Windy Hill School

The Laboratory School for the Child Development Program
Colby-Sawyer College

Family Handbook
Welcome to Windy Hill School!

Thank you for your interest in our programs. This handbook is intended to inform families of the various programs and their related policies provided by the College’s early childhood laboratory school. By familiarizing yourself with its contents, you strengthen the connection between home and school. Our goal is to find as many ways as possible for school and home to work together for the benefit of your child.

Windy Hill School is an integral part of the College’s Child Development and Early Childhood Education Programs, and as such, offers special opportunities for young children placed in our care. One of the benefits includes the amount of one-on-one attention and nurturance we are able to provide. College students and children enrolled at Windy Hill School learn from one another and form unique relationships that enhance the educational experiences of all involved. Our highly trained staff serve as mentors for each college student that moves through the program. Students develop activities, under the guidance of our staff, specifically aimed at enhancing children’s understanding of the self and awakening of intellectual curiosities.

Information about our offerings can be obtained by calling the front desk at 603-526-3695, or by logging on to colby-sawyer.edu/academicprograms/windyhill. We invite you to come for a personalized tour of our facility. Appointments for visits can be made through contacting our administrative assistant, via the abovementioned number.

We thank you for your interest in the Windy Hill School learning community. Please let us know if we can be of assistance to you.

Kindly,

Rachel Ensign
Interim Director
T: 603.526.3774
E: Rachel.Ensign@colby-sawyer.edu
**Hours of Operation**

Windy Hill School is open for the academic year from early September to early June, Monday through Friday, between the hours of 7:45am and 2:30pm. Additionally, afterschool care is available Monday through Friday, from 2:30-5:30pm. Enrollment options for the public open annually at the end of March.

Windy Hill School also offers a separate 12 week Summer Program, which runs from June to mid-August, Monday through Friday from 8:00am to 5:00pm. Enrollment for the Summer Program begins at the end of March as well.

**Daily Schedule**

7:30am-7:45am  Teachers arrive and prepare classrooms

7:45  Arrival time for students

7:45-2:30  Regular academic day

9:00-12:00  Staff continue to arrive and join the classrooms

2:30-5:30 Afterschool Program

5:30-6:00  Teachers clean up and close Windy Hill for the day
School Fees

Registration Fee: A non-refundable registration fee of $100 is required for each child. This fee is applied to the first month’s tuition and a contract must also be signed for a child to be considered enrolled.

Tuition costs: The following fees have been established for the 2013-2014 academic year.

<table>
<thead>
<tr>
<th>Program</th>
<th>Per Week</th>
<th>Yearly</th>
<th>Monthly (10 payments) September-June</th>
<th>Monthly (9 payments) September-May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler (TR)</td>
<td>5 days, 8:00-2:30</td>
<td>$5,780.00</td>
<td>$578.00</td>
<td>approx. $642.00</td>
</tr>
<tr>
<td>Nursery (NS)</td>
<td>5 days, 8:00-2:30</td>
<td>$5,675.00</td>
<td>$567.50</td>
<td>approx. $630.50</td>
</tr>
<tr>
<td>Nursery-Kindergarten (NK)</td>
<td>5 days, 8:00-2:30</td>
<td>$5,675.00</td>
<td>$567.50</td>
<td>approx. $630.50</td>
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Please note: Families typically make 9-10 payments; however, an individualized plan can be created via Colby-Sawyer’s business office.

Afterschool Care

<table>
<thead>
<tr>
<th>Program</th>
<th>Yearly</th>
<th>Monthly (10 payments) September-June</th>
<th>Monthly (9 payments) September-May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler (TR)</td>
<td>$1,620.00</td>
<td>$162.00</td>
<td>$180.00</td>
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<tr>
<td>Nursery (NS)</td>
<td>$1,590.00</td>
<td>$159.00</td>
<td>approx. $177.00</td>
</tr>
<tr>
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<td>$1,590.00</td>
<td>$159.00</td>
<td>approx. $177.00</td>
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Summer Program

*Note: Families not already enrolled at Windy Hill School are required to pay a $100 deposit, which is applied to their balance. A contract must be signed before a child is considered enrolled.

