

*Family Handbook*

**NEW  
WORLD  
ADVENTURE  
SCHOOL**

**2021-2022**

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**NEW  
WORLD  
ADVENTURE  
SCHOOL**

**FAMILY HANDBOOK**

A NATURE-BASED, INQUIRY-CENTERED MICROSCHOOL  
FOR AGES 4-8

EXPLORE

WONDER

DISCOVER

New World Adventure School  
689 Massey Road  
Springfield, VT 05156  
[www.newworldadventureschool.com](http://www.newworldadventureschool.com)

*We are the guides of these travelers just entering the great world of human thought. We should see to it that we are intelligent and cultured guides, not losing ourselves in vain discourse, but illustrating briefly and concisely the work of art in which the traveller shows themselves interested, and we should then respectfully allow them to observe it as long as they wish to. It is our privilege to lead them to observe the most important and the most beautiful things of life in such a way that they do not lose energy and time in useless things, but shall find pleasure and satisfaction throughout their pilgrimage.*

*~ Maria Montessori  
The Montessori Method*

*The type of liberation I wanted for myself and for my children to define for themselves was, in fact, leadership. A sense of confident autonomy. An ability to navigate the world with a strong sense of self that includes compassion for other people, and appreciation being part of various communities, contributing to those communities and others on purpose and in love. Confident autonomy also includes an awareness of their place in the world, as they, not the world, define it. It means giving them space to decide on their own interests and to decide on what to do to practice the skills that will help them become more than students who become adults with an education.*

*~ Akilah S. Richards  
Raising Free People:  
Unschooling as Liberation and Healing Work*

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## Other Policies and Resources

### Telephone Numbers and Address

#### Main Address

689 Massey Road  
Springfield, VT 05156

#### Telephone

(802) 885-6005

To learn more about our programs:

#### Website:

[www.newworldadventureschool.com](http://www.newworldadventureschool.com)

# HISTORY

New World Adventure School was founded in 2020 by Aimee Parnell as a private, home-based microschool for children aged four to eight in Springfield, Vermont.

## WHAT'S IN A NAME?

The name of New World Adventure School was chosen to reflect the spirit of curiosity and discovery young children bring to everything they do as they explore the world they have so recently entered.

We believe that time in nature is always well-spent, and that children's social-emotional well-being has ample space to expand in the great outdoors. Opportunities abound for building confidence and self-awareness by negotiating challenges with total engagement and loving guidance.

With an open heart, we approach the young child with the tenderness reserved for the petal of a flower. Knowing that one is loved and cared for encourages the young child to try and try again, to experiment, to question, to move forward—with hesitation perhaps—and finally putting one foot in front of the other with courage and confidence, the child finds the way to success and achievement. All the while, we are there to bring support and an open heart.

This will be emphasized daily as we learn about kindness, friendliness, respect, compassion, cooperation, courage, empathy, manners, and care of and for each other, including all living elements in nature, as well as care of property.

We offer a wide range of content, materials, and experiences to inspire self-directed learning. Our multilingual library emphasizes diversity, STEAM, and environmental stewardship. Storytelling and tinkering will be woven into the fiber of our day. Our process art invitations and 40+ acres of Vermont woodland, trails, and meadows provide a wide range of sensory experiences and opportunities for experimentation, exploration, and adventure.

Our days' activities are inspired by natural cycles and rhythms of the seasons, and tend to be sparked by inquiry and curiosity: "Does the universe go on forever?"... "Let's build a forest playground here!"... "I want to make a conveyor belt for our fort!"... "I'm taking the hard way because it makes me stronger!" Kid-led projects are encouraged!

# NEW WORLD ADVENTURE SCHOOL MISSION

## A 21ST CENTURY EDUCATION

Children today will need to succeed in a very different world than the one we've known – one often outside the reach of traditional schooling.

The future is in the hands of the creative community builders, freelancers, and entrepreneurs. The skills to identify an opportunity, organize a team, plan the work, execute to fulfillment, and build your reputation from these successes do not come from obeying “Sit down, be quiet, and do what I say.”

Children need a setting to develop their fluency in the filtering and processing of information, their social, cultural and emotional intelligence, motivation, self-knowledge, and their sense of purpose. They need facilitation sharing their learning and the inspiration of a collaborative community.

## ROOTS

**The soil we grow from is trust:** in students, in each other, in you. The four assumptions—roots—which ground us are as follows:

- **Learning:** Learning is natural. It's happening all the time.

- **Self-Direction:** People learn best by making their own decisions. Children are people.
- **Experience:** People learn more from their culture and environment than from the content they are taught. The medium is the message.
- **Success:** Accomplishment is achieved through cycles of intention, creation, reflection and sharing.

# NEW WORLD ADVENTURE SCHOOL PHILOSOPHY

We recognize twelve guiding principles as branches which communities refer to when developing new tools and practices. The tools and practices that we use at New World Adventure School emerge as leaves on one or more branches. These branches depict the guiding principles we use to translate theory into practice and ideals into action.

**Agility:** Make tools and practices flexible, adaptable, easy to change... or change back again. Too much change all at once can be disorienting — try gentle changes over multiple iterations to see what's working.

**Infinite Play:** Play infinitely, grow infinitely. Play is one of the most powerful paths to growth. The concept of infinite play reminds us that games aren't about winning; changing rules and boundaries is part of playing, letting players

constantly expand the game of outrageous personal growth to incorporate new players and new frontiers.

**Amplifying Agency:** Ensure tools support personal choice and freedom as well as responsibility for those choices. Everyone should have the opportunity to participate in designing and upgrading the structures which guide them.

**Culture Creation:** Acknowledge and use the water you're swimming in. We shape culture; culture shapes us. A powerful, **positive** culture is the strongest, most pervasive support structure a learning community can have. Develop collective mastery rather than restrictive rule-making. Intentional culture building supports intentionality in other domains as well.

**Facilitation:** Clarify, simplify, and connect. Don't introduce unnecessary complexity. Connect kids to the larger social capital of their community, collaborate with them in problem solving, and accompany them in their learning as they grow.

**Visible Feedback:** Make choices, patterns, and outcomes visible to participants so they can tune their future behavior accordingly. Make the implicit explicit and expand transparency. These practices empower and build trust among community members.

**Relationship:** Be real. Be accepting. Respect differences. Authentic relationship is the basis of partnership, communication, collaboration, and trust between students and staff. Support self-expression, self-knowledge and self-

acceptance, letting the experience of nurturing relationship teach the power of interrelatedness and community.

**Support:** Provide maximum support with minimal interference. Create helpful structures, practices, and environments without making their decisions for them or managing their processes. Remember that support that takes up too much space becomes counterproductive.

**Respect for each other's time and space:** Hold no unnecessary meetings. Keep all meetings tight, productive and participatory. Honor commitments, as well as scheduled start and end times for offerings. Check-in before creating work for someone else. Be thoughtful about taking up shared space.

