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Mission

We are educators with a mission to foster a lifelong culture of learning; to provide a safe space where children are given every opportunity to engage their senses; to explore every idea and expand their sense of self and society; to create meaningful relationships and connections between child, parent, teacher, and community; to develop a language of consent and autonomy, and above all, to support every child's drive to construct knowledge for and about themselves and the world. The primary objective of our program is to uphold each child as they broaden their foundation of knowledge, challenge them to build upon the foundational skills that stimulate cognition, exercise creativity, practice consent and initiate problem-solving. We enable that growth by providing a highly curated, poly-sensorial environment where children are viewed as competent collaborators in their own curriculum.

Every child has boundless potential and the right to explore in a safe and stimulating learning environment. Children are inherently social and have the right and need to engage in community with adults and children. It is our belief that it is the responsibility of adults, as parents and teachers, to create space for nurturing the needs of children, stepping up when society allows their potential to be wasted or betrayed, especially for those who are most vulnerable to systemic marginalization. To the best of our ability we are committed to teaching through an anti-bias lens, to uphold restorative justice, to listen, and never stop learning.

Reggio Emilia : Then & Now

A Brief History

During reconstruction in post-war Italy after decades of Fascism, the citizens of Reggio Emilia were determined to avoid repeating the mistakes of their predecessors. Parents and children rebuilt their village schools using bricks and materials salvaged from bombed out buildings from the ravages of war. They were committed to creating a new culture for future generations, one of democratic decision making, child-centered education, and an emphasis on mutual aid and community support. What would come to be referred to as the "Reggio-Emilia Approach" rejected the concepts of unequal power and status, and instead represented the value a society *should* place upon its youngest members, including mutual respect between teacher, parent, and child. What began as an experiment gained momentum in the 1950's, with parents from the industrious North to the poverty stricken South migrating to the district of Reggio Emilia. Deeply embedded in Italian culture became the emphasis on community support, and the belief that the welfare and well-being of children is the primary responsibility of the state. Of huge parental concern was the care and education of children whose parents both worked outside of the home, and thus provided the impetus for preschools to establish cooperatives with heavy parental involvement.

Today Reggio Emilia schools are hailed as leaders of progressive education, and are world renowned for their approach to early childhood education.

"Reggio-Inspired"

We too have chosen to follow the educational journey set forth by teachers and families in Reggio Emilia. We have studied the conditions that created the need for educational revolution, and we utilize the research that has been done and continues today in Italy. However, it is important to recognize that the needs of our community here in Portland, Oregon are not the same as those in Northern Italy. To be "Reggio-Inspired" is to re-contextualize their experience and apply it to the needs of the children and communities locally. It means a transformation for the educators, shifting from teacher-control to listening to and teaching *with* children. The Reggio approach defined the meaning of child centered education. Here, children are the protagonists and collaborators in their learning journey. We listen to their strategies for exploration, hear their voices, write their words and value their ideas.

Philosophy & Curriculum

Praxis

The Reggio Emilia approach encourages a high level of teacher autonomy. Although they are provided with extensive opportunities for professional development, teachers' professional practice is not constrained or regimented by targets, national curriculum standards, or attainment tests for pupils. Instead, teachers are encouraged to set their own targets and to base their planning and teaching on the close observation of children's day-to-day individual and group needs. To this end, teachers routinely work together with the children, one observing and noting—through photographs, video recording, and handwritten notes—children's conversation and play so that these can be used as the starting point for developing further learning activities. This development and exploration is shared with a specialist teacher known as the atelierista (literally, one who works in an 'attic' or studio), who encourages the children to express themselves symbolically through artistic work, which may include drawing, painting, music, puppetry, or some other form of creative expression. Co-teaching is an essential part of Reggio teacher training. There are no professional hierarchies, however, within the school. Teachers are given six non-contact hours each week in order to facilitate their tasks of documentation, project development, and liaison with parents. Parents, too, are involved in the planning and evaluation of activities. A pedagoga has responsibility for educational leadership of several schools, a role which involves mentoring staff, developing awareness of the theories which support their practice, and leading the collective discussions of teachers and parents from those schools as they explore ways of building upon children's enthusiasm and activities. This reflective, responsive approach, which puts the child at the center of the educational process, although at odds with the concept of an externally imposed national curriculum and the implementation of mandatory and standardized attainment tests, is consistent with, and we believe exceeds, Oregon's Early Learning Standards.

Emergent Curriculum & Project-Based Learning

Emergent Curriculum : When learning "emerges" from a child's interests and ideas.

