

ADMINISTRATIVE GUIDELINE

Title: Outdoor Learning - Elementary

Effective Date: September 10, 2024

Responsibility: Superintendent of Education

1.0 Guiding Principles of Outdoor Learning:

Outdoor learning offers many benefits that extend a teacher’s practice beyond traditional classroom settings by focusing on inquiry and experiential learning designs across all grades. These pedagogical approaches to learning foster resilience as students navigate new and unpredictable environments and overcome challenges along the way.

Outdoor learning nurtures creativity, resourcefulness, and problem-solving skills as individuals encounter real-world challenges and devise innovative solutions. In addition, outdoor learning cultivates key social and emotional skills as students collaborate and communicate with peers in a natural setting.

A connection with nature helps foster a deeper appreciation for the environment; it provides children with experiences to use their senses, their observational skills and the opportunity to explore hands-on investigation in their natural environment. Spending time outdoors has shown to positively impact mental health, reduce stress levels, and promote overall physical and emotional well-being. Outdoor learning also leads to self-esteem, autonomy, and confidence.

2.0 Experiential Learning Cycle:

Outdoor learning must promote and apply an inquiry and experiential learning pedagogical approach in order to be effective. Experiential learning begins with students’ hands-on experiences. With teacher guidance, students engage in reflective observation, creating cognitive frameworks in which their experiences can be conceptualized and then hypothetically generalized into other subject areas. These conceptualizations can be theorized and tested through active experimentation, which leads back to real-life experiences, whereby the cycle begins again.



Through this cycle of experiential learning, students learn through experience, making it more personal, meaningful and memorable. They then generalize their learning so that it becomes applicable to other situations, concepts or disciplines. It is through this cycle that critical and creative

thinking occurs. For more information on experiential learning, please visit the [Ministry of Education](#).

3.0 Outdoor Learning is an Extension of the Classroom:

It is important that teachers and administrators understand that outdoor learning is not recess. The outdoor learning environment should be considered an extension of the classroom. Students in the outdoor classroom are engaged in a positive, repeated and planned outdoor learning experience that utilizes the Experiential Learning Cycle as described above. It is equally important to remember that not all time in nature needs to be teacher-directed. Teachers can and must facilitate and foster deeper learning that promotes child-led learning opportunities based on their discoveries and interests.

Inquiry and exploration by children in the outdoors is shown to build resilience, teaches subject content in interesting and meaningful ways, increases physical strength, as well as social and emotional skills, and supports real-life problem-solving abilities which cannot be reproduced inside a classroom.

Outdoor learning expectations should be stated as such by the teacher, to inform students of the differences between outdoor learning and recess. At recess there are other supervisors and whole-school rules. Outdoor learning opportunities need to be identified as separate for the students to understand what the purpose of the learning is, its associated expectations, the boundaries required to ensure safety and what learning outcome the teacher will be observing.

4.0 Kindergarten and the Outdoors:

In the Kindergarten Program, learning in the outdoors is included as part of the instructional day, and the educators play an active role, engaging with children in an inquiry stance as they play, explore, and learn together outside the classroom. The Kindergarten Program provides numerous opportunities for educators to support children in developing an awareness of their relationships with the local environment, and of how those relationships can be mutually supportive. It is important for educators to:

- ensure that children have extended interactions with the natural world
- engage children in endeavors designed to appropriately enhance or restore land and place
- support children’s inquiries involving natural materials and promote their use of various resources to further learning about the natural world.

In Kindergarten, the learning environment includes the outdoors. Helping children develop appreciation and respect for the environment is an integral part of providing learning opportunities in these spaces. Experiences that allow children to appreciate and understand the value of fresh air and outdoor spaces, the environmental benefits of active transportation, the environmental implications of various food choices, the impact of using trails, and the health

risks associated with exposure to direct sunlight and air pollution are all components of environmental education that can be integrated with learning in the Kindergarten program. To facilitate these connections, educators are encouraged to make the outdoors integral to their learning environment to help children observe, explore, and appreciate nature.

For more information, please visit the [Kindergarten Program](#) from the Ontario Government Ministry of Education Kindergarten Documents.

