



Forest and Nature School Handbook

2018-19



Collingwood, ON

Free Spirit Forest and Nature School

Free Spirit

© 2018 Matt and Kim Simpson
2nd Edition

fsforestschool@gmail.com

www.fsforestschool.com

FOREST
SCHOOL



"Let nature be
your teacher."

-William Wordsworth



TABLE OF CONTENTS

4 WELCOME TO FS FOREST AND NATURE SCHOOL!

- 4 What is FNS?
- 4 Core Values, Mission and Vision
- 4 Why FNS?
- 4 Why Outside?
- 5 Locations
- 5 (A)typical Day
- 6 Teacher Qualifications
- 6 Role of the Educator
- 6 Role of the Child
- 6 Indigenous Perspectives

8 LEARNING AND DEVELOPMENT

- 8 Core Teachings
- 8 The Art of Questioning
- 9 Experiential Learning
- 9 Emergent, Inquiry-based and Student-led Learning
- 10 Play-based Learning
- 11 Adventurous (Risky) Play
- 12 Place-based Learning
- 12 Process, not Product
- 12 Challenge by Choice
- 13 Planning and Observation
- 13 Tool Use
- 13 Storytelling
- 13 Loose Parts

15 POLICIES AND PROCEDURES

- 15 Terms and Conditions
- 15 Refund Policy
- 15 Illness Policy
- 16 Absent/Sick Days
- 16 Food Policy
- 16 Child Privacy Policy
- 16 Child Protection Policy
- 17 Behaviour Management
- 17 Prohibited Behaviour
- 17 Risk Management

- 18 Water Guidelines
- 18 Tree Climbing
- 18 Fire Use
- 18 Field Trip Policy
- 19 Emergency Procedures
- 19 Incident Weather Policy/Closure
- 19 Extreme Weather
- 19 Drop-off and Pick-Up
- 20 Staff-Student Ratios
- 20 Volunteers
- 20 Staff and Volunteer Responsibilities
- 20 Parent/Guardian Responsibilities
- 20 Hand washing and Drinking Water
- 20 Toileting Procedures
- 21 Preparing for FNS: Clothing and Equipment

23 ENVIRONMENTAL SUSTAINABILITY

- 23 Sustainability
- 23 Leave No Trace
- 24 Acceptable Level of Impact

26 INCLUSION AND ACCESSIBILITY

- 26 Equality
- 26 1:1 Support
- 26 AI's Legacy
- 26 Gear Depot

28 COMMUNICATIONS STRATEGY

- 28 General Communication
- 28 Emergency Communication
- 28 Grievance Policy

29 REFERENCES

WELCOME TO FS FOREST AND NATURE SCHOOL!

What is Forest and Nature School?

Forest and Nature School (FNS) is an educational approach that has existed worldwide since the 1950's. It made its way to Canada in 2012 with the establishment of Forest and Nature School Canada. The primary goal is to provide children with regular and repeated access to a natural space, with a largely emergent, student-led and play-based curriculum. At FNS, children are understood as competent learners that help forge their own program. Children spend the majority of the day immersed in various outdoor settings where time is unhurried and there is space for independent reflection, collaborative creation and risky play. They enjoy the freedom to explore, build, play and engage with one another. The settings can vary – urban parks, forested areas, riverbeds and more – with various age groups interacting together throughout every season of the year. Activities are guided by a number of things and are as varied as the children who attend them and the environments in which they are rooted. (Adapted from Forest and Nature School Canada)

Core Values

- Play-based Education
- Emergent, Inquiry-based and Student-led Learning
- Place-based Programming
- Whole-Child Development – Physical, Socio-Emotional, and Cognitive
- Environmental Sustainability and Stewardship
- Community Building

Mission

Our mission is foster rich outdoor learning experiences for children ages 4-11 using a whole-child approach that will not only develop a deeper connection with nature, but also a sense of belonging *in* nature.

Vision

Our vision is for each child to connect to nature in meaningful way, where we understand that play and learning are synonymous. As a complement to our traditional school system, we would like to see all children in local forests, creeks, beaches, and mountains, with a skilled educator who understands the power of play and child-directed, emergent-learning. Moreover, how this connects to community building and a more sustainable world.

Why Forest and Nature School?

The benefits of FNS are endless and help develop the whole-child – socio-emotional, physical, and cognitive skills. It allows education in a different context where children can carry out a range of practical, achievable activities. Going along with our values and principles, researchers have found that children continually engaged in outdoor settings typically experience an increase in their confidence, capacity to learn (motivation, understanding and concentration); communication, problem-solving and social skills; physical literacy and emotional well-being. There is also a ripple effect through the community with children bringing what they have learned and are passionate about home and to their social networks. (Murray and O'Brien, 2006)

Why Outside?

We spend our days in the woods and creeks, where children learn through their own exploration – and it's developmentally appropriate! Keeping it local gives students an appreciation of all the wonders of their own backyards. As we immerse our learning-community in the same outdoor setting on a regular basis, students develop a lasting connection with (and respect for) nature.



Locations

Collingwood

Bygone Days Heritage Village
879 Sixth Street



This 86 acre property on the outskirts of Collingwood offers forests, ponds, campsites, a sugar shack and a 19th century school house as our home base.

Wasaga Beach – COMING SPRING 2019!!!

