



The Junior High
at
The Odyssey Institute for Advanced and International Studies

Parent/Scholar Handbook

1495 S. Airport Rd.
Buckeye, AZ 85326
Building E
Grades 6-8
(623) 777-1740

www.odyprep.com

School Hours
7:40 – 3:49 M – TH

Office Hours
Monday – Thursday 7:15 – 5:00
Friday Closed

Summer Hours
9:00-1:00 M – Th
Closed June 29 – July 10



**The Junior High
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Vision Statement

Through a collaborative, cohesive partnership with the community, The Odyssey Institute for Advanced and International Studies aims to facilitate a culture serving to enhance both scholar achievement and community involvement.

OI/IB Mission

The Middle Years International Baccalaureate program at The Odyssey Institute for Advanced and International Studies aims to create a better and more peaceful community through intercultural awareness, understanding, and respect. Our scholars will grow as part of a challenging environment that facilitates creativity and fun. Our scholars will be empowered to use their unique talents to become active, compassionate, and lifelong learners who understand that other people, with their differences, contribute to solutions.

Core Values

We are committed to creating an environment of professionalism and acceptance.
We are committed to excellence in all that we do to maximize personal and academic growth.
We are committed to academic achievement and discovery.
We are empowered to Dream without boundaries.
We are empowered to Achieve beyond test scores and without judgment.
We are empowered to Lead without fear.

We Dream, We Achieve, We Lead

**The Junior High
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IB/MYP Inclusion Policy

Philosophy:

“The Odyssey Institute for Advanced and International Studies aims to develop inquiring, knowledgeable, and caring scholars who work to create a better and more peaceful community through intercultural awareness, understanding, and respect. We strive to establish a culture of empowerment and of support by an engaging staff that enhances scholars potential while empowering scholars To Dream, To Achieve, To Lead.”

“ Learning communities become more inclusive as they identify and remove barriers to learning and participation. IB programmes aim to increase access to the curriculum and engagement in learning for all students.” *Learning diversity and inclusion in IB programmes* (2016)

Identification:

In order to ensure all scholars with a possible academic, social, or emotional disability are identified, Odyssey has implemented a Child Study Team referral process. In the first round, teachers will provide interventions to scholars directly targeting the area of concern. Scholar progress will be monitored closely and documented for 30 days. Parents are also contacted and notified of their scholar’s areas of concern as well as the plan for supporting the scholar in the classroom. After 30 days, teachers will meet, review data and scholar progress. If scholars of concern have not made significant improvement, they are referred to the Child Study Team. Further interventions are put into place and support personnel will go into classrooms to support scholars in the area of concern, provide specific interventions, and monitor scholar progress closely. After 90 days, if a scholar is still struggling, the CST will convene a MET (Multidisciplinary Education Team) meeting, which includes the child’s teachers, parents, special education teacher, and any other people pertaining to areas of concern. The MET will decide if they would like to proceed with a formal evaluation. If, after an evaluation, a scholar is identified as having special needs, an IEP is put into place for that scholar. The scholar is then supported by the IEP team, through inclusion, based on the individual needs of each scholar.

What is Inclusion? Inclusion is a term reflecting the educational position that all individuals with disabilities will participate alongside their nondisabled peers in the general education setting and are provided access to the curriculum in the least restrictive environment.

Support services will be provided within the general education setting and in some cases,

placement will be determined by the IEP team, based on the individual needs of each child.

Inclusion Model

All Odyssey 6th-10th grade scholars will participate in the International Baccalaureate Middle Years Program (MYP) to the fullest extent possible.

1. All students will be exposed to MYP Subject Areas, Approaches to Learning, and assessment criteria as deemed appropriate by their IEP team and outlined in their Individual Education Plan (IEP).
2. The special education teacher and general education teachers will collaborate in creating academic rubrics for all MYP and IB classes, which may be modified based on each scholar's individual learning needs.
3. Collaborative planning and reflection will be used in the differentiation of instruction based on the diverse learning needs and styles.
4. Approaches to Learning (ATL) will be utilized within the general education setting and adapted to the individual needs of the scholar.

Monitoring scholar success:

Each scholar's case manager provides each of the scholar's teachers with IEP report specifying the accommodations and possible modifications that must be implemented in the classroom. The special education teacher will then go into the classroom to work on specific IEP goals as well as to support the scholar with their academic progress.

Each month, the special education team will assess each scholar's IEP goals to track growth and progress closely. This progress is then reported to the scholar's parents on a quarterly basis.