**Full-spectrum Fluency:** Embrace multiple intelligences, modes of expression, and learning styles. Nurture multiple literacies. A functional education for today's world needs to focus on more than just "book-learning." Social, relational, digital, and a variety of other skill sets are now essential.

**Shareable Value:** Make value received from learning visible and sharable. Use tracking systems, record measurable progress, generate documentation (blogs, portfolios, images), and teach others.

**Safer Space-making:** Provide an environment of physical, social, and emotional safety. Set and keep critical boundaries. Foster great freedom within an appropriate frame of safety and legality, so that kids' energy can be freed up to focus on learning instead of protecting themselves.

New World Adventure School provides a warm and enriching environment for childhood learning. We see children as skilled and wise little beings who want to discover, learn, develop and express their unique wisdom. Our work is in helping children to experience life by nurturing their natural curiosity, creative energy and compassionate nature and to gain confidence in their social interactions, intellectual discoveries, emotional well-being and physical and life skills development.

We strive to:

- Assist children to recognize their personal giftedness and create a sense of self-worth.
- Create a sense of interconnectedness with all living beings and an emphasis on learning to live in harmony with the Earth and our world community.
- Maintain a compassionate approach with children, teachers, parents, and all members of the community.
- Explore and model the development of strong character, morals, and values through character development themes.
- Provide a foundation for children to develop skills in all academic areas.
- Understand and value differentiated instruction which allows us to meet the particular needs of each child and their unique style of learning.
- Maintain a small, mixed-age cohort that is intimate in its daily rhythm.
- Offer individual, whole group, and cooperative opportunities for learning.
- Provide an inspiring program to integrate art, drama, music, dance, and physical arts.

- Commit to ethnic, racial, socioeconomic, and spiritual diversity.
- Provide high quality materials and tools to enable all aspects of child development.
- Model excitement for learning and spark each child's interest in learning.
- Help each child to be successful in all aspects of their development and growth.

# NEW WORLD ADVENTURE SCHOOL PROGRAM SUMMARY

New World Adventure School offers a school-year program for children from Pre-kindergarten to Grade 2. In keeping with our philosophy, we believe it is important for children to have agency in their learning, and it is equally important to explore outside every day when weather conditions are within the officially established safe limits. We have a fenced outdoor play space with a climbing apparatus, slide, garden, and green space, a shaded deck with tables for outdoor projects, as well as access to extensive hiking trails, meadows, and woodland.

## APPROACHES TO LEARNING

The New World Adventure School provides high quality materials and tools for the growth and development of each

child. We understand, value, and implement agile facilitation to meet the particular needs of each child at every stage of development and their unique style of learning. We model excitement for learning, and spark each child's love of learning in order to help each child to be successful at each stage of development.

When observing the children's activities and the flow of our days, we reflect upon questions such as:

- What skills are being practiced in this activity?
- Which modes of intelligence are being engaged?
- What is this child doing now that they weren't doing last week/last month/at the beginning of the school year?
- What types of activities/offerings/experiences have happened at our school this year? Are there new experiences that feel healthy, exciting, or inspiring to introduce?
- How have the children changed, both individually and as a collective? What might we do to change our environment to better serve them now?
- Does our school reflect the diversity of our community? How do we center the experiences of students of diverse backgrounds?
- What practices do we have that currently feel stale or uninspiring, and what changes can we make to keep things fresh and inspired?
- How can we examine our own evolution and its impact on our learning community?
- What are we doing for children that they can now do for themselves?

- What have we not been doing for children that we now see they need support with?

In case it isn't clear already, we believe that all people – and children are people – have a right to self-determination and freedom from oppression. Part of the work of a facilitator is that of constantly seeking to remove obstacles that are keeping learners from realizing their full potential, obstacles from unmanageable shoelaces to systemic inequity.

In practice, we do not sort knowledge into traditional subject areas, as doing so discourages learners from interdisciplinary thinking and exploring innovative applications they may invent. Learning is not about amassing data; it is about making connections, deepening understanding, solving problems, creating, and sharing. We support students in exploring the relatedness and convergence of learning domains, both in school and the world around us. Sorting or prioritizing traditional subjects is rarely useful from this perspective. Nevertheless, skills that are often grouped into the traditional subject areas are practiced and mastered through the children's natural drive to understand and navigate their world. In the following sections, we touch on some of the ways these may appear during the agile learning process.

## SOCIAL AND EMOTIONAL DEVELOPMENT:

We help to develop positive self-esteem and self-confidence in a non-competitive atmosphere. We strive to

build a sense of caring and family within the learning community which results in courage to try new tasks and adventures as children develop. New World Adventure School appreciates everyone's unique qualities without judgment and shows respect for all members of the community. We model values and virtues; positive character traits and morals are discussed and modeled for enhancing positive social skills. We work in partnership with the children to help them evolve and grow as joyful, responsible, respectful citizens of the world.

## LANGUAGE, LITERACY, AND COMMUNICATION:

Literacy skills are taught each day in many cross-cutting modalities; skills include language development, vocabulary words; depending on their readiness, we also include introduction and practice of letter recognition, phonics, letter formation, word families, and rhyming words. Children gain language development skills through listening to their facilitator read, sing, and verbally interact with them throughout the day. Our bookshelves are filled with quality children's literature that pertains to the children's interests, social-emotional topics, social justice issues, and seasonal themes, as well as "easy reader" series to promote independent reading. We facilitate discussions with the children which introduce new vocabulary, and also model meaningful conversations, using our knowledge of multiple languages and their etymology. Writing instruction is done in small groups or individually to introduce proper letter formation and writing activities are integrated into our

meaningful, self-directed projects. Writing materials are always available for the children to explore. Children have many opportunities for oral discussions and presentations to enhance their comfort in this skill.

## MATHEMATICS:

Our activities at New World Adventure School introduce and reinforce foundational skills in mathematics. Mathematical concepts are seamlessly woven into our daily stories and activities, in a way that is responsive to each child's needs and interests. Children learn counting and skip counting, number recognition, sorting, sequencing, pattern formation, logic, geometry, volume, data collection, analysis, and graphic representation, basic computation using manipulatives, cooking, as well as project-based and gameschooling methods.

## SCIENCE:

Science exploration taps into the innate curiosity that is present in all children, and it is incorporated into our seasonal themes and projects. Children have the opportunity to explore the world and universe around them, and they are encouraged to be curious, ask big questions, and engage with the world in a scientific way. Children are naturally experimenting ALL THE TIME and we work with this energy to channel it into opportunities for authentic discovery and learning.

## SOCIAL STUDIES:

Children explore Social Studies through seasonal themes and topics of personal interest. The children learn the importance of creating a sense of interconnectedness with all living beings and are encouraged to live in harmony with respect to the Earth and our world community, as well as accepting each other's unique perspective of cultures and traditions, etc. We also incorporate other languages through the culture study of various countries as well as teaching basic and simple French and Spanish vocabulary.

