

## Natural Pathways Parent Handbook

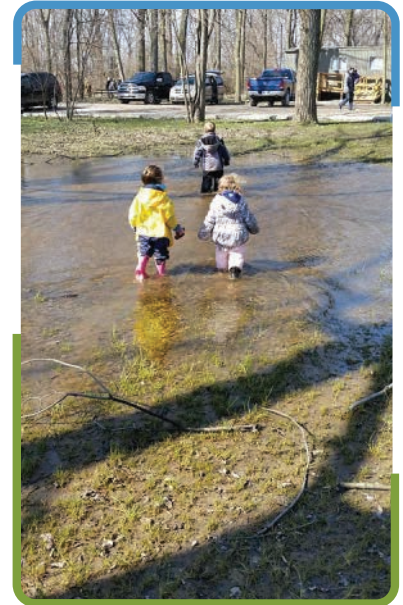


Natural Pathways Forest and Nature School (NPFNS)  
operated by Pat Andrews



### Our Mission Statement

Our mission at Natural Pathways Forest and Nature School is to provide innovative, inspired and transformational outdoor experiences for children through play and exploration in the local woodlands of Essex County Ontario. Our mission is also to nurture generations of ecologically aware and academically well-rounded individuals, who will have the knowledge, values and skills needed to make environmentally and socially conscious decisions on a local, national and global scale. We will inspire individuals to become ambassadors for nature and champions for well-being. We will support individuals in harnessing their potential and passion for being stewards of our natural world.



### Philosophy and Program Statement

1. Our program at NPFNS is a reflection of our philosophy; we support the individual's natural sense of curiosity through nurturing each individual's learning style, abilities and temperament. We nurture authentic relationships in our learning community recognizing children as competent, capable, curious, rich in potential and capable of constructing knowledge.
2. We are committed to creating an atmosphere of mutual respect for each other, our community, our environment, and the world around us. Relationship building is an integral part of our practices. Authentic, caring relationships are the foundation of our program; we cultivate a sense of belonging among the children, adults and the learning community with an emphasis on positive communication, self-regulation, and problem solving.
3. Our learning environment is a reflection of our image of the child as competent, capable and rich in potential. Our outdoor environment is rich in a natural materials and accessible tools/equipment that promotes exploration, discovery and divergent thinking. Our programs will reveal the authentic respectful approach to the learning process through reflecting each individual's interests and input. We support and nurture our ecological identity through a wide variety of opportunities for scientific discovery. Children explore the natural rhythm of the seasons in a respectful and flexible time schedule. Time is necessary for deep exploration and understanding of the cyclical systems in nature such as plant and animal life cycles. Our Forest and Nature School Program provides space based and play based emergent opportunities for discovery and connects us to the ancient wisdom of Canada's First Nations.



4. We promote health, safety, nutrition, and well being through our close connections to our natural environment. Our well being is nurtured by the ever changing weather and seasons, fresh air, food, science, and stress free natural surroundings. The natural world enhances opportunities for discovery and nurtures curiosity. Hands-on exploration and concrete experiences encourage us to build awareness about safety and safe risk management. Our seasonal food and outdoor practices inform us about healthy living through awareness of where our food comes from.
5. Authentic relationships are the substance of our learning community. We provide an environment that engages children in meaningful explorations, fosters active and creative play, and inquiry-based learning. Our emergent and child initiated curriculum provides many opportunities for the children to explore relationships. Our carefully designed schedule provides flexibility and opportunities for exploration, discovery, and expression.
6. Our research-based Constructivist approach to learning honours children's innate ability to construct knowledge from their hands-on experiences. Thus we provide an environment that encourages exploration, play, inquiry, and opportunities to build on previous learning. As a learning community we support children's explorations, experiments and discoveries by providing age appropriate provocations based on our observations of the inquiries unfolding during the play process. We capitalize on the rich diverse social, cultural and linguistic gifts that each individual bring to the group.
7. We cherish the diversity in learning styles and strive to create diverse, positive learning environments that meet each child's individual abilities. We understand the uniqueness of each child and design the learning environment with opportunities for active and quiet explorations. Through embracing the process of observing, listening and communicating with respect, we create opportunities for strong relationships to form. We nurture a strong sense of belonging with a natural rhythm and routine each day
8. Through Forest and Nature School Canada's ethos we research, observe, document and support the various types of play emerging in our environment such as symbolic, exploratory, dramatic, social, communication, creative, deep, fantasy, imaginative, locomotor, mastery, recapitulative, rough and tumble, and quiet meditative play. With our meditative 'sit spot' practice we provide time for quiet, mindful self-reflection and expression.
9. Through our strong professional commitment to foster engagement in our learning processes we invite families and the community to join in our programs. We strive to empower parents to participate as partners in all aspects of our program as experts on their children and the source of the most powerful influence on the child's learning, development, health and well-being.