Emergent, thematic, project-based curriculum is the cornerstone of the approach. Our program is guided by integrated and exploratory activities experienced through play. We consider play to be intrinsic to learning, as play allows children to transform their experiences and ideas, thoughts and feelings, questions and understandings into symbolic representation. Through play children make connections and find clarification and personal meaning. It is one of the most profound means available for children to construct and deconstruct knowledge.

Project work provides opportunities for children to learn about their interests in great detail. Teachers are thoughtful about introducing a broad range of opportunities, from art to music to early language, math, science and nature experiences, in support of the project.

All children are invited in Small Groups to work together and dive even further into their project of choice. With a teacher they will go on nearby outings to source materials and find inspiration. The pace is set by the children, as the process of exploration is often just as stimulating than the product. Our projects are long-term and evolve with the child, usually spanning days, weeks, months, even years. Through this method of exploring interests, they are excited by the learning process. Their enthusiasm for knowledge, combined with the increasing ability to work in detail, will foster a predisposition for life-long learning.

Environment

We take great care in selecting open-ended and sensorial materials for our classroom, those which inspire learning and discovery. The way we choose materials reflects the way we think about children: What do children deserve? What are they capable of? How will the materials be approached? How will they be treated?

This is why, in our environment, you won't see disposable plastic and "kid" versions of items we use in our practical daily lives. With guidance and support, children can be trusted to work with breakable items like vases and mirrors, delve into beautifully illustrated books, handle delicate items like glass beads, flowers, authentic musical instruments, and work with art materials like oils, watercolors, pastels, fine tip paint brushes, and more.

You may notice that our school looks quite different from other preschools you have visited. This is because our environment reflects the Reggio principle that the classroom is the "third teacher". It is a curated space designed to evolve with the interests of the children and adults who gather there. It is aesthetically pleasing, visually stimulating, and comfortable. Our student's art is displayed as though it were in a gallery. It is a visual reflection of growth.

Directing their own learning environment comes naturally when the items the children choose to work with are organized with intent, easily accessible and within reach. Our collection of open-ended materials exercise creativity, as they can be transformed into anything within the bounds of their imagination. These materials include but are not limited to:

- Light table for loose parts, found objects, natural materials
 - Use of scientific method and detailed examination, exploration of natural elements and life cycles, encourages critical thinking related to biology, ecology
- Silks and scarves for dress up, fort building, or utility
 - Encourages imaginative play, communication and teamwork, social-emotional development

- Wooden blocks and eco-Legos of all sizes for construction, engineering, design
 - Develops concepts needed later for mathematics, cause and effect (tall towers tumbling to the ground), coordination, balance, and motor skills
- Clay, wire, paint, sewing, writing, loose parts
 - Develops mobility, dexterity, symbolic representation, number and letter concepts, sorting, and myriad creative processes

Nature Play

Outdoor play is vital for children's boisterous energy, and our backyard is well-equipped for expression through artistic and sensory experiences - including atelier, construction platform, hand-crafted sandbox, climbing structure, water tables, and sensory space.

Physical activity such as climbing, dragging, swinging, etc. is encouraged for developing strength and motor skills. The concept of age-appropriate risk taking is encouraged.

Outdoor exploration fosters creativity and imagination as we navigate neighborhood parks and wooded side streets. There we forage for medicinal herbs, study fungi, explore hidden treasures and secret passageways, collect found objects and supplies for classroom science experiments and art projects, and observe and reflect on natural life cycles. Outings provide opportunities to observe other people living and working, through this they create ideas about community, the world, and their relationship to it.

Whether it be building supersized block towers in the backyard just to watch them fall, stomping through puddles in Laurelhurst, or spontaneously crafting birds nests from found materials, our students are learning the foundations of mathematics and applied sciences.

Our Programs : Floras & Faunas

Our Flora Program, toddlers ages 20 months to 3 years old, is available three to four full days per week.

Through play and sensory experience, our Floras learn: to try different possibilities and different roles; use of language in integrating and experiential ways including an introduction to consent and boundaries; to develop self-help skills; how to take turns and practice patience, and how to work successfully in groups. Cognitive development is enriched through weekly music class, dance and movement, story-sharing and independent library time, dramatic play, nature walks, gardening and poultry care. All of these activities create a foundation for future learning.

Our Fauna Program, preschool ages 4-5, is available three to four full days a week.

Preschool age children experience developmentally appropriate projects and activity-based learning with opportunities to extend learning in depth and detail specified by individual children. Children communicate and explore ideas through drawing, painting, sculpting, puppetry, dramatic play, and access to various musical instruments and other sensory items and forms of expression. Skills such as problem solving, meaningful collaboration, listening to one another, further exploration into concepts of consent, and navigating conflict is emphasized, preparing the child for a successful elementary school transition and beyond.

