

Bainbridge Island School District

Odyssey K-8

a multiage program

LOCATED AT
Commodore Options K-12
9350 High School Road

Program Handbook

A supplement to the
BISD FAMILY HANDBOOK:
bisd303.org/Domain/36

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ABOUT ODYSSEY

Our Vision

We see Odyssey as a valued K-8 educational choice within the Bainbridge Island School District, emphasizing a multi-age learning environment and strong parent involvement.

Our Mission

It is the mission of Odyssey to evoke and nurture a love of learning in children, which encompasses continuous learning, academic success, and the development of social skills needed for successful, caring, and responsible community participation.

Our Core Beliefs

1. Every learner can be motivated and self-directed.
2. Every learner benefits from learning "how to learn."
3. Every learner is appreciated as an individual.
4. Every learner is greatly assisted in learning by the active participation of his or her original teachers, the parents.
5. Every learner gains from interacting with others, young and old, who have different experiences, interests, and strengths.
6. Every learner can expand their sense of joy and curiosity as they learn.
7. Every learner will benefit when teachers are supported in planning the program and developing their skills and capabilities.

PROGRAM OBJECTIVES & GOALS

1. **To support children in becoming motivated and self-directed learners by:**
 - a. modeling and supporting responsible learning behaviors.
 - b. identifying and encouraging development of individual learning styles.
 - c. helping students determine and evaluate personal choices in their education.
 - d. sharing strategies of self-discipline, goal setting, organization, study habits, evaluation and time management.

2. **To teach children how to learn by:**
 - a. structuring learning in a manner that allows students to think, connect ideas, plan, act, and reflect on their own learning.
 - b. encouraging students to experiment, predict, change, and persist so that they become totally involved in their own learning.
 - c. encouraging students to choose from a variety of tools and human resources to learn deeply and personally.
 - d. inspiring a life-long love of learning by exposing students to the experiences and values expressed by a diversity of individuals within our community.

3. **To support children in accepting and appreciating differences of individuals by:**
 - a. establishing and maintaining a supportive environment through
 1. teaching “the 3 Cs”: Care of Self, Care of Others, and Care of Environment.
 2. identifying personal interests and capabilities.
 3. identifying and supporting personal learning styles.
 4. providing appropriate resources for individual needs.
 - b. encouraging diversity in thought, creativity, and evaluation.
 - c. using the idea of “growth mindset” to promote respect, dignity, and value of differences.
 - d. facilitating meaningful assessment of individual performance, skills, capabilities and interests in a wide variety of settings.

4. **To support each child’s growth in learning through active parent involvement by:**
 - a. providing continuous communication between parents, peers, teachers, administrators, and the greater community.

- b. providing various opportunities for parents to engage with children in activities such as classroom volunteering, adult-led Integrated Learning Blocks (“ILBs” or “mini-classes”), and community events during the school year.
- c. providing ways for parents to contribute outside of the classroom, such as serving on committees or organizing events.
- d. encouraging all parents to learn *Positive Discipline* strategies for the classroom and at home.
- e. encouraging all parents to attend monthly Parent Meetings in order to support the exchange of ideas, values, and program decision-making.

5. To provide a model multi-age program that:

- a. recognizes individual developmental timelines through the *process* of learning, not just the *products* of learning.
- b. uses goal setting, assessment, and evaluation to guide students along their learning path.
- c. measures a child’s level of competence and skill by comparing their current level to their previously attained level.
- d. presents curriculum in experimental, open-minded and varied format where older students can become leaders and role models who support the growth of younger students.

6. To recognize and work to expand each child’s sense of joy and curiosity by:

- a. imparting a sense of worth to everyone and empowering each person to excel by celebrating successes.
- b. providing an inspiring environment in which all members of the community are learning, exploring, and discovering.
- c. supporting student-initiated learning activities.

7. To support our teachers in planning the program and developing their skills and capabilities by:

- a. providing regular release time from classroom responsibilities to support their planning time for program integration. The ILBs are a direct support for this.
- b. support teachers in professional development opportunities.

ROLES AND RESPONSIBILITIES IN THE ODYSSEY LEARNING COMMUNITY

Odyssey is a strong learning community because students, parents, teachers, and the administration are partners in the development and implementation of the program and share responsibilities for learning outcomes.