IEP meetings are then held annually to discuss scholar progress, implement new goals, and adjust accommodations and modifications as necessary. Scholars are often encouraged to attend these meetings, as they are a crucial part of their special education team.

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IB/MYP Assessment Policy

Philosophy of Assessment

The Odyssey Institute for Advanced and International Studies (OIAIS) considers assessment an integral part of the learning process. As a school, we believe strong pedagogical practices, team collaboration, and using the MYP aims and objectives adequately prepare our scholars for MYP criterion based along with state and national mandated assessments.

All assessment provides valuable information for both teachers and scholars. Continuous assessment, through the year, shows growth and is utilized to identify the needs of scholars. Both summative and formative assessments remain centered around the scholar to provide a supportive and structured setting. Scholars, parents, and teachers are all active partners in the assessment process.

Assessment Principles and Practice

- Assessment is integral to planning, teaching, and learning.
- Assessment is authentic.
- Assessment practices are clear and concise to stakeholders.
- Assessment is comprehensive; using both summative and formative assessment.
- Assessment is consistent and grade-level appropriate.
- There are opportunities for both peer and self-assessment.
- There are opportunities for scholars to reflect on their own learning.
- Prior knowledge is assessed before the introduction of new material.
- Teachers use varied assessment strategies; using multiple learning styles; to provide feedback.
- Teachers work collaboratively in sharing scholar assessments.
- Assessment reporting is meaningful using progress reports, report cards, parent-teacher conferences, and scholar-led conferences.

Scholars are encouraged to put forth the time and effort required to produce work that represents mastery of course objectives and state standards. As educators, our primary objective is to facilitate the acquisition of knowledge for all scholars. Our grading philosophy states, *“At the Odyssey Institute for Advanced and International Studies the grading system shall convey to scholars, parents, teachers and outside institutions the degree of achievement of intended learning outcomes and shall reflect each scholar’s proficiency of skills. Grades are used to show a path for each scholar’s learning to encourage growth and mastery of skills.”* Odyssey scholars will be assessed using IB criterion to better communicate levels of academic achievement. According to the most recent research, students achieve more success when they’re given multiple opportunities to improve in identified skill areas without having scores averaged over time. By giving students continual feedback on achievement progress, students are encouraged to improve their performance

over time. All teachers will be using IBMYP rubrics with descriptors (0-8) that clearly indicate levels of achievement on 4 IB criteria. Scholars receive “grades” based on their current level of performance in each of the 4 criteria, always allowing for improvement. As the course progresses, scholars’ efforts are recognized by the opportunity to have their grades replaced by a higher grade as their skills increase, and they continue to demonstrate higher achievement in each criterion. The hope is students will have more “ownership and motivation” to achieve based on this individual achievement model compared to the traditional grading system predicated on the bell curve, collecting percentage points, ranking students against others, and assessing what students don’t know versus what they know and are able to do. With IB criterion-related reporting, scholars’ grades reflect the level of achievement at the time of grade reporting rather than a numerical average since the beginning of the marking period. Scholars will continually establish individual goals for themselves for all skills and have opportunities to reach them, which will enhance their learning. The following table displays the academic achievement levels (1 – 8) overall descriptors and traditional grade translation, which will be used at the 9-12 level for transcript purposes.

IB score	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations
5	Produces some high-quality work. Communicates clear understanding of concepts and contexts. Demonstrates critical and creative thinking. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	Produces generally high-quality work. Communicates secure understanding of

	concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and some unfamiliar real-world situations.
7	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
8	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

FORMATIVE AND SUMMATIVE ASSESSMENTS

Formative assessments are used by the teacher and student to reflect on what knowledge and skills have been learned and developed and can be applied.

Examples of formative assessments in the MYP classroom may include:

- ☐ Class Observations
- ☐ Group discussions
- ☐ Journal Entries
- ☐ Self-evaluations
- ☐ Quiz or Test

Summative assessments take place at the END of the teaching and learning process and allow the student the opportunity to develop and show WHAT HAS BEEN LEARNED and provide samples of their work to show their understanding. It also helps the teacher judge the level of achievement the student has attained.

Examples of summative assessments in the MYP classroom may include:

- ☐ Model Production
- ☐ Research Projects
- ☐ Questionnaires
- Performances Presentations
- Essays
(Argumentative/Persuasive)
- Exams

THE MYP ASSESSMENT PROCESS:

In lessons and through assignments, a unit topic is explored. Students are introduced to the summative assessment rubric at the beginning of a unit.

