educators as needed. Our typical nap time procedure is outlined below.

- Child chooses a quiet space for their rest mat
- Child brings blanket (and soft toy, pillow if applicable) from their cubby
- Child chooses to look at books, listen to a read aloud, or sit/ lay down quietly
- When music begins, children tuck away their books, lay and rest quietly
- After 30 minutes has elapsed, children may begin to look at books and/or draw quietly

Items from Home

We recognize that toys from home, in addition to characters from television shows and movies inspire play and are important to children and families; however these items and images alter the group learning environment. When choosing which items to include with your child, toys,

clothing, and other items like a backpack or lunchbox that feature trademarked characters are inappropriate for school. By leaving toys and trademarked materials at home, you and your child are helping maintain a school setting that focuses on the natural world.

There are opportunities for children to share special items from home during show-and-tell or share day, such as a picture of family members or an experience, a drawing, something homemade or from nature. If you have any questions about this policy, please contact school staff.

Physical Play

Big body physical play also known as rough-and-tumble play includes activities like running, chasing, rolling, jumping, climbing, tagging, grabbing, and wrestling. When children are willing participants, smiling, laughing and responsive to each other's emotions, active physical play benefits children's social, emotional, physical, and cognitive development. Children may not engage in play that causes pain or involves unwanted aggression and contact.

Hazards and Safety

While there are unique hazards associated with outdoor learning, safety is the school's first priority. Educators carry backpacks with safety supplies and cell phones, are First Aid/CPR Certified, and have been trained in a comprehensive set of emergency preparedness plans and procedures. We conduct daily safety routines including headcounts and risk assessments of individuals, materials, and the environment. Children work with staff to identify and discuss boundaries, potential hazards, and how to approach healthy risk-taking in their play and explorations. While all children must stay within sight and hearing distance of an adult, each child is given a safety whistle and instructed how to use it in an emergency.

Below you will find important information regarding how educators respond to two of the most significant hazards in outdoor environments: ticks and insect stings.

Ticks

Ticks are very small arachnids and typically completely harmless; however some can transmit disease which can lead to serious illness. Ticks are prevalent and active during warm weather months when the temperature is 40-45 degrees Fahrenheit and above. Even during hot summer days, children and adults involved in the Forest School program are encouraged to wear long pants, tall socks, long-sleeve shirts, and wide-brimmed hats. This type of gear and clothing will help prevent ticks from finding exposed skin to latch on to. A tick bite is not painful and can easily go a few days unnoticed.

During warm weather, you must check your child's body each day for suspected tick bites. If your child has been bit by a tick, use tweezers to remove it by grasping straight up and down onto the head (head will be closest to the skin) and pull straight up. Wash the affected area with soap and water. Note the date and save the tick in a small ziploc bag with a paper towel soaked in mouthwash or alcohol. The alcohol will kill the tick and the bag will save it for identification, if needed. Be alert for flu-like symptoms or a rash which could indicate serious

illness such as Lyme Disease. If you believe your child has concerning symptoms, contact your doctor right away.

Bees and Wasps

While bees and wasps are not known to sting unless provoked (and children and staff routinely discuss safe boundaries with living creatures), children may encounter a bee or wasp sting. All educators are aware of children with known allergies and will carry appropriate treatments. For children who have no known allergies to insect stings, educators will be vigilant in observing signs and symptoms of an adverse reaction. As stated in the enrollment papers, educators will contact families in the event of an emergency and will contact emergency services first if needed. In most cases, children respond to insect stings with localized pain and inflammation that can be soothed with an ice pack, warm attention, and hugs.

Communication and Conferences

Daily verbal or written check-ins in the morning and afternoon between caregiver and educator are essential to ensuring a positive experience for your child. Educators will share unusual, as well as usual events from the day's activities and expect you to share significant changes in your child's routine at home. When there is significant variation or disruption (e.g. new baby, divorce) your child could benefit from a more in-depth conversation around how to best support them while they are at school. Additionally, educators will communicate through posts online and occasional newsletters (available in print by request) that describe and document classroom activities and upcoming events. If you would like to speak privately with an educator or director, please email or call to schedule a time to meet.

Educators offer family conferences at least twice a year, typically each fall and spring in November and April. The conference will address your child's developmental progress, achievements, and any questions you may have. Please communicate any changes in the household or preferred contact information, and raise concerns or problems directly with educators or the director.

Family Involvement

The most important family involvement happens outside of school. Some meaningful ways to support your child's education and development include engaging your child in conversation about their activities at school, reading and spending time in nature together. Your family is also invited to participate in special events and gatherings throughout the year that celebrate children's learning and build community partnerships. You are welcome to share your interests and talents with the class or join your child on an outdoor adventure. If you would like to visit, please contact an educator to discuss how you'd like to be involved and to pre-arrange a date and time. Educators also offer conferences twice per year (see Conferences and Communication) and once per year, the director requests your feedback in a survey regarding your program experience.