5.0 Leaving School Property:

Leaving school property gives students the chance to discover new spaces and landscapes through different seasonal changes. It allows students the opportunity for a deeper connection to their community with discovery of the flora & fauna, animal habitats & migration, plant & tree species and other elements within it. Depending on the individual school site, it may be necessary or desirable for students to walk to an outdoor learning environment that is off school property. Utilizing the [School Trip Administrative Guideline](#), staff can find additional information about off-property walking excursions.

6.0 Assessment for/as/of Learning in the Outdoor Learning Environment:

Given the skills and strategies to teach outdoors, all teachers can make meaningful and truthful assessments of their students' learning while engaged in outdoor or indoor learning. With the use of multiple technologies, along with Edsby Observations, Evidence, Portfolios and Learning Stories, positive assessments and evaluations can be made regarding any subject completed partially or fully outdoors. Teachers should be encouraged to use their school on-site spaces for subject content learning and assessment. Please see the appendix for Assessment and Curriculum Links.

7.0 Site Risk Assessment:

Those teachers who have undergone the OWLS mentorship program and/or Forest School Practitioners have already received training on how to do Site Risk and Risk Benefit Assessment forms.

Teachers must use the [Site Risk Assessment Form Template](#) from the Child and Nature Alliance of Canada to assess their site and list the risks/hazards that may be present (Appendix A). Please see page 54 of the [Risk Assessment for Outdoor Play](#) for an example of a Site Risk Assessment. This must be provided to the administrative team to assess the site risks and make informed decisions about the outdoor learning environment.

8.0 Risky Play:

Providing and allowing for risky play during scheduled outdoor learning opportunities, with explicit discussion and mitigation from the teacher, offers students dynamic risk management and assessment to guide their learning and exploration. This type of play and learning should be fostered in all outdoor learning environments.

The Child and Nature Alliance of Canada offers the [Risk-Benefit Assessment for Play: A Canadian Tool Kit](#). This Guideline is for Canadians who work with children in potentially risky play arenas (this would include schools) and was developed through broad collaboration with practitioners, policy makers and academics. The Tool Kit reminds us that children not only benefit but thrive from learning in Risky Play environments.

With prior knowledge, discussion, and mitigation of risk, risky play may include but is not limited to: playing with sticks, branches and logs; lifting or dragging larger sticks/logs; building shelters out of branches; climbing rocks, trees, and appropriate structures to acceptable height; sliding down hills or on ice patches; building snow forts or snow balls; jumping from an acceptable height; playing in puddles; running, tumbling, and playing on uneven ground or on unstable objects; using materials or tools.

Height is an important factor when considering risky play. Clear expectations, progression of skills and accompanying instruction, age and ability of students, as well as appropriate supervision must be considered when determining acceptable height. Best practice would be to ensure the student does not climb to a height greater than the supervisor’s ability to reach them and support their safe dismount. Similar to learning how to climb safely on the play structures, individual student ability, confidence and skill progression all play a role in the supervisor determining what is safe and the type of supervision required.

Risky play is encouraged during outdoor learning, not only because of its many benefits of resilience and social and emotional skills, but also because Risky play helps students in the future. When students are involved in risky play as young children, they become capable of managing and navigating situations on their own and with others as they grow. As they develop into teenagers, when risk can have a much more dangerous outcome, they will have learned the skills and know their bodies to choose healthy and safe options. If students never have the chance to experience risk, they will not know how to navigate it when they grow older. Ex: how will they know the rocks are wet if we never take them outside when it rains? How will they know how high they can jump safely, when they are older, if they have never tried jumping off something when they were younger?

8 Categories of Risky Play:

Category	Example activity	Parameters
Height	Climbing a tree or swinging from a tree Jumping off a log Balancing on objects that seem high to the child Climbing frames in a playground Walking up a steep sledding hill	Students need to be involved in the parameters of risk when climbing. A progression would include first discussing climbing trees. Why do we climb trees? What are some of the things we do when we climb trees? How many people can be around the tree at a time?

