



# Riverside Park Nursery School Parent Handbook

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Welcome to the Andrew Fleck Children’s Services, Riverside Park Nursery school. Our program is located at 3191 Riverside Drive in the Mooney’s Bay area. We are licensed to offer early learning and care for 15 Toddlers (18 months – 2.5 years) and 24 Preschoolers (2.5 to 5 years). We are a non-profit, multi-service organization established in 1911 to serve children and families in the Ottawa area. The health, safety and quality of your child’s experiences are foremost at all times, ensuring that they and you enjoy a positive experience in our program.

This handbook is designed to assist you, the parent/guardian, in understanding the procedures, policies, and regulations involved with the operation of our Program. Our Program Coordinator is Paulette Young. If you have any questions or concerns please feel free to speak with an employee in person or with Paulette at any time; she can be reached at 613-738-0305 or at [pyoung@afchildrensservices.ca](mailto:pyoung@afchildrensservices.ca). Alternatively, you can also connect with the Program Director Kathy Knight-Robinson RECE at 613 737-6369 ext. 710 or [kkrobinson@afchildrensservices.ca](mailto:kkrobinson@afchildrensservices.ca) or the Executive Director Kim Hiscott RECE. 613 736-1913, ext.223.

### LICENSING/REGULATIONS

Our nursery school is licensed under the *Child Care and Early Years Act* of the Ontario Ministry of Education Child Care Quality Assurance and Licensing Office and under goes an annual licensing review process. We are required to meet all regulations of the *Child Care and Early Years Act*, as well as Health, Safety and Fire regulations dictated by the Department of Public Health, the City of Ottawa, the Ontario Fire Marshall, and the Ottawa Fire Services. The Program Advisor, from the Ministry of Education, monitors standards for safety, staff training, program quality and compliance with the *Child Care and Early Years Act*. The License and Summary of License are posted in the nursery school for your information.

### CURRICULUM

Children participate in activities both indoors and outdoors that promote many learning experiences in all developmental domains. The emergent curriculum is based on the early childhood “learning through play” philosophy and is supported by Ontario’s *ELECT* and *How Does Learning Happen* documents. The children’s learning is documented on the “Curriculum Board” in our hallway and educators use an electronic app to share observations, photos and videos with parents.

### **What is Emergent Curriculum?**

Emergent curriculum is a way of planning curriculum that is based on the children’s interest and passion at a certain point in time. Children thrive and learn best when their interests are captured. Learning occurs naturally. Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience on the part of the Early Childhood Educator.

In short, *it is a child-directed and educator facilitated approach to planning the curriculum.*

Emergent curriculum summons a lot of creativity and flexibility on the part of the educators. There is no knowing where the learning will end up but this openness makes the curriculum more exciting for both educators and children. The emergent curriculum process starts when an educator sees an interest “emerging” in the child. Once the “emerging” interest has been identified, the educators brainstorm different ways for the children to study the topic in depth.

Webbing a topic is often used because of its playful and flexible nature. A web does not show everything that will be learned but will show many things that could be learned. Webbing the curriculum opens the educator to “possibilities” rather than “plan”. Rather than a lesson plan, the educator ends up with a “road map”. Webbing all the activities together gives the educator a road map full of possible journeys with no end in sight. The end comes when the children have moved their interest to another topic and a new “emerging” interest has again been identified.

### **The Four Foundations of How Does Learning Happen?**

**How Does Learning Happen?** is organized around four foundational conditions that are important for children to grow and flourish: **Belonging, Well-Being, Engagement, and Expression**.

These foundations, or ways of being, are a vision for all children’s future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

- **Belonging** refers to a sense of connectedness to others, an individual’s experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
- **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
- **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
- **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development.

While this pedagogical document is built on the above foundations, the groundwork for *How Does Learning Happen?* is the 2007 publication *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings*, commonly referred to as ELECT or the Early Learning Framework.

### **INCLUSIVE PROGRAM**

Our nursery school welcomes and support children of all exceptionalities as inclusion is a wonderful experience for all, providing positive experiences, which will benefit everyone throughout life.

Children's Inclusion Support Services (CISS) is a bilingual service funded by the Ontario Ministry of Community and Social Services. CISS provides support services to integrated programs within the Ottawa-Carleton Region and is managed by the Board of Directors of Andrew Fleck Child Care Services. The services provided by CISS may include additional staffing, consultation to programs, staff training, and financial supports in the form of transportation and childcare subsidies. A child with special needs in our program may also have occasional visits from professionals during the morning, including Speech or Occupational Therapists and Integration Advisors.

As defined in the Child Care and Early Years Act of Ontario, a child with special needs is "a child with a physical, mental, or developmental impairment that is likely to continue for a prolonged period of time as verified by objective psychological or medical findings."

All children are encouraged to learn to embrace differences. What is important is that they learn to interact with each other in a positive way. Children diagnosed with special needs can learn social skills and independence in an inclusive program. The role modelling provided by the other children, both in language skills and behavioural expectations, is invaluable.

### **HOURS OF OPERATION**

The nursery school is open Monday to Friday; from 8:00 am to 12:30 pm. The core day of the nursery school program is from 8:30 am to noon. Parents must request extended hours (Before Care of 8:00 am to 8:30 am and/or After Care of 12:00 pm to 12:30 pm). It is beneficial for the children to be in attendance by 9:30 am to ensure that they can actively participate in all activities. We do request that you please call or email us if your child is going to be absent.

### **INCLEMENT WEATHER**

Occasionally, when extreme weather conditions can create dangerous traveling conditions, we may contact parents/guardians to request that they depart earlier than routine to ensure timely pick up. This is to ensure the safety of children and families as well as our employees who also need to travel home.