10. We cherish our community relationships with local conservation groups, local colleges and universities, high schools, Scouts Canada, Forest and Nature School Canada, and other government-sponsored programs. Professional development opportunities are our passion and we strive to broaden our horizons continually. We embrace life-long learning for our staff as well as our colleagues in the community.
11. We seek to develop professional partnerships with like-minded organizations and are passionate about building bridges to create a community of best practices for learning. As professionals we are committed to the process of collaborative inquiry through sharing critical reflections, pedagogical documentation and our life long professional inquiry with the community. We are committed to the process of critical reflection, learning and growth as the basis of high-quality programs that continuously improve supported by emerging research.

### Best Practices

When implementing Forest and Nature School Canada Programs we are committed to the principles outlined in the Forest and Nature School Canada: A Head, Heart, Hands Approach to Outdoor Learning document.

#### Forest and Nature School Canada:

- is a long-term process of frequent and regular sessions in natural spaces including local forests, creeks, meadows, prairie grasses, mountains, shorelines, tundra, natural playgrounds, and outdoor classrooms.
- follows the renewing pedagogical cycles of observation, emergent research and pedagogical documentation.
- takes place regularly, ideally at least every other week, with the same group of learners, over an extended period of time encompassing the seasons.
- has a structure which is based on the observations and collaborative work between learners and practitioners.
- is a long-term process of regular and repeated sessions in the same natural space.
- is rooted in building an on-going relationship to place and on principles of place-based education.
- is rooted in and supports building engaged, healthy, vibrant, and diverse communities.
- aims to promote the holistic development of children and youth.
- views children and youth as competent and capable learners.
- supports children and youth, with supportive and knowledgeable educators, to identify, co-manage and navigate risk. Opportunity to experience risk is seen as an integral part of learning and healthy development.
- requires qualified Forest and Nature School practitioners who are rooted in and committed to FNSC pedagogical theory and practical skills.
- requires that educators play the role of facilitator rather than expert.





- uses loose, natural materials to support open-ended experiences.
- the process of learning is as valued as the outcome.
- requires that educators utilize emergent, experiential, inquiry-based, play-based, and place-based learning approaches.
- constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners.
- follows high ratio of practitioner/adults to learners.
- adults regularly helping at FNCS are subject Vulnerable Sector police checks into their suitability to have prolonged contact with children, young people and vulnerable people.
- practitioners need to hold an up-to-date first aid qualification
- is backed by relevant working documents, which contain all the policies and procedures required for running FNCS and which establish the roles and responsibilities of staff and volunteers.
- practitioners model the pedagogy, which is promoted during the FNCS program through careful planning, appropriate dialogue and relationship building.
- play and choice are an integral part of the learning process, and play is recognized as vital to learning and development.
- provides a stimulus for all learning styles, preferences and dispositions.

### Staffing

Natural Pathways Forest and Nature School (NPFNS) facilitators are experienced in outdoor experiential education, working with children in a child care or school setting, with backgrounds in child development, ecology, biology, special needs inclusions and accommodations, wilderness survival, and hiking leadership.