## CREATIVE EXPRESSION:

New World Adventure School utilizes the creative arts as a foundation for learning each day within all activities and projects. Age and developmentally appropriate activities can include music, song, drama and dance and are incorporated in all aspects of our rhythm by the facilitator. The children are provided instruction and techniques in various media and are encouraged to express themselves and enhance their age-appropriate skills.

## PHYSICAL HEALTH AND DEVELOPMENT:

At New World Adventure School, children often use their body as a method of learning. The children are encouraged to build strong and healthy bodies through their physical

development and the facilitator assists the children at each stage of their development to provide age-appropriate activities – from stretching, sitting, and dancing, to yoga, cooperative games, climbing, and hiking. Activities are designed to encourage the development of flexibility, dexterity and balance. The children’s efforts are encouraged to help build confidence, self-esteem, and a “can do” attitude. Our library includes biographies of athletes, dancers, and other role models from a multitude of backgrounds so that all learners can see themselves represented in the canon of champions, problem solvers, vibration raisers, and glass ceiling breakers.

## ATTENDANCE

We are responsible for recording each child’s daily attendance. If your child will be out sick, on vacation, or be arriving substantially late to the center, please call to let us know. Thank you. If your child is not in by 8:30am and we have not heard from you, we will do our best to give you a call to check in with you, to make sure everything is fine.

## BILLING AND TUITION INFORMATION

Tuition is due for all contracted days, even if a child is absent and during holidays or other times the program is closed. No credit is given for sick days, emergency closings, snow days, holidays, or family vacations, or days you choose to keep your child home or pick your child up early. New

World Adventure School remains committed to quality, values-based education. Like any other program, it has expenses and financial responsibilities that must be met on time.

**Enrollment Deposit** – A non-refundable deposit of \$225 is due when a child becomes enrolled in New World Adventure School and the parent/guardian(s) has signed and submitted an enrollment agreement contract to secure a space. This deposit will be applied to the last month of attendance. Prior to starting, this check should be mailed to New World Adventure School, 689 Massey Road Springfield, VT 05156.

**Tuition payments** – Payments made by paper or electronic check must be made by 5:00 PM on the first Friday of the month for the upcoming month.

**Late payments** – A \$25 late fee will be due for all late payments and/or returned checks. This will be applied to your billing statement.

**Late pick-up fee:** New World Adventure School operates at the following times: Monday - Friday, 8:00 am to 3:00 pm.

Please allow time to check in with your child's facilitator and gather your child's belongings in order to leave by 3:15pm. Arriving for pick-up after the 3:15pm departure time will result in a late fee of \$10 for the first five minutes and then an additional dollar for every minute after that. The Director will provide you with an invoice and also follow-through for the payment.

We require a two-week notice should you choose to withdraw from the program or request to reduce your schedule, and tuition payments will be required during that two-week notice period. All unpaid tuition and late fees must be paid in full at the time of notice. Families who get behind in tuition and who are not making an effort to catch up or some form of payment plan will be asked to leave the program.

If you have any questions regarding billing or payments, please contact us so we can help.

## BIRTHDAY CELEBRATIONS

You may provide a small special treat for your child's class in celebration of their birthday. Please be sure to discuss this option in advance with your child's facilitator and also be considerate of children who may have food allergies.

## CALENDAR

A school calendar will be provided at the time of enrollment. A calendar for the next academic year will be provided when the Springfield School District calendar is released. This will include days that the school is closed for holidays, professional development, and parent/teacher conferences. Our first day of school is typically the day after Labor Day, and our last day of school is typically the end of the week two weeks after Memorial Day weekend. We align

with the Springfield School District calendar as much as possible and follow their weather closures as well.

## CHILDHOOD CELEBRATIONS

We believe in creating many fond memories for children. One way we foster this is to celebrate many different holidays. We also believe that by having children exposed to various cultures, customs and traditions, they will learn to accept and be open to everyone's differences in the process of creating world citizens. Here is the list of various celebrations that children are exposed to:

- The Fairy House Festival at The Nature Museum in Grafton - each September, we design and build fairies and their houses to display in the festival, and create costumes to wear on festival day. It's a truly magical experience!
- Halloween, Dia de los Muertos, Samhain – children are invited to wear home-made costumes or simple store bought ones (non-violent/non-super hero or other costumes that promote fighting); we will have a parade or other activity that parents are invited to attend; fun craft activities around these holidays also take place.
- Thanksgiving - We will read Stone Soup, and create our own recipe using ingredients contributed by students and our own garden, make bread together, and share the feast with our families.
- Hanukkah, Christmas, Kwanzaa, St. Lucia, St. Nicholas, Solstice – the focus is on learning about diversity and celebration of the return of the light to our hemisphere.
- Dr. Martin Luther King Jr. Day - students will be introduced to stories that help them understand

segregation and the civil rights movement with emphasis on how everyone can help and make a difference. We will talk about the world and how there are so many wonderful things in it but that the world also needs help before creating a craft project that reflects their hope for positive change in the world. Each child will be encouraged to think about what matters most to their hearts. Dr. King's life can teach so many lessons and the lesson that one person can make a difference is what this is all about.

- Springfield Winter Carnival - each January, we design and build entries for the cardboard sled contest and the snow sculpture contest that take place in early February. Then we get to race the sled!

- Valentine's Day – children are invited to make a homemade Valentine's Day card for friends and loved ones; crafts, baking, and other fun activities take place around the theme of friendship and love; please do not send any candy with your child to share with classmates or put candy in your child's lunch box as a treat.

- Earth Day - discussions focus around taking care of and respecting our environment; we may do a community service project.

- May Day/Beltane - in celebration of spring, we will have a May Day celebration!

## CHILDREN OBSERVATIONS

Children are observed at all times with respect to gaining more understanding about their learning style, interests, abilities, etc. A one-page, daily "Story of the Day" summarizes

the activities of the group, and our “Goals Board” provides a continuously updated record of interests, challenges, and accomplishments. Individual evaluations consist of a written narrative and/or a check-list based on the development and interests connected with the child’s social, emotional, intellectual, and physical/life skills development for their age.

## CHILDREN’S RECORDS

Prior to attending our programs, each family must complete the enrollment process including completing or submitting the documentation listed below. Parents have access to their own child’s records at the center.

All records and student information are kept confidential.

- Application, deposit and enrollment agreement
- Medical History form – updated annually and includes any allergies, medical needs, etc.
  - Copy of immunization records – updated copy with each new immunization
  - Copy of annual health physical or confirmation notice from the Doctor of the date of last physical.
  - Consent and Emergency Contact form – including doctor and dentist (if applicable) names and phone number, names and telephone numbers of adults to contact in case of emergency and the parent can’t be reached – updated annually. This form also contains permission – such as transportation for medical reasons, attending field trips, sunscreen, including name and address information in a

school directory, permission to take pictures of your child for social media and school advertising, etc.

