Prospective Family Admissions Packet



2026-2027

Table of Contents

Ethos	**3**
Our Team	**4-6**
Program	**7-9**
Tuition and Fees	**10**
Health and Safety Policies	**11-17**
Community Building	**18**

Ethos:

Philosophy

At Magic Forest School we feel strongly that exploration is the key that opens the door to adventure, enlightenment, and learning; respect for the child is the key that keeps the door open. At the heart of our philosophy is respect and honor for each child's personality, style, pace, and age, as well as developmental stage. We believe and act on the belief that all children are kind, capable citizens. Indeed, all people are endowed with kindness. Interestingly, at heart, children and adults want and need the same things: to be heard and acknowledged, loved and accepted, considered, made time for, and feel special. Knowing and remembering this in each class as we act as role models, mentors, teachers, and guides helps us to create, manifest, and share our goal of 'honoring all living things, including others and ourselves'.

Values:

We aim to fulfill a growing need for time spent outdoors, fostering authentic relationships with the natural world, encouraging learning and creativity for all.

Our ultimate **goal** is to provide children with authentic learning opportunities to engage with nature in a meaningful, lasting and holistic manner- to strive to instill a positive regard for nature and teach responsible stewardship. Our **intention** is to foster a sense of community and a shared learning experience while building resilient, confident and independent learners. Our **hope** is for our students to become inquiry-driven independent thinkers who communicate effectively and are comfortable finding their own way. We aspire to prepare our students to thrive in a processed-based, collaborative world.

Curriculum:

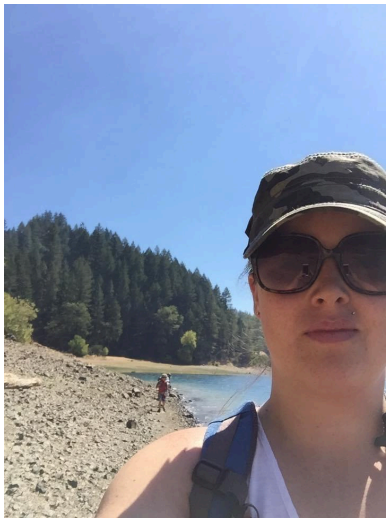
Teamwork amongst the children is promoted within our school environment. Additionally, the children are encouraged to practice their own negotiation and conflict resolution, with a teacher standing by honoring the group's process, and stepping in only as needed. The learning is play-based and, as far as possible, child-initiated and child-led.

Forest School is an inspirational process - as we believe children achieve and develop confidence through hands-on learning. It is fundamentally based upon early childhood principles of freedom in play, creativity, social skills and emotional stability. The Forest School approach benefits children in a number of ways, it supports physical development and stamina, builds self-esteem, develops problem solving skills and risk awareness, helps to build positive relationships, prepares our future citizens, promotes good mental health and wellbeing and supports children with their communication and collaboration. Our school is filled with these rich opportunities for growth, individualized recognition, trust, and support, as well as organic learning along an array of developmental domains, including the arts, science, literacy and math.

Our Team:

Ashley Langton





Ashley is a born teacher to whom children are naturally drawn. Her formal teaching experience started in college at San Francisco State University, paired 1-on-1 with children in various preschools through Americorps and the Jumpstart program. She switched her major to early childhood development, starting a journey that has lasted 22 years so far and touched many lives.

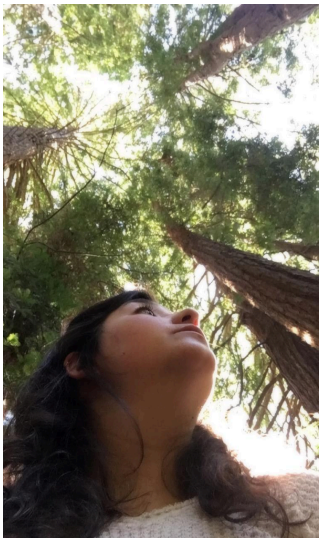
The teaching philosophy of Reggio Emilia was a perfect match for Ashley's talent to link concepts and activities together dynamically in response to the children's changing interests, to enhance and deepen each child's connection to the world and the people around them.