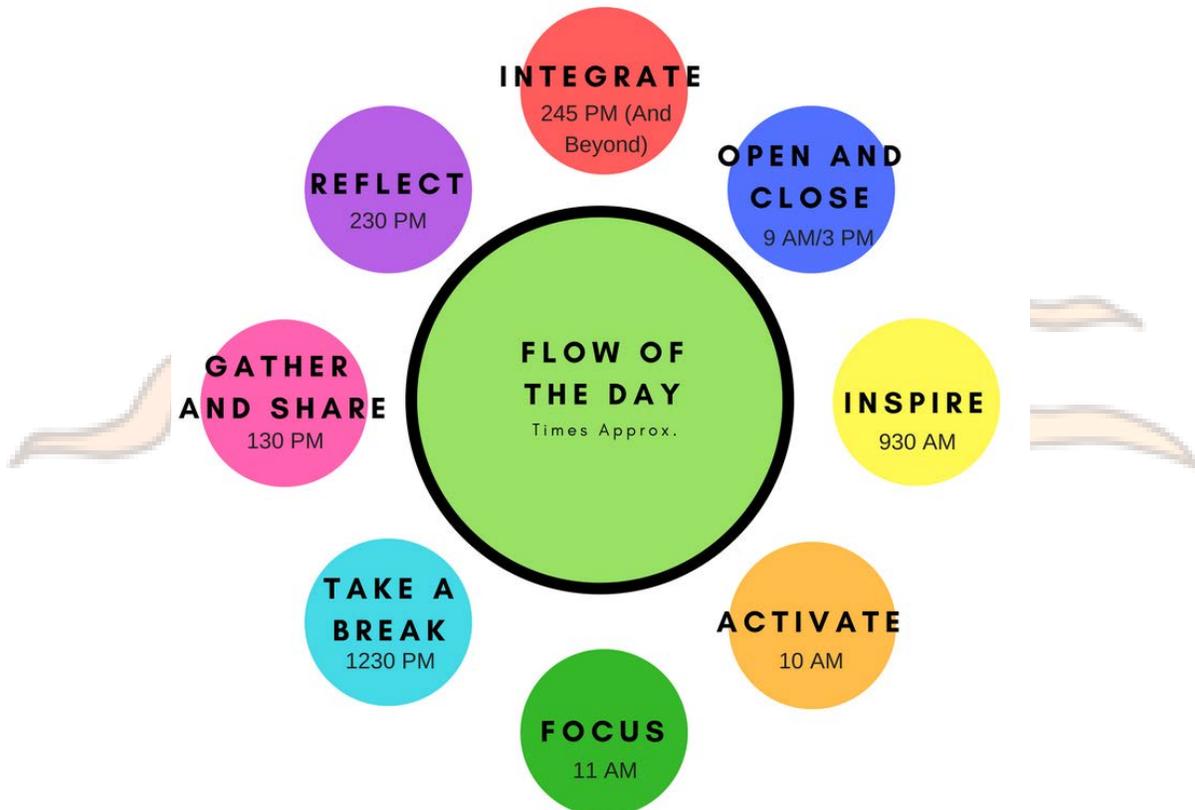
Free Spirit Tours Site
28 Sunset Court



Located on the beautiful Nottawaaga River and across from the provincial park, this is an ideal forested area nestled away in the middle of the city.

(A)typical day.

A typical day will flow as outlined below and while we do come into each day with plan, as an emergent-based, student-led program it is difficult to have a set schedule. With child passions at the forefront, new opportunities and changing weather it's hard to say what each day will bring! We strive to accomplish our core routines and reflections every day, but otherwise we could be building shelters one day, while another day could see us uncovering critters in a pond. We may be rock climbing, or paddling a river, or jumping into the role of a busy bee pollinating flowers. Maybe it's maple syrup, orienteering, bird watching or trees –our day follows student-led interests. See our core teachings for more information on subject matter.



Teacher Qualifications

Our passionate team of facilitators are either Forest School Practitioners, Ontario Certified Teachers, and/or Early Childhood Educators, all with specializations in Outdoor and Experiential Education. Get to know them better by checking out their bio's on our website!

Role of the Educator

At FNS, children are viewed as competent and capable learners engaged in their own process. Thus, the traditional role of the teacher is re-written. This involves guidance and support and allows children the space, time and opportunity to explore their own interests. Teachers are not “experts” and learn alongside students with a strong emphasis on observation. In brief, the facilitator sparks engagement, keeps everyone safe, builds community, and draws out learning – but also knows when to just get out of the way and let it happen!

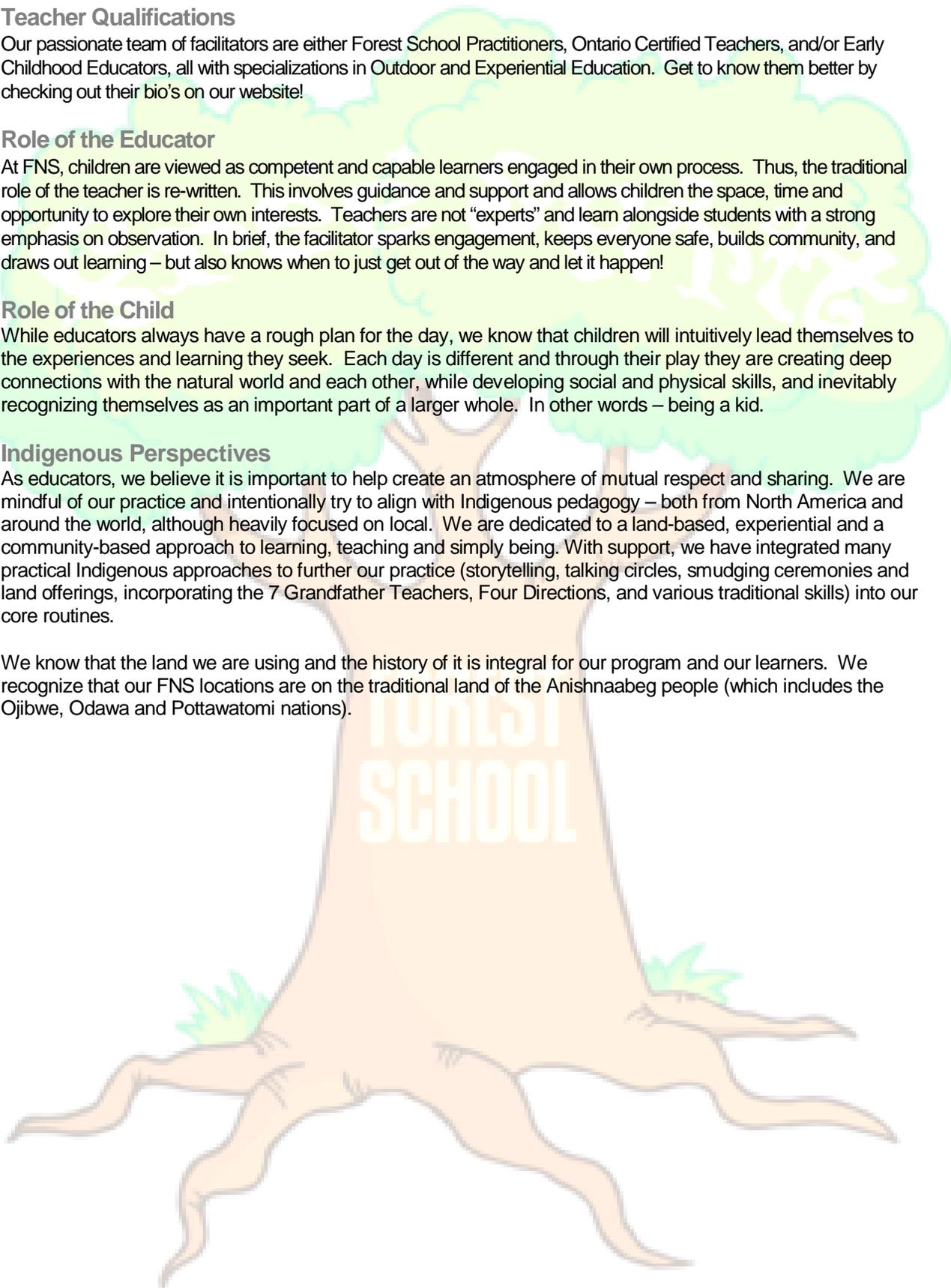
Role of the Child

While educators always have a rough plan for the day, we know that children will intuitively lead themselves to the experiences and learning they seek. Each day is different and through their play they are creating deep connections with the natural world and each other, while developing social and physical skills, and inevitably recognizing themselves as an important part of a larger whole. In other words – being a kid.

Indigenous Perspectives

As educators, we believe it is important to help create an atmosphere of mutual respect and sharing. We are mindful of our practice and intentionally try to align with Indigenous pedagogy – both from North America and around the world, although heavily focused on local. We are dedicated to a land-based, experiential and a community-based approach to learning, teaching and simply being. With support, we have integrated many practical Indigenous approaches to further our practice (storytelling, talking circles, smudging ceremonies and land offerings, incorporating the 7 Grandfather Teachers, Four Directions, and various traditional skills) into our core routines.

We know that the land we are using and the history of it is integral for our program and our learners. We recognize that our FNS locations are on the traditional land of the Anishnaabeg people (which includes the Ojibwe, Odawa and Pottawatomi nations).