- We also have a family information/goal survey to fill out about your child that is integrated into our application, and a Family Culture Survey which is optional.

## CLOTHING

Children appreciate being dressed in clothing that is clean, comfortable and easy to launder. We encourage children to wear comfortable, weather-appropriate play clothes every day as some art projects or outdoor activities can be messy. We cannot guarantee clothing will stay clean. Please provide your child with at least two full sets of clothes that can be left at the center – including socks. These clothes can be placed in one or two gallon size zip-lock bags or small container that will fit in your child’s storage area. Thank you.

In keeping with our belief in peacefulness and calmness and to minimize distractions, we kindly ask that you refrain from sending your child in clothing that includes any pictures or images associated with superheroes or any characters that involve fighting or weapons. Since we promote peacefulness in the program which includes resolving conflict through talking and listening vs any aggressiveness, we prefer that children not wear clothing of characters or names that represent solving through physical conflict. Thank you for helping to follow these guidelines.

Please provide your child with a pair of inside shoes or slippers to be worn in the classroom. This practice promotes a home-like atmosphere and helps to keep the classrooms clean. We also encourage sturdy shoes or boots appropriate

for outdoor activities. We have monthly evacuation drills and children will exit to the outside with very little time to put on outdoor shoes, so it's important for footwear to be easy to put on.

**Except for extreme/unsafe weather conditions (Wind Chill below 13F, Heat Index above 90F, lighting or storm warnings, etc.), we do our best to go outside every morning for at least 90 minutes as well as every afternoon for 30-60 minutes.**

Please be sure that your child has appropriate clothing, especially appropriate closed-toed shoes for those who will be playing outside; please also provide snow or mud boots, waterproof mittens (two pairs), a hat, a warm jacket (or a raincoat for warm, drizzly weather), snow pants or a snowsuit, and waders for creek walking. Thank you.

Please label all clothing items with a permanent marker including hats, mittens, snow pants, boots, etc., since many of these items look alike. Some items can become misplaced, and a labeled item finds its way home much faster. We cannot be responsible for lost or misplaced items. Each child will have a place to hang or store their belongings.

## COMMUNICATION BETWEEN HOME AND SCHOOL

It is important that there is always an open line of communication. We will do our best to keep you updated on your child's progress. If you have any questions, comments or concerns, please get in touch right away so we can work on it

together. Please take a moment to read the Story of the Day each day. It will assist you for having open conversations with your child as to what they did that day and/or allow you to know the learning and focus for the day.

## COMMUNITY EVENTS

We foster a strong community among families, facilitator, and children. We have many events throughout the year which helps to create a family-community. We encourage all families to participate and to feel welcomed in creating this wonderful community. We celebrate and welcome parent participation at our Holiday Celebrations, Art Shows, fundraising events, and more. If you have an idea for additional community events, please let the Director know. Thank you.

## CONFIDENTIALITY

All student and family information is kept confidential. Student files are kept in a locked room and conversations with the school are considered to be confidential unless otherwise discussed with the family. Please do not inquire about the social/emotional or learning behaviors of children other than your own children. All conversations about a child are to take place away from other families and children. Thank you.

## DAILY NOTES

The Story of the Day will be provided by the learning facilitator, summarizing the day's activities and how each child was involved. It will often include new vocabulary or concepts from the day so these can be reinforced in home conversations.

## DIAPERS AND WIPES

If your child uses diapers or pull-ups, please provide an adequate supply of those, and wipes. The teacher will keep you informed when the supply needs to be replaced. Please label the container/bag for diapers and wipes with your child's name. If you use cloth diapers or pull-ups, please provide a sealed container for the soiled ones and plan to take the container home each day.

## DISCIPLINE

From our experience in our New World Adventure School, we typically have little occasion for discipline. Some of the reasons for this include a clear rhythm to the day with clear expectations during all transitions, and a peaceful and respectful approach to children that provides many successful choices.

Adults often want to know, "Just how much freedom do the children have?" The answer is, quite a lot! Our learning community sets boundaries primarily based on safety, legality, and respect for others. As long as a pursuit is safe, legal, and shows respect for the community, children will generally be supported in that choice.

Because we emphasize good relationships with one another, there is little need to generate “rules.” We create a culture of caring for one another so the children seldom need rules imposed upon them to behave in an acceptable manner. We utilize nonviolent communication and avoid punishments/rewards to manipulate behavior. When a difficult issue arises, we make use of conflict resolution tools and enlist the input of others to handle the situation in a way that affirms all parties.

We facilitate people’s ability to get clear about what they truly want to create for and of themselves. We trust.

We observe closely and assist all children in developing their social skills for being with each other, and learning acceptable social behavior. We believe in positive guidance by saying to a child of what they may do and not about their wrong behavior – for example, we will say “You may walk” and not say, “Don’t run” or “You may pick up the book” vs “Don’t toss the book” or “Let’s gently place the toy in the basket/container” vs “Don’t throw that into the container.” Children are more open to following positive directions than negative ones. We encourage parents to use positive communication techniques at home.

If a child is having difficulty and can verbalize, we listen to the child to help redirect the inappropriate behavior and, if necessary, encourage the child to take space to have a moment to calm down - perhaps in a designated area of the classroom, or away from the group when we are outside. At all times we help children to save face with their peers, welcome them back into the activity and acknowledge that the problem is with the behavior, not with the child as a person. In most cases, the facilitator can redirect the behavior from happening again with close observations.

It should be noted, however, that if a child displays continuous inappropriate daily behavior that cannot be re-directed or quickly changed with no signs of improvement within the first few weeks of enrollment or at any point when the behavior starts to occur, we will request a meeting with the parents to work on solutions for changing the behavior at school, and possibly at home. We believe that we work as a team in order to help the child be successful. Parents can help by also sharing what might be the areas that upset their child and areas of interest – behaviors change when tired or hungry, wanting to play alone for a while, being a helper, enjoying playing with trains or sensory items, etc. If the behavior doesn't improve and/or is of an aggressive nature especially to other children, we may need to ask that the child withdraw from the program. We do our best to support the child and continuously work for the child's success. We also encourage parents to be non-aggressive at home – including not raising a voice to a child in frustration. For most children this will take about six weeks of working with the child and watching continuously for improvements along the way in order to reinforce safe, respectful choices when in a social setting – especially if the child has been exhibiting the behaviors at home or another school for a while. The facilitator will work to prevent inappropriate behavior before it occurs by knowing the children well, and co-creating an environment and culture that facilitates successful interactions. The appropriate course of action is at the discretion of the director based on knowing the children, talking with parents, trying different ways to make the changes in a loving and caring way and seeing improvements along the way; one method or one set of procedures will not work for each child based on the circumstance. In creating a

plan for each child, it is also factored in to think of the age of the child and what they have or have not yet learned about social situations as well as understanding the concept of personal space and understanding each child's points of frustration.

