

Otter Pups - Island Discovery Info Package 2023/24

FAQ & Home Learning Responsibilities

Hello Prospective Members of our first ever Otter Pups Cohort!

We'd like to give you a thorough overview of the format for the blended learning component of Otter Pups this coming year and inform you of the responsibilities of homeschooling parents to see if the program will be a good fit for your family.

Included is a FAQ, and a guide to Home Learning with Island Discovery SD47.



Your Mentors:

- Serena Turner (Forest Mentor with TRWS)
- Kathy Dutton (Certified Teacher with Island Discovery & Mentor with TRWS)
(See Otter Pups General Info Package for full bios.)

Island Discovery FAQs

How does the blended learning model work?

Otter Pups students are registered BOTH with Thriving Roots Wilderness School AND Island Discovery Learning Community SD 47. Their main teacher, Kathy Dutton, will instruct core academic curriculum as well as forest learning activities from Monday - Wednesday during program hours. Serena Turner will assist with both. On Thursdays or Fridays, students will spend a minimum of 3-4 hours at home working on personal projects with their parents and upload reports of these to an online platform to integrate and record all the shared learning.

It follows the same format as our WOLF Kids Program and will serve as an excellent segway for students to embark on a long-term nature based academic learning journey.

Who is this program for?

Families who:

- Want multiple days of forest-based education
- Desire flexibility in how they approach their child's learning journey
- Are looking for a learning environment that is hands-on, experiential, relevant and curiosity driven
- Believe that both immersion in the wild natural world AND fundamental academic & literacy skills are vital to well-rounded, heart centered growth
- Want to spend extra time with their children during the week and can provide an extra day or two at home to support their child's learning.
- Want more community involvement in their child's upbringing by having extra role models with similar values of nature connection and village building.
- Desire an opportunity for their child to connect to a consistent place in nature that is a part of forming their identity and foundation

What are the benefits of this model?

- Helps develop your child's valuable academic & literacy skills while thriving in a wilderness school environment
- Unique, multi-age group opportunities: role modeling, learning a broad, land-centered curriculum that is scaffolded to meet your child's grade/ ability levels
- Support of the learning specialists in the school district (Learning Support Teachers, program planners, etc.)
- Having support from SD47 means that if your child has a learning exceptionality, we can provide the support needed for success.

How does the tuition work with Distributed Learning (DL) Funds?

While tuition is posted at \$3870, you will actually receive \$600 back through funding from the school district. The funds will be sent directly to TR and applied as a tuition discount on your account (\$300 in Fall and \$300 in Spring.) This brings your final tuition to only **\$3270.**

TRWS will receive an additional \$300 per student to use for the students home learning resources (manipulatives, math resources and program subscriptions), and class supplies (notebooks, dry erase boards, writing supplies, project supplies, books, etc.)

Is this going to meet grade level expectations?

The BC curriculum changed in 2016 and now exists in a much more open way than when we were kids. Rather than exact topics that need to be covered, it focuses more on broader “Big Ideas” with possible content points underneath & skills that help your child think in a developmentally appropriate way (the competencies). With this flexibility, we can learn outdoors, immersed in many of the same experiences, while finding grade level appropriate differentiations.

This program will enable your child to meet these grade level goals if you consistently devote a min of 3-4 hours per week of homeschooling as a parent (extra math, reading and passion-based projects) and participate in uploading simple content into the online sharing platform called “Seesaw.”

- Grade level projects will be completed throughout the year in core subject areas
- Group work based on needs, skills and interest, rather than “grade level”
- Field trips that deepen into learning through hands-on experience
- Resources (both hard copy and online programs) are provided for multi-model learning

How much time do I need to homeschool every week?

We recommend dedicating Thursdays or Fridays as your homeschooling day for a min of 3-4 hours per week. Home reading practices are best done together daily, but a couple times a week will get them progressing in a meaningful way.

How do I show the home learning?

Home learning will be primarily communicated over an online platform called Seesaw. If you’ve never heard of this, it is an awesome, easy to use, and interactive platform through which you will post home learning progress. Your teacher Kathy will then write comments, give feedback & props, and use this as reporting material. More info below.

September Start Up: Important Tasks & Dates

Save the Dates:

- Sept. 10 12pm-3pm - Otter Pups Welcome Potluck Lunch & Mandatory Home Learning Workshop for Parents (at TR campus)
- Sept. 15 or 22 - Student Learning Plan (LP) Meetings (online or in person)
- Sept. 30- All Learning Plans and Activation Assignments must be completed.

Sept 10th: Otter Pups Welcome Potluck Lunch & Home Learning 101 Workshop

Let us help you get resourced for this coming year, connect with the other families and get to know the teaching team! We will focus on: orienting to the new program and year ahead, uploading projects to Seesaw, and showing families some programs & resources for successful home learning.

We'll start at 12pm with a potluck lunch with all families and the mentors to kick start the year and connect over food! All family members are welcome. After lunch, kids can stay to play on the land with Serena while some parents join Kathy to learn some of the basics of online reporting. Please bring your laptop, a food/ beverage to share with a large group, your own dishes/ cutlery, warm clothes, your enthusiasm and questions :) *More details to come towards the start of the school year.*

What is a Learning Plan?