Most summative assessments provide scholars with the opportunity to apply the skills and knowledge that have learned throughout the unit to solve a problem framed in a real world context. Assessments are varied to provide students with the greatest chance to express what they know and can do and allows for different learning styles.

The assessment includes a set of instructions and the criteria with which the student's performance will be assessed. Often the student has the criteria before the assessment takes place. Criteria are sometimes modified to apply to specific assessment tasks or to suit the grade-level expectations.

The assessment is handed-out, collected and assessed by the teacher. The teacher assesses the work according to the criteria and awards an attainment level for each of the criteria assessed (e.g. a lab report may cover three of the six science assessment criteria). The assessed work is then shared with the student.

MIDDLE YEARS PROGRAMME ASSESSMENT CRITERIA

The IBO MYP lists the most important things to learn in each subject. These are called the 'criteria' for the subject. For each criterion, students receive a certain number of points depending on how well they have done on schoolwork, tests, assignments, and exams.

There are eight MYP subjects, each with its' own set of criteria in grades 6 to 10. Each subject area has specific criteria to be assessed. Below are the subject groups and the associated assessment criteria. Students are assessed against the work that is produced using clearly explained task specific rubrics.

Subject Group	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Personal project	Investigating	Planning	Evaluating	Communicating

Assessment Policy Review

This policy was first developed during the 2012/2013 school year. It has been reviewed and updated annually. The assessment process at the Odyssey Institute for Advanced and International Studies was modified by a committee consisting of teachers, administration, and scholars during the 2016/2017 school year. As a result of the committee findings OIAIS adopted an all IB grading system for years 1-5. The assessment policy was reviewed during the 2017/2018 school year.

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IB/MYP Language Policy

Philosophy

“The Odyssey Institute for Advanced and International Studies aims to develop inquiring, knowledgeable, and caring scholars who work to create a better and more peaceful community through intercultural awareness, understanding, and respect. We strive to establish a culture of empowerment and of support by an engaging staff that enhances scholars potential while empowering scholars To Dream, To Achieve, To Lead.”

We believe that the study and development of languages provides a powerful means by which one gains understanding of cultures. The appreciation of these cultures is enriched in all four aspects of Language Development: reading, writing, listening, and speaking.

In addition, we believe strongly in preserving and developing a student’s native language, should this not be English, for three reasons:

- Encourages a celebration of diversity, and develops cross-cultural awareness and understanding.
- Enabling the development of higher order cognitive thinking skills.
- Empowering scholars who are members of small cultural subgroups, within the school, to better maintain and transmit cultural identity within our multicultural society.

School Language Profile

OIAIS scholars represent a diversity of language needs and experiences. Some of the populations we serve include:

- Mother tongue English students with limited or no exposure to a Language B.
- Mother tongue English students with some exposure to Language B through a primary experience.
- Bilingual Hispanic students who have acquired both English and Spanish since birth.
- Bilingual Hispanic students whose parents speak Spanish only but are English proficient as a result of attending school
- Bilingual students of English and another language

Language of Instruction

All classes are conducted in English

Language Acquisition

“The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission. The study of additional languages in the MYP provides scholars with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, behaving and viewing the world.” (Language acquisition guide). OIAIS offers programs in Spanish and Mandarin for junior high and high school scholars. All students are required to pursue competency and literacy in a second language.

English Language Learner

Scholars whose mother tongue is not English will take the AZELLA assessment yearly. The AZELLA assesses their level of proficiency with the English language and assesses their growth from year to year. Based upon their AZELLA results, scholars are provided with an individual language learner plan (ILLP). Each ILLP has goals that are specific to the scholar. The plan goals include: oral English conversation and vocabulary, reading, writing, and grammar. Teachers monitor the goals and provide quarterly progress reports, as well as provide support in the classroom on a daily basis.

Support for Mother Tongues

At OIAIS we support our families whose native tongue is not English. We encourage our scholars to continue practicing their mother-tongue at home. This will strengthen their language skills as well as their ties to his/her culture. Throughout our curriculum scholars have the opportunity to explore others’ cultures and share details about their own.

Policy Review

A policy review committee will be formed prior to the start of the 2018/2019 school year. The committee members will include teachers, scholars, parents and IB coordinators for MYP and DP. The goals of the committee are:

- Review OIAIS language policy bi-annually
- Develop a scholar/parent club that supports scholars in their mother tongue development and provides scholars with a forum to celebrate their culture and diversity

IB Standards

Standard 7A

The school places importance on language learning, including mother tongue, host-country and other languages.