Our policies addressing late pick-ups will not be altered due to poor weather and travel conditions.

## EMERGENCY CLOSURES

Due to unforeseen circumstances (fire, flood, loss of electricity, and/or property damage); The AFCS Board of Directors may close the programs if the nursery school is deemed unsafe. Parents will be notified of the closure and required to make alternative arrangements until official notice is given of the nursery school reopening. The nursery school will also close if the City of Ottawa declares a “State of Emergency”. No fee rebate will be given due to emergency closures.

## WAITING LIST POLICY

It is recommended that families register on the **City of Ottawa Child Care Registry and Wait List** tool.

<https://onehsn.com/Ottawa> To fill available spaces we contact families, whose child is age eligible for the space available, based on their registration date. For subsidized spaces we must follow the City of Ottawa’s Priority List. For our full fee families, we will offer spaces based on their registration date. The only exception is that priority is given to siblings of children currently attending our location and alumni families. To ensure we are providing you and your child with the best possible early learning and care experience, a conversation will occur to ensure we can meet your child’s needs and your expectations before a space is confirmed. There is no fee for using the City of Ottawa Child Care Registry and Wait List tool and we do not collect a fee or a deposit for the placement of a child on a waiting list for admission.

When requested by a parent/guardian the Program Coordinator will provide information as to where their child is on our wait list as accurately as possible while maintaining the privacy of all families. Parents/guardians are to make their request directly to the Program Coordinator who will provide the parent/guardians with verbal or email confirmation of where their child is along with an explanation that often the list is not reflective of the actual number of children waiting for care at one of our locations. If the parent/guardians require additional information they are to make their request known to the Program Coordinator who will then consult with the Program Director. All identifying information such as names and dates of birth will be deleted so the list provided to the parent/guardian includes only the ages of children and registration date on the waiting list sorted by date care is required from earliest to latest.

RPNS acknowledges that not all families are familiar with the City of Ottawa’s Child Care Registry and Wait List and that many families hear about our program by ‘word of mouth’. Therefore, the nursery school will also accept full fee-paying families to our own **Internal Waitlist** from direct emails, telephone calls or visits to our program.

When filling available spaces from our Internal Waitlist, the nursery school uses the following priority system:

1. currently enrolled child (example: 2 morning Senior Preschool class child waiting for a 2 morning French Introduction class space)
2. siblings of currently enrolled child
3. children of currently employed staff
4. children of alumni families
5. children referred by external agencies

Ideally, we would prefer that children attend our program for a full 10 month school year. However, we do accept registrations throughout the school year should vacancies occur.

### **OPEN HOUSES AND TOURS**

Registration for a September to June nursery school year starts the March before with Open House Days where families are welcome to visit our program. Families on the City of Ottawa Child Care Registry and Wait List will be notified of these Open House Days. We also advertise our Open House Days on our website and other social forums. Families can set up tours of our program throughout the nursery school year by contacting the Program Coordinator.

### **ADMISSION POLICY**

**Subsidized spaces are available in these programs.** Eligibility for subsidy is determined by the Child Care Subsidy Office of the City of Ottawa. To apply you must first create an online application through the City of Ottawa at 311 or at <https://onehsn.com/Ottawa>

Should your family require a child care subsidy, confirmation from the City of Ottawa Subsidy Office must be received by the program a minimum of 48 hours to the child being enrolled. Before confirming a full fee or subsidized space or enrolling your child in the program, an opportunity will be arranged for you and your child to tour the program, meet the staff and review all the necessary documents with the Program Coordinator or designate. A space will not be confirmed until the program has met with the family and child. Spaces will be granted based on the waiting list application date and subject to the following criteria:

- Children must be within the age limit set for the program
- Up to date children's records of immunization must be provided prior to admission
- All necessary documents must be completed at least 1 week prior to the child starting in the program

### **DISCHARGE POLICY**

- Children may stay in the program until the end of their 5<sup>th</sup> year.
- We respectfully request one month of written notice of pending withdrawal and require at a minimum two weeks' notice. If the required notice is not provided, fees will be charged in lieu of the notice period.
- Parents who wish to temporarily withdraw their child from the program (e.g. for an extended holiday) may request to have their child's name placed on the waiting list for readmission. Regretfully, no guarantee can be given that a space will be available when needed. Please note this does not eliminate the notice period requirements as described above.
- It is our intention to make every reasonable effort to ensure that all children enrolled in our licensed programs can successfully remain in care however, in some situations, the decision to discharge may

be necessary. In partnership with families, we utilize additional resources and supports when needed and available. Should a child that demonstrates challenges (developmentally and/or behaviourally), be enrolled in the program, the program will seek to access additional supports and resources in a timely manner. However, if it is concluded that the staff and program can no longer meet a child's needs and that there is a safety risk to the child, other children and staff, then the decision to discharge a child may be warranted.

- The program also reserves the right to give notice of withdrawal of service if a parent does not abide by all policies and procedures.

### ARRIVAL AND DEPARTURE PROCEDURES

No child will be released to a person other than the parents/guardians without written permission given to the Centre in advance. When dropping off and picking up your children, please:

- Ensure that you are parking in the church parking lot or the designated drop off zone area. Kindly note that the drop off zone is not a parking space; a driver should be at the wheel. Do not leave infants or young children unattended in your car while you bring your child into the program.
- Accompany your children to and from the outdoor or indoor classroom, ensuring staff are aware of your children's arrival and departure. Should your child be starting their day in the outdoor classroom, kindly take them to the toilet first.
- The staff will sign your children in and out every day, indicating the time and their initials.
- Ensure you and your children's wet/dirty footwear are removed before entering the program room.
- Anyone who picks up or drops off a child must be 16 years of age or older unless written agreement has been made with the Program Coordinator. All alternate individuals will be requested to show I.D.