<table>
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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>12 weeks (June-August)</td>
<td>$2,240.00</td>
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<tr>
<td>6 weeks (June-July)</td>
<td>$1,120.00</td>
</tr>
</tbody>
</table>
Contact Information

Rachel Ensign  Interim Director  526-3774
Katie Betz  Administrative Assistant  526-3695
Jackie Beaudry  Toddler Teacher  526-3694
Sally Morse  Toddler Teacher  526-3694
Suzanna Brown  Toddler Teacher  526-3694
Karen Cook  Toddler Teacher  526-3694
Brenda White  Nursery Teacher  526-3695
Chris Wiest  Nursery Teacher  526-3695
Lisa Bozogan  Nursery Teacher  526-3695
Alice Coish  Nursery Teacher  526-3695
Jen Ensign  Nursery-Kindergarten Teacher  526-3693
Janet Bauer  Nursery-Kindergarten Teacher  526-3693
Alex Ferris  Nursery-Kindergarten Teacher  526-3693
Giovanna Lepore  Nursery-Kindergarten Teacher  525-3693
Our Mission

Windy Hill School is dedicated to providing an exemplary setting for early childhood education. As such, the lab school engages in best practices as they are currently known. We are first and foremost dedicated to supporting your child’s healthy development along with their positive sense of self and school. In addition to developing innovative practices, we are committed to honoring the complexities and challenges of today’s families, preparing college students for work with children and families, conducting research in child development and early childhood education, and contributing to conversations on public advocacy at state and national levels.

Partnering with College Students

As a laboratory school, Windy Hill has many Colby-Sawyer Child Development, Early Childhood Education and Psychology students who study and work alongside the teachers. College students utilizing the lab school also participate in research initiatives related to their field of study. All of the college students who work at Windy Hill are required to abide by the NAEYC (National Association for the Education of Young Children) Code of Ethics, which prohibits them from discussing information pertaining to Windy Hill children and their families outside of the school environment. The added attention, care and nurturance that our college students provide are a tremendous benefit to our school.
Windy Hill School History

Founded by a graduate of Colby-Sawyer College, Windy Hill School has served both the college and the community since 1976. Windy Hill School was originally located in the basement of two residence halls and sat at the center of campus. In the fall of 2010, Windy Hill School moved into its current state-of-the-art facility, which sits atop a hill with views of Mount Kearsarge and Mount Sunapee. Windy Hill’s gorgeous new facility is a testament to the importance of young children and the people who dedicate their lives to working with them.

Serving children ages 14 months to 8 years, Windy Hill School has several distinct programs: a Toddler Program, a Nursery Program and a Nursery-Kindergarten Program. Additionally, there are several spaces which serve multiple purposes, including a resource room, a seminar/conference room, observation rooms, a school library and several beautiful lounge areas.

Toddler Program

Our Toddler Program offers high quality care to children beginning at the age of 14 months. A primary goal of the Toddler Program is to provide an environment in which children feel safe, secure, and develop good feelings about themselves.

An essential element in providing high quality, individualized care for toddlers is establishing and maintaining continuity between home and school. We strive to build strong teacher-family relationships. We appreciate that families are invaluable resources and the constant in each child’s life.

Toddlers are natural explorers. Utilizing a
project approach in the toddler room enables us to launch investigations into particular areas of interest. When planning investigations, all realms of development (social-emotional, creative, cognitive, and physical) are taken into account, as well as the various content areas (math, science, language arts, fine and performing arts and social studies).

Documentation of children’s explorations is used as a tool to encourage children to reflect on their experiences. Daily activities are captured through photographs and video footage; these elements are then presented to children in a panel, album or storybook for group reflection. By exploring documented activities, children are given the opportunity to internalize ideas and feel valued and respected by peers and teachers. Furthermore, documentation such as photos, videos and language samples serve the essential purpose of making learning visible, both to the young children and college students in our care.

The process of documenting children’s learning also enables teachers to analyze, design and plan curriculum centered around the groups interests. Teachers recognize strategies used by children and determine appropriate means of extending their thinking in order to scaffold learning in a developmentally appropriate manner.

Care-giving times are also an important part of the Toddler Program’s curriculum. Care-giving interactions include meal times, dressing, diapering and toileting. These one-on-one tasks are used as an opportunity to deepen the child-teacher relationship each day. As we help a child into his/her snowsuit or use a wash cloth to gently wipe his/her chin, we involve the child in this process. This means asking for his/her participation, giving the child enough time to process our request and then to help to the best of his/her ability. In this way, we communicate respect through our interactions with each child, building their self-esteem and developing the understanding that each child’s voice is heard and opinion is valued.
The physical environment plays quite an important role in the positive development of young children. The environment is set up to be child focused; in this way, the classroom itself becomes another teacher. Classroom environments and materials evolve with the children’s developmental stages and interests. The environment is designed to provoke thought and invite curiosity and creativity. This provides opportunities for exploration and growth.