"They love it and bring back so many great stories. They share what they have learned, and I wish that all kids could learn this way."

-FSFNS Parent

LEARNING AND DEVELOPMENT

Children have the innate desire to ask questions, learn, explore, discover, and experience their surroundings. FNS supports learning through an experiential pedagogical framework that is child-centered, play and place-based, and roused through inquiry and an emergent curriculum. This also includes a challenge by choice approach to engagement and supporting risky play for healthy development.

Core Teachings

Given the nature of our program and learning approaches, we remain flexible as it's inevitable that plans and teachings will change on the regular. Be that as it may, over the course of our sessions we aim to touch on the following core principles:

Hazards: A Call to be Alert and Use Common Sense

Motivating Species: Things to Catch, Eat, Climb and Tend

Mammals: And Other Hard to See, Yet Totally Trackable Critters

Plants: Nature's Grocery Store and Medicine Cabinet

Ecological Indicators: How It All Works Together

Heritage Species: Wisdom of the Ancestors

Trees: Tools of Human Survival

Birds: The Messengers of the Wilderness -

(Adapted from Coyote's Guide to Connecting with Nature – Jon Young, Ellen Haas and Evan McGown)

The Art of Questioning

At FNS, there are certainly times for giving information, giving instruction and sharing answers. However, our main goal is to ignite curiosity. And we do this in a simple way – ask questions!

Children ask questions all the time and can be very passionate about them. As mentors, we remember that they may not be asking for an answer, but rather that we are genuinely curious alongside them.

We've come to know that answers can bring a swift end to curiosity and even rob children of their experience to really understand what they are showing so much excitement over. Hence, a good timed question can go a long way and even opens up many other questions to get enthusiastic about. In a nutshell, we start with children's natural curiosity, and then try to extend the learning as far as we can.



Whole Child Approach

FNS encompasses a holistic approach to learning. The three domains of the whole child development include Physical, Social-Emotional, and Cognitive. Please note that the domains are interrelated and influence one another (Bushnell and Boudreau, 1993).

Social/Emotional

Including the child's emotional regulation, healthy attachment, self-image, ideal self, self-esteem, confidence, self-awareness, self-concept, managing strong emotions, self-efficacy, teamwork, community building, relationship with others (acceptance, love, kindness, ability to read others), social skills and competence, empathy, trust, perception, inclusion, empowerment, reflection, pushing comfort zones, connection to land, nature appreciation, sense of agency, and cultural appreciation.

Physical

Including the child's fine and gross motor skill development, manipulation of objects, relationship with others, spatial awareness, organizing, interpreting and responding to sensory information, skill acquisition, perception and decision making, physical literacy, visualization, and pushing comfort zones.

Cognitive

Including the child's decision making, higher ordered thinking, critical thinking and problem solving, deep knowledge and understanding of activity, intrinsic motivation, concentration, pushing comfort zones, emotional intelligence, eco-literacy, local knowledge and identification development, nature appreciation, empowerment, reflection, cultural appreciation, imagination, and planning.

Experiential Learning

This is the process of learning by doing. It is typically a hands-on approach to learning where skills, knowledge and experiences are acquired. It can also involve guided reflection throughout.

Emergent, Inquiry-based and Student-led Learning

At FNS, learning is a dynamic and emergent process. Each day differs dramatically from the last. Student's drive the learning process while teachers support them. Thus, we uncover the curriculum as we go with student interests at the forefront. We value the process, not the product.



Play-based Learning

We know that play is valuable in and of itself, but it's also a marvelous vehicle for learning! Play theorist Bob Hughes (2002) said, "Play is a biological necessity that puts the child in the driving seat." And we couldn't agree more. He created a taxonomy for play and identified around 15 different types (Hughes, 2002). Here are some examples from our school:

Type of Play	Our Definition	Example
Adventurous (Risky) Play	Arguably the most important part of our program, see our Risky Play section for more details!	Paddling down an unfamiliar stream for the first time, or climbing a new tree.
Communication play	This is play that uses words, signals or nuances.	Creating a group song and dance.
Creative play	This is inventive play, focused on spontaneous creation.	Using loose parts to build an epic empire.
Deep play	This is play where children face their fears and step outside of comfort zones (physical and emotional).	Caving and Rock Climbing for certain, or even being in a group can be an emotional risk for some.
Dramatic play	This play is focused on acting out events that aren't part of normal, everyday life.	Storytelling and puppetry around the fire.
Exploratory play	This is play that is tied to the natural world and is a huge focus at FNS as students are constantly exploring.	Almost everything we do! A pond study with a bunch of creatures, or simply flipping over a log.
Fantasy play	This is play that is totally unreal; a magical world created.	Creating fairy homes where the fairies hold magical powers in the forest.
Imaginative play	This style of play lets go of the typical "rules" that govern our world – this occurs quite often at FNS.	"Let's pretend..." is a key phrase with imaginary roles of people or objects.
Locomotor play	This is active, physical play – another staple of FNS.	Climbing, Hiking, Tag, Survival... you name it.
Mastery play	This play is focused on feeling in (and taking) control of physical elements in the environment.	Damming a stream, gaining a new skill or balancing on a log
Recapitulative play	This is a huge part of FNS in which we participate in and replay aspects of human evolutionary history.	Developing our campsite with shelter building and a community fire.
Rough and Tumble play	This is common play among kids, and is focused on testing physical limits (within the context of safety guidelines)	Think: stick-sword fencing or chasing games.
Social play	Almost all of our programming is this form of play. It includes any play that is interactive with others, in which all people involved abide by the same customs and rules.	Establishment of a "concrete factory" where children take on various roles, from potters to clay harvesters to working the kiln (fire).
Socio-dramatic	This type of play gives students the chance to jump into the role of real (or potentially real) experiences.	The epic saga of "Aden" the dog, and how he ran away for a day and half.
Symbolic play	This plays uses natural (and unnatural) objects that represent someone, something or ideas.	Opening up a "Store" that sells tree bows and sticks for shelters in exchange for snail shells.

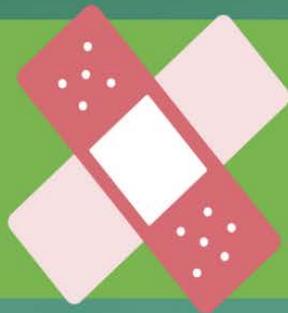


RISKY PLAY

PLAY AT GREAT HEIGHTS

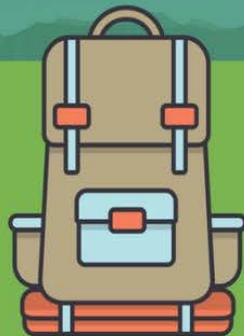


ROUGH AND TUMBLE PLAY



PLAY WITH DANGEROUS TOOLS

PLAY WITH THE CHANCE OF GETTING LOST



PLAY AT GREAT SPEEDS



PLAY NEAR DANGEROUS ELEMENTS



Adventurous (Risky) Play - Unpacked

For children, outdoor play is a basic need and inherent to play is the necessity of risk. Risky play takes many different shapes, but always involves pushing limits and comfort zones in a thrilling and exciting way. It's about testing oneself – and finding out what happens.

