



Windy Hill School



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

Parents' Handbook



Welcome!

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 partnership between school and home. Our aim 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 Program and as such offers special opportunities for youngsters enrolled in our programs. One of the obvious benefits includes the amount of one-on-one attention and nurturing that we are able to provide. College students and Windy Hill youngsters learn from each other and form beneficial friendships. Students develop activities specifically aimed at enhancing children's self-esteem and encouraging their intellectual curiosity.

Information about our programs can be obtained by calling the Windy Hill office at 603-526-3695 or by logging on to www.colby-sawyer.edu/academicprograms/windyhill. We invite you to come for a personalized tour of our facility; arrangements for this may be made through the school's administrative assistant.

Please let us know how we may be of assistance.



Janet Bliss
Associate Professor
Director of Windy Hill School.



Hours of Operation

Windy Hill School is open for the academic year from late August through early June, Monday through Friday, between the hours of 7:45 AM and 2:30 PM. After-school care is available Monday through Friday, 2:30 PM until 5:30 PM. There are several options for enrollment, but priority is given to employees of the College as well as to families requesting the 5 day schedule. There are limited openings in the Nursery School and Toddler Programs for the Monday, Wednesday, Friday, or Tuesday/Thursday options. An optional Summer Program is offered for 10 weeks, June through mid August and operates daily from 8:00 AM to 5:00 PM.



Daily Schedule

7:30-7:45 Teachers arrive and prepare environment

7:45 Arrival time for children

7:45-2:30 Regular academic day

2:00-2:30 Afternoon teachers join full-time teachers

2:30-3:30 Full-time teachers' planning and meeting time

2:30-5:30 After-school hours for all programs

5:30-6:00 After-school teachers meet and plan





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 must be paid in order for a child to be considered enrolled.

Tuition costs: The following fees have been established for the 2011-2012 school year.

Per week	Yearly	Monthly (10 mo.) Sept-June	Monthly (9 mo.) Sept-May
5 days (8-2:30)	\$5,350.00	\$535.00	\$594.44
3 days	\$3,250.00	\$325.00	\$361.11
2 days	\$2,175.00	\$217.50	\$241.67

After-School Care

Per Week	Yearly	Monthly (10 mo.)	Monthly (9 mo.)
5 days	\$1,500.00	\$150.00	\$166.67
3 days	\$900.00	\$90.00	\$100.00
2 days	\$600.00	\$60.00	\$66.67
Grades 1-3	\$3,000.00	\$300.00	\$333.33

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.

	June	June/July	June/July/August
Summer	\$1,730.00	\$865.00	\$576.67



Contact Information

Janet Bliss	Director	526-3774
Katie Betz	Administrative Assistant	526-3695
Jen Ensign	Toddler Teacher	526-3694
Chris Wiest	Toddler Teacher	526-3694
Janet Bauer	Nursery School Teacher	526-3695
Sally Morse	Nursery School Teacher	526-3695
Brenda White	Nursery School Teacher	526-3695
Peter Shanks	Kindergarten Teacher	526-3693
Miriam Shumway	Kindergarten Teacher	526-3693
Lisa Bozogan	After-School Head Teacher	526-6394
Tara Holmes	After-School Toddler Teacher Guest Artist Dance Instructor	526-3694
Paula Schoonmaker	After-School Nursery Teacher	526-3695
Nancie O'Connell	After-School Kindergarten Teacher	526-3693
Alex Ferris	After-School Nursery Teacher	526-3695
Elizabeth Saffarewich	After-School 1-3 Teacher	526-3693



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 young children'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 the conversations on public advocacy at state and national levels.



Child Development Majors

As a laboratory school, Windy Hill has many Colby-Sawyer Child Development and Psychology students who study and work alongside the teachers as well as participate in various research initiatives. All of the students working 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 dealing with the Windy Hill students and their families outside of the school environment. Their care and individual attention, as well as positive interactions with children and teachers, are a tremendous benefit to our school.





Description of School

Windy Hill School has served the College since 1976 and was originally located in the basement of two residence halls. It moved into its current state-of-the-art facility in the fall of 2010 and is an outstanding testimony to the importance of young children as well as to the individuals who dedicate their work to children. Serving children ages 14 months to 8 years, the school has several distinct programs: a Toddler Program, a Nursery School, a Kindergarten, and an After-School Program for grades 1-3. Additionally there are spaces for multiple purposes, including a resource room, a seminar room, observation spaces, and beautiful lounge areas.