Having a welcoming space supports the cultivation of trusting and secure relationships between teachers, children and family members. Often, the classroom is decorated with collages featuring each child and their family. Children visit and revisit special photos and mementos throughout the year. This is one way in which we ensure that the school environment reflects that of home life for each child.

*Please note: School policy dictates that a child may begin the Toddler Program at 14 months of age, assuming they are walking. If your child is not walking before the start of school, families are required to continue tuition payments if they wish to have the space held.

**Nursery Program**

Warm and nurturing, the Nursery Program offers a play-based, project-oriented curriculum, based on the interests and experiences of the children. Activities and materials are selected for their potential to support young children’s active engagement, inquiry, problem solving, and collaboration with others. Teachers’ thoughtful planning of the environment is meant to encourage children to construct new and relevant understandings of both familiar and novel things. As social autonomy is particularly important, a wide variety of choice provides children with opportunities to build positive relationships with peers, practice self-regulation, understand others’ perspectives, and develop a sense of personal competency.
Teachers plan developmentally appropriate learning opportunities based on their observations of children’s interests and natural abilities. Daily plans remain flexible to incorporate individual children’s needs, developing interests, and “teachable moments.” Daily routines provide the consistency that is comforting to young children, but remain flexible to meet individual and group needs.

Each day includes time for children to explore the indoor environment and the materials selected by teachers. Time is also spent outdoors on most days, both on Windy Hill’s natural playground and on excursions around campus.

Each child is observed informally on a daily basis to note what skills he/she is working on and what topics are capturing the child’s interests. These daily observations inform teachers’ decisions about what materials and opportunities to offer in the following days. As learning experiences are designed, the range of abilities within the group is taken into account.

**Cognitive Development**

Teachers plan activities to foster children's active engagement in the learning environment. There are two daily meeting times where the children gather as a group to hear teachers read stories and describe classroom activity choices. Children are given the opportunity to share special items or events from home, sing, dance and become involved in group games. Children’s ability to communicate in different context enables them to become increasingly complex problem solvers. Children are exposed to printed material in the classroom and are offered opportunities to experience language through rhyme and song.

Numerous materials support children’s pre-reading and writing skills and encourage a love of books, storytelling and drama. A generous block area supports, among other things, the construction of mathematical concepts. Young children construct their own understandings of concepts such as number, classification, and cause and effect. On a daily basis, children engage in many tasks requiring them to think, reason, recall or solve problems.
**Physical Growth**

We are fortunate to have many spaces to explore. Children have opportunities throughout the day to move freely and practice gross motor skills both inside and out. The outdoor playground offers places to climb, swing, dig, run and explore natural materials, such as sand, water and mud. Colby-Sawyer's on campus sports center, Hogan Gym, provides additional opportunities for planned movement activities, such as riding bikes and scooters, playing ball and running.

A wide variety of choices support children’s fine motor development: drawing, painting, sculpting, stringing beads, cutting, preparing snacks, building, puzzles, weaving and pegboards are but a few of the play activities available regularly.

**Creative Opportunities**

Children have continuous opportunities to experiment and express themselves through art, music, dance and storytelling, as they learn to appreciate and value their own efforts as well as the efforts of their peers. Our rich selection of intriguing materials allow for multiple modes of expression and representation of children’s ideas. Dramatic play, movement, dance and music all support children’s imaginations and helps them to make sense of the world. Teachers facilitate children’s imaginative play by creating spaces in which children can engage deeply in role playing and play acting. In this way, children have a medium through which to process familiar experiences. Music is also incorporated into the classroom community regularly, through songs, musical instruments, movement, dance and visits to on-campus productions and art shows.

**Social Growth**

Windy Hill School is deeply committed to supporting each child’s social and emotional well-being. We provide many opportunities to promote self-awareness, confidence-building, autonomy, effective verbal communication and cooperation.
Children have lots of opportunities to associate with a variety of children and are given support while practicing problem solving skills. Helping children express emotions in appropriate ways and develop effective conflict resolution strategies is an important task for our teachers. Additionally, visits to other programs in the building invite the formation of friendships throughout the entirety of our learning community.