During risky play, children not only experience an element of danger – actual or perceived – but they also *risk* receiving the potential *benefits*. Risky play is integral to whole-child development, well-being and health. It helps children develop self-esteem, confidence and their socio-emotional self. Risky play helps develop physical literacy in children and foster cognitive skills. Moreover, it helps children learn how to independently manage risks and be safe - this is why it is so important!

At FS Forest and Nature School we engage children in six categories of risky play (Sandseter, 2007):

Play at Great Heights

Ever notice that if there is anything to be climbed, kids will climb it? Playgrounds, trees, slopes or rock walls at Metcalfe, it will be climbed.

Rough and Tumble Play

Think back to when you were a kid – fencing with sticks? Wrestling with friends? Rolling around in snow? This type of play is a balance between play and real fighting.

Play with Dangerous Tools

Saws, knives, hammers and drills. Whittling or cutting firewood. Though supervised, these are potentially dangerous and we learn to respect and use these tools with care – and never before 10 AM (too sleepy!) or after 2PM (again, sleepy time).

Play with the Chance of Getting Lost

This happens when children are given a chance to be alone, disappear and even perceive being disappearing.

Play at Great Speeds

Paddling a river, or riding a bike – the risk of crashing or flipping or just simply falling off.

Play near Dangerous Elements

Water, cliffs, rocky trails and forests are all part of our landscape and where we play every day.



Place-based Learning

Our program is rooted in what is local – our community, our unique history, geography and culture. This occurs anytime and anywhere that helps personalize learning for our students. This could be our sit spots, special areas of the forest we explore or while on a field trip to a familiar location. It happens in the form of repetitive visits to the same spaces, and develops deep connection with direct experiential contact.

Process, not Product

We strongly believe that there is no final destination or end result we are trying to achieve – that learning happens through work and play. Our process is *unhurried*.

Challenge by Choice

At FSFNS, we believe in the concept of Challenge by Choice, where students are presented with an opportunity (or challenge) and they are empowered to decide how they will participate or engage in the activity. We encourage students to challenge themselves and participate fully in the experience at-hand; however fully respect the decision of the child and their personalized level of engagement. All students are asked to add value to the experience by finding a way to contribute to the group's efforts in a way that is meaningful and authentic for them. Creating a space that reflects a Challenge by Choice environment enables students to feel comfortable expanding their comfort zone by moving into their growth zone, without stepping into their panic zone. We believe that this is the zone of optimal development, where great opportunities for growth and learning exist.



Planning and Observation

We always have plan at FNS – if only so we know just what we are deviating from. Some days unfold following pre-planned themes and ideas, and others go in the opposite direction. Given the nature of our program and the learning approaches mentioned above, a lot of our focus is student-led and that can take us just about anywhere. Students set goals in the morning and generate ideas and these help guide our day. Therefore, rather than having a strict plan the educator's role is more observation and reflection. A great teacher knows the right questions to ask, when to intervene or step back and how to draw out the learning.

Tool Use

At FSFNS, students are provided the opportunity to engage with various tools throughout the day (between 10am -2pm). These opportunities are presented by experienced mentors who have a thorough understanding of the specific tool and can introduce the student safely to the tool experience to ensure a safe, successful and soon-to-be mastery experience of the equipment. It is important to note that there must be high-trust with the student in order to operate the tools independently. Unlike our Loose Parts, tools are kept in a secure and locked space in the school house and are inspected before and after each use. Some tools include: hammer, hand drill, knives, ropes, and hand planers. After a comprehensive lesson and students feel confident managing tools safely, students are allowed to use the tools independently. Students are responsible for: their signed out tool (and returning it), understanding and following all safety guidelines (no warnings), and using the tool in the appropriately established tool zone.



Storytelling

Every day at FNS there are opportunities for storytelling – myths, legends, poems, children's books, personal stories and more. Storytelling broadens horizons, invokes understanding and empathy, encourages creativity, and listening, and so much more. The tradition of oral storytelling is a way to spark interest and invoke learning, and share ideas. Students are encouraged to tell stories of their own as a way to express their emotions, enhance imagination and entertain us with experiences.

Loose Parts

Loose parts are any open-ended materials that can be moved, redesigned, constructed, combined together or broken apart by the learners (Kable, 2015). They can be natural (stumps, stones, twigs) or synthetic (buckets, baskets, boxes, rope, balls). The essence of loose parts is to empower students to expand their creativity and sense of play and this can be directly correlated to the amount of variables in an area (LECS, n.d.). Students are able to manipulate and adapt our loose parts to suit their needs and change their environment, cultivate their curiosity, and combine them with other material to support their imagination. It is often an open-ended, self-directed experience.





"Mom, I feel like am in a dream
when I am at Forest School
because it is just so much fun."

-FSFNS Student Age 5



POLICIES AND PROCEDURES

Terms and Conditions

In order to participate in pre-registered programs, registration must be completed in full online before attending the program (<http://fsforestschool.com/register/>).

A minimum of half the total payment is due before the beginning of the first class of the session. The remainder is due around the halfway mark of the session. This varies by session, so please visit <http://fsforestschool.com/payment-options/> for more details. If you require any special conditions please let us know as soon as possible.

Payments can be made via cash, cheque (to Free Spirit Tours) and/or Etransfer to freespirttours@hotmail.com. Cheques or Etransfers that are returned are subject to a \$30 administrative fee.

Parents and Guardians must sign a waiver in order for their children to participate in our programs.

A two-week trial period can be arranged for students if there is space available. The fee is \$120.00 and is due prior to the first class.

FSFNS reserves the right to terminate a contract (with a refund for days not attended) if it is deemed that the program is not a good fit for the child.

Refunds Policy

Refunds will be determined on a case by case basis and are not given unless there are extreme circumstances that prevent a child from participating in Forest and Nature School.

1. Refunds will not be given if a day's program is canceled due to inclement weather.
2. A child who is absent or leaves for a portion of the day due to illness, injury, expulsion or any other reason will not be refunded any portion of that day's program fees. If the child is unable to return for the remainder of the semester, a refund may be granted for the remaining days.
3. If a refund is issued, it may be subject to a \$30 administrative fee. In some cases, refunds can be used toward a future semester.
4. Two weeks' notice is required if you decide to leave the program and you will be refunded the remaining balance, minus any administrative fees.

Illness Policy

Prevention is key and we want to keep our community as healthy as can be, so if any of the following cases occur, we ask that parents/guardians keep their child at home and only allow them back at Forest and Nature School at minimum 24 hours after their last symptom has subsided (this is true for staff and volunteers as well):

Temperature over 101°F (38.3°C);
Vomiting; and/or
Diarrhea (watery, profuse stools)

If a student becomes ill at FSFNS, parents/guardians or emergency contacts will be contacted and the student will be sent home.

Students who are affected by communicable disease (measles, mumps, flu, strep throat, viral pneumonia, etc.) must have their health care providers consent prior to returning to FSFNS. In the case of an outbreak of a communicable disease, parents/guardians will be informed via email.



Absent/Sick Days

If your child is sick, will be absent or late, please let us know asap via text or phone call. We do not receive emails the morning of Forest School. If we don't hear from you, and your child is absent, we will call you around 9:30 AM. See our Refund Policy for more information.