Upon entering the building visitors are greeted by the school's administrative assistant and invited to store their belongings in the spacious closet. Outside shoes are not permitted in the classrooms. While stocking feet are allowable, bare feet are not.



Toddler Program

Our toddler program offers high quality care to youngsters ages 14 months to 36 months. A primary goal of our 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 family-teacher relationships and appreciate that families are invaluable resources and the constant in each child's life.

A first step in creating a bridge between home and school is an annual home visit which is conducted prior to the start of each school year. As a strong teacher-child bond is closely linked to positive cognitive, social and emotional development, one benefit of the

home visit is that each child has the opportunity to get to know his/her teacher before arriving on the first day of school. This is often quite comforting to parents as well!

Toddlers are natural explorers. Utilizing a project approach in the toddler program 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 then presented to children in a panel, album or storybook format. Daily photo collages provide documentation of the events and activities explored by the children as a method of making everyday learning visible. By revisiting past experiences, children internalize ideas, feel valued and respected and can recognize and reflect on their own learning. Through this process, teachers learn from children where they should go in their planning. 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 our curriculum. Care-giving interactions include meal-times, dressing, diapering and toileting. These one-on-one tasks are used as an opportunity to deepen the teacher-child relationship every day. As we help a child into his/her snowsuit or use a washcloth to wipe his/her chin, we involve the child in the process. This means asking for his/her participation and giving him/her enough time to process our request and help to the best of his/her ability. We believe this type of respectful interaction builds a child's self-esteem and makes the child feel valued.

The physical environment plays quite an important role in the positive development of children. The environment is set up to be child focused as well as to act as another teacher. The spaces 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 fosters children's growth.



Having a welcoming space supports the cultivation of trusting and secure relationships between the teachers, children and family members. At the home visit, each family is invited to create a collage displaying special photos and mementos to share and revisit throughout the year. This is a way of ensuring the school environment is reflective of each child and family as well as giving each child some ownership of the environment.



Nursery School Program

Warm and nurturing, the Nursery School has a play-based, project-oriented curriculum based on the interest and experience of the children. Activities and materials are selected for their potential to support 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 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." Our daily routines provide the consistency that is comforting for children but remain flexible to meet individual 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 our 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 of exploration are capturing children's interest. These daily observations inform teachers' decisions about what materials and opportunities to offer the following days. As learning experiences are designed, the range of abilities within our group of children is taken into account.



Cognitive Development



Teachers plan activities to foster children's active engagement. There are two daily meeting times where the children gather as a group to hear teachers read stories and describe classroom choices. Youngsters have time to share special items or events, sing, dance and try to deduce the contents of the surprise can. Children's ability to commu-

nicate in different contexts enables them to become increasingly complex problem solvers. Children are exposed to printed material in the classroom and 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. They construct their own understandings of concepts such as number, classification, and cause and effect. 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 swing, climb, slide, jump and run. The Hogan Center, too, affords opportunity to run, ride scooters, play ball and participate in planned movement activities.

A wide variety of choices support children's fine motor development: drawing, painting, stringing beads, cutting, preparing snacks, constructing objects, matching pegs in pegboards, and doing puzzles are but a few of the play activities available.



Creative Opportunities

Children have continuous opportunities to experiment and express themselves through art, music, and dance as they learn to appreciate and value their own efforts as well as the creations of peers. Our rich selection of intriguing materials allow for multiple ways of expression and representation of children's ideas. Dramatic play, movement, dance, and music all support children's imaginations and help them to make sense of their world. Teachers facilitate children's imaginative play by creating space where the children can become a part of a familiar story or pretend they are at the doctors, a pet store, camping, or other familiar experiences. Music is incorporated through songs, tapes, musical instruments, movement, and dance.





Social Growth

Windy Hill is committed to supporting each child's social and emotional well-being. We provide many opportunities to promote self-awareness, confidence-building, autonomy, independence, 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 skills is an important task for teachers.



Generally, the children are divided into small groups for much of the day. Successful play relationships are encouraged through such small groupings and allow for ample exploration and experimentation. Each group is assigned a teacher whose focus is to provide enriching activities that help children become socially competent. Such positive emphasis contributes to a nurturing environment.