At all times, at least one group leader holds First Aid and CPR certification, Ontario College of Teachers certification and/or ECE certification, along with Forest School Canada Certification.

All staff and volunteers have submitted an up-to-date Criminal Record Check, with a Vulnerable Sector Screening. This information has been reviewed and verified by NPFNS and copies are available.

### Privacy Policies

Natural Pathways Forest and Nature School is committed to keeping all personal data protected and private, except where consent has been given (in the case of photographic images or video). We do not share information with third parties without prior consent, except when legally obligated to do so. Please note that where you consent to images appearing on the internet, they can be viewed worldwide including countries where Canadian data protection law does not apply.



When registering for a NPFNS session, you are providing NPFNS with sensitive information about you and your child(ren). This information falls under the protection of the Personal Information Protection and Electronic Documents Act (PIPEDA). NPFNS collects this information in order to communicate with you and to protect your child's health and safety during our programs. The information will be stored on Google Drive (whose servers are located outside of Canada). The Drive will be password protected and accessible only to the director of NPFNS, its administrators, and those educators/volunteers working directly with your child. You may find Google's Privacy Policy and Terms of Service here: [www.google.com/policies/terms](http://www.google.com/policies/terms)

Certain pieces of information (allergies, medications, emergency contacts) will be printed and kept in a binder for select NPFNS employees only. This binder will be carried in the leader pack in order to make it easily accessible in the event of an emergency.

Please contact us if you have any questions or concerns about privacy.

### Illness

In certain cases, we ask that participants stay home and only return to NPFNS 24 hours after their last symptoms have subsided.

We ask participants to stay home when:

- Temperature at or exceeding 101°F or 38.3°C
- Vomiting
- Diarrhea
- Unidentifiable rash

In the event that a child displays one of these symptoms while at NPFNS, parents will be contacted to pick child up immediately. Children may return to NPFNS 24 hours after their last symptom has subsided.

In the event of communicable diseases, such as measles, chicken pox, flu, etc., a sick child may return once their family doctor has communicated that it is safe for them to do so.

Any outbreak of communicable disease will be communicated to parents via email.

If your child is being treated for lice, please let us know so that we can share this relevant information to other families. Children may return once they are nit free.

### Food

- We ask that participants refrain from bringing any peanuts or tree nuts to NPFNS due to the prevalence of life threatening nut allergies. By providing nut free snacks for your child, NPFNS can strive to be a more safe and inclusive environment for everyone.
- Snack will be provided by the program staff while participating in Forest Mondays. At NPFNS we seek to empower even our youngest participants to carry their own backpacks and water bottles on our adventures, which is totally possible with small containers. We also ask that children bring with them a non breakable mug to enjoy a warm drink that will be provided on occasion.



- Water, soap and hand sanitizer will be made available for participants to wash their hands before and after snack.
- Participants will also be able to refill their water bottles on site.



### Emergency Procedures and First Aid

NPFNS has written emergency procedures in which all staff and volunteers are expected to comply. A copy of the procedures, as well as emergency phone numbers are carried by an educator at all times in the emergency backpack.

Should emergency care need to be provided, parents will be notified immediately, and a NPFNS staff member will stay with the child until parent or guardian arrives.

The first aid kit is carried in the emergency backpack and is well-equipped with all necessary items needed to treat minor injuries, such as Band-Aids and bandages, antiseptic wipes, bug bite gel, eye wash, allergy medication, and a hypothermia blanket, among other items. Once available NPFNS will ensure that all educators will be trained by the Wilderness Medical Associates in a first aid program specifically designed for the Forest School context, namely, work with children and adults in a near-urban forest setting.