Program Policies & Procedures

Admissions

Our Nest Schoolhouse celebrates diversity across gender, race, religion, and economic status. Our Nest Schoolhouse accommodates alternatively abled and neuroatypical needs to the best of our ability. Registration and Waitlist are maintained on a first-come, first-served basis.

Registration & Enrollment

Our Nest Schoolhouse operates with rolling admission that begins in September and ends in June. If spots are available, we can accept children at any time. If no spots are available and you wish to be added to the waitlist, submit the appropriate paperwork with a \$30 payment for Pending-Registration, and you will be notified immediately upon placement.

All families actively enrolled will have first priority for Fall Session. If the child has completed the program and is moving onto Kindergarten, or if the parent or guardian chooses not to re-enroll but has fulfilled the scheduling commitment, as well as given 1 month notice prior to June, their deposit will be refunded in full at the end of the re-enrollment period.

If you have not fulfilled your yearly commitment or have not given 1 months notice prior to June, you will NOT receive your deposit return.

Re-enrolling families will have the option to apply their deposit to the balance for the Fall Session.

Enrollment is based on a yearly commitment, through June. When placement is confirmed, the days in which the child receives care will remain the same and can only be changed with agreement by co-directors, depending on availability.

Tuition may increase yearly by 5-15% depending on inflation and cost of living.

Registration for new families is \$90.

Re-enrollment for returning families is \$45.

Tuition & Fees

Tuition is delegated by sliding scale for the purpose of accommodating the needs of each family, according to their circumstances. This amount in total is derived by an annual figure we believe appropriate for maintaining operating costs, and broken down into monthly payments, due on the 1st of the month. Upon offer of placement, a registration fee, your first month's tuition, and a deposit equal to one month's tuition is required within 10 days. Tuition will not be refunded or waived due to illness, vacation, school closures due to power outages, inclement weather, holiday or staff illness, with the exception of Summer Break. In addition to tuition, your final invoice will include a "Summer Stipend". This fee is equal to two weeks tuition, and contributes to expenses, supplies and materials required to prep for Fall Session. **See Appendix B** for more information about sliding scale, current rates, and all program fees.

Tuition covers daily curriculum, classroom supplies, staffing, and three meals a day. Diapers, wipes and creams are to be provided by the parent or guardian.

Fees are non-refundable and any prorating will be determined on a case by case basis.

Surcharges

You, as the guardian are responsible for paying your tuition by the 1st of every month. Late payments automatically incur a \$20 late fee. If the balance remains unpaid and no attempts have been made to settle the account, Our Nest Schoolhouse reserves the right to terminate the contract and the deposit will be forfeited.

Please pay cash or check to Shannon Vasilev or initiate a recurring payments via Zelle.

Discounts

For families with more than one child enrolled, a 10% discount will be applied to the second child's tuition, whichever is lower.

Tuition Assistance

Our Nest Schoolhouse offers scholarship assistance (as long as funds are available) to families whose income fits the guidelines outlined below. Request an application at any time.

1. Anyone can apply, however scholarship is prioritized for queer families, families of color, and others who have experienced systemic marginalization.
2. Families applying for assistance will fill out an application and provide the school with a copy of their past year's tax return. Any extenuating circumstances in their personal or financial situations may be noted on the application.
3. The amount of assistance is determined based upon the AGI divided by the number of dependents in the household. The formula, which may be modified by extenuating circumstances, is as follows

AGI/# of dependents	Assistance Percentage
\$0 - \$40,000	35% to 50%
\$40,001 - \$45,000	30%
\$45,001 - \$50,000	25%
\$50,001 - \$55,000	20%
\$55,001 - above	10%

Evaluation & Withdrawal

The first three weeks of a child's attendance at Our Nest Schoolhouse will be considered a period of evaluation, to determine that the program is appropriate for the needs of the child. It is important that both the family and the staff at Our Nest feel confident about the placement of the child in the program. At any time during these three weeks, either the family or directors at Our Nest can determine that the placement isn't a fit, and the contract will be voided.

Early withdrawal at any point after the period of evaluation and before the end of the academic year will be considered a breach of contract and will result in the loss of your deposit, unless otherwise agreed upon.

Cancellations

Our Nest Schoolhouse is cancelled when PPS is cancelled due to inclement weather. In the case of inclement weather developing during that day, Our Nest may close early. During fire season, Our Nest closures may be inconsistent with PPS, as the facility is over 100 years old and drafty at times. For all of these events, notice will be given within a reasonable timeframe via BAND.