All participants:

- Assume responsibility for participation
- Take risks
- Respect where we differ
- Strive for consensus when possible and align with the majority when necessary
- Attend to our processes
- Communicate openly and constructively

CONTACT US

We are more than a school; we are a community. In fact, we know each other so well, we're on a first-name basis. So yes, that means we call each other by our first names — teachers, students, parents, principal, secretary, nurse...*everyone*.

Safety

Parents are required to communicate attendance, medication needs, and transportation plans with the office.

Call the **Attendance Line** to report that a student will miss school **(206) 780-1660**.

If a student arrives late or leaves early, parents are responsible for signing them in/out in the office. A note to the teacher is also helpful. Late students will receive a tardy slip. Changes to transportation plans require a note from home or a call to the office.

In order for a student to receive medication at school, a “Physician’s Order for Medication at School” form must be completed by a doctor and parent. Medication must be provided to the nurse’s office. Download the form here: <https://www.bisd303.org/Domain/80>.

Student and family information can be found in the Student Directory. Our teachers and staff include:

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OUR COMMUNITY

The Odyssey model succeeds because students, teachers, and parents work together to make decisions about the learning environment. Here's how:

FAMILY COMMITMENT TO BE INVOLVED AND STAY INFORMED

Parents are important members of the Odyssey learning community. The program was originally named "The Family Classroom," as parent involvement, both inside and outside the classroom, is essential to maintain the quality of the program. The primary role of Odyssey parents is to support their own student(s) learning. There are also many opportunities for parents to get involved through program activities, policy-making, and financial support. Parents are invited to visit during the school day and volunteer at any time. By sharing their expertise and interests with students, parents become invested in each child's education and get to know students on an individual level. These relationships among students, parents, and teachers are at the heart of Odyssey. Parents are responsible for participating, communicating, and educating themselves to ensure we are working together as one community.

Participation

Upon entering the program, parents are asked to sign a Parent Contract committing them to:

- Work shoulder-to-shoulder at home supporting their child's learning.
- Volunteer 10 hours each month or 100 hours each year (50 hours per year for single-parent households).
- Attend monthly parent meetings.
- Participate in fundraising activities.

Volunteer Opportunities

There are many volunteer opportunities, including some for extended family members, both inside and outside of the classroom. The school district requires an online registration process before volunteering in the classroom, attending outdoor ed, or driving students to a field trip. The Parent Volunteer Coordinator(s) are available to match parents' interests, skill sets, and scheduling to volunteer opportunities. Always remember to check in at the main office before beginning a shift in the classroom.

Parents are expected to record their hours via the Odyssey Parent Teacher Organization (OPTO) website or mobile app, *Track It Forward*. Instructions for *Track It Forward* are included in the Appendix of this handbook. If parents are not able to fulfill a volunteer commitment, they are asked to find a substitute and to let the teachers and/or Volunteer Coordinator know. The Volunteer Coordinator is always available to consult with parents who are looking for ways to contribute that fit their schedule. Parents will receive a note mid-year showing the number of hours they have recorded to help them assess their progress toward the 100-hour-per-year goal.

Staying Informed

There are many sources of information to help parents stay tuned-in to happenings at Odyssey. Parents are responsible for reading communications that are sent home on paper or via email and for attending monthly Parent Meetings to participate in important community decisions.

Monthly Parent Meetings — At least one parent from each family should attend each meeting for community building and decision-making. If needed, parents can ask their cluster representative for a recap.

OPTO Website (odysseeypto.org) —The Odyssey Parent Teacher Organization (OPTO) has an informative website with announcements, a calendar, fundraising links, the OPTO budget, and the volunteer hour tracking link.

Slack — The official parent communication forum for parent-to-parent conversations, committee communications, volunteer asks, and other announcements of interest is Slack. Slack allows users to opt into discussion groups, or channels. All parents are encouraged to join the general channel, their cluster channel, as well as the volunteer channel and any others pertaining to volunteer jobs. Slack is available as a website, a desktop app, and a mobile app (Android and iPhone).