Standard B1

The school has developed and implements a language policy that is consistent with IB expectations.

Standard C1

Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

Standard C3

Teaching and learning demonstrates that all teachers are responsible for language development of students.

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IB/MYP Academic Honesty Policy

Philosophy:

At The Odyssey Institute for Advanced and International Studies, we promote an environment of excellence and professionalism. Scholars will put forth the time and effort required to produce work that is their own. This will enable them to demonstrate their knowledge and understanding through their original ideas and work.

Each scholar is expected to take personal responsibility for the authenticity of his or her work. It is our belief that academic honesty is imperative to our scholars' educational and future career success.

What is Academic Honesty?

"Academic honesty in the IB is a principle informed by the attributes of the IB learner profile. In teaching, learning, and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. As stated in the in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere." (FPIP,2014, p. 38). Two main components of academic honesty must be considered:

Authenticity-refers to work that is based on the students' own ideas and which properly acknowledges others' authorships and ideas. Therefore, in all work (whether written, verbal, visual, or audio-visual) submitted by a student, his/her original language and expression must be used. When other sources are used or reference to the work of others is made, whether directly or by paraphrasing, sources must be documented appropriately (IB, 2011. P.2).

Intellectual property-refers to creations of the mind, such as inventions, literary and artistic works, designs, and symbols, names and images used in commerce. Intellectual property is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. (WIPO)

What is Academic Dishonesty?

Academic dishonesty is considered as ‘behavior that results in the student or any other student gaining unfair advantage in one or more assessment component’(IB, 2011. P.3). It includes:

- **Plagiarism**- presenting others’ ideas or work as his/her own.
- **Collusion**- allowing individual work to be copied by another student or any form of promoting malpractice by another student. Collusion is defined by the IB as occurring when “student uses fellow learners as an unattributed source” (FPIP, 2014, P. 76). This should be distinguished from collaboration that implies “working together on a common aim with shared information, which is an open and cooperative behavior that does not result in allowing one’s work to be copied or submitted for assessment by another” (FPIP, 2014, P. 76).
- **Duplication of work**-when the same piece of work is submitted for different assessment purposes within the program.
- Any behavior that gives an unfair advantage to the student or that affects the results of another student.

Resources to help the scholar with Academic Honesty:

The Odyssey Institute for Advanced and International Studies encourages scholars to access searchenginereports.net/articlecheck.aspx to determine whether there is plagiarism.

Resources to help scholars with proper citation

<https://owl.english.purdue.edu/owl/resource/747/03/>

<https://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.write.com/writing-guides/style-guide-writing/mla/formatting-direct-quotations-properly-in-mla-format/>

Consequences of Academic Dishonesty:

Scholars will be subject to the disciplinary measures that are outlined in the school handbook. Violating copyright laws and regulations, plagiarism, and collusion will not be accepted.

Level 1 Offense: Wandering eyes on an exam or copying sources from Internet, DVDs, CDs or other students' software is considered plagiarism. The student will receive a loss of points or credit on the exam, assignment, or project. The consequence could be as severe as a zero on the work and a referral to the Heads of School for a Tier I Offense.

Level 2 Offense: This is a deliberate exchange of information between students or flagrant copying of work from another student or other source. The student will receive a zero for the assignment with a parent/teacher conference scheduled. The consequence could result in a referral to the Heads of School for a Tier II Offense.

Level 3 Offense: Repeated offense(s) and/or the use of "cheat sheets," electronic assistance during an exam, or extensive and flagrant plagiarism (including but not limited to the purchasing of essays and submitting them as one's own work) will result in a "0" for the assignment, a parent/teacher conference scheduled, and a referral to the Heads of School for a Tier III Offense.

By enrolling in The Odyssey Institute for Advanced and International Studies, the scholar understands and agrees to abide by the academic honesty policy.

Scholar Signature_____date_____

Parent/Guardian Signature_____date_____

Parent/Guardian Signature_____date_____

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Holidays and Special Events

July 29 - Aug 9	Teacher In-service
Aug 12	School begins!
Sept 2	Labor Day
Oct 17	End of Quarter 1
Nov 25-28	Thanksgiving week
Dec 19	Half-day
Dec 23–Jan 3	Winter Break
Jan 6	School Resumes
Jan 16	End of Quarter 2
Jan 20	Civil Rights Day/No School
Feb 17	President's Day/ No School
Mar 9–Mar 13	Spring Break /No School
Mar 28	End of Quarter 3
May 21	Last day of school/Half day

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Visitors

We welcome adult visitors at any time. We encourage parents and guardians to visit and take an active part in the education of their children. You may pre-arrange a visit during class time by contacting your child's teacher. Please pre-arrange for conferences to be held before or after school or on Fridays. Our teachers have precious little time before and after school to prepare for their day and therefore, do not typically have time for unscheduled conferences.