Food Policy

At FSFNS, students are required to bring their own lunch, snacks and water bottle for each day of programming. Bringing their own lunch ensures students can attain proper nutrition, while following personal dietary preferences and restrictions. We encourage families to consider packing a **littler-less lunch** that is easy to carry in a back pack. During winter months, consider thermoses for hot snacks and beverages. Students **may not share food** with other students. On special circumstances, snacks may be provided by FSFNS or parents. In these cases, all allergies and intolerances will be considered.

The FSFNS school house and surrounding area is considered a **nut-free zone** due to the potential for life-threatening allergies. Please ensure that nuts are not packed into lunches. However, given that FSFNS takes place in public environments, we are unable to guarantee a fully nut-free environment, but do our best to mitigate this. Students with severe nut-allergies should have an EpiPen on them, and an additional EpiPen with staff at all times.

Child Privacy Policy

Our child privacy policy is very important to us at FSFNS. All steps will be taken to protect your child's privacy. Any personal data you give to us will be only used for the purpose agreed upon. We will not share your child's health information with third parties, unless legally required to do so. A binder labeled "FSFNS Policy" will be kept in the School House that will include student name, allergies, health concerns and emergency contact information for quick access during an emergency. While off-site, an electronic version of this information will be kept on an FNS practitioner at all times.

Upon registration and enrolment, you will be asked to sign a media release consent form. Photos will only be shared once consent has been given and for the purposes agreed upon, such as program promotion (website, Facebook, Instagram, local newspaper, promotional videos and parent updates) or the blog. Please do not hesitate if you have any questions regarding the privacy of the information you have provided.

Child Protection Policy

Preventative measures against child abuse will be taken at all times, and FSFNS staff understands and recognizes their duty to report suspected child abuse immediately in accordance with the Child and Family Services Act.



Behaviour Management

At FSFNS, we are proactive in our behaviour management by ensuring a safe space for all children. Our behavioural management system is implemented in a positive and consistent manner and designed to help our students learn appropriate behaviours. By providing the space, tools and opportunity for children to manage their own behaviour we believe we can help children develop self-control, self-confidence, decision making skills, and the ability to communicate their needs effectively. We always consider the specific needs of the child and want to ensure that FSFNS is a safe place where children can work through some big feelings if needed. In general, when dealing with unwanted behaviour:

1. We focus on the unwanted behaviour, not the child
2. Consider the specific needs of the child
3. Work together to come up with solutions/consequences if needed
4. Review our "full values contract" or any personal commitments previously created with the student

Prohibited Behaviour

We have a zero tolerance policy for any type of abuse (physical, verbal, sexual, neglect of child, corporal punishment, etc). We maintain a safe environment for each child at all times and all employees, students and volunteers are expected to ensure that no harm comes to any child. A child must not be humiliated, (physically or verbally, through sarcasm, taunting, teasing, etc) at any time.

Although we try to allow space for big feelings to be worked out, there are occasions when a child may need to be sent home for the day. In the event that a child needs to be sent home, parents/guardians will be notified immediately and expected to come and pick up their child. There will not be a refund for that day's schooling.

This is fairly rare and would only happen when all other ideas are exhausted. These behaviours include, and are not limited to:

1. Any of the above prohibited behaviours
2. Significantly impeding on other children's experience or the ability for the program to be successful
3. Disregarding personal safety or putting others in danger; threatening others
4. Continued disrespect and failure to follow set limits
5. Running away or needing constant 1:1 supervision

We know that sometimes inappropriate behaviour can occur and we are willing to work through this with the help of the parents/guardians. For the most part, we work on a three-strike system, but everything is case by case. We reserve the right to ask at any time that a student not return, or take a break for a session (please see our Refund Policy).

Risk Management

At FSFNS, we believe that there is an inherent value to risk and learning how to assess and navigate it is an important part of healthy child development and a fundamental practice within FSFNS (see Adventurous Play). For this reason FSFNS educators co-assess and co-manage risk with students on a daily basis, so that students learn to acknowledge, manage and overcome risks, in order be exposed to the benefits of risk, rather than the hazards. FSFNS educators conduct daily and seasonal site risk assessments on site, as well as dynamic activity-based assessments. All activities that our students partake in are subject to an Experience Risk/Benefit assessment.





Water Guidelines

Water is an important part of our programming, but comes with inherent risks. This policy includes swimming and water-based activities (kayaking, canoeing, paddleboarding, etc.):

1. Students **must wear lifejackets at all times** during water activities
2. Maximum Teacher/Student ratio 7:1 (Ages 6-11), 4:1 (Ages 4-5, with teacher **in water**)
3. A fully stocked, waterproof first aid kit must be readily accessible
4. Swimming area clearly defined, free from hazards and suitable water temperature
5. Stay together when doing a paddling sport, each boat equipped with appropriate emergency gear
6. Teach appropriate skills beforehand
7. One or more buoyant rescue aids are readily accessible

Tick Prevention

As we spend most of the day outside and in potential tick areas, it is important for us to work together to ensure the safety of our students and children. The best defense is regular tick checks and appropriate clothing. Please refer to our "Tick Guide" for more information.

Tree Climbing

As part of Risky Play, students love to climb. Our policy at FSFNS is that children need to be able to climb trees and descend comfortably on their own if they want to climb them (ie. Teachers won't lift them up). Maximum height off the ground is roughly equal to their personal height.

Fire Use

Students will have many opportunities to build and create fires. This includes lighting them with matches or other means (magnesium and steel, bow drill, etc.) Strict guidelines are in place around fires and students must earn this privilege through skill development and trust..

Field Trip Policy

We believe that place-based education incorporates the community at large and throughout the semester students may have multiple chances to venture off property to explore or experience activities we may not have available on site (ie X-Country Skiing). This opportunity will include travel in our vans and thus we will need your car seat if your child requires one. Field Trips are a privilege and if a student cannot manage being off site they will be asked to stay back or not attend the following one.

Emergency Procedures



All staff and volunteers are familiar with emergency procedures that FSFNS execute when needed. A copy of the procedures, including emergency phone numbers, is carried by an educator at all times in the emergency/first aid kit. At minimum, all educators have Standard Level "C" CPR, with some staff having Wilderness First Responder (WFR). Educators will always carry a cell phone.

Briefly, in the event of an emergency, the educators will:

1. Determine nature and extent of the emergency.
2. Make sure all members of group are accounted for and safe
3. Assess the casualty and have another adult call **911** and relay
 - i. Nature of Emergency
 - ii. Details of injured person(s)
 - iii. Address: Bygone Days Heritage Village, 879 Sixth Street Collingwood, Ontario, L9Y 3Y9 (or Thornbury Site)
 - iv. Send an adult to meet ambulance and direct them to location on property
 - v. Inform emergency contact of person, then Principals of school as soon as possible
 - vi. Ensure an appropriate adult attends the hospital with them, taking any relevant medical documentation (ie Health Card, Allergies)
 - vii. Ensure the remainder of students receive appropriate support
 - viii. Principals will continue to liaise with emergency services until incident is over
 - ix. As soon as reasonably possible, fill out Accident Report Form
4. If the casualty is the FNS instructor, other instructors/volunteers will follow emergency plan

Inclement Weather Policy/Closure

As an outdoor school our goal is to run in all types of weather, although from a safety perspective this may not always be possible. Therefore, we will be adhering to the Simcoe County District School Board Snow Days. When schools are closed, we will not run. However **we will continue to run during Bus Cancellations**. We will have a message on our [Facebook site](#) by **7:15 AM** and you will be notified by email should there be cancellations.