Ashley has always been an outdoor enthusiast, and the opportunity to teach in a purely outdoor classroom has been a long-term dream come true. Children from all backgrounds tend to flourish in an outdoor setting, where their deeply rooted impulse to run, jump, climb, and explore can always be engaged.

When she's not leading children through the woods, Ashley lives in San Francisco right up against John McLaren Park, with her husband Gabe and three children: Holden, Ace, and Emery. She is a lover of animals and critters, and enjoys crafting, baking, museum-going, riding bikes with her family, and camping.



Mia Lugassy



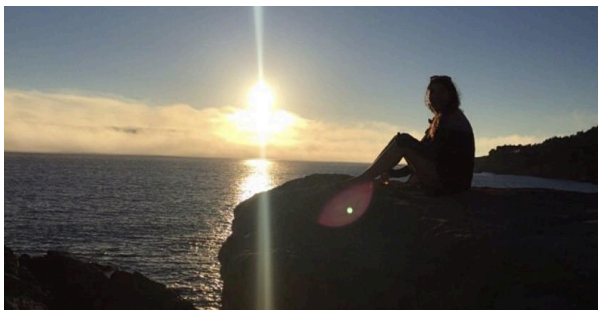


Born in Los Angeles, Mia proudly comes from a mixed family of Cuban and Moroccan immigrants, and was raised in a boisterous bilingual home. Since before she could even talk, Mia was a natural caregiver. She had an affinity for all babies and children, and seemed to have an almost magnetic effect on them.

As she continued to follow this calling, Mia received her B.A. in Child Development, with an emphasis in Early Childhood, from San Francisco State University, and has been steadily teaching (and learning from) children ages 0-5 for the last 17+ years. Once she began her studies, Mia became passionate about the Reggio Emilia Approach, which only further validated her belief that our youngest citizens are curious, competent and social learners. This was the pivotal moment which propelled Mia on her own personal 'spiritual journey' of finding and healing herself, through authentically supporting children along on their own healing journeys.

Mia aspires to create a more human school- where the "image of the child" is one of empowerment, resilience and curiosity; future generations full of radical thinkers and reshapers of the world; and nature-based pedagogy just happens to activate those potentialities in every child beautifully. Mia trusts in the joy of process and is endlessly inspired by the patterns, cycles and overall interconnectedness of nature.

Some other things that fill Mia's heart with immense joy are: helping and watching things grow, thrifting through peoples' old things, tight hugs, fairy folklore, holding space for people who need it, creek hangs, writing/reflecting, tea parties, photography, mushroom hunting, cuddles from her cat and dog, listening to a good song on repeat, cooking food from her heritage, helping others see the unique magic that they offer to the world, and at the moment reading up on herbalism and learning the art of ecoprinting.



The educators at Magic Forest School take their teaching practice very seriously and value the process of learning and personal growth. As the world turns, and we as a people change and evolve, us pedagogues have the unending task of continuing to listen, study, question and reflect upon human development and how young children learn; staying open and compassionate is the key. Professional Development is just one way we connect with our larger community and take time to reflect and build upon our knowledge and work as educators.

