



PARENT HANDBOOK

WELCOME!













BIENVENIDO!



1825 Upland Avenue, Boulder, CO 80304
newhorizonspreschoolboulder.org

TABLE OF CONTENTS



 Background	Pages 3-5
 What to expect in the classroom	Pages 6-10
 Parent Jobs and Responsibilities	Pages 11-17
 Tuition and Enrollment	Pages 18-21
 School Policies	Pages 22-28
 Community Resource Guide	Pages 29-32
 Teacher Contact Info	Page 33
 Volunteer Handbook	Page 34-35
 Appendix. Curriculum Description	
 Appendix. Enrollment Package	
 Appendix. Disaster and Emergency Plan	
 Appendix. 2018-2022 Strategic Plan	



About New Horizons



New Horizons Cooperative Preschool was founded on the principals of nonviolence of Dr. King, and aims to engage children of different backgrounds together in a high quality, experiential, bilingual learning environment. We honor people of every culture and ability, and believe that the future of the world depends upon children who learn deep acceptance of each other's differences, and knowledge of our similarities.

We believe that children learn through exploring their environment, and engaging with peers and caring adults. Our environment provides opportunities for children to develop their cognitive, social, physical, and language skills. Each day children are able to choose from among several activities and pursue their own interests. Every day we offer opportunities for indoor and outdoor play and exploration. Diverse field trips keep us connected with our community. We provide a safe and loving context for hands on learning, problem solving and creative self-expression.

As a cooperative, New Horizons actively engages all parents in their children's preschool education while fostering a tight-knit community of families from diverse backgrounds. All parents participate in their child's classroom on a rotating basis and contribute not only their time, but also their language, cultural experiences, and individual talents. Parents learn more about their own child's development and the development of all children through their participation in class, thus improving the home education environment. We also offer outreach programs to support the whole family - workshops on age appropriate language development, effective bilingual education, public school enrollment, immigrant rights, and cultural inclusivity.



Teaching Philosophy



Play-Based and Child-Centered Learning: Children are given the freedom to create and discover their own manner of learning and interaction, and teachers respect and build upon the interests of children with themes and activities drawn from observation.

Bilingual Education: Our bilingual program creates a unique opportunity for children and families to engage in a cross-cultural journey. Half of our families speak Spanish as their first language, and all of our activities are presented in English and Spanish.

Cooperative School: As a cooperative, New Horizons actively engages all parents in their children's preschool education. Parents co-op regularly in their child's preschool classroom (1-2 times a month, depending on enrollment), engaging in literacy, play-based learning, and sharing their skills and culture with the whole class. Parents benefit by a direct connection to their children's daily routine and daily parental involvement creates a ratio of 5:1 (Students: Teachers/ Parents), one of the lowest preschool ratios in Boulder.

Inclusivity: New Horizons models inclusivity in our daily preschool operations and education. For example, the "Friendship Challenge", a classroom strategy to connect all of our students, has furthered our children's understanding of inclusivity and friendship. We celebrate our diverse cultures seasonally throughout the year, such as Posada, Lunar/Chinese New Year, Hanukkah, Los Dias de los Muertos, and May Day. In addition to our cultural and racial diversity, our tuition assistance program fosters economic inclusion and diversity; some English and Spanish speaking families pay full tuition and some pay reduced tuition.

Low Student:Teacher Ratio: Two bilingual Spanish speaking teachers are present in every class, creating a ratio of at least 5:1 or 6:1. Typically, one parent volunteer per class reduces this ratio to 4:1.



School Events - Join us!



In addition to our daily preschool operations, New Horizons strives to bring together our diverse community through events throughout the year. The specifics vary year to year - our parents work on the fun events as well as determining the workshops. However, here are some events (and a general timeline) that you can expect during the school year:

Posada

Our Posada celebration brings together our families (and their families) for a fun event that always has amazing tamales and other contributions from our families, dancing, music, and pinatas for kids of all ages.

School Potlucks

In the Fall or spring, parents organize events at the school to get to know each other better!

Spring Fundraiser

Great music and food is always a highlight. And the Raffle!

All School Clean-ups and Work Days

August, January, and May (other clean-ups/work projects may be scheduled depending on school needs)

Workshops offered year-round - Potential Topics

The Benefits of Bilingual Education

Open Enrollment - Navigating the BVSD Process

Nutrition and your Preschooler's Development

Spanish Family Literacy Program

This program has monthly meetings - each session featuring a specific book and extension activities. Participating families then receive the book. This program is conducted in Spanish.



What to expect in the classroom



Teaching Technique

New Horizons is a child-centered school where each child is given time to explore his/her own interests. The environment is rich and varied, giving the child a chance to create, discover and learn in an individual manner. The staff reacts to and builds on what comes from each child, choosing equipment and materials accordingly, so that they can be used in many open-ended ways.

Teachers make special efforts to respond to each child's needs so s/he gains confidence in her/himself and her/his ability to learn and perform. The classroom is designed to further this sense of competency and self worth by providing many chances for successful encounter between the child and the environment. Children are encouraged to become independent and self-directed.

Our teachers also try to create a love of learning within each child. The staff uses stories, including ones the children invent, as whole language experiences. We help to develop the children's language skills by talking with them about things they are doing, thinking and feeling. Daily activities involve the motor skills, such as eye-hand coordination, that are required for reading. Basic concepts of equality, size, quantity and time are introduced as they come up in the child's play.

Teachers stress social development, helping children learn how to get along with their peers. When a conflict arises, the teachers try to get at the root of the problem, and provide concrete and positive guidance. This includes guiding children to talk directly to the person with whom they are experiencing conflict, and expressing their needs and feelings. This approach encourages children to learn to resolve their own conflicts.

Two Languages

We have a language rich environment. Our goal is to support each child in his/her first language, while helping him/her become familiar with a second language. You will hear Spanish and English being spoken throughout the day, moving from one to the other. Conversations happen in both languages. Instructions and group times are given in both languages, side-by-side. Vocabulary for activities is learned in both languages.