When joining the class for a visit, please dress appropriately for the weather by wearing and modeling appropriate foot and sun protection (i.e. wide-brim sun hat, closed-toe shoes) and keep in mind the following school policies:

- *Children are free to climb up and down by themselves*
- *Ask permission before handling any living plants or animals*
- *Ask permission to add something from the environment to the nature museum*
- *Smoking is prohibited on school property*
- *Visitors may not capture photos or video without written permission*

Traditions and Holidays

Forest School emphasizes exposure to and understanding of diverse cultural celebrations and observances without prejudice and bias. Classroom celebrations emerge and grow from the school community and surrounding natural world. If you'd like to share traditions including food and drinks with the class, please contact an educator or director to make a plan in advance. We look forward to partnering with families to find simple, meaningful, and healthy ways to recognize a variety of family values and experiences in the program. It is inappropriate to bring gifts, food, and party favors to school without pre-planning with school staff.

If you would like your child's birthday to be recognized at school, children and staff will create a Birthday Book and prepare a special, healthy snack to share. If families want to distribute party invitations to children at school, cards must be addressed to all children.

Health and Illness

Forest School is committed to maintaining a healthy learning environment. We use only non-toxic cleaning solutions and disinfectants that are effective and safe for children, families, and the ecosystem. Children and educators wash their hands regularly upon arrival at school, before eating, after going to the bathroom, upon departure, and after sneezing, coughing, and nose-blowing into their hands. Signs are posted at each sink outlining proper handwashing procedures. Staff encourage children to cough and sneeze into their elbow or a tissue in order to reduce the spread of germs. When proper toileting facilities are not available, educators assist children in going to the bathroom outside (with respect to privacy, hygiene, and environmental impact) using liquid soap and water to wash hands afterwards. At times, non-toxic hand sanitizer spray and wipes may be used in place of liquid soap and water.

When a child (or educator) is unable to comfortably participate in the day's activities and is showing serious signs of illness or injury, Forest School staff will provide a separate, comfortable space for the child to rest until they can be picked up. In order to protect children's health and prevent the spread of disease in our community, educators share responsibility with families to exclude individuals exhibiting serious signs of injury or infectious disease. Educators will contact families if a child needs to be picked-up early. If family members are unavailable, educators will contact additional Emergency Contacts. If symptoms require immediate medical attention, educators will contact emergency services and inform families as soon as possible. Please inform the director if your child needed medical attention due to an injury that occurred while at school.

If your child is diagnosed with a communicable disease, please let us know so we can ensure a safe and healthy environment for all families. We will never disclose individual health information, even if we are informing families of possible exposure to a reportable communicable disease.

Children exhibiting the following symptoms must be cleared by child's doctor or be symptom-free without medication (i.e. fever reducer) for 24 hours before returning to the program:	Axillary (armpit) fever over 100°F (over 101°F if taken orally) <u>with</u> behavior change, persistent diarrhea (uncontrolled or 2x more than is typical), vomiting with stomachache, severe coughing , difficulty breathing, a type of viral conjunctivitis , rash , ear drainage , sores in mouth or nose
Staff will inform families of communicable diseases that have been diagnosed in our community such as:	Campylobacter, Chicken pox, Head lice, Cryptosporidiosis, E. coli, Giardia, Hepatitis A, Ringworm, Scabies, Impetigo, Hib, Measles, Mumps, Whooping cough (Pertussis), Rubella, Cocksackie Virus, Salmonella, Shigella, Fifth Disease, Tuberculosis, Viral gastroenteritis

Please see NH's [Child Care Licensing Rules](#) section He-C 4002.17 Child Health Requirements and Communicable Disease Issues, pages 54-55 and "[When Children Should be Excluded or Dismissed from a Childcare Setting](#)" by the New Hampshire Department of Health and Human Services.

Medication

Whenever possible, it is best to administer medication to your child at home. If your child needs prescription or over-the-counter medication during school hours, you will need to complete consent and medication administration forms before authorized staff can administer any medication. The forms include instructions for dosage, possible side effects, and a description of how the medicine needs to be administered. All medication needs to have original packaging or written directions provided by a licensed health care practitioner and an appropriate administration device. If needed, educators will work with you to create medical action plans for your child. Please contact an educator if your child needs medication to be administered during school hours.

Absence/Vacation

Please contact the school at your earliest convenience by text message, email, or phone when your child will not be attending due to illness, planned, or unplanned absence.