		<p>How high is safe for us to climb? Trees should be inspected prior to the activity for any rotten/broken branches. Depending on the age group, a progression of risk is also suggested: first we stand on the log, then stand and walk without holding an adult’s hand. Then we stand on taller logs, then we start to reach for branches of a tree. Students should not be lifted up into trees as they will not know how to get back down if they have not climbed it themselves.</p> <p>Risk – injury from falling</p>
Speed	<p>Running fast Riding a bike or skateboarding Swinging fast Sliding, skiing or skating</p>	<p>Mitigation Questions: What might happen if I run as fast as I can to that tree? What are some things I need to be aware of before I run/slide down this?</p> <p>Risk – injury from falling at speed</p>
Technical Tools	<p>Loose parts and tools, including hammers, screwdrivers, rubber mallet, gardening tools, shovels, rakes, wood used for materials. Tools help children gain confidence and physical skills</p>	<p>Mitigation Questions: We have one hammer, so one person will be using the hammer. Is the hammer hard? What do we use hammers for?</p> <p>Tools should be differentiated from toys and taught how to be used. They require supervision and special care before a student is trusted to use on their own, depending on the tool.</p>
Restricted Elements	<p>Swimming in deep water Starting a fire Crossing a bridge</p>	<p>Swimming guidelines are found in School Trip Administrative Guideline Starting a fire is not permitted Bridge crossing must be considered against height of the bridge and presence of guard rails</p>
Rough and Tumble	<p>Rolling, play fighting, wrestling, chasing, on the ground, offers a chance to hone physical and social skills</p>	<p>Mitigation Questions: Do both of you agree that you want to play ‘tumble’? How do you check that your friend also wants to play? Where is a good, soft, spot for ‘tumble’ play?</p> <p>Risk – scratches or bruises</p>
Disappearing or Getting Lost	<p>Children seek opportunities to explore unknown or unfamiliar</p>	<p>Mitigation Instructions/Questions: It is your responsibility to always be able to see</p>

	<p>places alone or with a small group. Games such as hide-and-seek, camouflage, are examples of the feeling of ‘getting lost’ in a safe game format</p>	<p>the blue backpack. (point to backpack) What are the boundaries of our yard? When we play hide-and-seek, and I blow the whistle, what does that mean? Risk – actually getting lost</p>
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Dynamic Risk Assessment must also occur spontaneously; assessing risky play in the moment is a necessary part of outdoor learning. The Child and Nature Alliance identifies five steps for educators to communicate collaboratively with all students so that hazards or risks are identified, discussed, and mitigated (or not). This information together will form the basis of the decision as to whether or not that activity can occur. The five steps are outlined below and available [here](#).

- 1) Press pause and signal the students to come together
- 2) Establish clarity by asking the students what they want to do and support them in understanding that you want to help them to do that in a safe way. “Be on the same team”
- 3) Identify the hazards or risks by sharing your concerns
- 4) Mitigate risks through collaborative brainstorming
- 5) Make a determination based on the risk and the manners in which it can be mitigated

9.0 Supervision:

The type of activity will determine the type of supervision required. OPHEA outlines three types of supervision that can be used dynamically throughout the course of an outdoor learning session, depending on the activities planned and the age of the students. Remember, the teacher is not present to simply supervise, they are an active partner and participant in the learning process. As such, they should be providing feedback, giving instruction, asking questions, and encouraging students (see above Dynamic Risk Assessment).

Types of Supervision include:

Constant Visual Supervision:

Constant visual supervision means that the teacher is physically present, watching the activity in question. Only one activity requiring “Constant visual” supervision may take place while other activities are going on.

Example: During an outdoor learning session, some students want to investigate a bird’s nest, some are examining animal tracks and others are collecting rocks. For those climbing, the teacher is at the tree, observing the activity, providing instruction and monitoring the height.

In-the-area Supervision:

In-the-area supervision means that the teacher could be in the designated outdoor learning area while another activity is taking place in an area adjacent, such as the recess play-yard. In-the-area supervision requires the teacher to be readily accessible.

In-the-area supervision occurs in activities in which students may be out of sight for periods of time and the location of the teacher is not nearby (for example, some students are around the corner of the school building and therefore not in sight at all times). At least one of the following criteria must be in place:

- The teacher is circulating
- The location of teacher has been communicated to students and volunteers
- The teacher informs students of the location of the activities

Curricular example: During an outdoor learning session, some students want to investigate a bird's nest, some are examining animal tracks and others are collecting rocks. For those collecting rocks, they might go around the corner of the school building to another section of the play-yard for short periods of time. Students would have previously been given the parameters/boundaries of the outdoor learning session prior to independent exploration.

On-site Supervision:

On-site supervision entails teacher presence but not necessarily constantly viewing one specific activity. Momentary presence in adjoining areas (for example, outdoor shed) to the outdoor learning area is considered part of "on-site supervision".