We offer story times in four different ways: some days we all listen to a story together in English, other days in Spanish. Some days we have two separate stories, one in English and one in Spanish. This allows us to listen and learn more simple stories in both languages, becoming familiar with a new language as well as our first language. The separation allows us to engage in more complicated literature enjoyed in a child's first language.



What to expect in the classroom



Classroom Environment

New Horizons is located in a green, tree-filled neighborhood in North Boulder. Outside, New Horizons has a large and private play area with paved tricycle paths, a log climbing structure and swings, a large sand play area, and lots of room to explore. When it's warm children can paint, play with water, garden, and feed the chickens.

Inside, New Horizons has separate rooms for dramatic play, art and sensory play, and a large room for blocks, puzzles, games, a library, musical instruments, and a kitchen where teachers and children prepare snack. Each child has a private cubbie to keep outdoor clothes and personal belongings.

Students with Special Needs

New Horizons welcomes children with special needs.

Snack

Each day includes a healthy vegetarian snack. Please let us know if your child has any dietary needs, and we will accommodate!

The food we serve for snack is healthy, well-rounded and wholesome. We use whole grains, and food with few additives, reduced sugar and salt. We buy organic when possible. For each snack, we serve a whole grain, a fruit or a vegetable, and a protein.

Here is a sample of a week's snack menu.

Monday - Tangerine sections, whole wheat blueberry, muffins, sliced cheese,

Tuesday - Bean and cheese burrito, sliced cucumbers

Wednesday - Soy butter and fruit spread sandwiches on whole wheat bread, mango slices

Thursday - Whole wheat crackers and cheese, strawberries

Friday - Yogurt dip with raw sliced carrots, broccoli florets, sliced cucumber, sliced red bell pepper, rye crackers



Daily Schedule/ Orario diario



MWF Morning

8:30 – Arrival, literacy and notebook time
9:00 - Good Morning circle
9:20 - Free choice - art activities, games, puzzles, blocks, manipulatives, dress-up, and more!
10:00 - Outdoor play
10:30 - Pickup time
10:40 - Group time
10:45 - Hand washing
11:00 - Snack time
11:20 - Story time
11:45 - Departure

TTH Morning

8:30 – Arrival, literacy and notebook time
9:00 - Good Morning circle
9:20 - Free choice - art activities, games, puzzles, blocks, manipulatives, dress-up, and more!
10:00 - Outdoor play
10:30 - Pickup time
10:40 -Group time
10:45 - Hand washing
11:00 - Snack time
11:20 - Story time
11:45 - Departure

M-F Afternoons

1:00 - Afternoon class arrival - Literacy/Portfolios
1:15 – First circle
1:25 - Free choice: art projects, blocks, puzzles, blocks, and more
2:00 - Outdoor play
2:35 - Pickup time
2:45 - Group Time
2:50 - Handwashing
3:10 - Snack time
3:25 - Story time
3:45 - Departure

LMV: Mañana

8:30- Lectoescritura
9:00- Tiempo de Grupo
9:20- Elección Libre: Actividades de arte, juegos, rompecabezas, manipulativo, jugar a disfrazarse y más!
10.00- Juego al Aire Libre
10:30- Tiempo de Recoger
10:40-Tiempo de Grupo
10:45-Lavado de Manos
11:00-Tiempo de Aperitivo
11:20-Tiempo de Leer
11:45-Despedida

MJ: Mañana

8:30- Lectoescritura
9:00- Tiempo de Grupo
9:20- Elección Libre: Actividades de arte, juegos, rompecabezas, manipulativo, jugar a disfrazarse y más!
10.00- Juego al Aire Libre
10:30- Tiempo de Recoger
10:40-Tiempo de Grupo
10:45-Lavado de Manos
11:00-Tiempo de Aperitivo
11:20-Tiempo de Leer
11:45-Despedida

L-V: Tarde

1:00 - Llegada-Lectoescritura/Portafolios
1:15 – Primer tiempo de Grupo
1:25 - Elección Libre: Proyectos de arte, bloques, juegos, rompecabezas y más!
2:00 - Juego al Aire Libre
2:35 - Tiempo de Recoger
2:45 - Tiempo de Grupo
2:50 - Lavado de Manos
3:10 - Tiempo de Aperitivo
3:25 - Tiempo de Lectura
3:45 - Despedida



Group Circle Time



Every class has two group times per session. Teachers love this time - it is a time to get the whole group together!

Group circle time is either conducted in English with immediate Spanish translation, or conducted in Spanish with immediate English translation.

Group Circle time includes:

- Greetings
- Songs (many times incorporated into the greeting)
- Movement (organized physical activity like a dance, yoga, stretches, jumps, or a physical game)
- Games
- Teachers talk about what they have planned for the day
- Teachers ask the students what they would like to do during the day
- Teachers integrate instruction into this fun interactive time (i.e. counting students in English and Spanish)
- Seasonal themes are incorporated throughout - from songs to the physical activity to the games - as well as the activities to follow



Transitions



Supporting Transitions from the Home to the Classroom

It can be hard for some children to make the transition from home to preschool - on the other hand, it can be a breeze for many! Teachers will work with you to make this transition as smooth as possible. Here are a few strategies to expect:

1. August home visits create a foundation for the transition from home to school.
2. You can stay in the classroom for an entire session and multiple sessions - you are always welcome in the classroom!
2. If needed, the teachers will work with you to create an individual strategies (i.e. How long do you want to stay? How do you want to initiate the daily separation? Do you want to be called if child is having a hard time? Do you want to be texted if all is going well? etc.)
3. Teachers will implement these strategies and keep you up to date!