Volunteers

The Odyssey Institute welcomes and appreciates its volunteers. Odyssey has created a volunteer program that streamlines the daily schedule and duties of the volunteers. All volunteers must see the front office staff to complete a background check.

Those wishing to volunteer specifically for fundraising events should contact: jhevents@topamail.com.

The State of Arizona Tax Credit

We are encouraging all families to include The Odyssey Family of Schools as one of your annual charitable donations. If you donate \$400 (if you file jointly, \$200 if you file single) to Odyssey and you are eligible for reimbursement, you will receive \$400 back from the state of Arizona. If you owe the state taxes this donation will reduce the amount you owe by \$400. A contributor can also deduct this donation on the federal tax form. If all families participate in this program, we can raise over \$100,000 per year without cost to any of our families. Please contact any front office staff member for more information.

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Daily Schedule

7:10-7:25	Scholars begin arriving to school and will report to the multi-purpose room
7:25	Scholars will be welcomed to their homeroom
7:40	School day begins
3:49	School day ends

**Protected Time
3:20-3:49**

At The Junior High at The Odyssey Institute for Advanced and International Studies every minute of the day presents an opportunity for important learning to take place. In an effort to reduce unnecessary interruption to the learning environment, Odyssey has implemented “**Protected Time**” from 3:20-3:49. During this time scholars will not be called out of class to be checked out of school nor will teachers be interrupted with messages. Please take this policy into consideration when making appointments. Emergencies will be handled on a case-by-case basis. Excessive student check outs, whether or not they fall in the protected time, will be considered reason for expulsion from Odyssey.

Early Pickup

Odyssey staff will collect children who are being picked up early from school **ONLY** when the parent arrives on campus. Please do not call the front office staff to get your child ready for pick up.

At Odyssey the safety of all scholars is our number one priority and every effort will be made to ensure that scholars that are picked up early from school are done so in the safest manner possible. If an Odyssey scholar is checked out of school at any time before the school day ends, the parent, legal guardian or other adult designated on the emergency form **must** show ID at the front desk. This procedure will be in effect **every** time the scholar is checked out early from school regardless of whether or not the office staff “knows” the parent, guardian or designated emergency contact. **If you are not asked to present ID when picking up a scholar early from school please contact admin@topamail.com.**

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Arrival and Dismissal

Parents may drop their children off at school beginning at 7:10 a.m. Scholars will head directly to the multi-purpose room. Scholars arrive after 7:25 will proceed directly to their first period class. Scholars arriving late to school must be checked in by a parent or guardian. (See absence and tardy policy)

AFTER SCHOOL SUPERVISION

All scholars shall be picked up no later than 4:10 unless enrolled in an afterschool or intramural program. Scholars who are not picked up by this time and are not in a supervised after school activity or tutoring, will be required to report to the designated room for supervision. These rooms will be designated as quiet rooms where scholars will be required to complete homework, study or read. Playing video games and socializing will not be acceptable activities during this time that scholars are awaiting pick up.

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Attendance**

Regular attendance and being on time are two things that help scholars have a good attitude towards school and achieve academic excellence. Absenteeism and tardiness disrupt scholars' schedules, require readjustment to the class routine and impede learning. Excessive unexcused absences and/or tardies are an unacceptable habit at The Odyssey Institute for Advanced and International Studies. Excessive absences resulting in the disruption of a scholar's academic progress will require a meeting with that scholar's parents and the site principal. By law, the parent/guardian is responsible for his/her child's attendance at school. The Odyssey Institute is required to report daily attendance and the reasons for the absence. Whenever your child does not attend school you will need to call the school office at 623-777-1740 or email attendancejrhigh@topamail.com. Please leave a message if calling before hours and give the reason for the absence.

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Late Arrival/Early Departure

The Arizona Department of Education has specific reporting procedures for absences. Please note the following time frames for ½ day and full day absences.