During the summer months, if the temperature is over 95 degrees, school will be canceled.

The teacher is entitled to take up to 6 sick days annually. Every effort will be made to secure a suitable substitute teacher for those days; however, in the event one cannot be found, the school will close, necessitating families to arrange alternative care.

Attendance

Each classroom maintains a daily attendance sheet, on which parents sign their children in and out each day. The teachers will have the attendance sheets with them whether drop off/pick up is indoors or out.

If you're planning a late arrival or absence, parents must notify teachers within an hour of their expected arrival time. If the late arrival is unexpected, notify teachers as promptly as possible so they can adjust any scheduled activities. Arrival after 9:30 is prohibited unless previously agreed to.

Food Policy

Our Nest provides two snacks and one lunch per day. We fill our pantry and refrigerator with whole grain, organic and nutritious items, and do our best to accommodate every child's preferences within reason. Occasionally we will prepare season-specific treats, such as homemade applesauce, homemade greek yogurt or oat milk popsicles, or hot chocolate. Please inform us if you have any specific requests regarding your child's dietary needs.

Children do not share food. Sharing of utensils, cups, bottles or plates is not allowed.

General Safety Information

We expect that when a parent is on the grounds, they are in charge of their child. Parents are not responsible for other children in the room. *In general, the teacher assumes you will care for your own child while on Our Nest property, but if for some reason you wish the teacher to do so, please make sure to communicate this clearly.*

Expectations & Miscellaneous Policies

Our Nest operates best when parents:

- Attend educational meetings and beautification days
- Volunteer in or out of the classroom
- Communicate openly with one another and staff
- Contribute to grounds maintenance, fundraising efforts, expanding and updating policies and procedures, etc.

It is expected that every family will participate in the following ways:

- Participate in at least two beautification days
- Provide snack for the class on a rotating basis

Snack Rotation

All families will sign up for a weekly snack rotation. When it is your week to provide snack for the class (usually fruit or veggies), we ask that you leave it with a staff member on Monday if your child is enrolled for the first half of the week, or on the **Thursday** prior, if your child is enrolled for the second half of the week. Please check in with a teacher for updated allergy information.

BAND

BAND is a mobile app and website which allows for communication between parents and teachers. All calendar events, important notices, and documentation from weekly projects and activities will be found here. Upon enrollment you will receive an invitation to join, which is required prior to your child's first day. We strongly encourage family members to enable notifications for this app, as it is our primary means for notifying parents of cancellations, closures, and other time-sensitive information. Please inform a staff member in the event your contact information changes.

Communication

We encourage folks to communicate with one another directly (in person, electronically, via BAND). If you see, feel, or know anything that needs attention, please feel free to bring it up at any time in an appropriate way. If you're unsure who to talk to, please speak to Shannon about any topic relating to the classroom, curriculum, schedule, enrollment, or billing.

Parent Resources

Our Nest Schoolhouse is continually pooling resources that may be helpful for parents, children and other members of our community - from educational and curricular guides, to housing and food assistance, family friendly local activities, and more. If we don't know, we'll find someone who does. The Resource List is a working document available to all, and we are grateful for any incoming recommendations and contributions.

Late Arrivals & Leaving Early

We understand there are days where a doctor's appointment or many other reasons means arriving late to or leaving early from school. We also understand and respect that every family has different needs and obligations separate from Our Nest, and that unexpected events/last-minute changes happen. However, when scheduling appointments and activities during normal school hours, we recommend *whenever possible* they be reserved for morning or end of the day. When children arrive during transitions, lunch or nap time, or are taken out and returned in the middle of the day, they are often made aware of what they have missed, which can negatively affect the rest of their day. Children who are returned to school in the middle of the day occasionally have such a difficult time adjusting that we have no option but to send them home for the remainder of the day.

Birthday & Holiday Celebrations

Here at Our Nest, we reflect and integrate into our curriculum the broad cultural diversity of our communities. We celebrate birthdays and wish to honor cultural traditions by emphasizing those aspects which are appropriate for all children and relate to our overall program goals. We mainly focus on family traditions, which may include special stories, foods, art projects, songs, dance, or clothing.

Birthdays are a particularly valued component of Reggio culture. These celebrations help to establish rituals that go beyond cupcakes and pizza, and may include gift giving, songs, performance, etc. The birthday child will nominate a small group of 2-3 friends for their "birthday committee". The birthday committee will then be tasked with asking focused questions about the child's interests and the class will individually or in small groups prepare their gifts.