Supporting Transitions from New Horizons to Kindergarten

This can also be a hard transition for children and parents. You can expect the following:

1. Teachers will invite previous New Horizons/current Kindergarten students to come into New Horizons and talk about their Kindergarten experience (year-round).
2. Open Enrollment - During the BVSD open enrollment process (December), we will offer a workshop on bilingual education in BVSD and the open enrollment process. Individually, teachers can support you in choosing the right school for your child and family (i.e. bilingual, neighborhood, etc), and if needed, teachers will help you navigate the enrollment process.
3. Spring Conference - Teachers will review the checkpoints for each pre-K child with you, specifically as they relate to Kindergarten readiness.
4. Graduation - We have a wonderful graduation ceremony in May, officially ending a child's tenure at New Horizons. All children and families, graduating or not, are welcome to attend this fun pot-luck get together.



Parent Participation



As a cooperative, New Horizons is administered and run by parents. This is a place where commitment and effort really count. The success of our cooperative really rests with each individual's willingness to engage, and fulfill their responsibilities. Co-oping responsibilities include:

- Helping in the classroom on a regular basis (1-2 times a month)
- Filling one of the already defined volunteer jobs (such as coordinating fundraising, serving on the board, organizing the classroom calendar of volunteers, etc.). You don't need experience, only dedication to the job.
- Participating in three annual clean-ups – parents deep clean, inside and outside. Each family is required to donate 2 hours of their time for each clean-up to this collective effort.
- Participating in fundraisers and events
- Attending two of the monthly board meetings, where parents discuss policies, allocation of resources, community building, etc. The school is run by the board of directors, made up of parents and teachers (who are non-voting members).

Co-oping in the Classroom

Co-oping is one of the ways that New Horizons is unique - parents see first-hand what their child is learning and how their child relates to and plays with classmates. Your contribution is an enrichment to your children, their classmates, the teachers, and the other parents.

Here are some tips compiled to help you feel more comfortable in the classroom:

- Be prompt, relax, and be yourself.
- Stay in the area where the children are playing.
- When in doubt, talk with the teachers to ask for help or to exchange ideas.
- Keep focused on what the children are doing.
- Let the children do as much as they can for themselves.
- Be an active listener.
- Physically, try to remain on the same level as the children (sit if they are sitting).
- Share jobs on the cleaning list with your fellow co-oper at the end of the class. Instructions for cleaning to prepare for the next class is on the wall between the big room and the art room.
- Co-oping is fun! Enjoy yourself and play with the children. These few hours a month are such a precious time to be able to interact with your child, their friends and teachers.



Co-oping Strategies



Here is an example of a fun way to interact with a group of children playing with clay:

Remember that the process of playing with clay is more important than their products. The children are practicing and perfecting small muscular skills, using language, solving problems, creating their own styles, and sharing with their friends. Remember that three to four-year olds have different skill levels, so everyone won't do the same thing.

Give the children the chance to show and tell you things that they know. Ask the children to tell about their creation or activity, instead of simply asking, "What is it?"

Talk about the clay to extend the children's experience. For example, you can talk about quantity ("Do you want a large piece or a small one?") You can ask a child how s/he made something, so that s/he can use language to describe the process. You can comment on what children are doing ("Derek's piece is flat, and Angela's is thick").

Try to participate at the child's level rather than an adult level. For example, when you make a realistic form, the children stop what they are doing and ask for you to make one for them. Instead, use tools in a way they can: roll with the rolling pin, show them how to make coils or a ball, or pinch the ball into a pinch-pot.

Discuss limits with the children. For example, when a child wants a tool from another child, state positively, "Ask Sarah for it" instead of saying "Don't grab." Another example: "Clay stays on the table," instead of "Don't take clay away from the table."

At pick-up time, talk about specific tasks, such as putting the clay into the clay box, or putting the tools into their box, instead of the very open "Let's pick up". If children are reluctant, give them a choice, such as "Do you want to carry the trays or wash the table?"



Parents as Equal Partners



You are the most important part of your child's success! New Horizons strives to engage parents as equal partners in your child's education, from their start at New Horizons to their transition to Kindergarten.

A. Home Visits

Teachers will schedule a visit with you in August at your home. This time is used to get to know you and your child, and discussing the your goals for your child. Teachers will also discuss the New Horizons' model and philosophy.

B. Parent Conferences

Formal conferences occur two times a year and are available year round by request. During conferences, you will discuss all levels of your child's development (cognitive, physical, social-emotional). Teachers will share the Teaching Strategies Gold checkpoints (our assessment tool), as well as their observations. This is also a good time to revisit the August home visit goals for your child.

C. Volunteering the Classroom

All parents assist the teachers in the classroom on a regular basis as "co-ops." During this time, you will see firsthand what your child is learning. The continual informal conversations that happen during this time, as well as at drop-off and pick-up, will ensure that you are connected to your child's preschool success.



Parent Jobs



Other than our excellent teachers, New Horizons has no “staff”. All administrative and caretaking positions are filled by volunteer parents. This helps keep our costs down and our parental involvement up! There are many important jobs open for the coming school year. Please choose one or more that suit you and sign up. Feel free to ask what is involved in a particular job, and remember that if the job doesn’t work out, you are free to change. We want you to be comfortable with the jobs you have chosen.

Job Descriptions + Sign-up:

Co-Chairs - Prepares the monthly Community Meeting agenda, runs the meetings.
Keeps an awareness of what is going on at school - social events, workshops, etc, encourages parent involvement, community building

1. _____ (English)
2. _____ (Spanish)

Secretary to the Community Meeting - takes and files notes

1. _____

Treasurer - Receives money, makes bank deposits, interfaces with bookkeeper

1. _____

Representatives to Community Meeting - agrees to attend monthly Community Meeting
as a representative of your class

1. _____ (M/W/F)
2. _____ (T/Th)
3. _____ (PM)

Translators for Meetings - Bilingual person willing to translate during community meetings

1. _____ (Spanish/English)
2. _____ (Nepali/English)

Representative to Strategic Committee - agrees to attend quarterly meeting of alumnae
long-term planning committee

1. _____



Parent Jobs(cont)



Facebook manager - updates our Facebook page with photos and happenings

1. _____

Class Photographers - takes photos of children in your class, both for projects and
Candid