**Nursery-Kindergarten Program**

Our philosophy for the Nursery-Kindergarten Program is based on a Social-Constructivist approach to learning. We believe that children construct knowledge as they interact with their environment, materials and their peers. Growth is generated as children reflect on their experiences, both as a group and individually. Our philosophy is directly connected to what the college students, who work in our programs, are learning in their Child Development courses. We also draw inspiration from our extensive study of the schools in Reggio Emilia, Italy. School programs in Reggio Emilia have been recognized as being exemplary examples of early childhood education and have been studied by educators all over the world.

This inspiration, and our own beliefs, based on continuous study and research, leads us to develop curriculum based on specific assumptions: 1) Children are competent, curious and natural learners. 2) Children learn best when they are pursuing subjects of interest to them and when learning experiences encourage collaborative inquiry. 3) Play is a powerful and necessary conduit for development in the early years.

The role of the teacher is multidimensional and dynamic. Just as we value inquiry by our children, teachers see themselves as researchers. They observe, document, and interpret children’s behavior and learning through analysis of play and reflection. Technology has become an essential part of this work. Teachers make extensive use of digital photos, video footage and language samples to assess children’s understandings and approaches to learning. Such tools are used to maintain an ongoing dialogue between teachers and children, teachers and their colleagues, and between teachers and parents. Information collected is also used as a starting point for determining what the children know and how teachers can bring them to the next level of understanding. In this way, teachers act as facilitators in guiding children as they come to make sense of the world.

The classroom is a place of much dialogue. We want to convey to children that asking questions, experimentation, and individual and group thinking are highly valued.
**Literacy and Mathematical Reasoning**

Our classroom is a rich environment for exploring the intricacies of language and literacy. Academic skills are fundamental learning tools, and we want children to be lifelong readers. Books, paper, writing and drawing tools are always available. The children are read to many times a day and engage in group discussions focused on literature and reading comprehension. We use high quality children's literature to engage children in thinking about the structure of language. Books are also used to enrich children’s imagination and fantasy play, and also to explore social concepts. Music, poetry, and games are used to focus children’s attention on letters and their sounds, as well as on the beauty and rhythm of language and story. We make extensive use of children’s own stories to highlight literacy concepts. Our inspiration for this approach is based on the research of Vivian Paley, a nationally recognized expert on play in the early years. Our goal is to present skills in a context of meaningful communication and make use of each child’s fascination with story. Each child leaves Windy Hill School feeling like a successful reader and writer.

Exploring mathematical concepts is an integral part of our learning opportunities. Our approach to children’s development of an understanding of number is based on the work of Constance Kamii and Jean Piaget. Both Kamii and Piaget theorize that children construct their understanding of mathematical operations by putting objects into relationships. Windy Hill children have extensive opportunities to experiment with, construct and think about quantity. This is another area where we feel that making use of real objects in complex relationships builds a strong foundation for the more abstract work of paper and pencil calculations.

**Creative Development**

Art experiences are central to our mission at Windy Hill School. They are a vehicle for fostering creativity, aesthetic appreciation, problem solving and communication. We invest in high quality art materials and also make used of recyclable objects.
Teachers introduce many unique processes for the children to explore, including, paper-making, felting, weaving, sewing, woodworking, collage, photography, painting and drawing. The children’s art is often displayed around Windy Hill School, inviting families to stop and explore each project. Our children also have the opportunity to work with and be inspired by art and theater faculty and college students. We encourage collaboration across campus; it would not be uncommon to see an art professor stop by for a visit and share a slab of fresh clay. Similarly, Windy Hill teachers look for ways to share the children’s knowledge of the arts. One of the ways that we have achieved this is by having a Windy Hill Art Exhibition in the campus gallery.

The Nursery-Kindergarten Program is a place of play, exploration and learning. Our children develop in an atmosphere of acceptance, compassion and appreciation for one another. We believe the Nursery-Kindergarten year is hugely important for building a foundation of positive social interactions and a love of learning.

**Technology**

We are extremely fortunate to own a wide variety of technology and equipment. Children have access to computers, as well as developmentally appropriate software. They excitedly use tools such as, computers, digital cameras, iPads, and the SmartBoard system to investigate, explore and define things of importance to them.

Teachers’ use of technology to document and assess children’s understandings is an essential part of the program and helps teachers to determine ways to further children’s and their own learning. An important aspect of a lab school is to incorporate best practices as well as conduct research that can inform widely held assumptions. Being able to utilize technology in the classroom is one of the ways in which we are able to present children’s work.