The Learning Plans serve as a fundamental guide & agreement for our collaborative learning goals, the curricula that correlates, and the resources to get us there! Aspects may shift during the year as connect & conference. Each learning plan will be tailored to the child's passions and needs and designed in a private meeting between the parents and teacher (in person or video call) on Friday Sept 15 or Sept 22.

Engagement with Seesaw: Posts to Portfolios

Building an online portfolio during the year is imperative to success in a blended program. They allow the teacher to see what learning happens at home. From here, they can track learning for reporting, provide meaningful feedback and resources, and ask questions that encourage growth. If you have never used Seesaw, not a problem! It is easy to use and is a fun platform to engage with. [Check it out here](#). To successfully be in a blended learning model, you should be posting work every couple weeks in core subjects

Activation Assignments

These 4 Initial assignments demonstrate home learning capability and provide early learning samples for students in core subject areas. Completion is mandatory for enrolment in Island Discovery; they must be posted to Seesaw. Below are examples from the WOLF Kids Program (grades 3-8). The Otter Pups examples will be much more simple and grade appropriate.

Activation Assignment Samples:

Social Studies

Orange Shirt Day "Every Child Matters" T-Shirt Design

What does Orange Shirt Day mean to you? Reflect on your learning about Indian Residential schools, Truth and Reconciliation and/or Phyllis Jack Webstad's message that "Every Child Matters."

- Create a design that is meaningful to you.
- The t-shirt must be mostly orange.
- A meaningful message, such as "Every Child Matters" must be present. You can find your own meaningful words to add on the shirt instead.

What feels important to you about Orange Shirt Day? What stays with you?

I take orange shirt day seriously because it's so sad that the kids get taken away from their parents imagine you getting taken away from your parents for 200 sleeps. I would be scared and sad.

What curiosities do you still have? What would you like to talk about/ hear about more?

I want to know why why do the kids have to go to the Residential schools

Writing

Thursday September 22, 2022

If I could go anywhere, I would go to the land in Violet's magical adventure, which is a story I wrote. It has sparkling crystal blue lakes, big wide bright green fields filled with flowers, big forests filled with perfect climbing trees, ect. I would probably go with Violet herself. The land has lots of snow in winter, fields of flowers in spring, the fields are still green, and the lakes are nice and cool in summer, and the forest is full of perfect piles of leaves to jump in in the fall. We would run in the fields, swim in the

Math- a grade level math worksheet

Equivalent Fractions Sheet 1

Compare each pair of fractions using = or \neq .

1) $\frac{5}{15} \neq \frac{1}{3}$	2) $\frac{4}{6} \neq \frac{8}{10}$
3) $\frac{7}{3} \neq \frac{16}{6}$	4) $\frac{3}{5} = \frac{12}{20}$
5) $\frac{2}{18} = \frac{1}{9}$	6) $\frac{9}{4} \neq \frac{27}{15}$
7) $\frac{12}{8} \neq \frac{6}{5}$	8) $\frac{40}{100} = \frac{4}{10}$
9) $\frac{7}{2} = \frac{21}{6}$	10) $\frac{2}{9} \neq \frac{18}{40}$
11) $\frac{33}{22} \neq \frac{36}{28}$	12) $\frac{27}{45} = \frac{9}{15}$
13) $6 = \frac{18}{3}$	14) $\frac{13}{26} \neq \frac{1}{3}$
15) $\frac{8}{3} \neq \frac{32}{10}$	16) $\frac{9}{7} = \frac{45}{35}$

Reading- a video of your child reading for 30 seconds- 1 minute.



Responsibilities of Partners In Education (PIE): Island Discovery Parents

- The notes below were written by Al Saugard, Principal of Island Discovery and slightly adapted to pertain to Otter Pups IDLC
- *PIE is Partners in Education—it is how Thriving Roots can have an academically integrated program with School District 47, operational body of Island Discovery.*

While IDLC strives to have a very collaborative and collegial relationship with parents, with plenty of room for creativity and flexibility in how we cover the curriculum, there are still some standards we must adhere to, in order to properly follow Ministry guidelines.

Parents need to commit to the following:

- Maintain a robust Seesaw Portfolio throughout the school year, following guidelines as laid out by your teacher, with reviews of that portfolio done in December, March, and June.
 - Maintain regular contact with your child's teacher - check your @islanddiscover.ca email regularly
 - Both student and parent must attend and participate in conferences with the teacher at all reporting times (Nov/Dec, Feb/Mar, and June)
 - Collaborate on reporting processes with the teacher - feedback, reflections, goal setting
 - Communicate with the school using your Island Discovery gmail account, which allows documents to be shared and communication to be most efficient. (we will not use your personal email to communicate with you for Island Discovery matters)
 - Communicate, in a timely manner, when/ if: you can't access Seesaw or your email, as these are essential tools
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Thanks for reading. We hope you join us on this journey next year!

For more information, contact: Remy Yates, TRWS Admin Coordinator at info@thrivingroots.org.

