



Exemplary Environmental Leadership/Sustainability Program or Initiative

School Board ___Renfrew County District School Board_____

Contact Person and Email Address ___Therese Narbonne narbonnet@rcdsb.on.ca___

Name of Program/Initiative ___Forest and Nature School Program (FaNs) ___

Hyperlinks to Documents or Website(s) Describing this Program/Initiative

http://killaloeops-forestandnatureschool.blogspot.ca/

Description of Program/Initiative

The FaNS initiative provides an alternative learning environment at Killaloe Public School, Killaloe, ON. The FaNs teacher and the classroom teacher take each class outside for one afternoon a week. The outdoor "classroom" provides an ideal environment for all aspects of the curriculum to be integrated through inquiry-based, experiential learning while supporting the development of environmental stewardship. The learning between the outdoor and inside classrooms is linked. Resource documents used include: *Natural Curiosity, Connecting the Dots, Forest and Nature School in Canada*, and the *Ontario Curriculum* documents. Currently, the program has five community partners: KidActive (<http://www.kidactive.ca/>) for program delivery support, teacher professional development and program evaluation. Shaw Woods, Outdoor Education Centre, our critical friend; Hoch Farms (heritage farm adjacent to KPS), for program enhancement; Algonquin College's Outdoor Adventure Naturalist Program, for reciprocal student learning opportunities; and CPAN, champion for our community garden project. Principal Therese Narbonne, KidActive representatives, and Patricia Stott, FaNS teacher, have been monitoring the program and supporting adjustments where needed. The budget implications are \$50, 000 for part-time FaNs teacher salary and staff PD. Several of the indicators of success include: increase environmental awareness, students' well-being, academic success, self-regulation skills, enhanced questioning skills, and student autonomy.

What has been the Impact on Student Learning?

Engaged learners from a variety of learning styles especially students with IEP.

Leadership in outdoor class discussions especially for struggling students and students with IEP's.

Increased knowledge of the local natural environment, community and their responsibilities for save guarding the environment.

Further development of self-regulation skills therefore increasing ability to focus on tasks and improved social interaction (collaboration skills).

Increased collaboration between student and staff creating learning goals and success criteria.

Increased physical activity and overall sense of well-being.

Enhanced learning of the curriculum by real life and concrete experiences.