1. _____ (M/W/F)
2. _____ (T/Th)
3. _____ (PM)

Laundry - takes home our cloths and towels for laundering once a week

1. _____

Food buying - Grocery shopping or Costco run as needed

1. _____ (Costco)
2. _____ (Grocery store)

Harvest of Hope - makes bi-weekly trip to Harvest of Hope to pick up groceries

1. _____

Outdoor Clean-up - sweeping, raking, weeding, pruning, as needed

1. _____
2. _____

Gardeners - help us with our garden

1. _____
2. _____



Parent Jobs(cont)



Librarian - borrows books on our themes from the library

1. _____

Handyman - helps with minor repairs as needed

1. _____

Bicycle upkeep and repair - as needed

1. _____

Parent Workshop Coordinator- Helps plan and organize 1-2 parent educational workshops per year

1. _____

Seasonal Social Event Coordinator- Plans and Organizes a few social events for the year (EX: Fall festival, potlucks)

1. _____

School Clean-up Coordinator- Manages school clean-ups (Winter/Spring). Helps direct other parents to jobs

1. _____

IT help- Helps with technical issues

1. _____

Fundraiser Coordinator - Plans and organizes 1-2 fundraisers per year

1. _____



The Parent Board of Directors



Please come to at least one board meeting during this school year!

When:

The 3rd Wednesday of every month at 5:30 at New Horizons (~10 times/year)

About Board Meetings:

As a co-op, the parents make up the Board of Directors, and all parents who attend meetings can vote on board initiatives making important decisions about the school - from our school fundraisers, to planning all school get togethers, to reviewing the budget, to discussing upcoming grant opportunities. Also, the school director reports to the Board.

Board meetings are conducted in both English and Spanish - all discussions will be immediately translated into either English or Spanish. New Horizons provides child care for all board meetings.

The Strategic Committee

New Horizons expanded our board of directors' model in 2011 to include existing and past parents as part of our Strategic Committee which provides long range planning and year to year consistency, making recommendations on marketing, finance, fundraising, and school structure. Work in 2011 resulted in a 5-year strategic plan (2012-2017) which now directs the work of the Strategic Committee.



Classes, Tuition and Policies



Monday-Wednesday- Friday Mornings

8:30 – 11:50am - Please be prompt when picking up your child.

16 children, ages 2 yrs. 9 months through five years

Parents volunteer in the classroom once every three weeks

Tuition - \$375 per month

Tuesday-Thursday Mornings

8:30 – 11:45 am – Please be prompt when picking up your child.

ages 2 yrs. 6 months through five years

Parents volunteer in the classroom once every four weeks.

Tuition: \$250 month

Tuesday-Wednesday-Thursday-Friday Afternoons

1pm – 3:45pm – Please be prompt when picking up your child.

Pre-kindergarten class of 16 children, ages 4 and 5

Parents volunteer in the classroom or on field trips 1-2 times per month

Field trips are taken almost every week, on outings like the pottery studio, creative movement, science at the planetarium, etc.

Tuition: \$460 per month

Virtual Learning

Please talk with the teachers about your child’s virtual learning experience including hours, activities, and fees.

Withdrawal Policy

In order for New Horizons to meet its financial obligations, parents are requested to give a 30-day notice before withdrawing a child. Parents are responsible to pay the tuition for the 30 days following given notice.



Classes, Tuition and Policies



Tuition Policy

- **Tuition is due by the first day of each month**, with a grace period to the 10th of each month. The first payment is due September 1. Payments may be left in the treasurer's basket, hanging on the wall in the school.
- If you cannot make the payment by the 10th, please call the treasurer. You can then work out how and when you will pay.
- If we do not receive your payment by the 15th and we do not hear from you, the treasurer will give a reminder call or notice to resolve the delinquency before the end of the month.
- New Horizons offers a tuition reduction program to eligible families. A family is eligible if the total monthly income is below the guidelines determined yearly. To apply for tuition reduction, please fill out the form, available at the school. Since the number of tuition reduction spots is limited, please fill out the form and return it as soon as possible.
- Families with unpaid tuition at the end of the school year in May will not be eligible to enroll for any subsequent summer or fall session until the debt is clear.

Please remember that we run a VERY tight budget to keep costs low and provide your child a high quality preschool experience. Prompt payment is important to keep our school running.

Tuition Assistance

In accordance with our founding principle that children of all socio-economic backgrounds attend the preschool, New Horizons offers a tuition assistance program to families who can pay less than full tuition. Reduced and full tuition families are equal partners in the school. The resulting feeling of cooperation and understanding is a natural benefit to our children. If you need tuition assistance, apply for it at the same time you apply to the school. Please ask the membership person for a tuition reduction form. Please fill out the form before school begins. The information in this form is confidential.

Please see the Sliding Scale on Page 8 and UPK and CCAP information on page 9.



2023/24 Tuition Sliding Scale



Number of People in your Home	Income	MWF Tuition	T-Th Tuition	M-F pm Tuition
2	\$77,376 +	\$375	\$250	\$575
3	\$88,416 +	\$375	\$250	\$575
4	\$99,456 +	\$375	\$250	\$575
5	\$110,496 +	\$375	\$250	\$575
6	\$119,424 +	\$375	\$250	\$575
7	\$128,256 +	\$375	\$250	\$575
8	\$137,088 +	\$375	\$250	\$575
2	\$64,480 - \$77,375	\$300	\$200	\$460
3	\$73,680 - \$88,415	\$300	\$200	\$460
4	\$82,880 - \$99,455	\$300	\$200	\$460
5	\$92,080 - \$110,495	\$300	\$200	\$460
6	\$99,520 - \$119,423	\$300	\$200	\$460
7	\$106,880 - \$128,255	\$300	\$200	\$460
8	\$114,240 - \$137,087	\$300	\$200	\$460
2	\$40,300 - \$64,479	\$188	\$125	\$288
3	\$46,050 - \$73,679	\$188	\$125	\$288
4	\$51,800 - \$82,879	\$188	\$125	\$288
5	\$57,550 - \$92,519	\$188	\$125	\$288
6	\$62,200 - \$99,519	\$188	\$125	\$288
7	\$66,800 - \$106,779	\$188	\$125	\$288
8	\$71,400 - \$114,239	\$188	\$125	\$288
2	Below \$40,300	\$0	\$0	\$0
3	Below \$46,050	\$0	\$0	\$0
4	Below \$51,800	\$0	\$0	\$0
5	Below \$57,550	\$0	\$0	\$0
6	Below \$62,200	\$0	\$0	\$0
7	Below \$66,800	\$0	\$0	\$0
8	Below \$71,400	\$200	\$0	\$0

Classes and Tuition



Universal Preschool (UPK)

New Horizons has two class options that align with UPK. To enroll, you must submit an application through UPK Colorado. If you are a current family, please be sure to check that box during the process.