### Risk Management

Risk and the management of it, is an inherent and integral part of the NPFNS and indeed of healthy child development. NPFNS educators and volunteers endeavour to co-assess and co-manage the risks on-site, while striving to include the participants in this process to help them learn the essential skill of risk management. The more children know about potential risks the more able they are to manage the risks optimally. By embracing physical, emotional, and social risk taking we provide an environment for children where they feel in control, capable and trusted to make decisions for themselves. Respecting optimal risk taking communicates a valuable Constructivist principle to the learning community that taking risks and making mistakes is a valuable element of the learning process.

NPFNS staff will conduct on site risk assessments throughout the year, as well as daily risk assessments with the children (such as boundaries, tool safety, etc). Both risks and benefits are considered and the program focuses on making judgments and identifying measures that manage risks while securing benefits. Forest and Nature School Practitioners implement a variety of risk assessments, based on need:

- seasonal risk assessments
- activity or experience risk assessments
- daily risk assessments
- dynamic risk assessments

We will also comply with the fire drill and evacuation procedures outlined by Essex Region Conservation Authority as they apply to Holiday Beach Conservation Area.

Some of the risks inherent to NPFNS include but are not limited to:

- Injuries from executing strenuous and demanding physical activity, sometimes on uneven ground
- injuries from failing to properly use tools
- inclement weather-related
- coming in contact with poison ivy
- presence of wild animals, insects (including ticks), staff will be familiar with the recommendations and procedures regarding ticks as seen in:  
[http://www.tickencounter.org/prevention/tick\\_removal](http://www.tickencounter.org/prevention/tick_removal)

On site camp fires (wood fires) may occur at designated approved sites.

- Children must sit at least 1.5 metres from the fire. If seated on logs there should be escape routes between them.
- Logs are placed between the seating and the fire when cooking as a boundary for the children. Children can move up to logs if they need to reach while cooking with stick
- all long hair must be tied back or tucked in and all articles of loose clothing will be removed when adults, educators or children move close to the fire for purpose of cooking or lighting.





- If they need to move, children must move from one spot to another around the outside of the seating area.
- Fire Blanket must be tied to a nearby tree.
- Fire blanket, water and a soaked towel must be available to extinguish fire.
- Avoid building fire near roots, low overhead trees, peaty soil, rough ground and thick ground vegetation.
- Have a bucket full of fresh water for immersing a burn.
- Fires will not be lit on a windy day or in very dry conditions (seek information on local fire bans).
- Never leave a fire unattended and fire must be totally extinguished using water and then dirt before leaving the area.
- Restrict flame height to the equivalent of the height of an adult's knee.

### Use of Tools

#### *Policies and Procedures:*

Natural Pathways Forest and Nature School uses tools such as mallets, saws, brace and bit drills, and power drills, loppers and pruning shears in the Forest School Program. The use of tools gives children a great sense of accomplishment, authentic experiences and power as well as develops confidence and self esteem. Tool use also enhances gross, fine motor development and hand-eye coordination. Children learn to manage age appropriate risks, use, safety and care of tools. Tools will be used one on one with a child and educator following the procedure below to ensure the safe use of any tool.

#### *Procedures for Tool Use:*

- Activity and area risk assessments must be implemented before tools are introduced to the group and reviewed regularly. We risk assess all activities!
- Tool training and assessment of individuals should take place before each activity with tools.
- Train children to use and become confident with tools. Children need to become confident in the environment before becoming confident with tools.
- Maintain a 1:5 adult to child ratio when using tools in the FNS program.
- As new tools are introduced, safety guidelines will be written up and all staff must read and sign that they have read and understand the procedures
- All tools are stored in a locked tool box
- Tools must be cleaned after use
- Tools will be inspected by the educator to ensure they are in good working order before the children are able to use them

**Bow Saw:** Due to the age of the children a 1:5 educator to child ratio must be provided. Bow saws will be used one-on-one with the educator as a partner holding the tool. A safe area with no tripping hazards must be selected. A sawhorse built to secure the wood being worked on. A safety



perimeter of 1 meter should be provided for the tool users. To avoid saw slip the blades must be well maintained and the children's hands must be free of mittens or gloves. NPFNS practitioners will demonstrate and review the safe stance for holding the bow saws. No gloves will be worn while working with the bow saw. The blades must be covered with protective covering after each use and the saws stored in the lockable toolbox.