Time procedures are as follows:

- 11:00 a.m. – 1:00 p.m.** Scholars **arriving** to school between 11:00 a.m. – 1:00 p.m. will be counted ½ **day absent**.
- 1:01 p.m. – 3:00 p.m.** Scholars **arriving** to school after 1:00 p.m. will be counted a **full day absent**.
- 8:15 a.m. – 11:00 a.m.** Scholars **leaving** school before 11:00 a.m., and not returning for the rest of the school day, will be counted a **full day absent**.
- 11:01 a.m. – 12:15 p.m.** Scholars **leaving** school between 11:00 a.m. 12:15 p.m., and not returning for the rest of the school day, will be counted ½ **day absent**.

Tardiness:

Attendance is a critical factor to the success of scholars at The Odyssey Institute and arriving to school on time is an essential part of the high expectations set at Odyssey. Teachers at the Odyssey Institute use every part of their day for critical teaching and learning, including the first minutes of the day. Scholars are considered tardy if they are not **in their seats by 7:40**.

SWEEP

At Odyssey instructional time is of prime importance and every minute of every class period is crucial to achievement. To minimize interruption resulting from scholars arriving to school late, all scholars that arrive to school after the 7:40 bell will proceed to the SWEEP classroom until the conclusion of 1st period. All scholars who are caught in SWEEP will be marked tardy and will be required to make up the work missed from their 1st period absence. Excessive tardies will result in administrative action and could have a detrimental affect on scholar success.

If a scholar has tardies deemed excessive a meeting will take place between the scholar, the parents and the site principal.

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TRUANCY LAW/STATEMENT

Arizona State Revised Statutes (A.R.S. 1-803) states that it is unlawful for any child between the ages of six and sixteen to fail to attend school during the hours school is in session, unless there is a valid excuse. The child will be considered truant when there is not a good reason for not attending school. **If a parent fails to ensure that the child attends school, the law states that they are guilty of a class 3 misdemeanor.** When the parent does not provide a valid excuse for the child's absence, the school attendance office may cite the student, parent or custodian directly into court for violation of the state truancy law.

Excessive absences due to illness must be verified with a doctor's note

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Bullying Policy

The board and the administration of The Odyssey Preparatory Academy and The Odyssey Institute for Advanced and International Studies take bullying very seriously and scholars who have been found to commit any act that can be classified as bullying will be appropriately disciplined using the school point system. However, it is very important that all stakeholders understand what is bullying and what is not.

Bullying is a recurring and deliberate abuse of power. Incidents such as not liking someone, arguments, expressions of unpleasant thoughts or feelings regarding others, and isolated acts of aggressive behavior, while all inappropriate and will be dealt with by administration, are not bullying.

Social Media Policy

Social Media has become a phenomenon of instant communication and access to the private lives of millions. While this new medium has countless benefits, it can also be the crux of negativity and mean spirited assaults. While Odyssey continues to provide daily access to technology and also sees the many benefits of using all types of social media, guidelines must be set and adhered to.

All scholars are prohibited from posting to any social media site during the school day.

The TOPA name and logo are proprietary and use of such without permission will not be tolerated. Untrue or harassing activities regarding Odyssey staff on social media could result in immediate charges or expulsion or both. Odyssey administration reserves the right to pursue civil litigation as warranted.

Other issues related to social media will not be addressed by the school administration. Parents will be contacted and will hold responsibility for their scholar's phone/social media content.

Parents shall refrain from harassing staff through social media. Odyssey staff reserves the right to pursue civil resolution as warranted.

**The Junior High
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**Parent/Teacher/Scholar
Communication**

At The Odyssey Institute we appreciate and welcome the role parents play in the education of their children. As we continue to work with Odyssey scholars to become self-advocates and to take personal responsibility for their academic success, we respect the parents desire to communicate regularly with their child's teacher. The policy for such communication is as follows:

- Parents shall respect the Odyssey Core Values and shall engage Odyssey staff through positive communication.
- Parents should note that teachers may not be able to check email until the end of the school day but should expect a response within 24 hours when received within the school week. **Teachers are not expected to answer emails over the weekend.**
- All communication should begin with the teacher. An appointment with the site principal will not be granted until the parent and the teacher have communicated either through email, by phone or in person.
- **An appointment is required when requesting to meet with an administrator.**
- It can be difficult to detect tone through an email and many times hurt feelings and miscommunications can be avoided through face-to-face or phone contact rather than through email.
- Odyssey teachers are required to post grades weekly. Please allow sufficient time for grades to be updated in the Synergy grade system.
- If you require assistance with the parent portal please contact Lisa Autrey at lautrey@topamail.com
- Administrators, including principals, assistant principals, deans, and executive directors have the right to speak to any scholar at any time without parent permission.

Odyssey administration reserves the right to stop any negative communication at any time.