Extreme Weather

FSFNS staff will consult the forecast throughout the day and any weather related safety concerns will be considered in all decisions for programming purposes (ie. Distance travelled from main building, whether we venture off-site, time spent outside). In the event of potential thunder and lightning, students will stay close to shelter. During thunder and lightning, participants will remain under shelter until storm has passed. Should we not be near shelter during a storm for an unforeseeable reason, FSFNS staff will facilitate lightning position with students. In the case of extreme cold (-30C or below) or extreme heat (30C or above), the time spent outside will be limited, based on age and gear. FSFNS staff will visually monitor students for frostbite, hypothermia, heat exhaustion etc. and verbally monitor students by facilitating body scans, which the students will become comfortable executing on their own (ie. Self-check).. In the event of high winds or wind gusts, we will stay clear of forested areas and other overhead hazards.

Drop-off and Pick-up

FSFNS requires a written or verbal authorization for the people who may pick up their child or be contacted in case of an emergency (must be over 16 years old). Parents/Guardians must notify FSFNS before changing the usual pick-up routine. Should an unauthorized person come to pick up a student, that child will not be released into the care of the adult until a verbal consent has been given via telephone. FSFNS recognizes all parents' rights to access their child regardless of marital status. Please know that access/information will only be denied when there is a written separation agreement or a legal court order provided to FSFNS directing us to do so. Drop-off is 8:45AM and pick-up is 3:30PM unless otherwise arranged.

Staff : Student Ratios

We pride ourselves on maintaining low ratios to provide a quality program for our students:

- Chickadees (Ages 4-5): maximum 5:1
- Painted Turtles (Ages 6-7): maximum 7:1
- Snowy Owls (Ages 8-11): maximum 8:1

Volunteers

We are always looking for volunteers to help out with our programming. This could take the form of an ongoing weekly volunteer placement, the sharing of a passion or skill with our groups, a multi-day shadow of alternative education, or any other ideas and suggestions. All of our volunteers are 14 or older, will have been arranged by our FNS staff, must have a clear Vulnerable Sector Check and have read and reviewed our Handbook to become familiarized with expectations.

Interested in sharing a skill? Need your 40 hours of community service? Want to learn more about our educational approach? Check out this link for more details and to apply:

<http://fsforestschool.com/volunteer/>

Staff and Volunteer Responsibilities

The responsibilities of our staff and volunteers include, but are not limited to:

1. Ensuring the physical and emotional safety of students.
2. Assessing and managing risk.
3. Creating a positive, welcoming space and community where everyone feels safe, and a program which supports our core values, mission and vision.
4. Modeling good behavior and respect for others and the natural world.
5. Co-conspiring in play with students and observation.

Parent/Guardian Responsibilities

1. Ensuring all forms and fees are submitted prior to your child's attendance at our program
2. Ensuring your child is equipped with the proper clothing, outerwear and other supplies for the season and length of the program (please see the Clothing and Equipment)

We are outside all day, in all weather. Learning only happens when we are comfortable and therefore if students arrive with less than adequate clothing, they will be asked to return home to get proper clothing before joining our program.

3. Open communication with teachers and providing staff with any information that would assist us in meeting the needs of your child.
4. Following all policies and procedures outlined in this handbook.

Hand Washing and Drinking Water

All staff and students are asked to wash their hands with soap and water, or use hand sanitizer, prior to eating and after using the washroom at FSFNS. They will be able to refill their water bottles on site.

Toileting Procedures

Washroom facilities are located on-site and are checked regularly and re-stocked accordingly. FSFNS follows LNT principles as best as possible when students need to use the washroom away from our main facilities. In most cases, they are encouraged to do a "nature pee" or "water a tree" in private areas, away from other students, play areas, and a water source. For other needs, students will dig a cat-hole in a more remote location. Staff are prepared with hand washing kits and material needed to do this successfully. All students **must be able to use the washroom independently** and are required to always bring an extra change of clothes.

Preparing for FNS: Clothing and Equipment

Learning can only happen when we are comfortable, so please ensure your child is set up for success.

Winter

2 winter hats
Fleece balaclava and/or Neck warmer
2 pairs of warm, waterproof mitts
1 warm, waterproof snowsuit
1 set of warm, waterproof boots (with removable liner)
3 base layers: thermal shirt and pants, middle layer, wool/fleece sweater (cotton not ideal for winter weather)
2 pairs warm wool socks
Extra clothing!

Spring and Fall

See Summer list; and
Warmer sweater or jacket
Gloves
Base Layers
Extra boots

Summer:

Rain gear (waterproof boots, pants, jacket)
Long light pants/shirt (Tick Prevention)
Running shoes
Sun hat
Lightweight clothing
Water shoes (sandals, crocks)
Bathing suit
Sunscreen

All seasons:

Small backpack
Lunch and snacks
Water Bottle
Change of clothes (especially socks!)

Layers is the name of the game and especially in winter we want to choose clothing that wicks moisture, dries fast, insulates our bodies and is waterproof and breathable. The 3 Basic Layers:

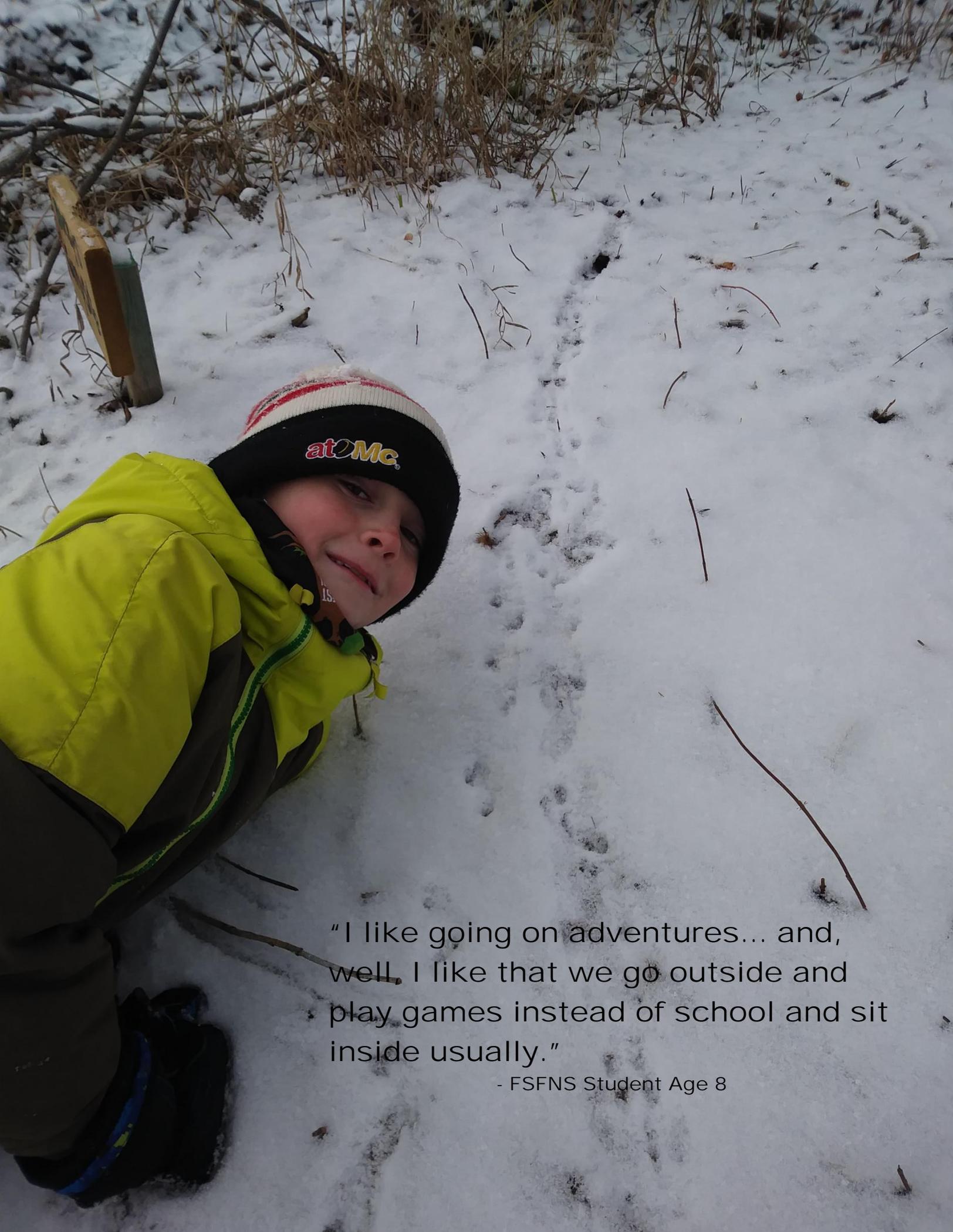
The **base layer** – the layer next to your skin. Avoid cotton – synthetic and merino wool fabrics work best. These fabrics wick moisture away from your skin to your outer layers so it can evaporate. They also dry quickly. When it's really cold, it's common to wear 2 base layers: a lightweight or middle weight layer, then a thicker heavyweight layer.