Weekly Boomerang for grades K-4 —Teachers in grades K-4 send home school work, homework assignments, permission slips, and other communications via the Boomerang folder on Mondays. Parents should remove and review items “for home” and act on items “to return” before the end of each week.

Odyssey Teacher Blog (odysseymultiage.edublogs.org) — Parents can see weekly updates with photos highlighting student work and activities at school.

Password: 0spreysgr0w (note the zeroes in place of Os)

Skyward Messages — Official information from school administrators and teachers is sent as email through Skyward, the Bainbridge Island School District’s communication system.

Newsletters — OPTO sends occasional newsletters via email, with upcoming events and important announcements from OPTO committees and school staff.

Odyssey on Bainbridge Facebook group (facebook.com/groups/odysseybi) — This forum is for unofficial Odyssey events, social happenings, babysitting offers, yard sales, etc. Official messaging should take place via Slack as many parents do not use Facebook.

Bainbridge Island School District Website (bisd303.org) — School district calendar, contact information, school board meeting information, bus routes, Family Access for school lunch payments and grades, inclement weather announcements, school district policies, and sign-ups to receive district newsletters and announcements.

OPTO Meetings — These meetings occur monthly prior to the monthly parent meeting. All are welcome to attend OPTO meetings for more details about how decisions are made and how money is raised.

Positive Discipline by Dr. Jane Nelson — This book helps parents understand how Odyssey teachers manage classroom behavior and how we can all encourage cooperation and independence with respect and kindness. Students learn the language of the Positive Discipline model while at school. Parents are encouraged to use this same language and approach when volunteering in the classroom, thus ensuring consistency for the students. Peggy Koivu, an Odyssey founding teacher, offers Positive Discipline classes to Odyssey parents throughout the school year as a way to realize our mission to develop the “social skills needed for successful, caring, and responsible community participation.”

Other ways to stay informed — Ask an experienced family a question. Better yet, ask a student! They know so much about how things work at Odyssey!

PARENT LEADERSHIP

Parent Leadership Structure

OPTO is a tax-exempt 501c(3) organization that operates under the umbrella of the Bainbridge Island School District (BISD) Parent Teacher Organization Coordinating Council (PTOCC). This enables families and the larger community to make tax-deductible contributions to support the program.

Odyssey's PTO has two branches—OPTO and CORE. Each group has a defined scope of work.

CORE stands for Council of Representatives and Educators. This group is comprised of all K-8 teachers and their class representatives. CORE meets monthly with a primary focus on planning parent meetings and addressing issues regarding the classrooms and clusters. We strongly encourage each parent to communicate with your class representative, sharing any and all ideas and concerns touching the classroom/cluster environments. Classroom cluster representatives are elected by their respective clusters to serve for that academic year.

OPTO represents the Odyssey Parent Teacher Organization. This group is composed of the 4 elected officers (2 co-chairs, secretary, and treasurer) along with the leads of any ongoing/temporary committees (for example, Communications, ILBs, Gardening, Fundraising). Together, they function as a web overlaying the Odyssey program. OPTO's primary function is to oversee the budget, work on initiatives that affect the community, and advocate for Odyssey at a broader level. Parent representatives are elected by the parent body to serve two-year terms by full membership vote.

All are welcome and encouraged to attend monthly OPTO meetings.

All parents and guardians of Odyssey students and the teachers and staff are automatically members of OPTO. Families are encouraged to participate by attending OPTO board meetings and by communicating with board members. Suggestions, comments, and feedback are welcome and necessary.

CORE performs the following tasks:

- Plans monthly parent meetings (class reps in collaboration with teacher input). Parents provide direction by consensus as often as possible.

- Functions as the main liaison between the teacher and parents (both seeking out input and relaying information to parents).
- Hosts monthly CORE meetings (planning) and runs monthly parent meetings.
- Finds and schedules speakers for parent meetings.
- Finds and schedules speakers for parent meetings.
- Records and posts (in Slack) monthly parent meeting minutes.
- Responds to parent inquires and concerns regarding classroom items.