If staff suspects that the individual picking up the child is visibly unfit to drive, and/or that the child may be in danger, that staff is obliged to report their concern to the authorities (Police /CAS) immediately. Alternate travel arrangements will be offered to the parent.

By law, staff cannot withhold a child from their biological parent unless a court order is on file.

### LATE PICK UP POLICY

The purpose of this policy is to detail the procedures to be followed in the event of late pick-ups.

We encourage you to arrive by 11:55 am to pick up your child; this ensures you have an opportunity to connect with your child's educator and the time for an unrushed ending to your child's day.

It is recognized that due to exceptional circumstances, parents might occasionally be late in picking up their children. When this occurs, parents/guardians must notify the Program Coordinator, at the earliest opportunity and request that their child attend the After-Care Program.

The core day program ends at 12:00 pm. Children that have not been picked up by 12:00 pm will go into our After-Care Program and parents will be invoiced accordingly. After-Care Program ends at 12:30 pm

and if a parent/guardian is late (arriving after 12:30 pm) they will be charged a late fee as follows: \$2.00 for the first 5 minutes and then \$1.00 for every consecutive minute thereafter. Every person responsible for picking up a child arriving later than 12:30 pm, based upon the Centres clocks, will sign the late fee book. Should a parent/guardian be late more than 3 times, the late fee will double. Should there be reoccurring instances of late pick up, this may result in the family being discharged. Late pick-ups cause difficulties both to the staff and the children waiting to be picked up.

All late fees (pick up after 12:30 pm) must be paid by either cash or cheque within 24 hours. Any late fees not paid may result in discharge from the program. Late pick up occurrences are based per family.

### **FEES FOR SERVICES**

Please see the attached fee schedule and financial policies below. We have a purchase of service agreement with the City of Ottawa to provide care for families eligible for fee subsidy as well as full fee families.

Parents/guardians seeking a childcare subsidy will need to upload all required documents to the City of Ottawa Child Care Waiting List to see if they qualify for the subsidy.

Please note: Families using a childcare subsidy are entitled to 36 absent days per calendar year; any extra absent days will be billed to the family at the full fee rate.

Please be advised that there are no refunds for sick days, holidays or closed days and all statutory holidays are invoiced at the daily rate.

**The nursery school is closed on the following Statutory Holidays:** Christmas Break (same days as on Ottawa Carleton District School Board calendar), Family Day, March Break (same days as on the OCDSB calendar), Good Friday, Easter Monday, Victoria Day, Labour Day, and Thanksgiving. The program is open on Remembrance Day. For our Summer Camp Program, the nursery school is closed on Canada Day and August Civic Holiday.

The annual cost to deliver the program is calculated over the number of billable days in a year. If we were to not charge families for the days we are closed, our daily rate would increase (same annual cost but less billable days). We feel that stopping and starting parent fees has the potential of being more confusing for families and adds an administrative burden cost.

We will provide a minimum of one month of notice regarding any fee increases.

### **POLICY FOR PAYMENT OF ACCOUNTS**

- A. All parent fees are payable on a bi-weekly basis.
- B. As a non-profit agency we do not have the means to tolerate unpaid accounts. If an account is more than two (2) months in arrears, parents/guardians can receive a notice of termination and the account will be forwarded to a collection agency.
- C. There is a \$10.00 charge for all **returned cheques**.

- D. The appropriate notice required must be given when withdrawing your child(ren) or payment in lieu of notice will be invoiced.

Andrew Fleck Children's Services offers 3 methods of fee payment; either **direct debit payment, post-dated cheques, or Credit Card.**

- 1) **Direct Debit Payment** Parents/guardians choosing the pre-authorized debit option will submit the following to our office:
  - a) a signed **Direct Debit Authorization Agreement**
  - b) a **VOID CHEQUE** to provide bank account information
  
- 2) **Post-Dated Cheques** – Parents/guardians choosing to pay with post-dated cheques will submit a series of cheques dated for the first day of each month. Cheques should be made payable to **Andrew Fleck Children's Services**. At any time, you may call Accounting at 613-736-1913 ext. 225 for questions or information concerning your account.
  
- 3) **Credit Card** – Parents/guardians choosing the credit card option will submit a signed **PRE-AUTHORIZED CREDIT CARD (PACC) Agreement form**

### GIFT GIVING

While it can be traditional for children to give their Educators gifts at Christmas, end of the year etc., as Registered Early Childhood Educators, we cannot accept anything more because we are professionally bound, as members of the College of ECEs, from accepting any gifts of benefits, advantages, fees, honoraria, or favours, including items, money, or gift cards. This is to preserve our integrity as professionals and to protect parents/guardians from any expectation of undue influence. Homemade gifts would be an exception and are most appreciated; gifts that are small such as a consumable item (box of chocolates), are shared with the team onsite.

### NUTRITION

This program provides a nutritious **morning snack**. This food is prepared by Food Handler's Course Certified staff knowledgeable of Canada's Food Guide for children. Our weekly snack menus for the current and following week are posted in each of the classrooms, on the Parent Board in the hallway and kitchen; along with any dietary restrictions, allergies and / or anaphylaxis. All programs will keep the Menus for 30 days after the last day for which they are applicable. Substitutions and specific food choices are noted on the posted menus.