4 year olds can register through the UPK system, and we have tuition assistance for 3 year olds who are eligible for UPK. View New Horizon's UPK profile page: <https://upk.colorado.gov/providers/bf4e1af9-c481-4673-bc30-3551598b7754>

Half-Time Classes eligible for UPK:

Monday - Friday Mornings
8:30 - 11:30 am

Monday - Friday Afternoons
12:45 pm – 3:45 pm
UPK Half-Time

Please reach out if you have any questions!

CCAP

New Horizons is a CCAP Provider.

WHO IS ELIGIBLE?

Boulder County children ages 0 months to 12 years who live with:

- An adult or teen caretaker/parent that is in an eligible activity:
- Employed/ self-employed
- Job Searching (thirteen weeks)
- Post-Secondary Educational Activities (104 weeks and up to first Bachelor's degree)
- Educational Activities (teen parents in JR or SR High School, GED classes, ESL, and Adult Basic Ed/ Vocational Training)
- Families receiving Colorado Works/TANF and referred by their Case Manager

Please see more eligibility details and how to apply on this page: <https://bouldercounty.gov/families/financial/child-care-assistance-program/> - and connect with our teachers during your August home visit.



School Policies: Illness Guidelines

In order to help you know when your child needs to stay home, or you need to find a replacement co-oper, please read the following guidelines.

1 - Colds: Colds are generally in their most contagious state for the first 5 days of symptoms. We would ask that you keep your child home if s/he has a temperature, profuse nasal drainage and/or a persistent productive cough. And of course as with all illnesses to keep him/her home if s/he is not feeling well (i.e. feverish, lethargic, irritable, generally not himself).

2 - Chicken Pox: Your child generally should be kept at home until there are no new spots, and all of the existing spots are scabbed and dry. This usually takes 6 or 7 days of at home care.

3 - Measles: Your child generally should be kept at home for 5 days after the rash first appears and your child feels well enough to return to the program.

4 - Mumps : Your child generally should be kept at home for 9 days after the onset of swelling in the neck glands.

5 - Rubella: Your child generally should be kept at home for 5 days after the onset of the rash.

6 - Impetigo or Ringworm: Your child may return to the program after his/her physician has seen him/her and treatment has been underway for at least 24 hours.

7 - Strep Throat: Your child may return to school 24 hours after treatment has been started and your child feels well enough to attend.

8 - Head Lice: Your child may return to school after being treated and hair is free of lice and nits. Re-treatment may be necessary after 7 to 10 days. Clothing, bedding and other appropriate items need decontamination.

9 - Vomiting and Diarrhea: Your child may return to school when free from vomiting and diarrhea, or when cleared by a physician.

10 - Conjunctivitis or Pink Eye : Your child may return to school 24 hours after treatment has been started.

COVID-19 - New Horizons follows BVSD's policy:

Students may return to school or child care as long as the symptom(s) have been resolved for 24 hours unless the symptoms are caused by an illness that requires them to stay home longer. COVID testing is recommended, not required, for anyone with COVID-like symptoms or a known exposure.

COVID-like symptoms include: Fever (100.4 and above), chills, new or worsening cough, shortness of breath, loss of taste or smell, sore throat, runny nose or congestion, muscle or body aches, headache, fatigue, nausea or vomiting, diarrhea.



Policies: Field Trip Guidelines

Permission Form:

- 1) Parents must sign the field trip permission form in the enrollment packet AND
- 2) Parents must sign the specific field trip permission slip (in the sign-in binder on the day of the field trip).

Field Trip Protocol:

Teachers bring a medical bag and all children's emergency cards on all field trips. Depending on the site, we either break into groups that stay together or stay together as a whole class. In walking field trips and in transitions at a field trip site, one teacher is always the lead and one teacher is always last. We do student counts before all transitions and before departing any site.

Transportation:

Children ride in car seats or booster seats (40 lbs. or more). Parent and staff cars are used. The drivers have a valid license and car insurance. Cars with more than five children will have another adult in the car besides the driver. Cars travel together to stop if any car needs help. Parents will have one week written advance notice, will be asked to supply a car seat, and will know the location and activity. New Horizons has a few additional car seats to use when needed. Sometimes we do walking field trips or use the bus. We maintain our protocol of one teacher is always the lead and one teacher is always last.





Policy Statements

Policy for Identifying Where Children Are at all Times

1. Parents sign in at the door : the time and initials of signer. They also sign out at pick up.
2. There is always a staff member or an adult outside when any child is outside.
3. There is a periodic check during the schedule, such as at rest, snack and story.

Illness, Accident, or Injury

1. Staff will notify parents or emergency contact to pick up the child in case of illness.
2. In case of accident or injury, staff will call 911 if serious. All teachers have First Aid/CPR Training. The staff will then call parents or an emergency contact. Parents give permission to call for help on the blue registration form. Staff reports to Social Services serious accidents resulting in injury.

Inclement Weather

School will be open unless the Boulder Valley Public Schools close for snow storms or other inclement weather. Children will have the opportunity to go outside daily if they have the proper outerwear, including boots, hats, mittens and warm coats, unless the temperature is excessively low. During excessively hot weather, children will be encouraged to hydrate, and may stay inside out of the sun.