This provides us an opportunity to involve the class in honoring one individual. Through participation the children are particularly motivated to create gifts carefully and with intention, special memories are made, and the value of caring within the community is deepened.

We welcome families to come into the classroom and share their special family traditions with us. If you wish to do so, please speak with the teachers so that together you may make further plans. Parents are invited to bring food for the class (separate food for adults in the room is not necessary). If you plan to provide food, please check in about any allergies to be aware of.

Please do not bring party hats, table cloths, plates, cups, fancy cakes or cupcakes with characters, party favors or goodie bags. These items are great for a birthday party at home, but tend to distract from the goals of the school celebration.

Discipline

Young children have powerful feelings and need our help in learning to express them appropriately. We see conflict as a learning opportunity and view discipline as a way to guide children to respect themselves and others.

Our discipline goals include:

- Helping children establish internal controls. The ultimate goal is self-discipline.
- Helping children recognize, name and verbalize their feelings and needs rather than withdrawing or acting them out physically.
- Helping to foster a comfortable and safe environment.

Children learn self-control when adults treat them with dignity and use discipline techniques such as:

- Guiding children by setting clear, consistent, fair limits
- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior or activity
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children to solve their own problems
- Planning ahead, giving fair warning(s) to prevent problems
- Giving positive reinforcement and encouragement

We Never:

Use threats or bribery

Use physical punishment

Belittle children or otherwise attack a child's self esteem

Isolate children or make them feel unsafe

Associate discipline with eating, diapering/toileting, or sleeping. No child is ever confined.

Consent

Touching in a positive and consensual manner is essential in the emotional/social growth of a child. It teaches affection, care, and a sense of security and safety. It is the foundation for caregiving - nurturing. *Also essential to providing security and safety is creating a culture of consent.* Through role playing and story telling we practice active listening, bodily autonomy, and the importance of "no." We value boundaries and encourage each child to learn and express the limits of their own.

The only exception to this is if/when physical restraint is necessary for the safety of the child or safety of other children in the program.

Starting the Year

Our program emphasizes the development of strong, warm, trusting relationships. The social environment paves the way for the children to get the most out of the physical environment, as well as our routines and activities.

For every child, even returning children, the first days of the year are filled with new experiences, people, and expectations. We try to make this adjustment period as smooth and comfortable as it can be for each child because it serves as a foundation for a happy year at Our Nest and for future separations and transitions. We ask parents to work with us in creating a bridge between home and school and to help your child establish trusting relationships with their new teachers. Therefore, during the first days we encourage arriving at 9:00 AM and staying long enough to ease their readiness to let you go.

Transitional articles (blanket, stuffy/lovey) are sometimes needed by a child starting school or having a stressful time. *If possible, however, leave treasured objects at home since they are not easily shared and are particularly missed if they get lost, broken, or dirty while at school.* If a special object is brought to school, it will be safeguarded by being kept in their personal cubby. We welcome stuffed or soft animals, soft dolls and blankets, but recommend hard plastic toys remain at home. Please cooperate with the school policy of not having toy guns, weapons, or masks in school, as having objects viewed as aggressive can lead to the same behavior in the classroom.

Separation and Transition

Helping children to comfortably separate (say goodbye) from their parents is a key component in the program. This may be your family's first experience with separation. Please know that we are sensitive to individual needs and feelings. In order to ease the process, parents and teachers can work together to create a bridge between home and school. We have found that when a parent feels comfortable in our environment, the child will as well. The building of relationships between parents and teachers is the foundation for the child's positive experiences at school.

For this reason we ask parents to spend time with their child during that first week. The amount of time will depend on the child's development, previous experience with separations and the parent's feelings about leaving the child at Our Nest. During this phase-in period, parents enter into the classroom and play with their child, observing and helping the child establish relationships with the teachers. While you are still with your child in the room or backyard, teachers will ask you questions to enable them to better know your child before the full separation occurs.

Parents must say “goodbye” to their child and tell them when they will return. Parents may not “sneak out” in order to prevent crying at that moment. Leaving without saying goodbye may be easier for the parents than leaving while a child is crying, but it truly isn’t easier for the child. Their tears and cries are a symbol of their healthy attachment to you, and they must be allowed to express these emotions. Children will be helped and comforted by their teachers. Leaving without saying goodbye can make separations more difficult in the future, because the child may fear an unexpected departure and try to keep an eye on their parent. This vigilance prevents them from engaging in play with other children and interacting with teachers. Sneaking out is in direct opposition to building trust between child, parent, and teacher.