## MORNING ARRIVAL

Morning arrival begins at 8:00am. Please plan to arrive before 8:30am in order to attend our morning meeting/circle time, as this is when we set our intentions for the day.

## EMAILING/TEXTING

While we prefer direct person-to-person communication with our families, we understand the need to send short messages or questions about the day. We will monitor our communications for last minute updates at approximately the following times:

6:30am

7:00am

7:40am

10:15am

1:15pm

2:30pm

2:45pm

## EMERGENCY CONTACT AND PICK-UP PROTOCOL

In the event of an emergency, the director will send out an email and the primary contract number will be contacted (or secondary number if we cannot reach the primary contact) that we have on record for your child, and apprise you of the situation. In the event of an emergency, please do not call the school directly. Instead please read information on our webpage/Facebook and/or following the directions in the email. If children have been evacuated to a safe location, you will be notified where and when to pick-up your child. We will also place a sign on the front door with up-to-date information about our location. Children will only be released to parents or guardians or an authorized adult.

If children are to be dismissed early due to an emergency or inclement weather, you will be notified of the time of the dismissal.

## ENRICHMENT OFFERINGS

Each day, children will have the opportunity to participate in enrichment activity offerings. These offerings will cover one of the areas from the list below. A few examples are listed with each category to provide you with an idea of each component. The facilitator will select offerings based on seasonal themes, and the developmental ability and interests of the children in the class. Our mission and philosophy is to nourish the gifts that lie within each child at each step of their development and provide many opportunities for enhancing their life skills.

Enrichment offerings may include the following:

- Art: clay, collage, watercolors, finger painting, sensory play, using a variety of media
- Physical Education: obstacle course, climbing, running, kicking, dancing, yoga, demonstrating concepts, relay games
- Handiwork: sewing, braiding, quilting, making small pillows, woodwork, taking apart and building simple machines, folding cloths, wire sculptures, beading, making nature ornaments and crafts
- Baking: pies, muffins, breads, applesauce, salads, turnovers, pancakes
- Music and Movement: singing, dancing, using instruments
- Drama/Puppetry: creating stories/shows to act; reading a story and then acting it out
- Science/Nature: planting, science experiments, nature discoveries, walks on nature trails, inventions, matter and energy, simple machines, light, electricity, life cycles, gardening
- Literacy and Math: All days integrate literacy, math and social studies throughout the daily program in an interdisciplinary way.

## ENROLLMENT

Step 1: Research

Read about the [ALC model](#) and browse through their comprehensive [FAQ page](#). Familiarize yourself with the Alliance for Self-Directed Education's "[What is SDE?](#)" content. Visit their [Resources](#) page to dive deeper into articles, videos, books and organizations.

Step 2: Get in touch with our director for more information if needed.

Step 3: Complete a Visiting Week (if joining mid-year)

A visiting week is designed to allow a student who is joining us after the year is in process to experience what it is like to be at New World Adventure School, for the family to get a feel for a new rhythm and to help us all gauge whether or not we are a good match for each other. To sign up for a visiting week, please complete our application and submit it in pdf form to: [info@newworldadventureschool.com](mailto:info@newworldadventureschool.com), or by mail to:

New World Adventure School  
689 Massey Road  
Springfield, VT 05156

Visiting weeks include an end-of-week debrief with the parent/guardian(s), Facilitators and student. Visiting weeks are \$235 for one student, \$350 for two students, or \$500 for three students.

Step 4: Determine Tuition

Mid-year enrollment is prorated based on your student's start date. Tuition is based on the number of days per week your child attends our program. We are a microschool

program that enrolls a maximum of six students per day. In order to support the financial sustainability of our program, enrollment priority will be given to 5 day per week students, then to students whose days are complementary to each other for the remaining available days. Special consideration will be given to siblings of 5 day per week students.

Program costs for the 2021-2022 school year (10-month billing cycle, September-June):

- 2 Days per week: \$4,250/yr. (\$425/mo.) - 62 days
- 3 Days per week: \$6,750/yr. (\$675/mo.) - 105 days
- 4 Days per week: \$8,500/yr. (\$850/mo.) - 140 days
- 5 Days per week: \$11,000/yr. (\$1100/mo.) - 183 days

We are currently working toward eligibility for Act 166 (public Pre-K funding) and anticipate becoming eligible for this subsidy during the 2021-2022 school year.

We recognize that an offer of financial assistance may be an important factor in your decision to enroll your child at New World Adventure School. Your family may be eligible for Bright Futures Tuition Assistance - you can find the application at [https://dcf.vermont.gov/childcarefinancialhelp?fbclid=IwAR1k\\_l5W0-QD\\_BIWaz7lFMrKJAOM3EuPwtQ-txvqVwLy6AVbfD6Xr1ejAnQ](https://dcf.vermont.gov/childcarefinancialhelp?fbclid=IwAR1k_l5W0-QD_BIWaz7lFMrKJAOM3EuPwtQ-txvqVwLy6AVbfD6Xr1ejAnQ)

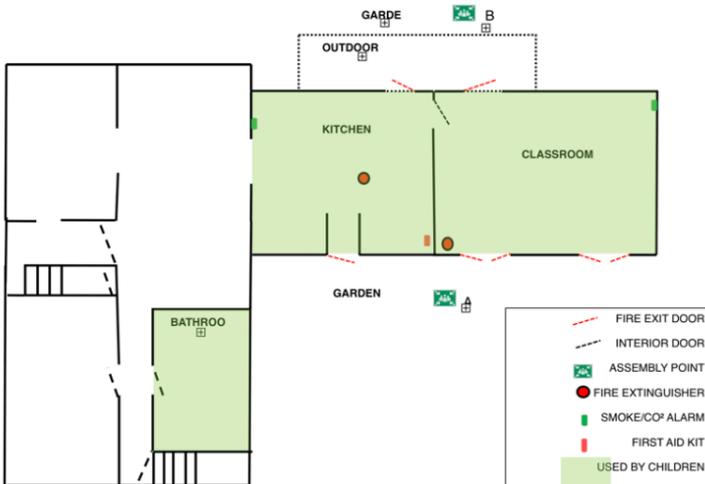
#### Step 5: Finalize

Please complete our application form and return to New World Adventure School with a check for the \$25 application

fee. You will receive notification of your child's placement by mid-June. If accepted, families submit their remaining enrollment documents and pay an enrollment deposit of \$200 by July 15 to retain their child's space for the coming school year. Once enrolled in the program, you will have priority for retaining that space until your child ages out of our program.

## ENTRANCE DOORS

The farmhouse has one main entrance door to mudroom and kitchen, two sets of French doors to the front deck from the classroom, and a sliding glass door to the back deck from the kitchen. The French doors are kept locked and only used for an emergency exit.