All snack menu planning follows the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", "Eating Well with Canada's Food Guide – First Nations, Inuit and Métis" or "Nutrition for Healthy Term Infants". Special dietary and feeding arrangements are to be carried out in accordance with the written instructions provided by the parents/guardians of the child. Careful menu planning is essential to meet children's nutritional needs and to expose them to a wide variety of foods.

The program provides water with snack time; we do not serve juice or other food items that contain high sugar and sodium levels. Providing a calm eating area with low lighting, background nature music, and engaging conversations supports a positive approach to meal times. We support children's self-help skills by offering utensils for self-serving such as small tongs and using small containers to pour water. Please feel free to provide input into our snack menu planning at any time. Parents are required to label all food and drink brought to the centre, with their child's name on it.

Our Summer Camp Program provides a **nutritious morning snack and lunch** prepared by a Food Handler's Course Certified cook.

### **BIRTHDAY CELEBRATIONS**

Birthdays are important milestones for young children and we certainly do celebrate them! We set aside two days each month (usually a Tuesday and a Wednesday) to celebrate that month's 'Birthday Children'. Parent volunteers bake 'allergy free' banana cakes for these occasions, as we prefer that outside birthday cakes are not brought into the nursery school.

### **HEALTH**

If your child contracts any communicable disease, you must notify the program immediately. A Health Alert must be posted, for any communicable disease, so that parents can ensure the health and safety of their children. Please note that if your child is diagnosed with a viral conjunctivitis where an eye discharge is present, you must provide a medical certificate for re-entry. If no eye discharge is present, no exclusion is needed. Should your child show signs of a rash, eye infection or other communicable diseases, while present at the program, you will be given a City of Ottawa Public Health Department Assessment form. Your child will need to be taken to your doctor/clinic for an assessment and a medical certificate for re-entry will be needed for your child to return to the program.

To prevent outbreaks, the City of Ottawa Health Department requests that child care centres/nursery schools exclude children with certain communicable diseases until specific criteria are met. The Ottawa Public Health Department lays out the exclusions policies for communicable diseases and parents will be notified of what these may be.

The program staff must be notified immediately if your child is hospitalized for more than 24 hours. At any time, the Manager / Program Coordinator (or designated staff) may judge that a child is "not well enough" to attend the program. In such cases, the child will either not be accepted at drop-off time, or parents will be notified that the child must be picked up as soon as possible. The City of Ottawa Health Department has set forth certain policies to protect all children. Your child may not attend the program if they suffer from the following:

1. A fever of 38 degrees Celsius or higher
2. Several episodes of vomiting (not spit up)
3. Diarrhea (at least 2 episodes)
4. Croupy cough and green discharge from the nose that hinders daily functioning
5. Any unexplained rash or skin irritation
6. Complains of a bad headache or sore throat
7. Eyes/ears that are oozing any form of discharge (must be on antibiotics for 24 hours prior to re-admission)
8. Strep Throat (must be on antibiotics for 24 hours prior to readmission)

If your child develops any of these 8 symptoms while your child is in the program or at home, we ask that you keep your child at home until they are symptom free for 24 hours. Please do not give your child Tylenol and bring them to the program as they are contagious

On occasion the nursery school may be in an Outbreak; this is when more than 15% of children and/or staff are sick with the same symptoms. In this case the mandatory exclusion for vomiting and diarrhea is 48 hours symptom free.

### HEADLICE

When your child is found to have head lice or nits while attending the program, you will be given a withdrawal notice for Head lice with a 24-hour exclusion and a form to fill out indicating that the head lice treatment was completed. This form will need to be returned to the program after each treatment. This decision is made by the agency in order to prevent the spreading of head lice and live nits at the nursery school.

### IMMUNIZATION

It is recommended by the Local Medical Officer of Health, that all children be immunized. Parents of children who object to immunization due to religious/conscience or medical reasons must complete a standardized ministry approved form. Ministry approved forms for religious/conscience objections must be completed by a "commissioner for taking affidavits" (i.e. notarized). Any medical exemptions forms must be completed by a doctor or nurse practitioner. These forms are available upon request. All immunization records and/or records of parental objections will be kept as part of the children's files.

Ottawa Public Health requires that parents register and update their child's immunizations online <https://www.canimmunize.ca/en/report?phu=28>

### ALLERGIES AND ANAPHYLAXIS

To provide a safe environment and protect your child we must be aware of any allergies or potential allergies that your child may have. All allergies must be documented on the appropriate registration and medical forms.

For children who may have an Anaphylaxis, there is a detailed Ministry Policy which must be adhered to and parents must fill out all appropriate papers which includes authorization from a doctor. If your child requires an Epinephrine auto injector (EpiPen), the staff must be made aware of this and be given the auto injector when you drop your child off. Should you and your child arrive at the program without the auto injector you will not be able to drop them off until their auto injector is onsite. We strive to be a **nut safe & scent free** environment and will do everything that we can to protect your child while at the Centre, but we cannot guarantee that your child may not come in to contact with an allergic substance.

This policy and all forms required will be reviewed with you at time of the tour and prior to your child's first day at the Centre. Some children in our programs have life-threatening food allergies (Anaphylaxis) and, for this reason, it is imperative that you **DO NOT bring any food into the centre**, without alerting a member of the staff. Anaphylaxis is a medical condition that causes severe reaction to specific agents and can result in death in seconds.

All employees are trained in the use of an Epinephrine auto injector.