Outdoor/ECE Professional Development & Other Applicable Certifications:

- Conducted *Leave No Trace Training* through REI- Training children ages 5-18 in protecting and observing the natural world (2006-2008)
- *Outdoor Classroom Project*- Training 1 (2011)
- *The Children Learning with Nature Institute* in Santa Cruz- (2015)
- *Jewish Outside*- Five-month cohort program (2017)
- *The Children and Nature Network*- International Summer Conference (2019)
- Founded an *Outdoor Committee* at our previous school- focusing on working with staff to rethink our outdoor spaces and create intentional nature engagement with children (2019-2020)
- *Envisioning Justice: Anti-Bias Teaching in Reggio-Inspired Classrooms*- (2020-2021)
- *Land as Teacher: A Pedagogy of Relationships*- (2020-2021)
- Members of the *CAFS [California Association of Forest School]* (since 2021)
- *Decolonizing Storytelling:* Workshop- (2022)
- *Decolonizing Identity Work in Education:* Workshop- (2022)
- *Energetic Ecology Course* (2023-2024)
- *Cornerstones of Connection with Jon Young*: Webinar- (2025)
- *CLT's as a Step Towards Decolonizing our Relationship to Land:* Webinar- (2025)
- CPR & Wilderness First Aid Certified [*WildMED*]- (2026)
- *Liberation for Littles:* Workshop- (2026)
- *Anji Play Materials & Practices: A Hands-on Introduction*- (2026)

Program:

Hours

We have two schedules to choose from:

- 9:00am-1:00pm
- 9:00am-4:00pm

Days

Full-Time:

- Monday - Friday

Part-Time:

- 3-4 days/week

Location

The whole community is our schoolyard! We are located outside, in various nature areas around the East Bay. Once enrolled, families receive a detailed schedule with our location for drop off and pick up.

Daily Schedule

- **9:00** Morning Drop-Off
  Child-Directed exploration & play
- **9:45** Morning Gathering: storytelling, song sharing, group discussions using our senses
- **10:15** Morning Snack
- **11:15** Project work in small groups/ child led hikes & play
- **12:15** Lunch
- **1:00** Early Pick-up
- **1:00** Rest Time
- **3:00** Afternoon snack
- **4:00** Late pick-up

School Calendar

We observe all national holidays and some school holidays. ****Dates are subject to change****

- Initial Parent Teacher Conferences - ***Monday, August 31st***
- Forest Family Social - ***Wednesday, September 2nd***
- First Day - ***Tuesday, September 8th***
- Indigenous People's Day/Dia De La Raza - ***Monday, October 12th** *
- Forest Playdate - ***Saturday, October 24th***
- Veteran's Day - ***Wednesday, November 11th** *
- Forever Forest Friends Jubilee - ***Saturday, November 14th***
- Fall Break - ***Monday, November 23rd- Friday, November 27th** *
- Winter Community Gathering - ***Date TBD***
- Staff Development/ Work Day - ***Friday December 18th** *
- Winter Break - ***December 21st-January 1st** *
- Martin Luther King's Birthday - ***Monday, January 18th** *
- Parent Teacher Conferences - ***Monday, January 25th** *
- Parent Teacher Conferences continued - ***January 26th-February 11th***
- President's Day - ***Monday, February 15th** *
- Staff Development/ Work Day - ***Friday, March 26th** *
- Forest Playdate - ***Saturday, March 27th***
- Spring Break - ***March 29th-April 2nd** *
- Spring Campout - ***Saturday, May 22nd-Sunday May 23rd***
- Memorial Day - ***Monday, May 31st** *
- Last Day - ***Friday, June 4th***

*closure dates

Drop-Off and Pick-Up Policies

We ask parents to walk their child up to wherever the teacher has set up the wagon and/or book blanket. Please make sure you park in a designated parking spot and refrain from blocking a red zone or a non-parking zone. Please give us a call or text if you arrive after 10am, so we can plan accordingly.

Pick-up time will work similarly, we will meet parents near the drop off location. If you pick up 30 minutes after the designated pick up time, you will be charged a late fee.

Toileting in the Forest

CHILDREN ARE NOT REQUIRED TO BE POTTY TRAINED Teachers assist children who need their diaper changed on a changing pad. If a child is potty-trained or potty-training, teachers suggest either a "nature pee", or alternatively we set up a portable fold-up potty for the children to use with independence, which we sanitize regularly. Afterwards children wash their hands with either water and soap or hand sanitizer. We may have access to public restrooms that we would only use for emergencies.