Lost Children

911 - Police - notify parent immediately

Pick Up

Children are released only to authorized persons. Parents will inform staff if a person is going to pick up their child who is not listed on the registration form.

Late Pick Up

Parents are asked to call if they are going to be late and make other arrangements. The child can stay with staff if parents don't call or come. The staff will call the emergency contact listed on the child's card. If all else fails and the staff needs to leave, they will contact child protective services.

Medication

Only administered by a staff person with permission of the doctor in writing. Medication will be stored in refrigerator or on an adult shelf. All medications given will be recorded in the Medical Log.



Policy Statements

Immunization

Colorado law requires all students attending licensed child care centers to be vaccinated against certain diseases unless they have a certificate of medical or nonmedical exemption on file. You must file a certificate of exemption at each school, or child care the student attends. To protect unvaccinated children, students with an exemption from one or more required vaccines may be kept out of a school or child care during a disease outbreak.

Exemption certificates must be submitted to New Horizons in paper upon enrollment:

Medical Exemption: Completed Certificate of medical exemption signed by an advanced practice nurse, a delegated physician assistant, or physician licensed to practice medicine or osteopathic medicine in any state or territory of the United States.

Medical exemption certificates: [English](#) | [Spanish](#) (Español)

Nonmedical Exemption: Certificate of nonmedical exemption WITH a signature from an immunizing provider in Colorado who is a medical doctor, doctor of osteopathic medicine, advanced practice nurse, delegated physician's assistant, registered nurse, or pharmacist **OR** Certificate of nonmedical exemption received upon the completion of CDPHE's [Online Immunization Education Module](#)

Nonmedical Exemption Certificates: [English](#) | [Spanish](#) (Español)

Sunscreen

Parents need to bring their own sunscreen and apply it at the beginning of school.

Food

We serve snacks consisting of whole foods, low sugar and salt, no additives. Parents must notify staff if child has an allergy, and the child will be served an appropriate substitute, or parents may opt to provide their own healthy snack.

Personal Belongings

Each child will have a designated locker in which to keep his/her personal belongings, including outdoor wear, completed art projects, etc. Each family will also have a designated mailbox for formal communications from the school, including the newsletter, notices of field trips or upcoming events. We discourage children bringing money to school. NH cannot be responsible for any lost money or personal items.

Toilet Training

Children need a change of clothes if necessary. We respect parents' instructions on reminding or helping in toileting. Diapers are okay.





Policy Statements

Visitors

People wishing to visit the school can make an appointment with the membership coordinator or the teachers. Their names will be posted on the cooping bulletin board and they will be asked to identify themselves when they come in. Anyone not known by the staff who drops in at the school will be asked to identify themselves by the teachers or parents at the time. They will be asked to sign into the visitors log, and provide identification.

Conferences

Co-directors and teachers are available before and after school at the parent's request regarding the child's progress. Teachers will also communicate concerns and information about the child's progress to the parents on a frequent and informal basis. Teachers schedule two formal parent conferences per year; however, teachers are always available to discuss your child.

Complaints

Parents are encouraged to bring any issues they have to the attention of the staff. Parents can come to the board with complaints. Parents can make complaints to the Division of Child Care, 1575 Sherman, Denver, CO. 303-866-5958

Child Abuse

Teachers are responsible by law to report suspected child abuse to the proper authorities which are Human Services or the police department. Parents have the same right.



Discipline Policy



No Corporal Punishment

No corporal punishment is ever allowed. Suspected child abuse will be reported according to the laws of the State of Colorado. We are a parent cooperative and as such have two parents, on a rotating basis, in each session at school. Parents have total access to the school at any time their children are present.

Preventative

Make a safe, predictable environment where conflict is not encouraged. Have enough adults paying attention to children who need help developing social skills, necessary for group play. Children and adults are partners working together to keep everyone safe, included and positively occupied. Everyone (teachers, parents, children) shares this responsibility.

Learn From the Incident

Help children learn new ways to identify and handle feelings, such as anger or fear, that cause acting out behavior that is not acceptable. Try not to label feeling before the child lets you know how s/he is feeling. Use “I” messages that express how you might feel if something similar happened to you. Ask, “What can you do instead of hitting, grabbing, etc.” Model for the child if they do not know the answer to your question.

Empower Children

Let the children involved say how they are feeling to each other. Let them work out solutions to solve their problem. Questions adults might use to help children with this process are, “What do you want _____ to know about hitting you?” “How can you help _____ feel safe?” “What do you want to happen now?”

Be Present

Stay close to the children, physically and at their level so that you can comfort them by touch and also help the “hitter” by using gentle touch, to settle down. If children are able to touch in a positive way after an incident, it is often just as effective as words.

What You Say Makes a Difference

Help children separate the behavior from the person. Don’t promote labels or roles, such as bad, bully, shy, poor _____. Also don’t use size words, like little girl or big boy. Say what the behavior does - for example, the behavior could hurt your body or feelings, rather than saying that it is mean or bad. Children hear labels and live up to them in a self-fulfilling way. Try to support and help children change their behavior rather than defend some children while judging others.

Help Children Control Themselves

Give everyone time to calm down and deal with the issue. If a child is out of control, please take them away from the group and stay with them. After they calm down, help them come back in a positive way.

Let Go of “No”

Set boundaries with positive language. “Sit down and the bunny will come to you,” instead of “Don’t chase the bunny,” Tell children what they can do before you say what they cannot do. “Roll the ball inside” instead of “Don’t throw the ball.” “Take what you need” instead of “Don’t dump the toys.” This is, of course, after someone has dumped all the legos. When this happens, you have to help the child and show them how to put many back and then use what they need. Introduce cause and effect in a non-punitive way. “When all the legos are out there isn’t as much room to build.” Children learn new ways of behaving through positive guidance, practice and acceptance of themselves by adults. They are learning how to do so many new things. They learn by mistakes, too. When you have had it, get another adult!