### **ADMINISTRATION OF MEDICATION**

If your child requires medication while in the program, you are required to complete and sign a *Medication Authorization Form* which provides details about the medication, including the time and amount of the dosage. Should your child be prescribed antibiotics, they must have been taking the antibiotics for 24 hours prior to returning to the program. Please be advised that by *Child Care and Early Years Act* standards, we can only accept medication which is in its original container and the container or package must be clearly labelled with the following:

Child's name / Name of drug/medication / Dosage of the medication / Date of purchase / Expiration date / Instructions for storage and administration / Possible side effects

Due to the frequency and their longer term daily usage, sunscreen, diaper creams, and lip balms, hand sanitizer can have a blanket authorization from a parent on the enrolment form and can be administered without a medication form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a drug administration number (DIN) or not.

All medication no longer needed is to be taken home. We request that all medication be hand-delivered to us to be stored in the appropriate manner. The nursery school must store all medication in a locked container in the fridge or cupboard except for emergency medication.

A designated staff member will be responsible for all medications.

### **BEHAVIOUR GUIDANCE**

The emotional and physical well-being of children in our care is a priority of Andrew Fleck Children's Services.

Positive forms of Behaviour Guidance with emphasis on discussion, encouragement and positive reinforcement comply with the agency's philosophy to promote the healthy development of the children. Please see our Program Statement for further information on Behaviour Guidance Practices.

**Prohibited Practices as defined by the *Child Care and Early Years Act*:**

- (a) Corporal punishment of the child (which may include but is not limited to, hitting, spanking, slapping, pinching)
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- (c) Locking the exits of the child care centre/nursery school or home child care premises for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

**ACCIDENT / INCIDENT REPORTS**

If your child suffers a significant injury requiring more than basic comfort (soap, water, band-aid, ice, TLC) or that is more than would be expected in the normal course of play, staff will administer first aid. Staff will also complete an accident report before the child is signed out (when possible) or by their next school day. A copy will be provided to the parents/guardians.

If the injury is severe enough to warrant medical assistance, parents/guardians will be notified immediately to come and pick up their child to seek medical attention. If emergency treatment at a hospital is required, parents will be contacted to either accompany or meet staff at the hospital. If parents cannot be contacted the designated staff will follow emergency procedures and call either ambulance services or 911, depending on the severity of the injury.

**SERIOUS OCCURRENCES**

As a licensed program we are responsible for delivering high quality services that promote the health, safety and well-being of all children. A part of our accountability requirements, under licensing, is to report incidents to the Ministry of Education Child Care Quality Assurance and Licensing Offices. The type of incidents that we must report include any life-threatening injury or illness or any time there is a disruption of service for example; a power outage which means the program is closed.

We are very proud at Andrew Fleck Children’s Services to offer a high-quality licensed program and take our accountability to parents and the public very seriously. We have consistently followed the requirements under the *Child Care and Early Years Act*, to report incidents to the Ministry. The Ministry believes that parents will benefit from information about the incidents that occur including the actions that we have taken to prevent and minimize a reoccurrence by posting non-identifying information when an incident has occurred.

Beside our license, you will find a serious occurrence notification form posted anytime an incident has been reported to the Ministry. The form identifies the date, the type of incident, a description and any action taken. There will be no identifying info included on the form. The notification form will remain posted for 10 business days; if the posting is related to an incident that involved your family, you will be personally informed.

### DEALING WITH PARENT/GUARDIAN CONCERNS OR ISSUES

All issues and concerns brought forward are taken seriously by AFCS and every effort will be made to resolve issues and concerns to the satisfaction of all parties.

Every issue and concern will be treated with confidentiality and every effort will be made to protect the privacy of parents/guardians, children, employees, students and volunteers except when information must be disclosed for legal reasons (e.g. Ministry of Education, College of Early Childhood Educators, law enforcement authorities or Children’s Aid Society).

Everyone, including members of the public, and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

#### Procedures to follow

Nature of Issue or Concern	Steps for Parent /Guardian Clients and Stakeholders to Report Issue/Concern:	Steps for employee and/or manager/designate in responding to issue/concern:
<b>Program Related</b> E.g.: General Program Delivery,	Raise the issue or concern to - the employee directly or - the manager or designate.	When an issue/concern is brought forward to an employee, it is their responsibility to assess whether or not it is within their scope of responsibility and if they have the applicable information to be able to manage/resolve the situation.
<b>Agency Related</b> E.g.: General AFCS <b>Operations Related</b>	Raise the issue or concern to - the Manager or Designate.	Inform the appropriate manager or designate of the situation within 24 hours.
<b>Employees, students or volunteers</b>	Raise the issue or concern to - the individual directly	Every effort will be made to provide an initial response or resolution to the concern or issue within 2 business days.

	<p>or - the manager or designate.</p>	<p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the collection of information of the issue/concern is initiated by the appropriate party When appropriate, it is the responsibility of the manager to inform the Executive Director.</p>
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Contact information for all programs, management team and AFCS Board of Directors can be found on our website at <http://afchildrensservices.ca>

### **ACTIVITIES OFF THE PREMISES**

Walking excursions support a sense of community and are designed and organized to support the children’s ongoing inquiries. Parent/guardian volunteers are always welcome to come along for the fun. Parents are always informed of any activities off premises. Should circumstances (e.g. health) prevent a child's participation in a walking excursion, it is the parents’ responsibility to arrange alternate care. We do not take the children on field trips that require transportation. Instead we invite librarians, community helpers, children’s entertainers etc. to visit us at the nursery school.

### **PARENT PARTICIPATION**

Our program supports an ‘Open Door’ approach for families and parents/guardians are welcome at any time of the day. Family involvement in the program is valued and encouraged. Participation, by a parent, in a program that their child attends, is not deemed as volunteering. In keeping with our open-door policy, parents (and other family members with parent permission) are invited to spend time in their child’s program engaged and participating with their child on an ongoing basis, this is in keeping with our Program Statement.