**After-School Program**

Windy Hill’s afternoon program provides outstanding extended day opportunities for children enrolled in our regular programs, as well as for 1st-3rd grade students from the local elementary school. A variety of enriching, diverse activities are planned by the afternoon teachers who encourage the children to experiment with novel materials, to attempt new activities, or to just enjoy the wealth of familiar play opportunities. Children engage in a mixture of active and relaxing

*Above: A paper mache Cheetah mask, crafted by Tyler, age 5*
activities in the lab school’s comfortable, low-key environment, as well as take advantage of the many exciting opportunities afforded by the college campus.

Baking, art experiences, computers, storytelling, playwriting, constructing, singing and dancing are a few examples of how children are engaged in the after-school session. Additionally, the children select from activities such as rock climbing (an indoor climbing wall is located at Mercer Gym), swimming at the Hogan Sports Center, hiking on local trails connected to campus, as well as visiting the College library, art exhibits, and sporting events. There are also a variety of local field trips that support children’s interests and deepen their understanding about particular topics, such as dance and movement during a trip to the College’s dance studio.

Integrating families’ interests is also incorporated, and the program is enhanced by parents’ willingness to share various talents. These have included juggling, karate and dance demonstrations, as well as visits from parents willing to share their professional lives.

**Summer Program**

Windy Hill’s Summer Program affords multi-age groups to be involved in developmentally appropriate activities based on each child’s interests. Daily activities are carefully chosen and prepared to meet the needs of each child. Windy Hill offers ample opportunities for dramatic play, creative arts, math and science exploration, social integration, language arts and outdoor exploration.

The low child-teacher ratio offers great flexibility in providing children with opportunities to enjoy summer to the fullest. The children are involved in excursions to New London’s local beaches, picnic areas, hiking trails, and trips around town to favorite destinations, such as Arctic Dreams ice cream shop, Springledge Farm, the Tracey Memorial Library, as well as various local playgrounds.

As with all our programs, the Summer Program provides a comfortable environment with enriching experiences for young children. Similar to the academic school year programs, children are provided with a wide variety of
exciting materials and experiences. *For additional information regarding the Summer Program, please request to view our Summer Program brochure.*

**General Policies**

**Clothing**

- Children should wear simple, sturdy, comfortable play clothes and shoes
- Families are asked to provide an extra set of clothing to stay at school
- *Flip flops/bare feet are prohibited*
- All children must have an “indoor” and “outdoor” set of shoes

**Property**

- We ask that all families please label their child’s items: shoes, extra clothing, comfort items, lunchboxes, etc.

**Snacks & Lunch**

- Windy Hill provides two nutritious snacks a day—one served mid-morning, and the other served mid-afternoon
- Children have access to cups/water all day
- Families are required to send lunch for their child. Teachers and college students eat with the children, making it a positive social event.
- We ask that families’ please label lunch boxes and reusable containers (Gladware, for example).
- If your toddler uses a sippy cup or bottle, we ask that you send that in your child’s lunch as well.

**PLEASE NOTE: WINDY HILL SCHOOL IS A TREENUT/PEANUT FREE ENVIRONMENT.**

**Transportation**

- Families are responsible for transporting their child to and from Windy Hill School.
- Children will not be released to anyone but the child’s caregiver, unless otherwise indicated on the child’s registration form, or by parental consent.

**Bedding**

- For toddlers: a crib sized sheet, a small blanket and pillow fit nicely on our cots for rest time.
• If your child uses a pacifier, families may want to leave an extra one at school.
• For children in the NS and NK Programs, a simply cozy blanket and small pillow is recommended (crib sheet not necessary).
  Please note: Families are responsible for collecting and laundering bedding.

**Diapers (Toddler and Nursery Program)**

• Children typically go through 5 diapers a day. Families are responsible for keeping diapers supplied.
• We encourage families to send in rash cream/Vaseline should their child experience diaper rash or irritation

**Parent Conferences**

• Regular check-ins between parents and teachers are scheduled throughout the year. Formal parent-teacher conferences occur each spring.
• Each family receives a thorough report (narrative) describing the child’s progress. Progress reports are completed each spring.

**Security Item**

• To ease transitions, we invite families to send a special stuffed animal, blanket, or doll to school. Such items can provide ongoing comfort to your child as he/she adjusts to a new environment. We know how important security items are and we treat them as respected members of the group, taking special care to ensure the safety of such beloved possessions.