Rest Time in the Forest

During rest time, we set up a waterproof blanket in the shade and/or a tent for the children to lay on their nap mats or sleeping bags and rest their bodies and minds. We listen to stories and play soft sounds. Some friends nap, while the children who do not nap, rest with some calming, quiet activities.

What to Bring

We can't stress the importance of proper clothing enough! Children should be in comfortable clothing. We prefer that your child wear sturdy closed-toed shoes, as we will be doing a lot of walking throughout the day.

Other items include:

- ❏ **Child sized backpack-** one with a chest clip and waist clip (these clips help to distribute the weight evenly on the body- which make it easier to carry and keep the pack in place)
- ❏ **Lunch & snacks**- nothing with glass or too heavy, easy for the child to open up independently
- ❏ **Refillable water bottle**- easy for child to open spout on their own
- ❏ **Sun Hat**
- ❏ **Sunscreen**
- ❏ **Change(s) of clothes**- Please pack extra clothes such as socks, underwear, shirts, pants, etc. Make sure there are various layers to accommodate the unpredictable weather in the bay area.
- ❏ ***"Who Am I?" Book:*** Please create a book with your child about their likes/dislikes, family members and anything that is important to them. Please email it to us, and keep it half-page size. We will print it and laminate it so the children can keep them handy in their backpack to share and learn about each other or reference during times of big emotions.
- ❏ **Lovie** or comfort item if needed
- ❏ **Diapers** if needed
- ❏ **Nap mat or sleeping bag**- if your child will be resting
- ❏ **Appropriate rain gear** during rainy days - preferably a rain suit or something that is waterproof, with zippers that are sealed, and with a hood. As well as waterproof boots.

** REI is a good resource for children' s outdoor gear, but we will provide additional resources, including access to our *Used Gear Bank*. We will send out a detailed gear list in your welcome email, once your child is enrolled.

Reminders:

- **Please label everything!**
- Please apply sunscreen in the morning. We will reapply in the afternoon.

Tuition and Fees:

Monthly Tuition

Tuition is due at the first of the month by Zelle, check or cash only. Please write your checks out to Magic Forest School.

	5 days/week:	4 days/week:	3 days/week:
9am-1pm	$2000	$1600	$1200
9am-4pm	$2450	$2050	$1650

***We do work under a sliding scale tuition model, so if this is too costly for your family, please reach out to learn@magicforestschool.com so we can make a plan together.*

Deposit

A deposit of **$600** is due once all Enrollment Documents are signed. This deposit will confirm your space in our program and will be deducted from your last month's tuition, as it is part of your total tuition, not an additional fee.

Materials Fee

Engaging materials play an important role in your child's experience at The Magic Forest School. We will be collecting a one-time materials fee of **$300** at the time the contract is signed. This will be used to buy art materials, investigating materials, safety equipment and anything that needs to be provided for the teachers and the students to engage in our environment. (See page 18 for a breakdown of materials)

Cancelation Policy

We understand that life brings lots of changes and that sometimes a plan you might have for your child or family needs shifting. We ask that if you know in advance of a change in your child's enrollment, to please give us a 3 month (90 days) written notice. This will allow us to try and find another family to fill your spot. If your family is unable to give a 3 month (90 days) written notice, we will need to hold onto your $600 deposit, as well as charge you tuition, to assist in our financial situation until a replacement is found.

Late Payment Policy

The operation of Magic Forest School is dependent upon tuition received from families; thus, timely payments are essential. Establishment of a payment plan may be possible in special circumstances, if proactive communication is received.

In cases of late or non-payment of fees, the following procedure will be followed: A $35 initial late fee will be added to tuition, plus a $5 late fee for each additional day.

A fee of **$35** will be charged for checks that are returned due to insufficient funds.