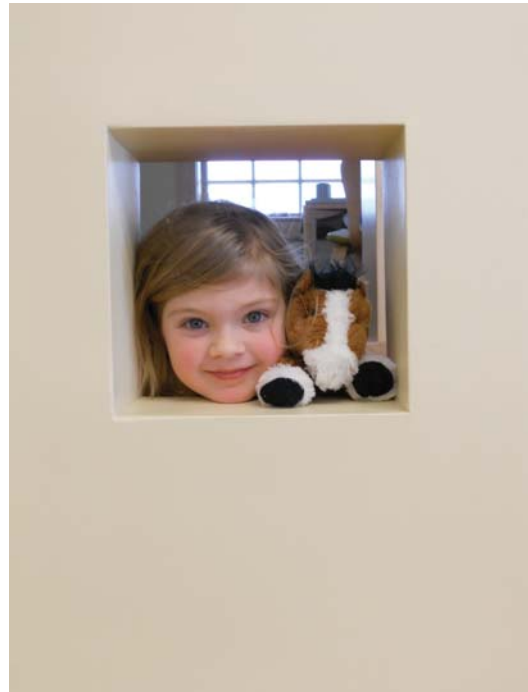
Kindergarten Program

Our philosophy at Windy Hill Kindergarten 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. Our philosophy is directly connected to what the college students, who work in our program, are learning in their Child Development classes. We draw our inspiration also from our study of the schools in Reggio Emilia, Italy. These programs have been widely recognized as the best in the world and have been studied by educators from 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 conduit for development.

The role of the teacher at the Kindergarten is multidimensional and dynamic. Just as we value inquiry by our children, teachers see themselves as researchers. We observe,



document, and interpret children's behavior and learning by in-depth observation and reflection. Technology has become an essential part of this work. We make extensive use of digital photographs and videotapes of children's play and social interactions to document and assess children's understandings. These are used for



our own research and as a basis for dialogue between teachers and children, teachers and their colleagues, and between teachers and parents. This information is 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, we help the children make sense of their world.

Our 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.



Literary and Mathematical Reasoning

What about reading and writing? Our classroom is a rich environment for exploring the intricacies for language and literacy. Academic skills are fundamental learning tools, and we want children to be life-long readers. Books, paper, writing tools, and drawing tools are always available. The children are read to many times a day. We use quality children's literature to engage children in the wonders of fine literature and the structure of language. Books are also used to enrich children's imagination and fantasy play. 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. Our goal is to present skills in a context of meaningful communication and make use of children's fascination with story. Each child leaves Windy Hill feeling like a successful reader and writer.



Mathematical concepts are an integral part of our learning opportunities. Our approach to children's development of an understanding of number is based on the research of Constance Kamii, and Jean Piaget. Children construct their understanding of mathematical operations by putting objects into relationships. Windy Hill children have extensive opportunities to experiment, 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 calculation.

Art



Art experiences are central to our mission at the kindergarten. They are a vehicle for fostering creativity, aesthetic appreciation, problem solving, and communication. We invest in high quality art materials and make use of recycled objects. Teachers introduce many unique processes for the children to explore including paper making, felting, weaving, sewing, woodworking, multi-media collage, and photography. The children's performing arts and music are showcased in

our yearly stage extravaganza. Kindergarten children often have the opportunity to work with and be inspired by art and theater faculty and students. Our Spring Art Show is an annual event and showcases the beauty of the children's artistic expression.



The Windy Hill Kindergarten is a place of play, exploration, and learning. Our children develop in an atmosphere of acceptance and appreciation of individual differences. We believe the Kindergarten year is hugely important for building a foundation of positive social interactions and love of learning.



Technology

We are extremely fortunate to own a wide variety of technology equipment and resources. Children have access to computers as well as developmentally appropriate software. They excitedly use



such tools as computers, digital cameras, iPads, and the smart board 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 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. Windy Hill staff have presented their findings at both regional and national conferences. College students, too, record children's experiences but are not allowed to use them outside of the College environment without specific parent permission.



After-School Program

Windy Hill School's afternoon programs provide outstanding extended day opportunities for children enrolled in our regular programs as well as for 1-3 graders who join us from the local elementary school. A variety of enriching, diverse activities are planned by the afternoon school 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 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, story telling, 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 the Ray Indoor Climbing Wall, the Hogan Sports Center (gym and pool), hikes in the Hundred Acre Wood, 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 understandings about particular topics such as dance and movement in the dance studio.



Integrating families' interests is also incorporated, and the program is further enhanced by parents' various talents. These have included juggling, karate and dance demonstrations, as well as visits to and from parents willing to share their professional lives. An annual pizza and movie night for the youngsters and their families has become an after-school tradition.