School Closings and Emergency Preparedness

The program will do its best to alert you of school closings and delayed starts via email or phone no later than 7am on the day of closing. In case of an emergency or deteriorating weather during the day, children will be evacuated and you will be notified of early pick-up if applicable.

All staff are familiar with the emergency plans, procedures, and their roles. A complete first aid kit, comprehensive emergency preparedness and response plans (e.g. monthly fire drills, procedures for indoor and outdoor fires, sheltering-in-place, medical emergencies) are reviewed with all staff, updated annually, and kept in educators' backpacks and in the classroom at all times. Educators' emergency backpacks also contain emergency contact information, food, water, blankets, books, and drawing materials.

Confidentiality and Privacy

Forest School keeps all records and information about your family strictly confidential and private. We abide by New Hampshire's privacy laws and will release records of information about your family only when required by law. This includes releasing information to the Child Development Bureau, Department of Health and Human Services, police, and health care professionals. Other than these legal requirements, we will release records of information about your family only with your express written permission. The following records of your child are available for your inspection at any time: enrollment forms, medical records, immunization records, attendance records, assessment records, and incident reports. Please contact the director to schedule a time to view these records and/or if you would like to review the Privacy and Confidentiality policy for staff.

Statement of Commitment

Forest School is committed to upholding our legal, professional, and ethical responsibilities to children, families, and educators. We are committed to following all state early childhood care licensing standards and mandated reporting standards for child abuse and neglect. We are also committed to following the professional and ethical standards of the NAEYC's Code of Ethics (2011) and the Code of Ethical Conduct (2006). Copies of all licensing rules and ethical standards are available from the director.

Safe Departure and Parking

It is the primary responsibility of the educators to ensure each child's safety when in care. If a staff member determines that a child cannot be safely transported to or from the program, they will propose contacting an alternative authorized pick-up person from the child's file. If the parent or guardian refuses to agree to one of the alternatives and insists on transporting the child, the staff member will immediately call the police and report the unsafe driving situation.

When a person authorized to pick up a child is unknown to the staff, their identity must be verified (e.g. check identification) prior to releasing the child. When an emergency request is made by a family member via telephone for the child to be picked up by someone not listed, there shall be a system to verify the identity of both the caller and the person being authorized to pick up the child (e.g. verbal confirmation of child's birthdate). When dropping off or picking up your child, please turn your car off.

Enrollment

- 1) **Initial Contact:** Interested family contacts Forest School
- 2) **Site Visit:** Family and child visit school campus, receive Family Handbook

- 3) Family Submits an **Application for Enrollment**, including \$45 application fee
- 4) If offered a space in the program, **submit an Admission Form + Enrollment Contract, immunization and wellness records** and required **payment**
- 5) **Home Visit:** Educator offers to visit your home to help build connection with family and child (~20 minutes)
- 6) **Orientation:** Overview of program routine, expectations, and important policies, events and questions (~60 minutes)

Schedule of Tuition and Fee Payments

There is a non-refundable \$45 application fee that must accompany all Application for Enrollment forms. Additionally, a non-refundable tuition deposit of the last month's tuition is due upon return of the Admission Form and Enrollment Contract.

If the child is a good fit for the program, but there are no spots available, families may be placed on a waitlist until space becomes available. The director will contact waitlisted families according to their place on the waitlist with earliest applications being notified first. There is a non-refundable holding rate due upon enrollment into the program for families wanting a space to be held for their child more than two months in advance of their child's starting date.

Tuition can be paid using one of the payment plans below:

1) Annual payment, paid at least one month in advance of starting classes

2) Monthly payments, paid at least two weeks in advance for the first month, then subsequent payments are due on the 15th of each month thereafter

There is a \$25.00 late fee for payments made 7 days overdue and a \$25 NSF (non-sufficient funds) fee for returned checks. Please contact us as soon as possible to discuss a special payment plan if needed. To learn more about child care scholarships that might be available to you, visit the NH Department of Health and Human Services website at:

<https://www.dhhs.nh.gov/dcyf/cdb/eligibility.htm>.

If tuition is over one month late, we will use your last month's tuition for the unpaid month and your child's enrollment will end. No refunds will be given for dates missed due to illness, vacation, federal holidays, and inclement weather.

Forest School accepts personal checks (payable to Forest School), bitcoin, cash, and credit card payments. Credit Card payments have an additional fee to cover card-company transaction fees.

When paying by check, please write your child's name and tuition month on the memo line.

Notice of Withdrawal

A written request must be submitted two months prior to the withdrawal date in order to provide enough time for the director to fill the space. If the space is filled before two months is through, you may have the opportunity to withdraw earlier. If sufficient notice is not given prior to withdrawal, families are still required to pay for all scheduled days corresponding to the full two month period.