**Health**

• Children under the age of 5 need a physical exam annually; children 6 and older must have their examination records completed within the past two years.
• In compliance with New Hampshire state laws, the medical report and immunization record must be received on or before first day of school. Any updates to a child’s file should be given to the school’s administrative assistant.
• Prescription medication may be administered only if it is in its original container and labeled with the child’s name, drug, the dosage and the physician. Parents are also required to sign an “Authorization to Administer Medication” form, which can be filled out at the front desk with our administrative assistant.
• If a child becomes ill during the day, parents are contacted and expected to make arrangements to pick up the child as quickly as possible.
- A child should be kept home if he/she experiences the following: fresh cold, fever, rash, digestive upsets, sore/itchy eyes or are in the incubation period of a contagious disease. We recognize and appreciate that at times this may be stressful and inconvenient for families, and we greatly appreciate everyone’s cooperation in keeping the school environment healthy.

**Meet Our Staff**

Rachel Ensign, Interim Director

Rachel received a BS in Child Development from Colby-Sawyer College (2006) and a MS in Language and Literacy from Wheelock College. Prior to her role as Interim Director, Rachel served 5 years as the Program Director for the Warner Cooperative Preschool.

Katie Betz is the lab school’s Administrative Assistant. Katie has studied early childhood education through taking courses at Wheelock College. She has also studied business courses at Katherine Gibbs. Katie has many years of experience in working with children and their families; she often serves as a substitute teacher during the academic year.

Chris Wiest is a teacher in the Nursery Program. She received a BS in Early Childhood Development from Keene State College. Chris continues to attend a wide array of early childhood workshops and conferences.

Jen Ensign is a teacher in the Nursery-Kindergarten Program. Jen received a BS in Child Development with K-3 certification through Colby-Sawyer College and a MS in Early Childhood Development from Wheelock College. In addition to serving as a TA in upper level Child Development courses, Jen is also an adjunct professor at Colby-Sawyer College.
Giovanna Lepore is a teacher in the Nursery-Kindergarten Program. She received a BA in Studio Art from the University of New Hampshire. Giovanna is certified in elementary education and art. Giovanna has taught in many New Hampshire schools and her work has been exhibited throughout New England since 1978.

Karen Cook is a teacher in the Toddler Program. She earned a BA in Psychology and a minor in Child Development from Colby-Sawyer College. Since her graduation from Colby-Sawyer, Karen has served at Dartmouth's Child Life Program and at other local child care centers.

Brenda White is a teacher in the Nursery Program. She received a BS in Child Development with a K-3 certification from Colby-Sawyer College. Brenda’s previous teaching experiences include 10 years of service at Concord Hospital’s Learning Center and 2 years at the Harold Martin School as a Learning Specialist.

Jackie Beaudry is a teacher in the Toddler Program. She earned a BS in Child and Family Studies from the University of New Hampshire and has over 19 years of experience in working with young children and their families.

Sally Morse is a teacher in the Toddler Program. She earned a BS in Psychology with a concentration in Child Development from Colby-Sawyer College. Sally has over 25 years of experience in working with young children in the lab school setting.
Lisa Bozogan is a teacher in the Nursery Program. She received a BS in Business Administration from Colby-Sawyer College and a M.Ed with teacher certification (N-3) from Plymouth State University. Lisa is currently working on a Doctorate from Plymouth State University.

Suzanna Brown is a teacher in the Toddler Program. She received a BS in Child Development from Colby-Sawyer College. Suzanna shares her background in theater with the Windy Hill children, encouraging a love of performing arts.

Alice Coish is a teacher in the Nursery Program. Alice earned a BA in English from Wesleyan University and a MS in Elementary Education from Wheelock College. She has taught in a variety of school settings in both New Hampshire and Massachusetts.

Janet Bauer is a teacher in the Nursery-Kindergarten Program. She earned a BA in Elementary Education from New England College and is currently working on a Masters degree in Early Childhood Education. Janet has over 18 years of experience working with young children.

Alexander Ferris is a teacher in the Nursery-Kindergarten Program. He earned a BS in Child Development from Colby-Sawyer College. In addition to teaching at Windy Hill School, Alex has also served as a TA in upper level Child Development courses.
Marie Patten works diligently to keep our school clean and well maintained. She has developed special relationships with the children and the classroom teachers. Marie is a beloved member of the Windy Hill School community.

Thank you for your interest in Windy Hill School. Please contact us directly for further information.