The front door will typically be unlocked at the scheduled opening times and 15 minutes before the scheduled closing time. The director may make slight changes based on the typical arrival time of most parents. Pick up will occur in the backyard or other nearby outdoor playscape within view of the farmhouse. If you arrive during a time when the doors are locked, please knock, and/or send a text message to the director.

## EVACUATION DRILLS

Monthly drills are conducted to assure that all children and staff are well prepared in case of an emergency. All children are expected to participate in these monthly drills. Every month we participate in an evacuation drill as well as a secure the building drill every other month.

In the case of an actual emergency, we will be in touch with the families, especially when the class is moved to another secure location so families are aware where to pick-up their child.

A copy of our Emergency Response Plan is available upon request.

## FACULTY

Aimee Parnell is our director and learning facilitator. She has been working as an educator for nearly three decades. Her debut into the world of education came at age 13, when (much to her parents' dismay) she planned a weeklong summer camp at her house for the neighborhood children

whom she babysat. As a teenager, she often volunteered in her mom's preschool classroom, and while at university, she was a youth softball coach, and a chaperone for her mom's high school French class's field trips to Paris.

Aimee graduated with honors from Northern Arizona University with a B.A. in Psychology, worked as a one-on-one aide for children with special needs living in foster care, then earned a K-6 teaching credential from San Diego State University, with an emphasis in multicultural education. In 2003, she enlisted in the Peace Corps as an Environmental Education Volunteer, partnering with local teachers in Gabon, Africa, to develop culturally relevant, localized teaching materials and lessons for their classrooms.

Aimee's education work in Central Africa continued for over a decade with the Wildlife Conservation Society, the Gabon Sea Turtle Partnership, and as an independent consultant. By the time she passed on the baton, the teams she led grew their annual sea turtle family festival from a single rural school to a country-wide event with over two thousand children and their families participating each year.

Along the way, Aimee also became a yoga instructor, worked as a graphic designer, muralist, documentary filmmaker, French/English translator; she designed and directed an eco-remodel for a local hotel, was a fixer for a Hollywood film crew, and was part of the team that helped to raise and successfully release an orphaned West African Manatee - a first for the species. Adventure is in her nature.

Aimee taught preschool at a licensed Vermont parent child center from 2018-2020, and was the lead teacher for the Pre-Kindergarten 4s and 5s classroom during a five month maternity leave before deciding to forge a new path for early education in her area by establishing the New World Adventure School.

Throughout the year, Aimee takes part in professional development programs, aimed at expanding and improving teaching skills. She is a lifelong learner and voracious reader, who is constantly researching ways to evolve into a more effective educator and good human. For more than 20 years, her personal philosophy has been: “Spread Sunshine, and Cultivate Kindness.”

## FAMILY PICNICS

We will host a back-to-school and an end-of-year family picnic. These events are held outside in the meadow by the farmhouse. Families should bring a blanket and a picnic-style meal for their family. Children have plenty of time to play and socialize with other families. These family picnics will take place starting at 3:00 pm on a Friday.

## FAMILY SURVEYS

We will provide the opportunity to complete the following surveys:

- Family Culture Survey – this survey will provide valuable information about your family traditions and

culture; this also edifies our respect for each child's family and culture.

- Goal Survey – this is an annual survey asking to provide your own and your child's own thoughts and goals during the year, and is included on our application.

- Program Assessment Survey – this survey will be provided at conferences, and will ask you to provide feedback on the program, facilitator, and suggestions for improving the program and school.

## FIRST AID, CPR, RECORDS CHECK, FINGERPRINTING

In the State of Vermont, all Program Directors, Teachers and Staff members at all licensed child care homes are required to be first aid and CPR trained and hold current certifications. Everyone is also subject to background checks including fingerprinting. We adhere to all state licensing standards.

## FOOD ALLERGIES

Some children experience life-threatening allergies to food. Most notable are peanuts, tree nuts, milk, eggs and wheat. We will notify all families if a child in our care requires us to implement a no peanut and tree nut policy. Please check with your child's facilitator if you have any questions. If your child takes medication for an allergy, please read the Medication section.

# HOURS OPEN

Hours of Operation:

Monday through Friday, 8:00am – 3:00pm

We begin our Morning Circle activities at 8:30.

Please remember that anytime you are in the building or on the property with your child, you assume responsibility for your child's safety and behavior. The facilitator cannot be responsible while parents choose to visit with one another or with a facilitator. This is due to the fact that once a child's parent is present, the child may think the policies of the school no longer apply. If you need help from a facilitator in easing your child's transition to and from the classroom, please be sure to ask the facilitator for suggestions. This is especially important when leaving the building and entering the parking area. Thank you for keeping all children safe.

It is very important to arrive promptly to pick-up your child in order to avoid additional charges. Thank you.

# ILLNESS

It is our goal to keep our entire population as healthy as possible. With the guidance of the Childcare State Regulations, Vermont Department of Education and Vermont Department of Health as a foundation, we have developed the following health policy for all of our programs.

- It is best to keep children home who do not feel well enough to participate in the regular activities; this may include lethargy, severe coughing, difficult breathing,

severe sore throat, earache, abdominal pain, blood red or purple rash not associated with injury or a cough/cold producing mucous membranes.

- COVID-19 – We are committed to keeping our learning community safe. Our school will follow current CDC guidelines, and we are trusting our families to do the same. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html> . If anyone in the child’s household is infected, has confirmation that they have been exposed to, or is exhibiting symptoms of COVID-19, the child must remain home until the person/people in the household is/are cleared by a medical professional or provides a negative COVID-19 test result. Families must provide evidence of negative test(s) after any travel outside Vermont/New Hampshire. Unless guidelines change, as of September 2021, we will wear masks indoors, and will conduct as many activities as possible outdoors. We will practice frequent handwashing and use sanitizer when away from a water source. We will follow recommended cleaning/disinfecting protocols. When temperature permits, windows and screened doors will remain open for increased ventilation while inside the classroom.

- Fever – children who have a fever of over 99 degrees are asked to remain home until the fever is less than 99 degrees for 24 hours, without ibuprofen or acetaminophen. It is also our experience that children even with a slight fever typically don’t want to participate in the regular activities as described above.

- Diarrhea – children are excluded from attending if stool isn’t contained in the diaper for diapered children, is causing “accidents” for toilet-trained children, stool frequency

exceeds two or more stools above normal for the child, change in color of stool, etc. Children may return when cleared by a health professional, and/or symptoms have ceased.

- Eye Irritation, Pinkeye – children should be seen by a health professional to determine the cause. Those with bacterial conjunctivitis may or may not be issued antibiotics. One type of viral conjunctivitis does spread rapidly and requires the child to be excluded from attending until a health professional says it is fine to return. If a student comes to the center and has an eye irritation or what looks like pinkeye, the parent will be called and asked to pick up the child for further diagnosis from a health professional and treatment, if necessary.