OPTO performs the following tasks:

- Promotes program coordination, collaboration, and communication, acting as a bridge between administration, parents, and teachers. When necessary, the council advocates on behalf of teachers.
- Develops calendar for monthly parent meetings and monthly OPTO meetings.
- Coordinates communication with other district and community groups.
- Approves annual program goals and committee work and offers OPTO budget insight.
- Promotes parent involvement in hiring of staff.
- Creates annual budget with community input to present for a vote to the parent community each Spring.
- Votes on budget requests and other items presented for consideration that involve the parent community. While a vote on some items may be taken by the elected OPTO council members and others in attendance at OPTO meetings, any items impacting the program or community more broadly will be discussed and voted on by the full parent community, teachers, and administration to ensure we are all working as partners in the Odyssey community.

The OPTO Council's responsibilities include:

Co-Chair

- Supports Positive Discipline — in classes, parent meetings, for teachers and staff.
- Attends Parent/Teacher Organization Coordinating Committee (PTOCC) monthly meetings and liaises with that organization and OPTO.
- Drives content development and editing of the newsletter.
- Approves mass communications.
- Runs parent meetings.
- Leads agenda for OPTO meetings.

- Builds an internal structure of clearly defined roles and committee communications.
- Listens to parent concerns, ideas, hopes, challenges, and acts on them as needed.
- Liaises with administration and staff on program and parent concerns.
- Delegates projects and work to maximize participation of many families and avoid over-reliance on the dedicated few.
- Meets with teachers to hear their immediate needs and concerns.

Treasurer

- Provides detailed finance reports at OPTO meetings.
- Liaises with fundraising chairs on fundraising efforts.
- Advises on spending.
- Understands and fulfills the bylaws of BISD PTO finance.
- Manages OPTO bank accounts.
- Creates and manages PayPal links.
- Recognizes donors.
- Provides receipts for tax deductible donations.

Secretary

- Takes minutes at parent meetings.
- Reviews meeting minutes with co-chairs and distributes.
- Manages the Google calendar.

CLASSROOM LIFE

CLASSROOM BEHAVIOR

The “3 Cs” are three guiding standards established for the overall climate of the Odyssey K-8 classroom. These are:

1. Care of Self.
2. Care of Others.
3. Care of the Environment.

To establish this classroom **culture of respect**, students are invited to participate in the 3 Cs. To support learning in these three areas, teachers will model strategies, give lessons, and provide direct, in-the-moment instruction.

Odyssey aims to foster positive student-student, student-teacher, and student-teacher-parent relationships. We follow the techniques outlined in ***Positive Discipline by Dr. Jane Nelson*** and other resources.

We support students in their developmental growth by practicing tools such as "I-messages" (“I feel mad when you tease me about my test score.”), thumb checks (thumbs-up, thumbs-down, thumbs-sideways), the “5 things” (quiet voices, eyes on the speaker, ears listening, body still, and brain thinking about what is going on), and more.

As a group, students solve problems in structured class meetings. When individual conflict arises, they follow conflict resolution steps that guide them to solve problems collaboratively. The school counselor supports classroom teachers by teaching students Kelso’s Choice strategies to help resolve conflict.

INSTRUCTIONAL LEARNING BLOCKS (ILBs): MINI CLASSES

WHAT: Parent-taught classes for students on a broad range of subjects from “kitchen chemistry” to “stream ecology” to “manners.” The sky’s the limit (kite making is one of our most popular classes!) and children get to choose which classes to take. At circle time, they love sharing their new skills and learning with classmates.

WHO: Parent volunteers, and sometimes 5/6 and 7/8 students, teach these classes. Often two adults co-teach a class or share teaching responsibilities. Friends, neighbors,

or relatives with a special skill are also welcome to teach. Students may also offer classes with assistance from their parents or other adults.

WHEN: Fridays from 1:00 p.m. to 2:00 p.m. Classes usually run in month-long sessions.

WHERE: While most classes are held in the classroom or on school grounds (i.e., basketball), field trips are also common.

WHY: ILBs are one of the most valuable ways the Odyssey program ensures that each child has opportunities to follow his or her own unique passions for learning. Our teachers use this time for staff planning.

OUTDOOR EDUCATION

Each year, the students at Odyssey have an overnight experience at an environmental learning center. These outdoor education experiences are an important component of the Odyssey experience. We believe that outside learning allows students to interact with their world in direct and dynamic ways that foster independence and a love of learning. Learning in nature supports whole child development—intellectually, emotionally, physically, and socially.