*Loppers and Pruning Shears:* Due to the age of participant in the NPFNS school group loppers and pruning shears must be used in a safe area free of tripping hazards. The educators will be assisting the children one-on-one when using the tools. The tools must be maintained and stored in the lockable toolbox after each use.

*Brace and Bit Drills:* When using the Brace and Bit Drill a safe area of work must be created with no tripping hazards, wedge clamp must be holding the object being worked on to avoid slipping. A safety perimeter of 1 meter must be maintained and the tool must be used one-on-one with an educator and child as partners.

*Ropes and Knots:* Ropes must be well maintained and safety protocols observed with care. Ropes are considered a tool and safety must be a priority while in use. The ropes must be used as tools and never be tied around a person's body. A deep respect must be paid to the professional history of using ropes as well as to the importance of ropes in mountain climbing. Ropes must be stored with the same care as all the other tools and stored in the lockable

*Fixed Blade Knife and Vegetable Peelers:* Due to the age of the children knives will only be used one-on-one with the educator. The children will work with vegetable peelers on vegetables to familiarize ourselves with authentic use of tools.

### **Clothing and Equipment at Natural Pathways Forest and Nature School**

At Natural Pathways Forest and Nature School we live and learn by the Scandinavian proverb: "There is no such thing as bad weather just insufficient clothing". Please read the policies regarding Inclement Weather. Please sign and keep this form as a reminder for seasonal FNS clothing needs.

*Fall:* Hats with rims, waterproof outer layers, several changes of long sleeved base layers, socks, mittens, gloves and comfortable waterproof foot wear. Please provide: hypoallergenic sunscreen, Afterbite and bug repellent.

*Winter:* Please provide multiples of hats, water proof mittens, water proof snowsuits, extra layer of smart wool socks, several base layers for layering in case of cold temperatures, and insulated winter boots (-40 C).

*Spring:* In early spring please provide doubles of hats, water proof mittens, water proof snowsuits, extra layer of smart wool socks, several base layers for layering in case of cold temperatures. In



late spring (after May 1st.) please provide hats with rims, waterproof outer layer, several changes of long sleeved base layers, socks, mittens, gloves and comfortable waterproof foot wear. Please provide: hypoallergenic sunscreen, Afterbite and bug repellent.

Summer:

Hats with circular rims are necessary to protect the ears from the sun. Light coloured and breezy long sleeved shirts and long pants are a must! In Ontario both sun intensity and mosquitoes are a concern! The children must have reusable water bottles, hypoallergenic sunscreen, bug repellent, and comfortable closed shoes at NPFNS.

In all seasons please provide children with a reusable water bottle and an unbreakable mug for a warm drink.

### **Inclement Weather**

Educators and staff at NPFNS consult weather forecasts regularly, and monitor the weather when making all decisions about activities for the day.

In the event of extreme weather (blizzard, severe storm, high winds, etc.), NPFNS reserves the right to cancel programming until it can safely be resumed. NPFNS staff will monitor the weather and attempt to give 24 hours notice, however, the weather in Ontario is difficult to forecast and a cancellation may occur within a shorter time frame. In the case of extreme cold (-25C or below) or extreme heat (30C), NPFNS educators/volunteers will limit participants' length of exposure based on age/outerwear, and will constantly assess participants' comfort and safety, watching for signs of frostbite, hypothermia, heat exhaustion, etc.

If a session is cancelled, parents/guardians will be notified by phone and/or email by NPFNS staff member. NPFNS will attempt to reschedule on a case by case basis.

If dangerous weather develops while NPFNS is in session, educators and volunteers will quickly seek shelter and remain there until weather subsides.