Summer Program

Windy Hill's Summer Program affords the multi-aged groupings to be involved in appropriate activities based on their own 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 the children with opportunities to enjoy summer as it is meant to be. The children are involved in excursions to New London's local beaches, trips around town to favorite destinations such as Artic

Dreams ice cream shop, Spring Ledge Farm, The Tracey Memorial Library, as well as local playgrounds and hiking trails. The children also enjoy the many features available at Colby-Sawyer College: the Colby Cleveland Library, the Hogan and Mercer gymnasiums, Susan's Swamp, the Lodge and the various playing fields are just some of the College's amenities the children explore.

As with all our programs, the Summer Program provides a comfortable environment with enriching experiences for children. Similar to the regular school year programs, children are provided with a wide variety of exciting materials and experiences and are encouraged to explore topics and ideas of interest to them. Windy Hill provides morning and afternoon snacks. Parents are required to provide their children with a lunch and sunscreen, as well as a bathing suit and towel. The program is staffed by five teachers and runs Monday through Friday 8-5.



General Policies



Clothing

Children should wear simple, sturdy and comfortable play clothes that encourage their active involvement in the wide range of activities offered in the lab school. Providing an extra set of clothing to remain at the school is also recommended. Because the children spend considerable time on the playground, explore the campus fields and woods, and take extended walks in town they should have appropriate footgear to keep them safe. Gener-

ally the most appropriate foot attire is shoes with rubber soles such as sneakers. Flip flops are prohibited. Clogs may be worn inside. All children must have both an inside and outside pair of shoes.



Property

Please label any possessions your child brings to school; for example, loose clothing, books, and toys.



Snacks

Nutritious snacks are provided in the morning and afternoon. There are lots of opportunities for children to sample “new” foods, to help in the preparation of snacks, and to be involved in cooking experiences. Please make sure to inform us if your child has a particular food allergy. Windy Hill is a peanut (and tree nuts) free environment.



Lunch

Viewed as a pleasurable social event, classroom teachers and college students eat with the children. Lunches are brought from home and stored in the children’s cubbies. Please label the lunch box and any reusable containers with the child’s name. Each program has a microwave for heating lunch items. Toddler lunches should include a sippy cup filled with whatever beverage you wish your child to have. If your toddler takes a bottle at nap time please send this along as well.





Transportation

Families are responsible for arranging transportation for their children to and from school. Whenever someone other than the parent/guardian is picking up a child, the parent must inform the school. We do not permit children to leave school with someone other than the parents unless we have that consent.



Bedding

A crib sized sheet, small blanket and pillow fit nicely on our cots for rest time. If your child uses a pacifier, you may want to send an extra one to be kept at school, labeled of course. We request that you be responsible for collecting your child's bedding for laundering.



Diapers (Toddler Program)

We provide space for a large quantity of diapers, and it is helpful if parents send in a sleeve of disposable diapers. Typically a child will go through 5 diapers each day. We will send



home a notice when your diaper supply is getting low. You may also want to send a tube of diaper cream if your child is susceptible to diaper rash/irritations. It is not necessary to send wipes as we supply those.



Parent Conferences

Conferences between teachers and parents are scheduled throughout the year. Each family receives a narrative report describing the child's progress. A copy of this report remains in the child's school record and may be forwarded to other schools at the parents' request.



Security Item

The first days of school can sometimes be difficult. If your child has a special doll, stuffed animal or blanket, it can provide comfort to your child as he/she is adjusting to this new environment. We know how important security items are, and we take special care to insure the safety of such beloved possessions.



Health

Children must have a current physical exam and medical report on file at the school: children under age 5 need a physical exam annually; children 6 and older must have their examination records completed within the past two years. In compliance with NH state laws, the medical report with immunization record must be received on or before the child's first day of school. Any updates to those records should be



submitted to the administrative assistant.

Prescription medication may be administered if it is in its original container and labeled with the child's name, the name of the drug, the dosage, and the physician. Over the counter drugs or medicines must be accompanied by the original container, labeled with the child's name and appropriate dosage. Parents are required to fill out an "Authorization to Administer Medication" form.



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. Please do not bring your child to school if she/he is ill or has a fever. Children should also be kept home if they have evidence of a fresh cold, have had a fever within the last 24 hours, have a rash, have a digestive upset, have sore eyes, or are in the incubation period for a contagious disease. We recognize that at times this may be stressful and inconvenient for families, and we greatly appreciate everyone's cooperation.





Windy Hill Teachers



Janet Bliss, Director, (1978) was the original founder of Windy Hill School. She received a M. Ed in Early Childhood Education from Wheelock College, a BA in Elementary Education from New England College, and an A.A. in Liberal Arts from Colby-Junior College. She is an Associate Professor in the Department of Social Sciences and Education. A national presenter at early childhood conferences, she has been involved in a number of research initiatives in the lab school. Member of NALS & NAEYC.