The 1/2 students spend one night at Camp Indianola; the 3/4 students spend two nights at NatureBridge in Olympic National Park; the 5/6 students spend two nights at Camp Seymour; the 7/8 students spend two nights at Camp Seymour or sailing with Salish Sea Expeditions.

All families will be asked to financially support a portion of the outdoor ed program — usually around \$150–\$200. Costs are balanced across all grades and OPTO supports the remainder. Confidential scholarships are available through the Odyssey office.

VOLUNTEERING

BASIC VOLUNTEERING ETIQUETTE

- Sign in using the Raptor system in the office and print out name tag. Michelle Hope, Office Manager, can assist.
- Place personal items in parent area.
- Turn cell phones off or to silent mode when in the classroom.
- Volunteers are encouraged to work with a variety of children (including your own).
- Follow the teacher's lead in redirecting kids as they practice independence.
- Please do not use volunteering time to conference with your child's teacher about your child's development.
- If you can't work your shift, please follow these steps to find a sub:
 1. Post a request to the substitute channel on Slack.
 2. Email individuals on the substitute list.
 3. Post a request to your child's cluster channel on Slack.
 4. Notify teacher of your absence.
- Enter hours through OPTO website (odysseyppto.org) or the Track It Forward app.

K-8 VOLUNTEER TIP SHEET

Thanks for coming!

Adult expectations:

- You are invited to participate, not just observe. We're glad you're a part of the team.
- Engage with students and situations. Approach your time here with a positive mindset and a smile.
- Walk and speak softly. If you need a student, move to them, instead of calling across the room.
- Reinforce independent work in a supportive way. Can you support a student in solving his problem independently? Or by appropriately asking another student? Facilitate this and model questions like, "Who would know this answer?" "Have you ever had this problem before?" "How did you solve it?" Cubby buddies are sometimes a good help (especially for finding lost things!).
- Be intentional with technology use. If you need to take a call or make a text, please excuse yourself to the parent area.

- Downtime? Please check the parent job basket or check work. (Thank you, thank you!)
- Wash your hands and drink water. We love having you. Please take care of yourself and stay well.

These are the expectations for independent work time that you can help reinforce:

Students will....

- Get started quickly.
- Work the whole time with stamina.
- Stay in one spot.
- Use a level 1 voice, slightly above a whisper.

Parent responses that help redirect students:

- It seems that you're having trouble (with one of the expectations above). What's going to help you_____?
- Modeling "I" statements. ("I feel disrespected when you say 'no' to me.")
- Other questions to ask students who need help showing independence:
 - What are you working on?
 - What can I help you with?
 - What's on your goal sheet? (Then prompt them to look at it with you.)
 - Where can you go to do quiet, focused work?
 - Do you have good body space?
 - Is this partner work? (If not, do you need to be talking? Do you need to find another place to work?)

If redirecting doesn't work or a student ignores your directions:

- Find a teacher. Fill us in.
- Ask the student to sit next to the teacher.

Tools that can help:

Goal sheet — This is housed in the front of each student's binder or on a clipboard. Check a student's goal sheet if you observe aimless wandering. There's always something to do. Each student attends a goal-setting meeting with teachers. The goal sheets are an agreement about what work is to be done for the week.

The “5 things” — When in a group lesson, students know to check their five things: 1) silent voices, 2) eyes on the speaker, 3) ears listening, 4) body still, and 5) brain thinking about what’s going on.

Rainstick — Turn the rainstick over slowly to give all of the students a gentle audio cue that the collective voice levels are too loud. Reinforce by immediately asking a specific student quietly, “Did you hear the rainstick? What is it asking you to do?”

Voice level cards — 0 (silence), 1 (whisper), 2 (small voice), 3 (whole group), 4 (outside).

Blue card — Each student has a blue card that helps them ask for help if the person they want is occupied. Prompt students to use a blue card instead of interrupting a friend who is concentrating. If you cannot answer a question, prompt a student to give the blue card to a teacher. If many students are asking you for help, prompt them to give you their blue card and “work while they wait.”