If the decision to cancel is made while the NPFNS is in session, participants will be taken to a safe shelter and the bus transportation company will be contacted to pick up participants. Educators will remain with the children until all participants have been picked up.

### **NPFNS Staff: Participant Ratios**

The ratios between Natural Pathways Forest and Nature School educators/volunteers and participants vary depending on the age of the group of participants and the adults accompanying them. For example, the maximum ratio of unaccompanied preschool-aged children to NPFNS educator/volunteer is 8:1, while the ratio of unaccompanied school-aged children to NPFNS educator/volunteer is 10:1.





### Staff Responsibilities

The responsibilities of an NPFNS educator/volunteer are wide-ranging and include, but are not limited to, the following:

- ensuring the physical safety of participants by co-assessing and co-managing risk with them on an ongoing basis such that participants feel connected to and comfortable in the natural world
- considering the social and emotional safety of participants, and endeavouring to foster a caring and respectful community so that the risk taking and question posing necessary for deep, inquiry-based learning can occur
- modelling care and respect for the natural world, as well as the tools and supplies at Natural Pathways Forest and Nature School
- to engage in open and clear communication with children, families, and among staff.

### *Roles and Responsibilities of the Certified Forest School Practitioner*

- The Forest School Practitioner must also be either registered with the Ontario College of Teachers or be a Registered Early Childhood Educator
- Must read, understand and follow all policies and procedures of Natural Pathways Forest and Nature School
- Must fulfill roles and responsibilities of OCT, Supervisor etc. if applicable
- To oversee the Forest School Program
- Mentor the other educators in the Forest School Program
- To ensure all staff have read, understood, and followed the Natural Pathways Forest School Policies and Procedures
- Ensure the health and safety of the children in the program
- To oversee the site management plan and implementation of the plan
- To oversee the risk assessment of the site
- Complete daily inspection of the site
- Inspect equipment such as tools, fire pit, ropes etc. before use
- To assist in the pedagogical cycle of observation, research, provocation, documentation, implementation of emergent curriculum for the NPFNS program that enhances the individual holistic development of the children and the group following FNS ethos and FNSC approach to learning
- Observe children engaged in the program in order to support the needs of the children
- Communicate with parents through email, newsletter, conferences etc. to keep parents informed about the program and each child's progress
- Explore and discover the environment with the children
- To review and update the Natural Pathways Forest School Policies and Procedures and Handbook on a yearly basis





- The Forest School Practitioner will report to the Board of Directors
- Facilitates team meetings to discuss and evaluate the Forest School sessions
- Must have up to date CPR and First Aid

### *Parent/Caregiver Responsibilities*

A parent/caregiver is responsible for:

- ensuring that all NPFNS registration forms and the information submitted therein is to be accurate and up-to-date. As part of the enrolment process all children must be up to date with the required immunizations prior to starting or have a signed exemption form.
- Providing staff with any additional information that would assist in meeting the needs of your child
- Ensuring your child is prepared for the adventures at NPFNS with appropriate clothing, outerwear, supplies for the season and length of program, snacks, and water.
- Following all policies and procedures outlined in this handbook.

### **Bathroom Use**

Washrooms will be available on site at NPFNS but may be located up to a 5 min walk away depending on our site location for the day. Washrooms are available for parents and caregivers and at times other members of the public may be using the same facilities. We encourage parents to have their children use the washroom at home to ensure we can spend as much time in the woods as possible.

Once in the woods, if a child needs to use the washroom, an educator or volunteer, along with a buddy, will help the child to either return to the washrooms or to find a suitable location to go outside. Educators and volunteers strive to follow a Leave No Trace policy which limits our impact on our surrounding environment.

If you think your child might have reservations about going to the washroom in the woods, please discuss this with them before the program.

Water, soap, and hand sanitizer will be made available for children to clean their hands after washroom use. If a child uses the washroom while out hiking, hand sanitizer will be made available.