Parents are invited to participate in special events or walking excursions, accompanying and participating with their own child.

For further clarification, please read the following points which also pertain to parent participation in their child’s program and or attending walking excursions:

- At no time will a parent be left unsupervised with any child other than their own. An employee of Andrew Fleck Children’s Services will always be present.

- Parents are never counted in ratio.
- Parents that attend walking excursions are accompanying their own child and are not responsible for the supervision of other children

To keep the nursery school running smoothly, parent/family participation is needed in a wide variety of activities. The activities are listed below, and offer an opportunity for parents to participate at a level that reflects their talents and available time.

DUTIES	DESCRIPTION
AFCS PARENT ADVISORY COMMITTEE	Represents the nursery school at Parent Advisory meetings
RPNS FAMILY COUNCIL	Assists and advises the Program Coordinator of RPNS for the best interests of the nursery school
SCHOLASTIC BOOK ORDERS	Hand out flyers, collect orders, place orders online and distribute books
LAUNDRY	Take laundry from the school home each week to wash, dry and fold
END OF SUMMER CLEAN-UP	Outdoor prep work for the upcoming school year. Various tasks include: lawn mowing; weeding garden; remove weeds and overgrowth along the fence; clean playhouses etc.
GRASS CUTTER	Mow the lawn in play yard. Must have own lawn mower
FALL CLEAN-UP	Outdoor clean-up of the school playground. Various tasks include: raking leaves; tree pruning; toy storage; lawn mowing; etc.
SPRING CLEAN-UP	Outdoor clean-up of the school playground. Various tasks include: gardening; tree pruning; painting Indoor clean-up of rooms: dusting blinds, cleaning windows etc.
FAMILY FUN DAY	A school event that takes place in early June on a Saturday where families are invited for a day of food, fun & games
HANDY PERSONS	Minor repairs of equipment/painting etc.
BIRTHDAY CAKE BAKERS	Using recipe provided by RPNS, bake 3 cakes (costs reimbursed)
DIRECTOR SUPPORT	Runs errands for director or teachers such as picking up program supplies
CLASSROOM BUDDY	Volunteer regularly in the classroom. <b>Note:</b> police check required

<b>FOREST SCHOOL BUDDY</b>	Volunteer in the Forest School classroom. <b>Note:</b> police check required
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### CLASSROOM BUDDIES

Parents (or other family members) are encouraged to be "Classroom Buddies" where they volunteer their services to help out in the classroom throughout the school year on a regular basis. Specific tasks will be assigned to the Classroom Buddy such as 'reading buddy' or 'forest school program volunteer'. The same guidelines as mentioned above in Parent Participation apply. However, because the Classroom Buddy is assisting the educators, a Criminal Reference Checks is required as well as reviewing specific policies.

### APPROPRIATE CLOTHING

Children should wear comfortable clothing, and which you do not mind getting dirty. Shoes must always be worn in the program. Proper foot wear is required i.e. running shoes, no slippers/flip flop or croc sandals. We ask that the children be dressed accordingly for our outdoor classroom time: very warm, water-resistant clothing for winter; cool clothing with **sun hats** and sun screen for summer. It is extremely important that a complete change of clothing (mitts, hat, pants, shirt, socks, underclothes, and shoes) is in your child's back pack. For wet and muddy days, we have AFCS 'muddy buddies' for each child.

**Please label all your child's belongings including clothing. We cannot be held responsible for lost/ missing items.** Parents are responsible for bringing in diapers and wipes for their child. A helpful reminder note will be posted on your toddler's cubby, when diapers/wipes are running low. Preschoolers need to have a morning's supply of diapers/pull ups and wipes in their backpacks. Due to limited storage, all cubby items (indoor shoes, back packs, extra mitts etc.) must be brought home every day.

### EMERGENCY MANAGEMENT

To protect the health and safety of children and employees, Andrew Fleck Children's Services has an emergency management policy and procedures that sets out the roles and responsibility of all employees. All programs conduct monthly fire drills and follow evacuation procedures. This ensures that all children become familiar with emergency procedures. In the event of a real emergency and that the children cannot return to the Centre they will be moved to our designated emergency shelter and parents will be contacted to pick up their children immediately. **Our Emergency Shelter is at Holy Cross Catholic School on 2820 Springland Drive.**

As indicated in the AFCS Emergency Management policy, the manager of the program or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. Notification will be done by email or phone depending on the situation. Where possible, the Executive

Director will update the agency's website and the manager or designate will update the program or place of work voicemail box as soon as possible to inform parents/guardians that the program has been evacuated. The details of the evacuation, site location and contact information will be provided in this message.

### CRIMINAL REFERENCE CHECK – VULNERABLE SECTOR CHECKS

All our Early Childhood Educators (ECE) are registered with the College of ECE. Our ECE Assistants support the Early Childhood Educators (ECE) in providing a nurturing, developmentally appropriate, healthy and safe environment to meet the needs of all children. All employees have Standard First Aid & Infant / Child CPR qualifications and must provide a Criminal Reference Check with the Vulnerable Sector prior to their employment and every 5 years after. Employees also sign a Declaration of Offense on an annual basis. All our programs support students from various Colleges as they complete their ECE placements. Volunteers are also often part of our programs.

### SUPERVISION OF VOLUNTEERS AND STUDENTS

As per the Ministry of Education policy; students and/or volunteers are never left alone with the children, left unsupervised or included in ratios. All students and volunteers receive a detailed orientation prior to beginning their placement at the nursery school and must abide by and sign off on our Program Statement and all policies and procedures as well as provide us with a criminal reference check with the vulnerable sector.