Red writing folder — 1/2's have a "give it a try" sheet in their red writing folders. This sheet is great for solving spelling problems. A student tries the word once, thinks about it and tries again. After that, they can ask an adult to write the correct spelling. This can be used for critical words in a piece of writing or whenever a student indicates he wants you to spell something.

“I” chart agreement created with students — in order of importance:
(Using these exact statements provides consistency and concrete cueing.)

- Focus on your work.
- Use a voice level 0-1.
- Pick good body space.
- Get started right away.
- Stay in one place.
- Move with purpose.
- Build stamina.
- Show persistence and grit.
- Help each other, if needed.
- Clean up quickly and quietly.

PROBLEM SOLVING

Parents want to know who, what, and where to go with their concerns. The following lists steps parents can take to resolve problems.

Parent concern about own student:

- Identify your concern(s) and arrange a conference to discuss with your child's teacher.
- Teachers appreciate voicemail and e-mail messages and will get back to you promptly.
- Teachers will call in specialists and other staff as appropriate and agreed upon.

Parent concern about program:

- Talk to your class rep or to an OPTO Council representative.

Parent concern about another student:

- Refer to your child's teacher.

Parent concern about teacher:

- Informally discuss the situation with the teacher, both to clarify the concern/issue and attempt resolution.
- If no resolution, put concern/issue in writing to the teacher and request a written response.
- If no resolution, meet with the principal to explain the issue and history to that point. The principal will work with you to determine subsequent course of action.

THE ODYSSEY STORY

The Concept

In the summer of 1996, a group of parents envisioned a different kind of public school classroom on Bainbridge Island. They saw a school where students take a role in their own education, self-directing their learning in small groups comprised of various ages and abilities, working shoulder-to-shoulder with teachers, parents, and community members. This visionary group of parents shared their idea with the Bainbridge Island School District and were given a three-year trial charter. The program was originally called The Family Classroom. After two years, the students voted to rename the program as Odyssey.

The Community

At the forefront of the program was the idea of a community in which parents played an integral part of the learning and were welcome in the classroom any time of day to mentor and coach students. Parents were required to volunteer ten hours per month in any capacity that interested them, as well as to communicate openly through monthly parent meetings.

Some parents came on Fridays to participate in mini classes, teaching small groups of students their passions, hobbies, and enrichments that were driven by student interest and curiosity.

The Curriculum

Instruction also looked different than a typical school. While the curriculum needed to meet the requirements of Washington State, in our classrooms, students were able to work at their own rate, undefined by grade, following individual goals that would be tailored to their curiosity and skill level.

In the first year of the program, 50 students attended first through fourth grades and teachers taught specific academic areas to all students. One teacher taught all kids math and another taught reading and writing. Science and social studies were theme-based, with all students learning the same subject matter at age-appropriate levels.

At the end of the trial period, the school board granted permanent status to Odyssey.

By the fourth year, the program grew to 75 students and three grade clusters were formed: 1/2, 3/4, 5/6. At this point, teachers became responsible for teaching a specific cluster for the basic academic areas, while science and social studies were still integrated across clusters so that kids could have dinner-table conversations on the same subject while sharing individual perspectives and learning.

Today, more than two decades later, Odyssey continues to exemplify the vision of that inspiring group of parents, while becoming one of the most desirable educational options on Bainbridge Island. We've expanded to include a middle school, kindergarten, and a parallel elementary program.

Our original Family Classroom name still resonates with us as it embraces the things that are truly important in learning as a family: learning together at our own pace, helping each other as siblings, and coming together in a common space to build relationships that are special over time.

ODYSSEY 7-8

Odyssey 7-8 shares values of the K-6 program. It has a strong focus on community, parent volunteers, service learning, outdoor education, project-based learning, technology, and ILBs. The students are encouraged to follow personal interests and independence in project-based learning. They focus on research, collaboratively or independently, for 6-12 weeks and present the information to their class in its final form. They are supported by teachers, experts in their field, and parent volunteers. The projects are diverse and meet academic requirements within our school district.