Health and Safety Policies:

Food Policy

It is extremely important that you notify us of any dietary restrictions or food allergies your child might have.

Child Sick Policy

The frequency and severity of illness in our group can be greatly reduced by your cooperation in keeping your child at home when they are not well.

Children exhibiting any early signs of illness should not attend school. They may return to school after they are 24 hours symptom-free.

To protect the health of the other children, teachers are not permitted to allow any child showing definite signs of illness into school unless cleared by the child's pediatrician, with written confirmation. The below symptoms are ones that guide our school's decision to send children home. (If you are uncertain about these signs of illness or when to have your child return to school, please contact us.)

-Flushed or unusually pale face
-Watery or inflamed eyes
-Persistent coughing or sneezing
-Excessively runny nose
-Soreness or dryness in the throat
-Fever (above 99 degrees)
-Vomiting (as a result of illness)
-Diarrhea
-Unusual body rash
-Beginning of ear infections
-Conjunctivitis ("Pink Eye")
-Head Lice

If your child becomes ill during our day, we will notify you at once and expect you or your designated emergency contact to pick up your child as quickly as possible. As a general rule, we will call families if a child is "off" or unable to participate in regular activities.

If you suspect your child has been exposed to or diagnosed with any contagious disease (e.g. Covid-19, influenza, chicken pox, measles or hand foot & mouth disease), please inform the staff at once so that we may watch for symptoms.

We will not administer any medications during school hours, outside of an epipen.

Teacher Sick Policy

Just like the children, teachers get sick as well. If a teacher gets sick, we may have to close the program for the day(s). It is imperative that your teacher comes to the program healthy, so everyone stays healthy. We have a limited sub list and will utilize it when we can. The last few years we tested out a Parent Volunteer Model for when one of the teachers was out sick. We would like to continue to offer this as an option, depending on the availability and willingness from our parent community. We will set up a volunteer sign-up once the school year begins, and if you are available/interested in being on call to help out on those days when they may arise, we will reach out to you with as much advance notice as possible.

Safety

We will do everything we can to keep your children safe during their time in our care. We will begin our morning as teachers, assessing the space for safety before the children arrive. We will continue this assessment with the children throughout the day. At the beginning of the year, we will take our time slowly exploring our new environment- to become familiar with our space, and what it has to offer. It is important for children to understand what is safe for us to interact with and what is not.

Tick Safety: Tips & Tricks

During warm weather seasons, we want to make sure everyone in our community is well informed. We do come across ticks during our time out in nature spaces, and although we have been assured by pediatricians that the ticks in our area don't carry lyme, we prefer to err on the side of caution. Teachers carry items that can remove a tick and are equipped to assist if a child is bit while at school, and we also perform tick checks regularly throughout the day. **Here are a few preventative measures that you can take to help:**

- Tuck your pants into your socks/wear high socks
- Tuck your shirt/base layer into your pants
- Wear long sleeve shirts and long pants in lighter shades
- Treat clothes and shoes with Permethrin or other essential-oil based bug repellent sprays (cedar, eucalyptus, rosemary, neem, citronella, tea tree, peppermint, arborvitae, and almond oils are all great options)
- Wear hair pulled up in a ponytail or braid
- Wear closed-toe shoes
- Check child daily after pick-up (ticks are attracted to warm areas: armpits, clothing lines, hair lines, between fingers/toes) & take off clothes worn outside and toss them in the dryer on high heat for at least 10 minutes

Risk is another experience we feel is essential to a child's development. Engaging in these experiences will teach them how to manage risks, which in turn cultivates a healthy understanding of safety skills. There are spaces and species we will not be able to explore with the children because the risk will be too high. But there will be lower risk activities that the children will want to explore- like climbing trees and lifting items that are larger than their bodies. These moments will be supported by the teachers so that the children have the opportunity to test out their abilities. If a child becomes fearful during these types of risks, teachers will help them to feel more comfortable and assist them to feel safe again. As teachers, we will not physically assist the children during these times of risk, unless we are asked to by the child. It is important for the children to listen to their bodies and understand what they are capable of. If we always help them climb a tree, how will they be able to climb it on their own? It is all about facilitating 'safe' risk taking, and trust is the foundation to this facilitation.