We encourage you to talk openly with the teachers in order to establish positive relationships. Expressing your feelings and needs at this time and throughout the year is vital for having successful experiences at Our Nest. It is also one of the most important actions for establishing relationships within our community.

The following are suggestions for ensuring a comfortable, supportive transition:

- Prepare your child. If this is the child’s first school experience, begin setting expectations. Read books featuring children going to school and saying goodbye to their parents.
- Establish a routine that works for you both. Discuss this routine at drop off. Example, “Remember our agreement, three hugs and a kiss and Daddy has to go to work! Mom will pick you up at 4.” Or your routine may consist of coming into the classroom and reading a book before the separation occurs. Make it consistent and dependable. Continue the routine until it’s no longer necessary.
- Show your child around the school and introduce them to the staff.
- Familiarize yourself with the materials available and encourage your child to use them. Help your child get involved with an activity.
- Discuss your time needs for the separation with the teachers so we may do our best to accommodate you.
- The amount of time it takes for your child to transition depends on many factors. Sometimes a child transitions easily only to need extra support later in the year. Some children may take months to be able to feel comfortable. The teachers are trained to understand the developmental task separation and are skilled at implementing activities and routines to enhance the process.

- If your child is having a particularly difficult time despite these efforts, it may be necessary to schedule a “playdate” for the child and their teacher at your home. This can provide an opportunity to enhance trust and confidence between child, parent, and teacher.

Even for children who transition easily, there can be days where they may protest your departure. This is particularly likely to happen if something has changed at home: a parent traveling, the arrival of a new sibling, changing apartments or houses, etc. It is important that you keep your child’s teachers aware of any changes at home that may affect their day at school.

Parents should maintain their drop off routine for as long as necessary, even as separation initially becomes easier.

What to Bring : Personal Items and Clothing

Sturdy, comfortable, washable clothes are best for school. Our program is hands-on, with rich and varied sensory and art exploration, so some staining is inevitable. Children should not be made to feel they have done something wrong if they get paint on their clothes.

Puddles are common after rains due to poor drainage on school grounds, and our yard remains snowy long after sidewalks are clear in Winter. The property is heavily shaded, so mornings tend to be chilly even when forecasts call for warmth and sun. *Please make sure your child is equipped with appropriate attire for these conditions.*

Our days are always full and staffing is limited, therefore dressing independently is encouraged. Buttons, laces, and snaps complicate this process. *Please only send your child to school with shoes, pants, and other items they can put on and take off themselves.*

Please do not send your child to school with clothing, backpacks and toys that feature superheroes, cartoon or commercial characters. Such possessions can be highly prized, leading to unnecessary conflict. We have also found that character clothing prohibits creativity while at school, as they tend to limit their activities and behaviors in accordance to those of the character. Please keep these items home.

We invite every child to bring a lovey/stuffy/comfort item from home. These items often help to console children during rough transitions, or simply offer comfort and familiarity during nap and rest times. However it is not uncommon for a child to become so attached to their comfort item that it prevents them from participating in activities and/or building relationships with teachers and peers. In the event this occurs, we may ask that you leave this item at home.

Waitlist

Due to our focused curriculum and limited space, Our Nest programs frequently have a waitlist. When a family chooses to be added to the waitlist, they understand that the policies, procedures and tuition structure at Our Nest Schoolhouse may change between then and their future enrollment date.

To join the waitlist, prospective families must:

- 1) take a tour of Our Nest Schoolhouse
- 2) fill out and return the Registration Form
- 3) Submit payments for annual nonrefundable
Registration Fee and Supplies Fee

- 1) The date you completed Registration Forms and fees.
- 2) Whether your child is a sibling of a currently enrolled student.
- 3) Whether you are a returning family.
- 4) Whether your child's age matches the available spot(s).
- 5) Whether your child's schedule matches Our Nest's availability.

Factors of Waitlist in order of priority:

Priority for enrollment goes first to siblings of those already enrolled, then to returning families, then to new students. When you are notified that a spot has become available, you have 24 hours to accept or decline. After that time has lapsed, Our Nest will call the next family on the waitlist, based on the criteria outlined above.

If a prospective family wishes to guarantee their child's placement, they have the option to pay a nonrefundable Placeholder Fee. The fee does not count towards tuition and registration, but does secure your child's enrollment if applicable.