The **middle layer** – keeps you warm! Fleece or microfleece shirts/pants, and jacket (a goose down jacket or similar).

The **outer layer** – the “shell”. This is your water- and windproof layer and is breathable. Think Gore-Tex, or other polyurethane-coated fabrics with vents (core/underarm) that help release heat. Remember **snow pants** as well!

There is no need to go with expensive gear – check out the **local thrift shops** for good quality things at fraction of the cost! And check in with us and **our gear depot**, as well!

Need Something? Check with us. Outgrown your own gear? Let us know! We are in the midst of developing a “Gear Depot” which acts as a library for clothing and equipment.



"I like going on adventures... and, well, I like that we go outside and play games instead of school and sit inside usually."

- FSFNS Student Age 8

ENVIRONMENTAL SUSTAINABILITY

Sustainability

Much of our focus here at FSFNS is on environmental education and awareness where we strive to create not only a respect for nature, but a **love and sense of belonging in nature**. Accordingly a lot of what we do takes place in wild, natural spaces and we certainly *do* have an impact on our surroundings. Mitigating this is a balance (and an imperfect one at that) where we try and determine an *acceptable level of impact*. Our first step is education and we try to follow the 7 Leave No Trace Principles closely. Below are some examples of how we try to encourage a low environmental impact. In practice, these usually come in teachable moments, where students weigh out options and feel empowered to make a choice.

Leave No Trace Principles

Plan Ahead and Prepare

We think of this as “Know Before You Go!” and encourage students to be prepared for anything! This can help us address any safety concerns, help us achieve the other LNT principles, and allows for a more enjoyable time. It empowers students to take control and builds self-confidence, leadership and teamwork skills.

Travel and Camp on Durable Surfaces

Though we don't overnight camp (yet!), we often will set up camp sites for the day, tear them down and return things to the way they were. We have previously established areas that we use to minimize impact, and rotate through these campsites to give the areas a “rest”.

Dispose of Waste Properly

At minimum we pack out what we pack in! And better yet, we leave areas even cleaner than before we entered.

Leave What You Find

“Can I keep it?” This experience usually begins an interesting conversation where we (together) weigh the options and make a decision about “keeping nature”. When we acknowledge this connection and explore it together, children are usually pretty good at letting nature be nature, or putting it in a special place and adding it to our class map, or taking a photo and looking at it later.

And sometimes we do take things back to the classroom so we can study it and use it as a sample so we don't have to take others, like bee hives and feathers. And sometimes, after our

through dialogue, students *will* decide to take something special home. And that's okay. Because for us it's about a balance and understanding, and we believe it is important to reinforce student's interest in nature and empower their connection to, and curiosity for, it.

Minimize Campfire Impacts

We have campfires almost every week in our designated fire pits. Once in a while, we'll practice LNT fires and return our area back to how it was beforehand ensuring that we choose our site appropriately to minimize impact. We'll even use pie tins to ensure no plants are harmed when we make small, practice fires.

Respect Wildlife

Last year we shut down one of our campsite's (now known as Ducky's Campsite) because a Mallard made its nest there. We avoid areas known for nesting at certain times of year (ie. bank swallows), practice catch and release while fishing, and generally observe animals from a distance. We do get close to insects, and do our best to not interfere. We've even seen students impose their own limits when catching frogs by washing their hands, having short time restrictions on how long they can stay in the bucket, or holding them close to the ground. In this way, it's not a complete “hands-off” approach, but a respectful approach.

Be Considerate of Other Visitors

Other people use our area often – weddings, the museum, dog walkers and more. We follow these principles to ensure others have the opportunity to love this place like we do. And we always strive to be inclusive of people and courteous – the students love when given the opportunity to take people on tours of our special areas. (Source: LNT Canada)