Community Volunteer Policy



At New Horizons Cooperative Preschool volunteers from local schools, the University of Colorado, the community and alumni give of their time and expertise throughout the school year. New Horizons encourages these volunteers within the school. Each volunteer goes through a training orientation program at the beginning of their volunteer period. Volunteers within the school are always under the direct supervision of staff and parent volunteers. New Horizons does not discriminate against volunteers based upon gender, age, race, ethnicity or ability. New Horizons feels that the volunteers greatly enrich the children's experience, and in return the volunteers gain an enriching experience.

Training orientation for all volunteers consists of a one hour meeting, and includes the following:

- Appropriate supervision of children, including our discipline policy.
- Concerns about what is appropriate in relating physically with the preschool children.
- Examples are used of inappropriate behavior to help understanding.
- Language strategies that help children learn.
- Volunteer awareness of children's supervision only by staff when using the bathroom. Volunteers are not to be alone with the children without staff.
- Volunteers are supervised by the teachers and give regular support for activities such as individual book reading, art and music activities, and outdoor play.
- CBI fingerprint checks are sent in for volunteers who work over 14 days in a calendar year and are used to meet staff qualifications or to meet child-to-staff ratios.





Referrals and Screening

New Horizons is committed to the success of your child! Throughout the school year, we will let you know if there are any issues that the teachers identify - and if needed, we will refer you to additional experts to help support your child.

1. Through our assessments and observations, we will be tracking your child's developmental, social/emotional, cognitive, and physical growth. All Colorado Preschool Program children will be screened by Boulder Valley School District to identify any children who need further evaluation.
2. Teachers will discuss a child's growth, or any age appropriate check points that are not being achieved by a child, with parents. We strive for a continual conversation between parents and teachers. Parent teacher conversations can be before or after school, during your co-op time, or at a scheduled parent-teacher conference.
3. Once a month, teachers meet with a pediatrician who answers any and all questions that they have. If teachers have a question about certain developmental ranges, they will consult with our pediatrician. Teachers will share any new or pertinent information with parents.
4. If necessary, parents will be referred to BVSD Child Find for further developmental screening and, when appropriate, a comprehensive, multi-disciplinary evaluation for children from birth to age 5. The goal of this referral is to identify children who are having difficulty in their development and to provide services to them, when it is appropriate. Parents referred to Child Find may have concerns about their child's development in the areas of vision, hearing, speech/language skills, motor skills, thinking skills, and emotional or social skills.
5. If teachers have safety concerns (either for the child or the other children) and/or identify acute issues, they will ensure that parents seeks support for their child.



Community Resource Guide



Colorado Child Care Assistance Program (CCCAP) Boulder: 303-604-1043

<http://www.bouldercounty.org/family/financial/pages/ccap.aspx>

Financial assistance for child care to income eligible families.

Children's Alley: (303) 449-1951

<http://www.ywcaboulder.org/childrensalley/>

Boulder County's only temporary, drop-in childcare center.

Boulder Institute for Psychotherapy and Research (BIPR): 303-442-4562

<http://bipr.org/>

Early childhood programs and parent education programs work to prevent problems and intervene early.

Counseling programs aid struggling individuals to help them become strong, healthy, productive family and community members.

Childfind: 720-561-5078

<http://www.bvsd.k12.co.us/childfind/Pages/default.aspx>

Child Find provides developmental screening and, when appropriate, a comprehensive, multi-disciplinary evaluation for children from birth to age 5.

Mental Health Center: 303-443-8500

<http://www.mhpcolorado.org/Home.aspx>

Mental Health Partners has a 24/7/365 Walk-In Crisis Center at 1000 Alpine Ave., Boulder, for immediate assistance with a mental health crisis.

Clinica Campesina (formerly People's Clinic): 303.650.4460

<https://clinica.org/>

Clinica provide comprehensive primary care to the struggling residents of Boulder, offering patients a full spectrum of medical services, behavioral health care, dental care, full-service pharmacies and more.

Dental Aid: 303.499.7072

<http://www.dentalaid.org/>

Dental Aid's mission is to improve the quality of life of children and adults struggling to afford health care by providing compassionate, affordable, high quality dental care and education, while advocating to ensure access to care.

Speech and Language services

Cynthia Hunnicutt, Jan Botwinick



Community Resource Guide (cont)



Community Food Shares: 303-652-3663

<http://communityfoodshare.org/>

Nonprofit organizations provided with food and other consumable goods, open throughout the week during limited hours. New Horizons has partnership to provide letters of eligibility to our families who qualify.

Emergency Family Assistance Association (EFAA): 303-442-3042

<http://www.efaa.org/>

Food, shelter, transportation, furniture, medical prescription and rent assistance for families in crisis. Can provide six-weeks living assistance and two years transitional housing.

Boulder Housing Partners: 720-564-4610

<https://boulderhousing.org/>

Affordable rental and ownership programs for those who qualify based on income.

Thistle Community Housing: (303) 443-0007

<http://www.thistlecommunities.org/>

This private, non-profit real estate company manages and preserves quality, permanently affordable rental and ownership homes as well as market rate homes in Boulder County.

Boulder County Housing Authority: 720-564-2284

<http://www.bouldercounty.org/family/housing/pages/subsidizedhousing.aspx>

Affordable rentals programs for those who qualify based on income.

Immigrant Legal Center: 303.444.1522

<http://boulderayuda.org/ilcbc/>

A Non-Profit, Attorney-Led Organization, Serving the Immigrant Population of Boulder County

El Paso

<http://www.comfound.org/school/el paso>

Latino parent coalition for the support of latino educational success, created by the Community Foundation of Boulder County.

El Centro Amistad

<http://www.elcentroamistad.org/>

Community-based organization committed to human development and social justice, engaged in training community leaders to promote health, education and well-being for everyone.