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Snack and Lunch Policy

At The Odyssey Institute the nutritional well being of all our scholars is of prime importance. It is our goal to cut down the amount of sugar being consumed by scholars throughout the school day. Please be cognizant of the food sent with your child for lunch and snack. High protein meals with minimal sugar have proven to help children maintain energy levels throughout the day to maximize their learning potential.

The following food and beverages are **NOT** permitted on campus during the school day:

Gum
Coffee beverages hot or cold
Soda
Fountain drinks
Energy drinks

Scholars are encouraged to bring their own water bottles to use daily. **PLEASE NO GLASS BOTTLES.**

Scholars are prohibited from selling any items on campus not associated with a school fundraiser.

The Odyssey Institute does not have the ability to supervise, nor, provide microwave oven use. Please do not send your scholar to school with a lunch that needs to be heated. Also, Odyssey does not have utensils. Please be sure to send your scholar to school with the appropriate utensils to eat lunch. **Fast food lunches are not permitted at Odyssey. Additionally, fast food is not allowed on the busses. Odyssey staff will not accept food delivery by an outside entity, i.e. pizza or other restaurant deliveries. Should parents choose to deliver fast food to scholars during the school day parents will be asked to check their scholar out for the lunch period and check back in after lunch.**

Odyssey Birthday Party Policy

In school birthday celebrations will not be permitted at The Odyssey Institute for Advanced and International Studies. Any gifts, flowers, balloons, etc. dropped off at school by parents for scholars celebrating a birthday or any other milestone, will be kept at the front office until the school day ends.

**The Junior High
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Odyssey Grading Philosophy

At the Odyssey Institute for Advanced and International Studies the grading system shall convey to scholars, parents, teachers and outside institutions the degree of achievement of intended learning outcomes and shall reflect each scholar's proficiency of skills. Grades are used to show a path for each scholar's learning to encourage growth and mastery of skills.

At the Odyssey Institute for Advanced and International Studies – Junior High, assessment is an integral part of teaching and learning. The purposes of assessment are to promote scholar learning, to provide information about scholar learning and to contribute to the efficacy of the program.

Report cards will reflect the MYP mastery of the objectives that Odyssey scholars are expected to know and understand by the end of each academic year. These objectives will be assessed quarterly using MYP criteria, assessed on a 0-8 score and viewable in ParentVue. At the end of the school year scholars will receive an overall IB score in each subject area. Scores will NOT be rounded up.

Principal's List

All scores of 7-8 in all subject areas

Honor Roll

Combined scores of 5-6's and 7-8's

Make-up Work Policy for Absent Scholars

At The Odyssey Institute – Junior High. Scholars who have an **excused** absence from school will have the same amount of days absent to make up missed work **that can be replicated outside the classroom**. Make up work from an **excused** absence is not considered late work. Scholars who are absent will also have the opportunity to attend Academic Overtime to get help or work in a quiet environment to finish missed assignments.

Make up work will not be provided ahead of time for pre-planned vacations/absences.

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Homework and Meeting Deadlines

All scholars at Odyssey are expected to read assigned novels/reading passages each night. Junior high scholars should be reading no less than 30 minutes per night. In addition, as the Odyssey schedule provides for a long school day consideration must be taken when assigning homework. It is the policy at Odyssey that teachers may assign long-term projects to be completed outside of the school day. These projects shall be used to assess scholar learning, incorporate the highest levels of rigor and inquiry and reflect learning of the MYP programs as well as the Arizona College and Career Ready standards. Scholars should be given ample time to complete projects and parents must be informed of upcoming projects and due dates.

As scholars matriculate through the junior high years, they should expect an increasing amount of homework. This increase in homework reflects the rigor of the MYP program as well as the need to provide skills and prepare scholars for high school and university.

Teachers shall collaborate with team members to ensure that the amount of homework given is appropriate and serves the purpose of extending the learning. “Busy work” is not an acceptable form of homework.

When Scholars Miss Deadlines and Academic Overtime

If a scholar has missed a deadline for turning in an assignment the scholar will be required to attend Academic Overtime to complete the assignment. Academic Overtime is an after school program that is lead by an Odyssey teacher with the purpose of providing a quiet environment and teacher support for scholars to finish their missing assignments. Parents will be notified through email, by their scholar’s teacher if the scholar is required to attend Academic Overtime. Parents will be given 24 hours notice if their child needs to attend. ALL scholars are welcome to attend Academic Overtime whenever they wish – they do not need to be assigned by a teacher. Academic Overtime is held from 4:00 pm to 5:00 pm Monday – Thursday.