Acceptable Level of Impact

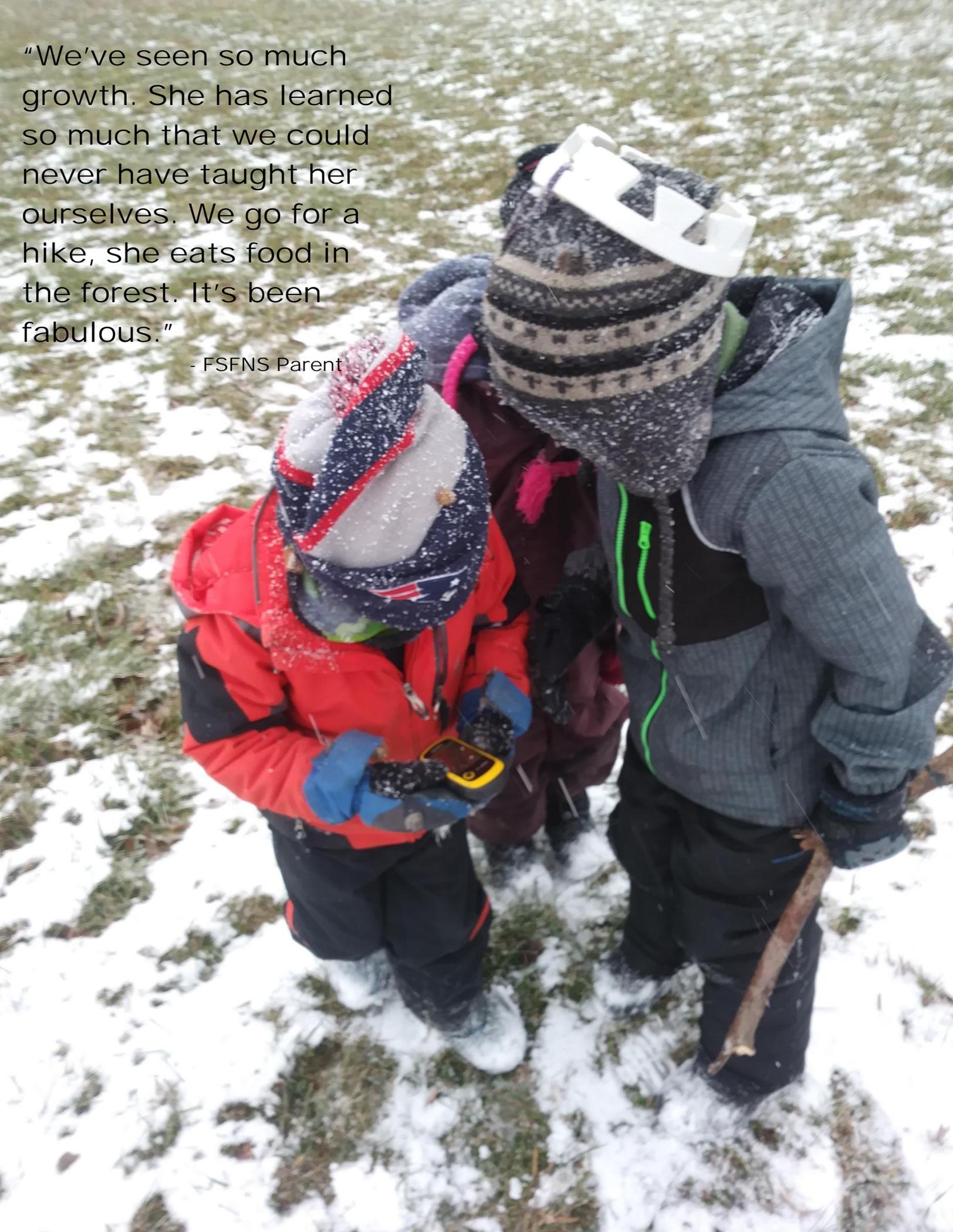
This idea of an “acceptable level of impact” is all subjective. It’s a dynamic process that happens in the moment that’s inclusive of everyone and everything around – and it’s a continuously open dialogue. It’s about role-modeling and nurturing our students’ (and our own) ecological identities. It’s about discovering our connection, values and sense of self in nature. It’s an appreciation and sense of belonging – and it looks different for everyone.

And sometimes it’s just about **FUN**. When it comes down to it, we know that people won’t protect what they don’t love or know. And how can we truly know something without really getting into it? And really getting into it is bound to have an effect.



"We've seen so much growth. She has learned so much that we could never have taught her ourselves. We go for a hike, she eats food in the forest. It's been fabulous."

- FSFNS Parent



INCLUSION AND ACCESSIBILITY

Equality

At FSFNS we aim to dismantle any barriers to participation by making our site accessible for everybody, as well as a safe and welcoming place. Our goal is to make our program accessible to everyone regardless of race, religion, sexual orientation, socio-economic status, physical ability, gender and more.

1:1 Support

It is our hope that in the near future we will be able to support participants who require 1:1 ratios.

Al's Legacy Scholarship

Through a generous donation, this scholarship is provided for students who would not otherwise be able to attend FNS.

Our friend Al was actively involved with FST for many years. He guided various tours in summer and winter months, and worked kid's camp all summer long. He brought so much joy, playfulness and passion wherever he went and his energy was simply contagious, along with his desire to learn... at least outside of the classroom, as his mom shared with us!

For more information on this, please visit our website at <http://fsforestschool.com/als-legacy-scholarship/>

Without a doubt, we know that Al would be so proud of our FSFNS program and the work it does to cultivate a love of nature in children! We miss you Al and are thankful for all you've taught us over the years through nature and meaningful play.

Gear Depot

Outdoor gear is expensive and can be a barrier in and of itself. We are presently building up a lending library for outdoor clothing and gear in hopes of overcoming this obstacle. If your child needs anything, check with us first.

Our Gear Depot is in its infancy, and if you have any gently used outdoor clothing/gear you'd like to donate, we'd greatly appreciate it!





COMMUNICATIONS STRATEGY

General Communication

Free Spirit Forest and Nature School staff are very open to feedback, questions, and concerns from students and families. Regular, timely and open communication is important to us. We are happy to connect briefly during drop off or pick up to address any questions or concerns. Should questions arise that cannot be fully answered during this time, please email fsforestschool@gmail.com or contact Kim and Matt Simpson directly at [705-606-1508](tel:705-606-1508).

Please be sure to notify us via email or text ([705-606-1508](tel:705-606-1508)/[705-606-0134](tel:705-606-0134)) if:

Your child will be late or absent (text or call if the morning of please)

Your child has contracted a communicable illness

Your child is being treated for lice

Parents are emailed on a regular basis for specific information about upcoming events (field trips, change of program plans, etc.). Please ensure we have current your email address on file.

Keep your eye out for our blog each week, where we highlight the week's events and share photographs taken throughout the week at www.fsforestschool.com/blog. Additionally, we post some exciting discoveries and adventures on our Facebook page: Free Spirit Forest and Nature School.

Emergency Communication

In the event of an emergency that involves your child, parents/emergency contact provided will be contacted by telephone at the earliest reasonable time. In the event that weather/road conditions make travel to/from FNS dangerous for staff/participants and programs need to be cancelled or close early, participants/guardians will be notified by telephone or Facebook (at the latest 7:15 AM; please see our Snow Closure Policy).

Concerns and Grievance Policy

Your concerns, questions, and feedback are very important to us. Should you have any, please contact staff by phone, email or in person during drop off and pick up times. We are looking forward to building relationship and working alongside you and your child, as we begin this nature journey together. If you'd like, you can also direct your feedback to our Superintendent – Jennie freespirtours@hotmail.com



REFERENCES

- Bushnell and Boudreau, 1993. Social-Emotional Development Domain. Retrieved from <http://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp>
- Hughes, B., 2002. A Playworker's Taxonomy of Play Types, 2nd edition. *London: PlayLink.*
- Kable, J., (February 10, 2010). The Theory of Loose Parts. Retrieved from <http://www.letthechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html>
- Leave No Trace Canada (2005). Retrieved from <http://www.leavenotrace.ca/principles>.
- Lyons Early Childhood School, n.d. *Loose Parts at LECS* Retrieved from http://www.lecs.act.edu.au/__data/assets/pdf_file/0008/326276/Loose_Parts_at_LECS.pdf
- Murray and O'brien, 2006. A marvellous opportunity for children to learn: A participatory evaluation of Forest School in England and Wales. Retrieved from [https://www.forestry.gov.uk/pdf/fr0112forestschooolsreport.pdf/\\$file/fr0112forestschooolsreport.pdf](https://www.forestry.gov.uk/pdf/fr0112forestschooolsreport.pdf/$file/fr0112forestschooolsreport.pdf)
- Sandseter, 2007. Categorising risky play—how can we identify risk-taking in children's play? *European Early Childhood Education Research Journal*. 15(2).
- Sobel, David, 2008. *Children and Nature: Design Principles for Educators.* Stenhouse Publishers.
- Young, Haas and McGown, 2010. *Coyote's Guide to Connecting with Nature.*