Curricular example: During an outdoor learning session, some students want to investigate a bird's nest, some are examining animal tracks and others are collecting rocks. For those examining animal tracks, they can be seen by the teacher who is assisting the students climbing.

10.0 Risk-Benefit Assessment (RBA):

Teachers may use the Program/Experience Risk-Benefit Assessment form for programs or experiences that may present 'greater risk' but with mitigation, discussion and explicit teaching, could be included in their curriculum plans. Teachers may use the RBA form in such instances as: inclement weather; specific outdoor activities; use of novel outdoor and/or loose parts/tools/items. The RBA is a useful tool for informing administration, parents and families of the potential risks and how they will be mitigated while underscoring the importance and value of these activities. Administrators may request that teachers complete RBA form (Appendix B) for specific programs or experiences, as they feel it is needed.

11.0 Managing Exceptionalities and Behaviors:

Often children who may have difficulties learning inside show a different side when they are outside. That said, it is still important to maintain the proper ratio and one-to-one needs for students with exceptionalities. Teachers should be aware of flight risk students and always do attendance before, during, and after engaging in outdoor learning experiences.

12.0 Consideration of Prevalent Medical Conditions:

Teachers must be aware of any allergies or medical conditions that their students have. Epi-Pens, inhalers or any required medications as outlined in the student's Plan of Care must be brought and stored securely. Distance from school, duration of activity and age of student can be considered alongside Plan of Care when determining what to bring and how to store it. Staff engaged in outdoor learning experiences off school property must bring a first-aid kit and a method of summoning assistance (such as a cell phone) in the case of a medical emergency. See Prevalent Medical Conditions Administrative Guideline for additional information.

13.0 Consideration of Culturally Responsive Approaches:

It's important to always recognize the traditional lands of the original people, especially when learning and playing on the land. Consider where you can embed culturally appropriate teachings that reflect Indigenous ways of being. For example, teach students to only take what they need (one leaf instead of a branch) and to give thanks to the land for allowing you to enjoy it.

14.0 Consideration of Weather:

Learning outside can occur in a variety of weather conditions and across all four seasons. In order to ensure student safety, educators must consider appropriate attire for the given weather condition. Besides attire, type of planned activity and length of time outside must also be considered. When these elements are taken into account, educators can determine whether or not it's appropriate to be outside regardless of temperature or rainfall. This decision can be made separately from any decision around indoor recess. It's important that educators have communicated appropriate clothing/attire for outdoor learning in advance to all parents. Parents need to know that students may be venturing out despite the wind, heat, rain or cold and should therefore dress them appropriately. Educators will review student attire before heading outside to ensure that everyone has the necessary clothing. For further information about cold and windchill factor, see [Weather Conditions and Outside Recess](#).

15.0 Best Practices for Outdoor Learning:

We want students to benefit from the outdoor learning experience and therefore suggest that the following steps be taken in advance of engaging students in their type of experiential learning:

- 1) inform parents of the outdoor learning that will take place and include information about appropriate clothing for outdoor experiences

- 2) request that parents send in an extra set of clothing for each student to keep at school in case they become wet or dirty during their experiential learning
- 3) inform students of the routine, expectations, and plan for outdoor learning prior to going outside each time. Remind them of the differences between outdoor learning and recess.
- 4) always inform the office/admin of where the class will be and when.
- 5) bring a method of communication (such as a cell phone or walkie talkie), first aid kit and any medication required for students with prevalent medical conditions
- 6) have assessment plans pre-determined and prepare with necessary tools for documentation such as checklists, Ipad, etc. to capture the learning experience/outcomes.
- 7) always have a plan in place for inclement weather that still encourages outdoor learning.
- 8) create and review the boundaries as a group and make sure they are well marked with ribbon, paint, or other high-visibility items.

Additional resources, lesson ideas, template letters, risk assessment examples and more information related to successful outdoor learning experiences can be found in the Outdoor Learning Edsby group.