Katie Betz (1997) is the lab school's Administrative Assistant. She took Early Childhood courses at Wheelock College and business courses at Katherine Gibbs and has many years experience working with young children and their families. In addition to managing the school's office, Katie serves as a substitute teacher during the academic year.



Jen Ensign (1997) is a Teacher in the Toddler Program. She received a BS in Child Development with K-3 certification from Colby-Sawyer College and an MS in Early Childhood Development from Wheelock College. Jen has also served as a TA in upper level Child Development classes. Member of NAEYC.

Chris Wiest (1983) is a Teacher in the Toddler Program. She received a BS in Early Childhood Development from Keene State College. Her continuing education involves a wide range of early childhood workshops and conferences.



Sally Morse (1988) is a Teacher in the Nursery School Program. She received a BS in Psychology from Colby-Sawyer College. Much of her continuing education centers on special education.

Janet Bauer (2003) is a Teacher in the Nursery School Program. She received a BA in Elementary Education from New England College. Prior to Windy Hill School she taught both Kindergarten (11 years) and Nursery School (7 years). She has attended numerous workshops and conferences on the Project Approach.



Brenda White (2004) is a Nursery School Teacher. She received a BS in Child Development with K-3 certification from Colby-Sawyer College. Her previous experience includes 10 years at Concord Hospital's Learning Center and 2 years at the Harold Martin School as a Learning Specialist.



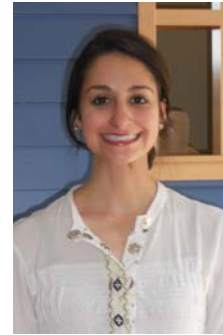
Peter Shanks(1998) is a Kindergarten Teacher. He received a BS in Child Development with a K-3 certification from Colby-Sawyer College. He has served as a TA in upper level Child Development classes, has presented at both national and regional early childhood conferences, and has been involved in a number of research initiatives in the lab school. Member of NALS & NAEYC.

Miriam Shumway (1993) is a Kindergarten Teacher. She received a BA in History from the University of Massachusetts, Teacher Certification in Home Economics from Drexel University, and a M.Ed in Early Childhood: Special Needs from the University of New Hampshire. A frequent presenter at local conferences, Miriam has also presented at national conferences and has been involved in a number of research initiatives at the lab school. Member of NALS & NAEYC.



Lisa Bozogan (2006) is Head Teacher for the after-school Program. She received a BS in Business Administration from Colby-Sawyer College and an M.Ed with Teacher Certification (N-3) from Plymouth State University. She is currently enrolled in a Doctorate program at Plymouth State University.

Tara Holmes (2010) is an after-school Teacher in the Toddler Program as well as an Adjunct Assistant Dance Professor at Colby-Sawyer College. Tara earned a BA degree from Roger Williams University and a M.Ed in Education from Plymouth State University. In addition to supporting Windy Hill children's love of dance, Tara included Windy Hill youngsters in the College's spring production Enchanted Pig. She has been involved in numerous collaborations celebrating dance and theater, works with KAT Company, and has presented at conferences and workshops. For the 2011-2012 academic year, Tara will be the visiting artist at Windy Hill, teaching dance movement in each of the programs.



Paula Schoonmaker (2009) is an after-school Teacher in the Nursery School. Paula has a BA from Concordia College and has worked with a variety of age groups from infants to sixth graders. Her area of concentration has been preschoolers. She has also been involved with considerable volunteer work including soccer coach and cub scout pack leader.

Nancie O'Connell (2010) is an after-school Teacher in the K-3 Program. Nancie earned her BS in Childhood Studies from Plymouth State University and is K-8 certified. She is currently working on a M.Ed. Her considerable experience includes work in first grade classrooms, working with special needs children, and volunteer work.



Elizabeth Saffarewich (2010) is an after-school Teacher in the K-3 Program as well as an Adjunct Child Development Professor at Colby-Sawyer College. Betsy has a BA in Art History from Northeastern University and a M.S. in Education (K-6) from SUNY. She has taught all over the world including Japan, Bahrain, Venezuela, Poland, Germany, and the US. A published author, she is a member of the Society of Children's Book Writers and Illustrators.



Alex Ferris (2010) is an after-school Teacher in the Nursery School as well as a Teacher in the Summer Program. Alex earned a BS in Child Development from Colby-Sawyer College.