****Please let us know if there is anything that you don't feel comfortable with your child exploring, or if your child is unable to partake in certain physical activities.**

Injury Policy

If a child receives a minor injury during our day in the forest, we will treat it promptly and communicate to the parent(s) what occurred at the end of the day. We have a fully stocked first aid kit, as well as some ice packs that we carry with us everyday. If a child receives a head injury or any other serious injury, we will treat it promptly and call the parent(s) to assess the situation together and decide if the child should go home or not. As CPR/First Aid certified teachers, we have emergency plans in place if a child were to be exposed to a bite or poisonous plant. Please reach out to us for more information.

(Our full *Safety Emergency Response Plan* is available upon request.)

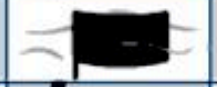
Weather Conditions

"There is no such thing as bad weather, only bad clothing."

Days in the Bay Area are always unpredictable-to say the least. During days where it is colder, please make sure your child has some extra layers to put on, like gloves and hats, in case they get cold (follow cold and rainy day gear checklists). During days when it will be raining, we will continue to run our program, and we ask that you provide your child with the proper gear. We will also bring tarps and/or a tent to create some coverage from the rain and sun. If there are other elements that seem unsafe (ie: thunder/lightning, high winds, flooding, or fires/unhealthy air), we will have to move to an alternate location, or will need to close our program for the day(s). If we are exposed to these kinds of elements during our school day, we will quickly evacuate the children from the park and have them wait in a teacher's car for their families to arrive. If severe weather proceeds past a day or two, we have indoor options such as museums, libraries and community spaces (like Play Labs, Berkeley) that we will utilize.


80°F
70°F
60°F
50°F
40°F
30°F
20°F
10°F
0°F

Beaufort Scale

Beaufort number	Wind Speed (mph)	Seaman's term		Effects on Land
0	Under 1	Calm		Calm; smoke rises vertically.
1	1-3	Light Air		Smoke drift indicates wind direction; vanes do not move.
2	4-7	Light Breeze		Wind felt on face; leaves rustle; vanes begin to move.
3	8-12	Gentle Breeze		Leaves, small twigs in constant motion; light flags extended.
4	13-18	Moderate Breeze		Dust, leaves and loose paper raised up; small branches move.
5	19-24	Fresh Breeze		Small trees begin to sway.
6	25-31	Strong Breeze		Large branches of trees in motion; whistling heard in wires.
7	32-38	Moderate Gale		Whole trees in motion; resistance felt in walking against the wind.
8	39-46	Fresh Gale		Twigs and small branches broken off trees.
9	47-54	Strong Gale		Slight structural damage occurs; slate blown from roofs.
10	55-63	Whole Gale		Seldom experienced on land; trees broken; structural damage occurs.
11	64-72	Storm		Very rarely experienced on land; usually with widespread damage.
12	73 or higher	Hurricane Force		Violence and destruction.

Important Gear Information - Cold Weather

As we eagerly welcome cold and rainy days at forest school, as they are so deeply needed and appreciated by both the children and the land alike, we wanted to take this opportunity to offer some of our gear suggestions and requirements, so that we are all prepped and ready for the colder seasons here at MFS. The number one key to enjoying the rainy/cold season at school is having the **adequate gear**, so that our **bodies stay dry and warm underneath** throughout the day.