- Itching – children will be excluded for chickenpox, scabies and impetigo until a health professional provides approval for the child to be readmitted. If a child who arrives itching or begins itching during the day, someone from the center will call to inquire and may suggest seeking advice of a health professional.

- Rash – children with an unknown rash will be asked to see a health professional to confirm that it isn't a communicative condition. Children with a rash and a fever will need to stay out until confirmation of the rash and the child is fever free for 24 hours.

- Head Lice - Children with head lice and/or nits, can be in child care after receiving a first treatment with a product that will kill head lice. Parents are asked to pick out the small nits (eggs) each day for at least 10 consecutive days. We will also be checking all of the children in attendance. Whenever head lice are found, the parent will be called and asked to pick up their child and apply treatment.

- Sore Throat – please be mindful to your child’s comments of a sore throat and be aware of the symptoms of strep throat.

- Vomiting – children throwing up should remain home until symptoms stop. If a child throws up at the center, the parent will be called and asked to pick up their child.

If a child has one of the above conditions, we ask that they be cared for at home. Our policy is that they will feel better being at home and enable all of the children to remain healthier and in attendance. Parents are asked to call the center anytime their child is out and especially out due to illness. If your child comes down with one of the symptoms listed above while at the center, the Program Director will call you and may request that you pick up your child.

## IMMUNIZATIONS

New World Adventure School is required by State law to have current immunization records for every child.

Regulations state each child enrolled must be immunized unless immunizations are medically dangerous to the child or religious belief. We currently do not enroll children who are not fully immunized. All immunization forms should be submitted before the first day of classes and no later than the fifth day of enrollment.

COVID-19: It is our policy to admit children with a complete and up-to-date vaccination record. If COVID-19 vaccinations become available to children, we will require this vaccination for enrollment. Due to this program being

located in our family's home, we will also require documentation that all children's household members (age 16+) are vaccinated against COVID-19 as soon as they are eligible. We will follow all state and federal COVID-19 guidelines and we trust that all household members of children attending New World Adventure School follow them as well so we can keep each other safe.

## INCLUSION

We do our best to include all children who may have special needs and disabilities. Meetings take place with the director to discuss a child's needs, and how we are able to make adjustments and ways we can accommodate certain needs. We also work closely with the parents to have clear plans in meeting their child's needs.

## ITEMS FROM HOME

Please do not send your child with toys or other non-essential items to the center. Because of their tremendous appeal, these items are a distraction to the children. Toys also take up valuable storage space, occasionally become lost or broken and can be the cause of disagreements and/or hurt feelings.

If your child needs a loving object while transitioning from home or during nap time, it is perfectly fine to have a small object like a stuffed animal. Please speak with your child's facilitator, who will be happy to assist during the transition phase and other needs.

## MEDICATION AND EPIPENS

If prescription or non-prescription medication needs to be given to your child while in attendance, we are happy to do so. You will need to complete a Medication Permission form that specifies the reason for the medication, the proper dosage, content and schedule. Please ask the director for a copy of the Medication Permission form. All medication needs to be in its original container and handed from the parent to the director. Most medications will be stored in a locked box and will be provided to the child at the appropriate time and away from the classroom. Parents can pick-up the medication that needs to go home at the end of each day. EpiPens will remain in the classroom as well as with the facilitator when the child is outside. Please remember to check the expiration date on all medications as we cannot administer medication or have them on site after the expiration date.

## NAP AND NAP SUPPLIES

If your child will be napping in the afternoon, please provide a crib size sheet and a nap blanket, sleeping bag, or a thin blanket roll. We provide resting mats for each child, and they rest on the mat on the floor.

All sheets, blanket, and other nap items must be provided in a canvas or other sturdy bag, and please label the bag with your child's name. The teacher will return all items to you at the end of the week (or earlier if necessary) so you can take them home to launder and return, which is a state

requirement. Older children who nap may enjoy having a small stuffed toy or special lovey for rest time.

## OPEN HOUSES

Depending on the enrollment season, and current COVID-19 guidelines, there will be open houses to invite other families to visit and learn about enrolling in the program as well as for newly enrolled families to visit before starting. For those who have secured a spot, this is a time for parents and children to visit their classroom, meet their facilitator, bring in supplies – extra clothing, nap items, etc.

## OUTSIDE TIME IN THE WINTER

As mentioned under clothing, we go outside except in extreme weather conditions. We believe that fresh air and moving about is very important for the children. Our general practice in our schools is to go outside when the “feels like” temperature that factors in wind chill is around 13 degrees or higher; we may be outside for a shorter length of time depending on the temperature.

## PARENT/CAREGIVER ORIENTATION

Families will be invited either individually to a family orientation or to join with other families for an orientation – all dependent upon the enrollment season and current COVID-19 guidelines. This, along with individual tours and open house, will provide families with useful information for

making a smooth transition from home to school as well as details about the philosophy, rhythm of the day and activities. This is also an opportunity to meet with the director.

## PARENT-TEACHER CONFERENCES AND PARENT MEETINGS

Twice a year – typically February and October – the director will have twenty-five minute formal conferences with parents or caregivers to discuss their child’s progress to date. These conferences take place during the day and school will be closed for conferences. Children do not attend the conferences; though we will do our best to have some child care available during your conference time. The director will provide additional information closer to the conferences. Of course you may request to set up additional meetings at any time during the year with your child’s learning facilitator.

In addition, we recommend parents or caregivers meet individually with the learning facilitator within the first four weeks of enrollment to learn more about their child’s adjustment and other social, emotional, cognitive and developmental progress as well as to learn more about the rhythm of the day in the classroom.

## PARKING AND DRIVING

When entering, parking, and exiting the parking lots, please drive slowly and with extreme caution. Vermont law requires car seats or booster seats to be used at all times when transporting young children. If your child walks or

rides their bike to school, please practice road safety skills before and during your journey.

For safety, environmental reasons, and because Vermont has a no idling law, please do not leave your vehicle running in the parking lot. Also, please do not leave children in the car unattended.

## PRE-ENROLLMENT VISITS

As part of the enrollment process, it is recommended that all parents have a tour of the school with the director. This should include the child if possible. We also offer a mid-year “visiting week” with your child to see the space and visit the classroom and outdoor environment. This is especially important to help a child to adjust to the space before their first day of enrollment. Depending of the enrollment season, there may also be open house opportunities to visit before the first day of enrollment.

## PUBLICLY FUNDED PRE-KINDERGARTEN, ACT 166 FUNDING

New World Adventure School is currently participating in the STARS program but is not yet eligible for Act 166 funding. We are actively pursuing STARS accreditation, which will allow us to partner with local school districts under Act 166. We anticipate that we will complete the initial STARS process in the course of the 2021-2022 school year. The criteria for getting STARS (and 3 STARS is needed to apply

for Act 166) is based on the hiring practices, programming, professional development opportunities provided, volunteer and community work that the program has accomplished during the last 12 months.

## REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

In accordance with Vermont State Law, all staff at all child care programs are mandated to report any cases of suspected child abuse or neglect. Parents will always be notified of our concerns unless we feel it may jeopardize the safety of the child.

## SAFE RELEASE OF CHILDREN

Children are released at pick up time to their parents or another designated adult – such as a grandparent or nanny. We will only release a child to an adult who has been designated as the person to pick up. If someone on the list that you have provide at the time of enrollment/yearly updated arrives who is not a regular person to pick up, we will call you to confirm that this is fine to release your child on that day. We recommend that you keep the us informed of any occasional adults who may pick up by calling, writing it in the communication book in the morning, etc. When a person authorized to pick up a child is unknown to the staff, his/her identify must be verified prior to releasing a child – such as bringing a picture ID.

## SCHOOL CLOSURES AND DELAYS

In the event of snow or another form of inclement weather, the schools may close for the day, delay opening until later in the day or close early. If this should occur, an email notification will be sent to parents from the director. We will also post the information on our Facebook page. We close or delay opening based on the Springfield School District decision. We do our best to remain open for families to have care. You may also listen and watch for school closure and delay information on any of the following radio and television stations as well as their websites: WEZF (92.9 FM), WOKO (98.9 FM, 105.1 FM, 1230 AM), WPTZ (TV Channel 5), WVMT (620 AM), WCAX (TV Channel 3).

## SLEEPING POLICIES

To transition from Lunch to Quiet Time, we have a routine of listening to a 1/2 hour podcast or story, usually with a values lesson or social-emotional skill as a theme (i.e. Circle Round, But Why?, Insight Timer). Then, after everyone cleans up and goes to their rest spots, a second, more relaxing story or guided meditation is played while children are drifting off to sleep or beginning their quiet rest time. Relaxing music plays for the rest of our quiet time; about 45 minutes. Non-nappers may engage in quiet activities like journaling, reading, or handicrafts until the quiet rest music is over. The same sequence of relaxation music is played each day, so that with time, non-napping children will recognize how much time remains until the transition to more interactive activities, and will naturally begin to prepare for the transition as it approaches. If a family requests that their child nap, we will encourage and assist that child in starting

their nap. However, we will not attempt to force or coerce children into sleeping. Non-nappers will be expected to respect their napping friends by only speaking in “whisper voices” during Quiet Time. When the sand timer finishes, shades are pulled up and the last relaxation song ends, voices begin to find their sound once more, and the facilitator or the child’s friends will gently wake sleepers for a cozy group storytime before moving into more active pursuits.

## SMOKING, INHALANTS, AND DISINFECTANTS

There shall be no smoking in the child care areas. Staff and parents shall not smoke in view or in the presence of children or while on any part of the child care grounds, including the parking lot. Please refrain from using cologne or perfume or other products with strong fragrances in the building. Please do not send aerosol spray-on products for your child. Our cleaning and disinfectant products are safe for food service, children who mouth toys, and the environment.

## SNACKS AND LUNCH

Meals are a time when children sit together with their facilitator to visit with one another, listen to stories, and eat together.

Parents will provide all of the necessary age-appropriate food, drinks, utensils, etc. for their child each day. Please use reusable containers whenever possible. Children are free to

eat when they are hungry, and some children typically want to have a morning and/or afternoon snack as well as lunch. Please pack enough food for your child; we will also let you know if more food is needed, especially during growing spurts. Please be sure to label all bottles, utensils, food containers, lunch boxes, etc. with your child's name. Children will pack out all waste that remains from their lunch - it reinforces Leave No Trace practices and lets families know how much nutrition the child consumed during the day.

For those children not on their own schedule, snack times typically start between 9:00 and 9:30 AM and around 2:45 and 3:15 PM; lunch typically starts between 11:30 and 12:15 PM.

Please try to pack nutritious food choices as we like to model healthy eating. Children may bring a special treat to share to celebrate their birthday. It is our philosophy that what you pack for the day for your child will be eaten during the meal times. We do not get into food policies – as each family has their own – with children; our policy is that if you packed it for your child to eat, we will continue to encourage them to eat during the meal times with the goal of eating what you have packed during the day. If there is something you only want your child to eat if they ate X or Y, please serve these items at home as it is really saying that you don't want your child to eat particular foods, and we will not deny a child from eating the food that is packed for them.

The National Association for the Education of Young Children guidelines include: younger children should not bring hot dogs unless finely chopped, whole grapes, popcorn,

raw peas, hard pretzels (sticks or traditional shape), chunks of meat or raw fruits or vegetables larger than 1/4-1/2 inch, depending on the age as these are considered high-risk foods for choking incidents. Please keep this in mind when packing food for your child.

## SUNSCREEN

Please provide labeled sunscreen (depending on the age of your child) that can be applied to your child in the fall, spring and summer when the sun is the strongest. Please do not send in aerosol spray - pump spray is fine. All sunscreen will be kept out of reach of the children.

## VOLUNTEERING AND FAMILY VISITS

We welcome family members and other volunteers to share knowledge around specific themes, assist with and/or plan our community and holiday events. Each New World Adventure School family commits to 20 hours of volunteer work to benefit our learning community each school year. Please share your thoughts for volunteering and sharing your talents with us.

Our classrooms are always open to family members, and friends with advance notice. We do try to limit the number of visitors on any given day to ensure the children are not overwhelmed with adults and to retain a child-centered environment. Please speak to your child's facilitator if you or

a family member wishes to visit for part of a morning or afternoon. You may also stop by anytime for a visit.

Please also model and demonstrate appropriate manners while with the class – this can include taking cues from the facilitator for where and how best to provide assistance, being fully present through not using cell phones or emailing/texting while engaged with the children; please always speak and interact with respect and kindness, etc. Thank you.

## WASHING HANDS

Please help to wash your child's hands upon arrival each day. We work on teaching children to turn off the water with a towel. Children also wash at the following times:

- Before and after eating
- Before and after baking projects
- After outside time
- Coughing or sneezing into hands – we teach the children to cough/sneeze into their elbow
- When a child puts their fingers into their mouth or nose
- After using the toilet or having a diaper or soiled or wet clothes changed
- After caring for plants or animals

## WATER BOTTLES

Please provide your child with a filled (and labeled) water bottle each day. We will check after lunch to refill if needed, and upon request from children at any time, from our filtered

water tap. Thank you. We take hydration breaks at 9:30am and 2:30pm, in addition to the water we consume with lunch.

## OTHER RESOURCES

- Child Care Consumer Line – 1-800-649-2642
- Poison Control – 1-800-222-1222
- Parent's Help Line – 1-800-244-5373