Appendix A

Flow of the Day : Floras and Faunas

9:00am DROP OFF BEGINS

- Parents bring their children into the backyard for free exploration. If weather requires indoor drop off (front door), you will be notified via BAND.
- Arrival after 9:30 is prohibited without prior arrangement. We have found that many children who arrive at inconsistent times can have a difficult time assimilating into the group and miss a good portion of the morning's activities, and easily triggers other children who may be struggling with transitions.
- Parents and teachers check in with one another with information about the child and their needs for the day.
- *Please be sure to fill out the sign-in sheet prior to leaving.*

9:00 - 10:00am Free Exploration & Early Focus

- Outside exploration, group games, bike/strider riding, garden exploration, chicken care and myriad sensory activities : sandbox, climbing structure, circle swing
- Children independently create games such as pirates, dragon hunters, scientists, cooks, builders, earth movers and more - using their minds, bodies, problem solving, etc.
- Organized group games: encourage direction following, negotiating play, large motor skills, cooperation.

10:00 - 10:30am WASH HANDS + SNACK (*fruits or veggies provided by parent in snack rotation*)

10:30 - 12:30pm INDOOR PLAY & PROVOCATIONS

- Each child has the choice to engage in play in either the sensory space, science center or studio.
 - In the sensory space are materials set out to provide choices related to the learning domains such as: dramatic play, reading, writing, science, math related manipulatives, puzzles, sensory materials for exploration.
 - The building platform consists of block play (with many other smaller items to enhance block play): construction of buildings with small blocks or larger block structures such as towers, race cars, boats, etc.
 - The sensory space contains instruments, dress up materials, kitchen and farmers market, puppet theater, fort construction and more.
 - Also located in the sensory space is the cozy corner - a chill place for lounging and browsing the library, processing thoughts and feelings throughout the day, or simply needing to take some space.

- The science center is home to a large light table where the children are able to further examine found objects and group experiments with magnifying glasses and other materials, make spore prints and concoct potions from local plants and herbs, and access our sand and water tables.
- The studio has opportunities for free exploration with paint, pencils, markers, crayons, clay, water, and also has times where instructions are given for specific purposeful activities: drawing from observation, self-portraits, painting from a photograph, sculpting a known object, creating envelopes for writing letters, independent sewing projects, etc.
- During this time, children are encouraged to interact and learn with one another and their teachers. Open ended provocations are set out by teachers but children are allowed access to other games and materials they choose.
- manipulatives, games as they choose and sensory materials.

12:30 - 1:30pm COMMUNITY MEETING & LUNCH

- At this time we begin winding down. After cleaning up, the groups gather together for our daily meeting, followed by washing hands and sitting for lunch.
- Whoever has chosen to be the bin retriever for the week sets out the wash tub, trash and compost bins. When finished eating, each child gets up from their seat and empties the items from their lunch tray into the designated containers.
- Following lunch, the Floras head to the nap room where they sleep undisturbed. Black out panels line the windows and a soothing white noise machine drowns out outside sounds, ensuring a deep and regenerative sleep.
- Post-lunch, Fauna's enjoy independent library time, individual projects and small groups. Guided meditation and age-appropriate stories play from classroom speakers.

3:00pm SNACK

4:00pm PICK UP

- Parents (or other approved persons) arrive for pick up at 4:00 and collect their child's belongings - shoes and socks from the basket, jackets and coats from the coat rack, any items hanging on the clothesline, used wet/dry bags, etc.
- Every other Friday the children will be sent home with any art and miscellaneous items from their cubbies, as well as all bedding and nap mats for washing.
- All children should be signed out before leaving for the day.

4:05 - 5pm OPTIONAL EXTENDED CARE

On Wednesdays we have a 10am music class taught by Heidi Nelms, and spend the remainder of the afternoon at Sunnyside or Laurelhurst Parks.

Due to the nature of our program, we require a fair amount of flexibility in our schedule. If the children are particularly involved in an activity or project, we believe their creative process should take precedence over timeliness. However, we do our best to keep our daily schedule as consistent and structured as possible.

The teachers are aware of each child throughout the day and how each child's day flows. Teachers give children plenty of opportunities to figure things out for themselves whenever it is constructive to do so, becoming more actively involved when it seems appropriate. This applies to social skills as well as to cognitive and physical ones. We are helping the child to exert control over themselves and take initiative to practice personal problem solving. Children feel good when they know they have personal agency.

There are times when the children function as a whole: music class, snack times, lunch, nature walks - and there are times when each group engages in projects and play separately. Young children challenge, inspire, and learn from one another; we believe it's important for the entire mixed-age class to interact with one another as often as possible. We also recognize that each group should have dedicated focused time for learning and play that meets where they're at specifically in their development.