Appendix A: Site Risk Assessment Form:

Site Risk Assessment Form	
Site Name:	
Assessor's information	Name:
	Position:
	Date:
Describe Site Location:	
Date of Review:	
Risks:	
Mitigating Risk:	
Actions Taken:	
On-going management and monitoring:	
Decision:	
Assessor Signature:	
Principal Signature:	

Appendix B: Program/Experience Risk-Benefit Assessment (RBA)

Program/Experience Risk-Benefit Assessment (RBA)	
Program/Experience Name:	
Assessor's information	Name:
	Position:
	Date:
Describe Site Location:	
Date of Review:	
Benefits:	
Risks:	
Mitigating Risks:	
Site factors worth noting:	
Precedents and/or comparisons (if any):	
Actions Taken:	
On-going management and monitoring:	
Decision:	
Principal Signature:	

Program/Experience Risk-Benefit Assessment (RBA) EXAMPLE	
Program/Experience Name:	Playing with Sticks
Assessor’s information	Name: Mrs. The Outdoors
	Position: Teacher
	Date: May 24, 2024
Describe Site Location:	ELK Kindergarten Yard. Grass is cut in areas near structure but some longer grass and forested areas remain with sticks and twigs and logs.
Date of Review:	May 24, 2024
Benefits:	<p>Playing with sticks not only ignites children's imaginations, but also has other therapeutic benefits. Branches and other large sticks can build strength and muscles as children lift, drag, or carry them to and from places outdoors. Teamwork happens when a stick is too large for just one child to move. Stick play encourages children to speak and socialize as they invent games and make-believe play. Sticks should be inspected prior to use; check for sharp edges, protrusions, rot, insects, fungus, etc.</p> <p>(https://www.midsomernortonschoolspartnership.com/)</p> <p>Sticks present problem-solving and construction possibilities involving spatial skills. Children hone math ideas of sorting, counting, measuring, or grouping in sets. Visual discrimination is used to find a particular kind of stick. Observation of branching patterns is a math concept that helps with tree ID. Sorting sticks by size is also important for fire-making. Sticks can be used as writing, painting, and drawing implements helpful with literacy development. Sticks are excellent in cooperative passing games. Sticks can be used to make a beat for the basis of music and song.</p> <p>(https://www.naturalcommunity.org/risk-benefits)</p>
Risks:	Risk of injury by using sticks inappropriately.
Mitigating Risks:	Discuss length of stick (often length of arm is chosen, sometimes it is wingspan). If the stick is longer than arm, when moving it should have one end on the ground. <u>Sticks need space</u> , and discussing this important responsibility of the ‘stick

	holder’ as it is an extension of their body. Use of the stick, (not as a weapon), safety around pointed sticks and sticks at eye-level and tripping on sticks.
Site factors worth noting:	Distance permitted to go into the forest. Sticks should not be bent off or broken off of living trees. Sticks at eye level.
Precedents and/or comparisons (if any):	Compare stick use to toy use. And how it can be shared in the experience.
Actions Taken:	Sticks are allowed during Outdoor Learning time. (Maybe they are not allowed during recess, but by following the mitigation and steps, students may appropriately play with them.)
On-going management and monitoring:	Notice if sticks are being used for inappropriate or unsafe uses. Notice if certain students are using them unsafely and how to monitor.
Decision:	Yes.
Principal Signature:	

Appendix C: Setting up Outdoor Learning Routines (focus on Kindergarten Learners)

Session Number	Objective:	Prompts and Considerations:
1	Set learning space boundaries, inform parents and prepare with proper clothing. Know your medical needs, and ratios for students. Discuss routines (entry, exit, circle, method of calling) - one practice -10 minutes	Set the boundary for outdoor learning time using a visual (rope, pylon, ribbon, etc) Walk the boundary with students
2	Practice Recall and Reminders about routine about entry and exit, create and choose a meeting spot/circle where you will always meet the students. Use mats or benches/stumps. Create routine and guidelines around this space. (10 minutes)	Provide positive reinforcement and encouragement when students return to the meeting spot/circle. Review personal safety and why coming to the meeting spot as soon as they're called promotes safety for themselves and others
3	Introduce Outside time and review boundaries and recall, and go to meeting spot. Practice a song or have a short discussion about routines in location. Practice entry back into school and go over routines (10 minutes)	Explicit instruction about how to behave during transitions (entering/exiting school, walking in line, etc.) will support longer time outside. As students become faster at transitions, you will be able to go outside even for short periods, such as to collect small objects for an art project or math task.
4	Continue to meet in outdoor spot, with same routine from inside location, sing a song or read a short story. Then discuss hazards. Do a short hazard hunt and then have the students join you back at the circle for sharing. (10 – 15 minutes)	Building the routine and enforcing it every time promotes safety and reduces risk; students know what to expect and what is expected of them. Explicit instruction about hazards will get students considering their personal safety. Make connections to other environments where they need to consider hazards, such as finding sharps while visiting the beach or protecting themselves from sun while playing at their neighbourhood park. Check out the Health Unit's Teacher Resources on the topic