The following layers are what we suggest:

Rainy Day Gear Checklist:

✔️wool socks
✔️quick dry/wicking undergarments (long sleeve shirt and pants)
✔️fleece or non-cotton warm top layers (top and bottom)
✔️rain suit or rain pants & jacket (it is critical that they have sealed seams and are completely waterproof)
✔️rain boots (make sure pants are pulled over boots)
✔️non-cotton scarf/neck gaiter
✔️warm hat
✔️waterproof gloves
✔️waterproof backpack cover

Cold Day Gear Checklist:

✔️wool socks
✔️quick dry/wicking undergarments (long sleeve shirt and pants)
✔️fleece or non-cotton warm top layers (top and bottom)
✔️heavy jacket
✔️non-cotton scarf/neck gaiter
✔️warm hat
✔️gloves

Side Notes:

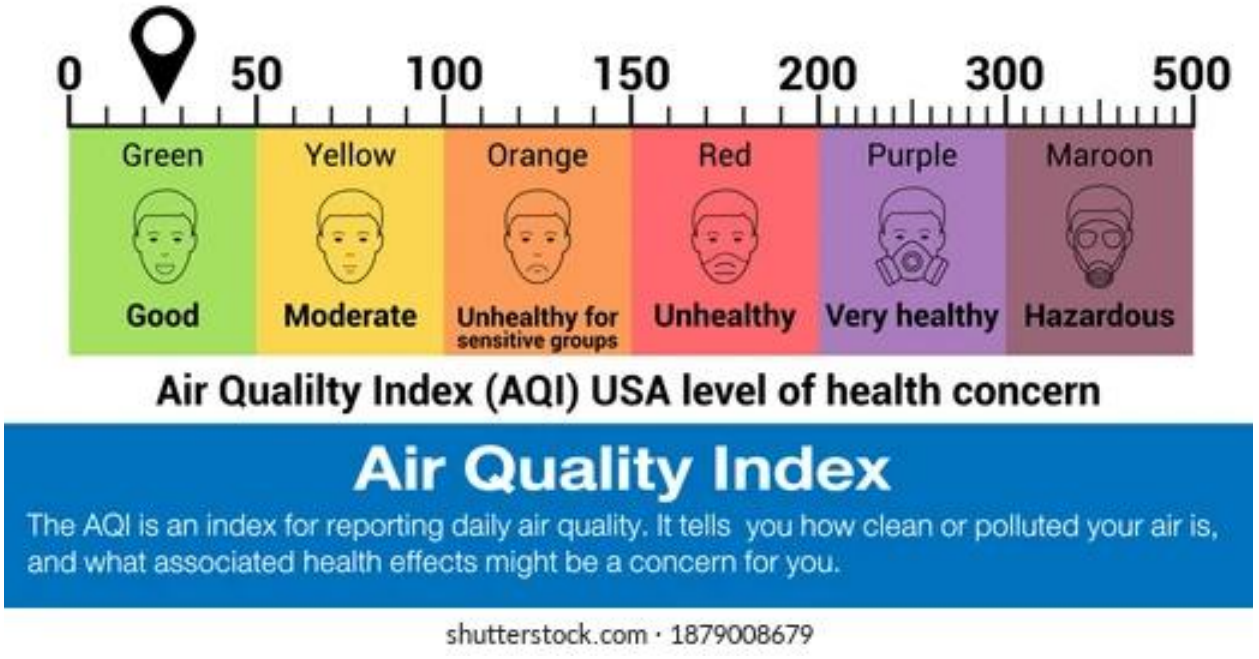
- Cotton items hold moisture and if they get wet from rain or even sweat, they will stay wet and cold longer, which is why we suggest **non-cotton under layers**
- If your top rain gear fits too small, pressure leaks may occur, therefore having **rain gear that is a bit bigger is ideal**
- Please be sure to **pack more than one extra change of clothes** on rainy days, as we change the children periodically if they get wet
- Please be sure to **label** all of your rain gear and layers
- If you're ever not sure how the weather will turn out during your child's school day, we always suggest erring on the side of caution and bringing extra gear, we can always hold it in the wagon, etc.
- If you're having a hard time finding any particular items, let us know and we can send over links to items that have worked for families in the past
- We would also like to remind you that we do have a Gear Bank, which families are welcome to look through upon request

Fire & Air Quality Policy

If there is ever a fire at the park or in an area close by, we will be shutting the program down. If the fire occurs while we are in the park, we will quickly evacuate the children from the space to wait in teachers' cars, and contact the families for an immediate pick-up.