Transitions/Transfers

Educators will work with you to create a plan that helps your child prepare to transition and transfer to a new school in a way that is consistent with the child's ability to understand the change. We can also help by offering to collaborate and share information between educators when we have your express written permission.

Additional Information

If you are unable to access the internet and you would like to read more about program information and regulations, please visit our Resource Library for printed materials and/or talk with an educator to request use of the school's computer and internet. Links to additional resources can be found on the school website. The New Hampshire Child Care Licensing Rules can be found at: <https://www.dhhs.nh.gov/oos/cclu/documents/he-c4002.pdf>. The NH Early Learning Standards can be found at: <https://www.dhhs.nh.gov/dcyf/cdb/documents/nh-early-learning-standards.pdf>

Babysitting/Nannyng

Forest School staff do not provide caregiving services outside of school hours for families whose children are enrolled in the program. If you choose to bypass this policy, a "hold harmless" agreement may be signed by you (the primary caregiver), the director, and educator before caregiving services are rendered.

Concerns, Complaints and Positive Feedback

We want to hear about your experience in our program. Please share concerns, complaints and feedback with an educator or director. If you feel that your concerns were not adequately addressed by educators or the director, please call the Child Care Licensing Unit: (603) 271-9025 or visit <https://www.dhhs.nh.gov/oos/cclu/contact.htm>. This resource can also provide families with information about child care regulations and regulatory histories of individual child care programs.

School Calendar

School is Closed on the following dates for 2018-2019:

Summer: June, July, August 1 Holiday, 4 Vacation, 1 PD	Fall: September, October, November 4 Holidays, 1 Vacation 1 Half-day for conferences?	Winter: December, January, February 4 Holidays, 1 Vacation	Spring: March, April, May 1 Holiday, 4 Vacation, 1 PD, 1 Half-day for conferences?
Vacation: 1 day in June 1 Professional Development Day in June	Labor Day: 1st Monday in September	Christmas Day: Dec 25th and 1 day in December January 1st: New Year's Day	Vacation: 4 days in March

Independence Day: July 4th	Indigenous People's Day/ Columbus Day: 2nd Mon in Oct	Dr. Martin Luther King Jr. Day: 3rd Monday in Jan	1 Professional Development Day in April or May
Vacation: 3 days at end of August	Veterans Day: November 11th	President's Day: 3rd Monday in Feb	Memorial Day: last Monday in May
	National Day of Mourning/ Thanksgiving Day: 4th Thurs and Fri in Nov		

School and Local Contact Information

Location: located at the intersection of xxx Rd and xxx Rd. in xxx, NH.

Address: xx xxxl Rd. xxx, NH 03241

Owner, Director, Lead Educator: Annabelle Knight

School Cell phone #: (207) 409-2792

Email: annabelle.knight@gmail.com

Assistant Educator:

Cell phone #:

School Website: www.preschool.herokuapp.com

State Contacts and Services

To report suspected abuse, maltreatment, or neglect of a child, call the Child Abuse Hotline, 24 hrs a day, 7 days a week: 1-800-894-5533 (in state only), or 603-271-6562 (out of state). For more information, visit: <https://www.dhhs.nh.gov/dcyf/cps/contact.htm>

To contact the Child Care Resource and Referral agency (Child Care Aware NH), call: 1-855-393-1731 OR (603) 578-1386 or visit: <http://nh.childcareaware.org/families/>

To see the licensing history of a child care program, visit: <https://nhlicenses.nh.gov/verification/?facility=Y>

If you have questions or concerns about a child care provider or program in New Hampshire, call the Child Care Licensing Unit: (603) 271-9025 or (800) 852-3345, ext. 9025

To learn about economic benefits that may be available to you call: 1-844-275-3447 or visit <https://www.dhhs.nh.gov/dcyf/cdb/eligibility.htm> and <https://www.dhhs.nh.gov/dfa/apply.htm>

To learn about accessing special education or accommodations for your child, visit New Hampshire's Parent Information Center on special education: <https://nhspecial.ed.org/special-ed-process/>

To learn about issues related to child support, call the Division of Child Support Services: (603) 271-4427 or visit <https://www.dhhs.nh.gov/dcscs/contact.htm>

Federal Special Supplemental Nutrition Program for Women, Infants and Children (WIC):
<https://www.dhhs.nh.gov/dphs/nhp/wic/index.htm> or call: 1-800-942-4321

NH Domestic Violence Hotline: (866) 644-3574 or visit:
<https://www.dhhs.nh.gov/dcyf/domesticviolence.htm>

For additional Online Tools, visit: <https://www.dhhs.nh.gov/foryou/tools.htm>

For free and confidential phone service that links people throughout the state of NH with health services, human services and other community resource information, call 211 or visit:
<https://www.211nh.org>