### **Hand Washing Policy**

*Policy:* Children and Educators must wash their hands after using the washroom, blowing or cleaning nose, before handling food, and before and after snacks etc.

*Procedure:* As there are washrooms on site the sinks in the washroom will be used for hand washing. As the children snack and often have lunch during Forest and Nature School Sessions, a designated hand washing station will be set up if we are far away from the permanent washroom facilities. A designated container with an off and on spout will be filled with warm water and placed on a stump with liquid soap pump and paper towels. A green bin for the used paper towels will be placed beside the station on site and used paper towels will be placed in a designated plastic bag to return back to the site to go in the green bin.

### Behaviour Guidance

At NPFNS, we guide behaviour by being proactive in creating the physical and social/emotional space and engaging in activities that are developmentally appropriate for participants. When behaviour management is necessary NPFNS's policies:

- are designed to help the child learn appropriate behaviour;
- are focused on the behaviour rather than the child
- are implemented in a positive and consistent manner;
- consider the development level and needs of the child;
- are designed to help the child to develop self-control, self-confidence, effective and mindful communication, and decision making skills.

*NPFNS policies explicitly prohibits the following:*

- Corporal punishment, sexual, emotional and physical abuse and harassment are strictly prohibited at all times.
- NPFS has a zero tolerance policy for the above, and all NPFS staff and volunteers are expected to ensure that no harm comes to any child.
- the deprivation of food, water or shelter. Children will never be deprived of food, and will have access to clean water and safe shelter at all times. Threatening to withhold any of these is also prohibited.

Please note that NPFNS reserves the right to expel or suspend a child from the program should their behaviour be deemed unsafe for themselves or others at NPFNS. In this event, parents will be contacted and instructed to pick up their child. A NPFNS employee will be available to discuss this decision with the parent.

A full document of Health and Safety Policies and Procedures are carried with the staff at NPFNS and are available to view at any time.

### Sunscreen and Bug Spray

NPFNS requires all participants to arrive with sunscreen and bug spray applied.

Children may bring extra if it will need to be re-applied later in the program. Educators and volunteers will assist children in re-application if needed. We ask that children bring non-aerosol sunscreen and bug sprays. Aerosols are easily inhaled or ingested when sprayed with others in close proximity and also may negatively impact the ecosystem around us.

### Lost Items

NPFNS is not responsible for any lost or stolen items while on site. We encourage parents to label everything coming with your child to help ensure it ends up back in their pack.

Any items left at NPFNS will be placed in a Lost and Found, which will be made available on request.



### Accessibility Policy

One of the primary goals of Natural Pathways Forest and Nature School is to make our programs accessible to a wide range of participants regardless of race, religion, gender, sexual orientation, language or physical ability, or socioeconomic status. We seek to dismantle the barriers to participation in NPFNS by making our site physically accessible for everyone, and our community safe and welcoming. We welcome your feedback and suggestions in the realization of those goals.

### General Communication

Generally, NPFNS will communicate with participants and their parents/caregivers via email. Email is also the best way to communicate with the executive director of NPFNS and all educators/volunteers. Please be sure to communicate via email the following:

- if you will be late/absent
- if you/your child are ill with a communicable disease
- if you/your child are being treated for lice
- NPFNS educators are also available for brief “check-ins” during pick-up/drop-off times, and are happy to share the day’s highlights with you, though their priority will always be on participants during that time. If you would like to have a longer or more focused conversation with NPFNS staff, please do not hesitate to communicate via email, or to set up an in-person meeting time via email.
- Emergency Communication In the event of an emergency at NPFNS involving your child, parents/emergency contact people will be contacted by telephone once emergency personnel (if needed) and the executive director have been contacted.
- In the event that weather/road conditions make travel to/from NPFNS dangerous for staff/participants and NPFNS needs to cancel programs or close early for the day, participants/their caregivers will be notified by telephone

### Contact information:

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