Students and Volunteers play an important role in supporting staff in the daily operation of children's programs at AFCS. As per the Ministry of Education policy; The supervising employee is responsible to supervise, monitor and ensure that the volunteer/students are never left unsupervised with children or used to meet ratios and that all policies and procedures are followed.

### DUTY TO REPORT

Under the *Child Care and Early Years Act* all staff are required to report child abuse under section 72 of the **Child and Family Services Act, 1990** (CFSA) to a Children's Aid Society (CAS). Persons failing to do so are subject to legal action and a fine if convicted. (Child and Family Services Act, 1984, section 68 (2) (3) (4) and section 81 (1) (b))

Child Abuse is a serious occurrence as defined by the Child Care and Early Years Act.

Section 72 of the CFSA imposes a duty to report for everyone, including RECEs, where there are reasonable grounds to suspect one or more of the following with respect to a child:

- Emotional Harm: The child has suffered emotional harm, or there is a risk that the child is likely to suffer emotional harm demonstrated by serious: anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development.

- There are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- Physical and / or sexual harm, abandonment, acts of criminal nature and exposure to family violence, which can take the form of physical, sexual, emotional or financial harm as well as neglect.

### OUTDOOR CLASSROOM

Outdoor play is important for healthy development. Our large fenced in play yard allows the children to explore the trees, sand box, play houses, gardens and mud kitchen. In the winter months outdoor play will not occur if the temperature (including the wind chill) is below -25 degrees Celsius. The Environment Canada 613-998-3439 phone line is used to determine the temperature.

The outdoor classroom is important because:

- Builds Up their Immune System- It's no surprise that many children that are raised on, or around, a farm are generally healthier than those that aren't. This is because on a regular basis these children are exposed to dirt, animals, pests, bacteria and everything else that send modern-day parents running. While we like to think that dirt, animals, pests and bacteria do more harm than good it's actually the opposite. When your children come into contact with these things in a natural way (outside) and on a regular basis, they are less likely to develop autoimmune disorders and allergies.
- Provides Exercise- Playing outside provides children with something many children don't get enough of anymore – exercise. Exercising while having fun is the best kind of exercise, and that's exactly what playing outside does. Running, playing tag with friends, building a snowman, sledding, digging in the sandbox and other outside activities get our children's bodies moving.
- Stimulates the Imagination- Sadly, one of the things that today's children are lacking is an imagination. This is because we're in the technological age – today children are literally shown everything. Why go outside and play imaginative chasing games when we can watch a movie about it or play a video game? Playing outside helps children develop their imagination, which is something that television, video games, computers, iPods, etc. don't do.
- It Promotes Problem Solving Skills- Children who play outside learn how to solve real life problems. Regardless of if they're learning how to get along with friends or trying to figure out the best way to build a fort – they're problem solving.
- It Provides Vitamin D- It is important that your children get Vitamin D, which is provided by the sun. Vitamin D helps promote better moods, energy levels, memory, overall health and more. Just 10-15 minutes out in the sun will give your children their daily dose of Vitamin D.

# RPNS FOREST AND NATURE SCHOOL

## PARENT HANDBOOK



The world's forests are a shared stolen treasure that we must put back for our children's future. *Desmond Tutu*

### Defining Forest School

#### How is it different from other outdoor learning experiences?

Forest School is different from other outdoor learning experiences in two ways. First, Forest School takes place in the same setting on a regular basis over an extended period of time. This gives students the opportunity to learn a great deal about the area and enables them to develop a lasting connection with nature.

Second, while there are some structured elements, the Forest School curriculum is largely emergent, child-directed, and play-based. The ethos of Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences. At Forest School, young people have the freedom to explore, play, build, create, imagine, and use their senses to experience the outdoor environment and engage with one another. Sustainability is woven into the culture of the classroom, and as nature becomes the third teacher, sustainability becomes the foundation on which both children and teachers stand.

At Forest School, there is a strong emphasis on educators observing, learning with, and teaching students in the context of the environment. This process of observation allows children the space and opportunity to delve into various activities and experiences guided by their imagination, rather than explicit, external direction. It also leads to a process of inquiry in which educators' primary role is to ask a multitude of questions based on what is emerging from a student's questions, experiences, and imagination. The guiding principle at Forest School is that children are competent and engaged learners, and with guidance and support, are able to lead their own learning process in directions far beyond what an educator can initiate on their own.

#### ***Principles of Forest and Nature School:***

- *takes place in a variety of spaces, including local forests, creeks, meadows, prairie grasses, mountains, shorelines, tundra, natural playgrounds, and outdoor classrooms.*
- *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 a supportive and knowledgeable educator, to identify, co-manage and navigate risk. Opportunities 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 FNS 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 is as valued as the outcome.*
- *requires that educators utilize emergent, experiential, inquiry-based, play-based, and place-based learning approaches.*

*Taken from; "Forest and Nature School in Canada Guide" pub Forest School Canada, July 2014*

### **EXPLORATION AND POSSIBLE OUTCOMES!**

Forest School is incorporated throughout the nursery school year (in all types of weather!) for *all* children! Two of our educators have Forest & Nature School Practitioners certification.

Children attending our 2 Day programs will participate in 6 consecutive Forest School Thursdays. Likewise, children attending our 3 Day programs will participate in 6 consecutive Forest School Fridays. You will be notified in advance as to when your child's 'Forest School block' is scheduled. Your child's class along with their educator, Program Director and a volunteer will explore the forest from 9:00 am to 11:50 am. Children are to be dropped off in our play yard at the regular 8:30 am start, and we will head to the forest at 9:00 am. Ensure that your child is dressed appropriately for the weather (see clothing list below).