		<u>of Personal Safety and Injury Prevention</u>
5	Meet at outdoor location with same routines, sing song, use a game to teach the lesson, etc. Then introduce the lesson or inquiry materials you have provided. Include things like counters, biodiversity placemats, small loose parts, mud kitchen, puppets, selected toys, etc. Show them the locations and discuss clean up. Discuss how to play with others outside. Reminders of boundaries. Make groups if that helps students problem solve better. Call students back and clean up (15 – 25 minutes)	Discuss varying hazards that change day to day, such as the weather. How do various weather conditions change what activities we decide to engage with? How can we promote our safety and that of others? Examining sticks, for example, for sharp ends or protrusions, fungus or insects will promote critical thinking and develop independent risk assessment. Review why boundaries are important. What other places and spaces have boundaries? Do they serve the same purpose? Role play a potential conflict, such as sharing a loose part that was found. What words can we use to share our feelings? What might a solution be?
Follow whatever format works for the teacher and students and continue the same routine but change the inquiry materials depending on where the students’ learning takes them. Gradually increase the time to what works for the class and try to keep it consistent throughout the year. Use the students’ learning, questions and inquiry to shape your theme and connect to curriculum.		

This can be used for Gr. 1 - 12 and a teacher may be able to move through the progression faster after the routines are set. A formal lesson component may be the focus and included at the beginning of the circle/meeting.

Appendix D: Assessment and Curriculum Expectations and Connections

Child and Nature Alliance of Canada, Thrive Outside, “Starting from Play, Planning and Reflection Template” See examples The Curious Case of Ants, The Flower of Love, Not Just for the Birds.

Starting Up:

See <https://childnature.ca/educator/> for Educator tips including: Working with Challenges, Setting up for Success, Supporting Children with Disabilities and Exceptionalities Outdoors, What’s in our Kit, Helpful Weather Tips, A Teacher’s Guidebook to Bringing Learning Outside.

Resources:

https://en.beststart.org/sites/en.beststart.org/files/u4/B2_Sample_Letter_to_Parents.pdf

<https://ladybugcc.com/childcarecenter/wp-content/uploads/2014/10/Outdoor-Play.pdf>

https://childnature.ca/wp-content/uploads/2020/12/PITCH-DECK_-OUTDOOR-PLAY-AND-LEARNING-IN-SCHOOLS.pdf

https://childnature.ca/wp-content/uploads/2021/01/T.O_9_EN_A-Teachers-Guidebook-for-bringing-learning-outside-1.pdf

Appendix E: Parent Letter Template

Date :

Dear Parents and Guardians of _____ class,

Outdoor learning offers many benefits that extend student learning beyond the traditional classroom. Outdoor learning uses an inquiry and experiential learning approach, which fosters resilience, problem solving and creativity as students navigate new and unpredictable environments and overcome challenges along the way.

In addition, outdoor learning cultivates key social and emotional skills as students collaborate and communicate with peers in a natural setting. Spending time outdoors has shown to positively impact mental health, reduce stress levels, and promote overall physical and emotional well-being. Outdoor learning also leads to self-esteem, autonomy, and confidence.

As part of our learning program this year, students will engage in daily/weekly outdoor learning periods. In order to support their complete participation, I request that your child comes prepared with the proper clothing and footwear for the season. I also strongly encourage you to send along a change of indoor clothes that can remain at school should any items become too wet or dirty to remain in for the remainder of the day.

Part of outdoor learning includes the opportunity to explore new materials in novel ways. Students will have access to many loose parts, such as sticks, rocks, tools and wood to augment the learning goal for the day. Students will be taught how to evaluate the risk of various environments and materials, as well as engage in self-assessment to support injury prevention.

For more information about outdoor learning and its implementation within the Near North District School Board, please see the Outdoor Learning – Elementary Administrative Guideline on our website: <https://www.nearnorthschools.ca/board/administrative-guidelines/>

Sincerely,

Teacher Name
Contact Information