Community Meeting

Every day the Floras and Faunas gather as a class for our Community Meeting (commonly referred to as Circle Time). Our Community Meeting serves to promote social connection, solve conflicts, and strengthen core values. During this time, children come together in camaraderie. We incorporate all other curriculum areas into the Circle as well, such as foreign language and American Sign Language, math, music, and art. We may read a book to start a cooperative discussion, invite children to share announcements, stories, discoveries, and state their intentions for the day. It also plays a vital role in helping children transition, for example, from high outdoor energy to a relaxing and calm indoor environment.

Appendix B

Determining Your Tuition

& misc. fees

Sliding scale tuition is based on each family's annual adjusted gross income and family size. Families will provide this information by self-selecting the appropriate tier in their application for enrollment or re-enrollment. Supporting financial documents may be requested.

Family Size	TIER 1	TIER 2	TIER 3	TIER 4	TIER 5	TIER 6
2	≤ \$31,283	\$31,284 - 56,320	\$56,321 - 70,320	\$70,321 - 84,384	\$84,385 - 140,640	≥ \$140,641
3	≤ \$39,460	\$39,461 - 63,360	\$63,361 - 79,110	\$79,111 - 94,932	\$94,933 - 158,220	≥ \$158,221
4	≤ \$47,637	\$47,638 - 70,320	\$70,321 - 87,900	\$87,901 - 105,480	\$105,481 - 175,800	≥ \$175,801
5	≤ \$55,814	\$55,815 - 76,000	\$76,001 - 94,932	\$94,933 - 113,918	\$113,919 - 189,864	≥ \$189,865
6+	≤ \$69,991	\$63,992 - 81,600	\$81,601 - 101,964	\$101,965 - 122,357	\$122,358 - 203,928	≥ \$203,929

F L O R A : toddlers ages 2-3

Tier	3 Days	4 Days	
1	\$650	\$900	
2	\$845	\$1,075	
3	\$936	\$1,196	
4	\$1,014	\$1,300	
5	\$1,105	\$1,387	
6	\$1,196	\$1,525	

F A U N A : ages 4-5 years

<i>Tier</i>	<i>3 Days</i>	<i>4 Days</i>	
1	\$640	\$875	
2	\$800	\$988	
3	\$845	\$1,074	
4	\$910	\$1,179	
5	\$1,040	\$1,300	
6	\$1,170	\$1,473	

Enrollment & Registration Fees

Registration for new families	\$90
Re-enrollment for returning families	\$45
Supplies fee	\$350

All fees, in addition to a deposit **equal to one month's tuition**, are due within 10 days of placement confirmation.

Tuition Payments

Tuition is due on the 1st of the month, September to June.

A 10% discount will be applied to the second child's tuition.

Payments may be made by **cash Or check** to the order of Shannon Vasilev Via **Zelle Or Venmo (Venmo will incur a \$10 charge)**.

Payments made after the 1st are considered late and subject to a \$20 fee.

Appendix C

First Day Checklist

ALL PERSONAL ITEMS MUST BE LABELED

- Photo(s) of child, child with parents, parents alone, anything or anyone important to your child (grandparents, siblings, sitters, relatives, friends, and pets).
- Extra clothing (shorts and pants, shirt, socks, underwear, sweater or jacket)
Kiddos who are toilet training should bring a small bag or backpack filled with extra underwear to be left in the bathroom.
- Rain gear (Muddy Buddy, rain pants, etc.)
We encourage parents to leave a pair of rain boots and rain jacket at the school in the event of sudden showers or water play.
- Wet/Dry bag for wet or soiled items.
- Water bottle (to stay at school).
Please make sure to provide a water bottle that your child can open themselves, as our water refill station is self-serve. Also, keep in mind that we don't have a dishwasher, so the water bottle should be simple to wash by hand. (Some water bottles are particularly difficult to clean by hand and easily develop mold)
- Diapers and wipes (if applicable)
- Nap/Rest Time Bedding
Space is limited, therefore we require each child have their own sleeping bag with attached pillow and blanket, or similar item.
****see photo for example****
- Emergency Preparedness Kit (in the event of evacuation/natural disaster)
 - Water
 - Non-perishable food (dried fruit, energy bar, etc.)
 - First Aid supplies
 - Prescription Medications
 - Toothbrush/Toothpaste/soap
 - Diapers (if applicable) and wipes
 - Masks (N95 or similar preferred) and hand sanitizer
 - Photos of family/pets

see [BUILD AN EMERGENCY KIT](#) (ready.gov) for further information



JumpOff Jo Toddler Nap Mat - Children's Sleeping Bag with Removable Pillow for Preschool, Daycare, and Sleepovers - 43 x 21 Inches -