Community Resource Guide (cont)



District Attorney's Office: 303-441-3700

<http://www.bouldercounty.org/dept/districtattorney/pages/default.aspx>

The Community Protection Division (CPD) works with individual consumers, agencies inside and outside of Boulder County, as well as businesses. CPD investigates complaints and prosecutes cases involving abuse or exploitation of vulnerable members of our community, through local consumer alerts, education and outreach.

Boulder County Dept. of Social Services: 303-441-1000

<http://www.bouldercounty.org/dept/housinghumanservices/pages/familychildrenservices.aspx>

Information on Food stamps, Medicaid, temporary assistance for needy families, child support enforcement and child care assistance.

Police, Sheriff, & Fire Departments

Emergency - 911

Non-Emergency





Teachers/ La Maestras

Isolde Stewart, Co-Director

720-352-7015

isoldestewart@gmail.com

Wendy Chairez, Co-Director

720-586-3909





wendy@newhorizonsboulder.org

Myriam Jiminez, Bi-Lingual Teacher



VOLUNTEER HANDBOOK

Please see the following sections in the Parent Handbook:

	Background	Pages 3-5
	What to expect in the classroom	Pages 6-10
	School Policies	Pages 22 -28
	Appendix A. Curriculum Description	Page 34-35





Volunteer Policy

Each volunteer goes through a training orientation program at the beginning of their volunteer period. Volunteers within the school are always under the direct supervision of staff and parent volunteers. New Horizons does not discriminate against volunteers based upon gender, age race, ethnicity or ability. New Horizons feels that the volunteers greatly enrich the children's experience, and in return the volunteers gain an enriching experience.

Training orientation for all volunteers consists of a one hour meeting, and includes the following:

- Appropriate supervision of children, including our policies (including the discipline policy) and procedures.
- Concerns about what is appropriate in relating physically with the preschool children.
- Examples are used of inappropriate behavior to help understanding.
- Language strategies that help children learn.
- Volunteer awareness of children's supervision only by staff when using the bathroom. Volunteers are not to be alone with the children without staff.
- Volunteers are supervised by the teachers and give regular support for activities such as individual book reading, art and music activities, and outdoor play.
- CBI fingerprint checks are sent in for volunteers who work over 14 days in a calendar year and are used to meet staff qualifications or to meet child-to-staff ratios.

Please sign in each day that you volunteer!





Appendix A. New Horizons Curriculum

Curriculum

The New Horizons bilingual curriculum incorporates strategies from Creative Curriculum, Anti-bias curriculum, and Constructivism theory, built upon a foundation of inclusivity which pervades all aspects of our preschool.

Bilingual Curriculum:

In 1990, in response to a need within the Boulder community, we began our bilingual program. Bilingual education research-based practices indicates that strong development in a child's first language from an early age supports strong development in a second language (Cummings 1979) from vocabulary development to reading skills (Roberts 2008, Escamilla et al., 2014), as well as improved long-term cognitive function in bilinguals with advanced fluency in both languages (Bialystok, Craik, Green and Gollan 2009).

In the Classroom

At least 2 of 3 teachers in every session must be bilingual/bi-literate. Students are individually supported in their home language (i.e. during the 30 minute morning literacy session). Group sessions are conducted in English or Spanish, and then translated into the other. Story time is sometimes done as one group with immediate translation, but more often, students are allowed to chose if they'd prefer to hear the story in English or Spanish.

Creative Curriculum Description:

Using exploration and discovery as a way of learning, *The Creative Curriculum for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills. The Creative Curriculum is based on 38 objectives for development and learning (evaluated through Teaching Strategies Gold), offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner, and addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.

In the Classroom:

Our play-based focus is built upon the Creative Curriculum philosophy. Exploration and discovery provides the foundation for our student learning. Each day there is more than an hour for free play. Children have opportunity for outside activity, running, jumping, climbing, digging, swinging, bike riding, in our large, tree shaded playground. Children have access to materials for self expression, including dramatic play materials, blocks, clay, paper, markers, pencils, water, sand, mud, and wood working tools. Teachers set up open-ended activities on tables. Children are evaluated using Teaching Strategies Gold, the assessment tool for Creative Curriculum.



Curriculum cont.



Anti-Bias Curriculum Description:

Anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness. Anti-bias teaching requires critical thinking and problem solving by both children and adults. The overarching goal is creating a climate of positive self and group identity development, through which every child will achieve her or his fullest potential.

In the Classroom:

We incorporate a philosophy of inclusivity into all daily activities. From use of language and teacher modeling, to activities that connect our children to each other. For example, the "Friendship Challenge", a classroom strategy to connect all of our students, has furthered our children's understanding of inclusivity and friendship. We celebrate our diverse cultures seasonally throughout the year, such as Posada, Lunar/Chinese New Year, Hanukkah, Los Dias de los Muertos, and May Day.

Constructivism:

The child-centered constructivist approach views children as active participants in their own learning. Education is then much more than rote memorization; instead, it is integrating and assimilating knowledge to be further used and explored. Constructivist strategies seek to ignite a child's curiosity and love of learning. At the center of constructivist education is an environment in which children become active learners who make choices and seek out experiences that foster their development. Teachers provide an integrated curriculum that allows children to explore multiple themes and subjects within a topic. Children are empowered to investigate and reorganize their knowledge bases. Children learn through developmentally appropriate activities and learning exercises that challenge their academic, physical, social and emotional growth. Group activities promote a socio-moral environment in which young children can learn about and practice respect for one another. The daily schedule is flexible and loosely structured. Teachers allow students sufficient time to fully explore topics. We believe that this student-driven method fosters a passion for school, a cohesive community of learners, and lifelong curiosity for learning.

In the classroom

Teachers weave literacy, science, math, social studies, and social/emotional reflection, and fine motor and gross motor skill building into our daily exploration driven by our children's inquiries. As a class, we delve into the subject driven by our children's interests and passions and incorporate all of the content areas. A few years ago, some of our students were interested in volcanoes. Our teachers went to the library to get the books about volcanoes, we talked about volcanoes in different cultures, we did paintings of volcanoes, and we made models of volcanoes.