We will be exploring the forested area at the back of the church property and occasionally the shoreline of the Rideau River. Parents/family members are welcome to join us!

#### **Outcomes in Forest School**

- appreciation for nature (why worms are good for the environment)
- fine and gross motor skills (moving rocks)
- cooperation with peers (building a fort with branches)
- using all our senses (finding animal tracks in the snow)
- learning new skills (tying knots in ropes)
- taking risks (climbing trees)

## **Risky Play in Forest School**

Avoiding hazards and risks is often deemed necessary as a means of avoiding injury, litigation, and insurance claims, as well as keeping children “safe”. These assumptions are fueled by societal norms that now view overprotection as a fundamental part of the role adults should play as they care for children.

Avoiding all risks and hazards comes at a great cost *as healthy risk plays an important role in the development of the child*. “An exaggerated safety focus of children’s play is problematic because while on the one hand children should avoid injuries, on the other they might need challenges and varied stimulation to develop normally, both physically and mentally” (Kennair & Sandseter, 2011). As our children tell us that they want to experience age-appropriate risk through their every effort to climb trees, jump rocks, run down hills, build shelters, and get their hands full of mud, *how do educators in Forest and Nature School programs begin to support and navigate healthy and age-appropriate risks?*

The first step is to acknowledge children’s competencies and capacity to navigate risks and hazards, and that recognizing and experiencing risk in childhood is a fundamental component of healthy development and learning. In doing so, we are setting the stage for children to begin navigating risk in healthy and controlled doses. Additionally, FNS supports children as they learn to self-regulate: as children experience more risky activities and terrain, they learn to determine for themselves whether something feels safe or not, rather than look externally to adults to decide this for them.

Secondly, in Forest and Nature School risk management is viewed as a fundamental skill needed for young people’s safety and well-being. It is through risk management that we are then invited into a world where we can be supported to experience risk in their day to day. Educators have a duty of care towards young people, and therefore have responsibility not only to keep young people safe, but also to enable them to learn to manage appropriate risks for themselves.

In FNS, it’s very important to engage children in calculated, age-appropriate, purposeful and meaningful levels of risk. This is both an art and a science, and an educator spends a significant amount of time in the “Forest and Nature School Practitioners Course” developing appropriate policies and procedures to communicate this to their community at large. This process is, and should be, dynamic and revisited on a regular basis.

*Taken from; “Forest and Nature School in Canada Guide” pub Forest School Canada, July 2014*



## **DRESSING FOR OUTDOOR WEATHER!**

### **For the Late Fall:**

- Rain gear [waterproof boots, pants, jacket] ~ AFCS muddy buddy (provided)
- Water proof boots
- Winter hat
- Warm Jacket [fleece or other breathable fabric ideal]
- Pack extra socks

### **Winter:**

- Winter hat [must cover ears and stay on the head]
- neck warmer [no scarves please due to risk of strangulation]
- Two pairs of warm, waterproof mitts (make sure they are child sized)
- One warm, waterproof snowsuit
- One set of warm, waterproof boots (should be big enough for child to wiggle their toes)
- Wool socks
- Three base layers: thermal shirt and pants, middle layer, wool/fleece sweater [cotton is not recommended for cold weather conditions]

Warm, good quality outdoor clothing can be pricey, so check out second hand stores (Boomerang Kids) or online places like kijji and usedottawa.com

During cold weather please consider the following factors when dressing your child:

1. **Insulation:** Natural fabrics such as wool or silk work well as an inner layer, as does fleece. Polyester pyjamas are another good option. The key for this layer is to wick moisture away from the skin and insulate it with a breathable layer.
2. **Middle Layer:** This is another insulation layer that creates 'dead-air space' between skin and the elements. This airspace helps in keeping warm. Wool sweaters (Merino wool is exceptionally warm and soft on sensitive skin) and fleece tend to work well.
3. **Outer Shell:** This layer should be waterproof and wind-proof, as well as breathable.

### Dressing for the Early Spring:

- Rain gear [waterproof boots, pants, jacket] ~ AFCS muddy buddy (provided)
- Water proof boots
- Light weight hat or sun hat
- Spring Jacket [fleece or other breathable fabric ideal]
- Pack extra socks

### RPNS will provide the following items for your child:

- Water bottle
- Morning snack
- Foam 'sit spot' mat
- Equipment and materials
- Natural bug spray



### **Insects: Yes, there are bugs in the forest!**

Unfortunately, you cannot enjoy the forest without encountering biting insects! This is why we need to be properly dressed for the forest and need to apply bug spray. Parents are encouraged to apply bug spray to their child prior to Forest School. RPNS will apply a natural spray to the children when needed.

### **RPNS Bug Spray *Ingredients***

- ✓ Witch hazel
- ✓ Water

- ✓ Vegetable glycerin
- ✓ Citronella oil
- ✓ Eucalyptus oil

For information on ticks, visit Ottawa Public Health website:

<http://www.ottawapublichealth.ca/en/public-health-topics/lyme-disease.aspx>

### **Food for Thought!**

*This change, signified by many teachers and parents withdrawing their children from parks, streets and community facilities, is predominantly fed by a culture of fear, insecurity and litigation. This is in light of current childhood research that states by not allowing children to participate in the life of their communities, teachers and parents are denying children the opportunity to develop the knowledge, skills and experience to be safe and confident to confront the challenges complex urban environments now present for them.*

—Malone, *Place-Based Pedagogies in Early Childhood and Primary School Settings*  
(2012, p. 2)