Students make community connections outside of school by choosing a Service Learning Project, such as helping with the Parks Department, Helpline House, and as TA's at Sakai, among other options. Each year, students are challenged with a team-building ropes course at Camp Seymour or a scientific journey on the Salish Sea Adventure. This program is successful for students and families looking for a personal connection to their education. It has a maximum capacity of 50 students and offers opportunities to connect with the K-6 program as well.

KINDERGARTEN AT ODYSSEY

Odyssey offers a full-day Kindergarten that follows the same schedule and curriculum as the other BISD elementary schools. Kindergarteners must be 5 years old by August 31 and are in a cluster of around 20 students. It is an exciting time of transition for these youngest Odyssey students! Teachers use Positive Discipline methods in the classroom and foster independence and a love of learning as is done in the older clusters. Parents are invited to volunteer in the classroom and students solve problems through class meetings.

EXIT PROCESS

Occasionally it is necessary to review a student's placement. Inappropriate conduct, non-performance, social difficulties, learning-style mismatch, or other situations may prompt adults in the student's learning environment to ask for a review of placement.

The goal of the review process is to establish a plan of action that will help the student improve the situation. Definite steps on the path to a successful and rewarding school experience will be mapped out, monitored, and assessed regularly until the concerns have been resolved.

The parents, the student, and school personnel meet at least three times to follow these guidelines:

1. identify the issues.
2. create a plan of action.
3. link steps in the plan to a timeline.
4. review student progress at a set time(s).

At the time of review, it may be necessary to modify or replace the plan or to transfer the student to a new classroom.

Because the probation plan includes the open exchange of ideas between the student, the parents, and the school personnel, the final resolution will strengthen both the student and the Odyssey program.

APPENDIX

TRACK IT FORWARD

How to get set up tracking your Odyssey volunteer hours

If the office has received your email address, it might already be imported into the system so first, see if you are in the system. If you are, you can set up your password here: trackitforward.com/user/password. A password link will be sent to your email address with instructions.

If you are not in the system, you will see an error message stating that your username was not found. If that happens, you can register here: trackitforward.com/site/odyssey-multiage-program

Once you are signed up, there are a few things you need to know:

- The system is set up to track hours per day, as you go. It is not set up to track "I did 40 hours last month". However, the volunteer coordinators can do bulk hour updates on your behalf. Contact your volunteer coordinator if you need a larger lump sum of hours entered at one time.
- The mobile app is free and available for both iPhone and Android.
- The OPTO website (odysseypto.org) has a "Log Volunteer Hours" button on the home page. If you aren't already logged into the Track It Forward system, it will ask you to log in. Once you are logged in, you will see a simple entry form.
- Want to see how many hours you have put in already? View your timesheet here: trackitforward.com/site/odyssey-multiage-program.
- Parent Meetings count as volunteer hours!

Please let your volunteer coordinator know if you have any questions, concerns, or problems setting up your account.

SLACK

How to connect to the Odyssey community discussion

Slack is a communications platform that Odyssey uses to share information. Think of it as email, instant messaging, file sharing and a message board combined into one application with a really useful search feature. You can access Slack through the slack.com website and through mobile and desktop Slack apps.

Signing into the Odyssey Slack workspace for the first time:

1. You might have already received a Slack invite via email. If you can't find it, ask your class rep for one.
2. Follow the instructions in the Slack invite email to create your account, if you don't already have one, or to connect to the Odyssey workspace with an existing account.

Signing into the Odyssey Slack workspace from other devices:

1. Go to <https://slack.com/signin> or choose "Add workspaces" from the Slack mobile or desktop app
2. When prompted for the workspace url, enter "odysseymultiage" (without quotes).
3. Follow the subsequent instructions.

How to use Slack

- The messages in Slack are organized by "channels," which are listed with a pound sign (#) before the name of the channel, such as "#general"
- You can join just the channels you want and choose how to be notified of new messages that are written in a channel. See a full list of channels in the left navigation menu.
- Messages you write in a channel are viewable by anyone visiting that channel.
- You can write privately to others in Slack through "direct messages," which is available in the left navigation menu. Users in Slack are listed with the at sign (@) before their username.
- Slack can do a lot: create reminders, integrate with other apps and much more. If you have questions or are looking for help in using Slack, try posting to the #slackquestions channel.