During the fire season, we will be regularly monitoring the air quality through websites/apps such as, AirNow, IQ AirVisual and PurpleAir. If the air quality is in the 75 AQI (or higher), we will be closing the program for the day, and will stay closed until the air reaches a healthy level, as an AQI over 75 is not healthy for children's developing lungs to be exposed to for long periods of time. If it looks like there will be poor air quality for an extended amount of time, we will inform you about closure or location change as soon as we can, via Klassly app. In this case, we will most likely close for the whole week, and if the air clears up before the end of the week we inform you of when we can safely open again. We have alternate outdoor and indoor spaces in different parts of the East Bay, if the park is closed due to a fire hazard or if air quality is at unsafe levels. We will communicate ahead of time, as soon as possible, which location our program will be held at.

We also wanted to share this helpful resource from the American Academy of Pediatrics, to better understand the potential hazards of wildfire smoke exposure for children: Wildfire and Smoke Exposure Webinar (https://aapca1.org/resource/wildfire-and-smoke-exposure-webinar/) We understand how disruptive fire season can be for each and every one of us. We deeply appreciate your patience and flexibility while we focus on keeping everyone's health and safety at the top of our priority list.



Community Building:

We aim for the communication lines to be open and reciprocal. In the process of learning, we view the teachers, parents and children as collaborators. We see the parent as an essential resource to the child's learning, and the exchange of ideas between parents and teachers is vital in creating a more positive and productive learning environment. We will use a variety of outlets to communicate, and value face-to-face during drop-off and pick-up times to help build our relationships with each other. Another layer to how we strengthen the connection between school and home is by offering opportunities for families to engage in the classroom throughout the year.

Forest Family Social

A short morning meet and mingle in the forest, right before the first day. This is a time for the children to be introduced to the land, their teachers and their classmates, and for families to connect and get to know each other, before we embark on the school year together.

Community Gatherings

There will be various times throughout the year that we will come together to celebrate the beautiful community we have built. We are eager to host our MFS families in the forest, to enjoy some connection, togetherness, and cultivate a collective internal warmth that may carry us through the seasons.

Family Engagement Opportunities

A time for family members to engage with the class. This engagement could entail something as simple as reading a story, going on a walk, or spending time together, or perhaps you'd like to share aspects of your culture, skills and/or passions with our classroom community, either way we'd love to have you offering enrichment and depth to our school in your own unique way. We will also share a donation/wish list with families at the beginning of the school year for opportunities to offer your support to our classroom in any way you feel called.

Parent-Teacher Conferences

It is very important for us to create a partnership between the parents and the teachers. We will have two scheduled Conferences throughout the year, in which we take time to check-in about your child's learning, development and interests at school: An Initial Conference before the first day and a Mid-Year Conference, (we also offer an optional Final Conference upon request). We are also always available for additional meetings if the need arises throughout the year. Our Mid-Year Conferences are held across three weeks, starting with the first Monday being a school closure date, in which we will hold a larger portion of the conferences over zoom. The remaining conferences will be held during after-school hours, across the three week period.

Daily Check-In

We will be sending a short daily notification to the families to highlight the experience(s) of your child's day, to keep you informed, and to help spark further conversations about their learning, at home.

Portfolios

Portfolios are a prime way that we showcase a child's process through the year. Teachers will create a Shutterfly book for each child at the end of the year, highlighting their own personal journeys, and will enjoy looking through them together on their last day.