Odyssey Extra Credit Policy

Providing extra credit to scholars to improve grades does not fit within the educational philosophy at the Odyssey Institute – Junior High. However, in keeping with our philosophy that grades are a reflection of learned skills, scholars are afforded the opportunity to revise and resubmit work. All revisions must be discussed between the scholar and the teacher and the teacher will set deadlines for revision.

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Scholar Responsibility Policy

The founders of The Odyssey Institute have implemented the Love and Logic discipline program, in part, because we feel it helps scholars own and solve their own problems. When scholars have to solve their own problems they have to think and when they learn to deal with the consequences of their own actions they will learn to think before a problem arises. In order to prepare scholars for problem solving teachers and staff will guide scholars by “handing back the problem with empathy and love.”

In every other aspect of the curricula at Odyssey, we strive to prepare our scholars to be productive citizens in the global community. Part of being a successful global citizen is learning responsibility. It is with this in mind that we have implemented a Scholar Responsibility Policy:

The front office staff will not deliver instruments, homework assignments, projects or any other school related items to a scholar's classroom, nor call a scholar up to the office to retrieve such items after the bell rings. Scholars will accept the consequences imposed by the classroom teachers for late assignments or missing instruments.

Providing scholars the opportunity to face, and learn from consequences that can have adverse academic effects will help scholars learn to be responsible and organized.

Teachers will be notified at the end of the school day if projects, instruments and homework assignments have been left at the front office. Late work policies are set by each individual teacher and have been reviewed by the administration and board of The Odyssey Institute for Advanced and International Studies to ensure fairness and the delivery of appropriate consequences.

Junior High scholars will participate in scholar-led conferences and will be responsible for communicating to parents any behavior issues they may have during the school day.

For more information regarding Love and Logic practices for a positive home/school connection visit loveandlogic.org.

“To help our children gain responsibility we must offer them opportunities to be responsible, rather than order them to do what we think is responsible. “Rules”

— **Jim Fay**,

**The Junior High
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Personal Belongings/Personal Electronics Policy

All personal items such as water bottles, coats, lunch boxes, books, folders, bags, crayon boxes, etc. should be labeled with the scholar's name.

Personal property such as CD players, CD's, ipods, mp3 players, toys, trading cards, video games, etc., are not permitted on school campus at any time. If a scholar is in possession of personal property, the items will be confiscated and the parents notified. The Odyssey Institute is not responsible for theft, loss or damage to a scholar's property.

All Odyssey Scholars have access to and use technology almost daily while in school. At Odyssey Institute we understand the importance of technology literacy, and provide scholars opportunities to gain knowledge and understanding of how to use various forms of technology.

The Odyssey Institute will allow scholars to use their personal e-reader (kindle, nook) for their independent reading time while in class. Scholars will not have access to the server to download new books, however they may read any school appropriate books previously downloaded from home.

Scholars that choose to bring in their personal electronics to school are responsible for their own property. The Odyssey Institute for Advanced and International Studies, its teachers and staff will not be held liable for technology that is lost or damaged. Scholars may only use the tablet when his or her teacher has given permission to do so.

If a scholar chooses to use his or her personal electronics in any way the school deems inappropriate, the school administration will impose disciplinary measures according to our discipline policy.

Cell phones

Cell phones are a great convenience and are, to many, a necessity. We, at Odyssey, understand that many parents feel their child is safer if they carry a cell phone and have easy access to call home. However, cell phones in the classroom can be a major distraction when they are used inappropriately. It is the policy of the Odyssey Institute that **all cell phones and cell phone watches are turned off at all times during the school day and kept in the child's backpack.** In the case of an emergency, parents are to contact their children through the school office. Under no circumstances should a parent contact a child on their cell phone during the school day. Cell phones removed from backpacks at any time during the school day will be confiscated by administration and held for parent pick up. If a cell phone is in use in the classroom the scholar will be subject to the administrative discipline procedures.

In addition, if a scholar feels sick at school they should seek permission from a teacher to report to the front office. If it is recommended that the scholar go home due to illness, it is the responsibility of the front office or other administrative personnel to call the parent or the emergency contact. Scholars are prohibited from calling parents from their cell phones to discuss an illness and request parents to pick them up from school. It is Arizona policy that all front office visits for medical purposes are recorded and all valid reasons are given to school personnel to check scholars out of school early.

Prohibited

The possession of alcohol, drugs, tobacco, vape pens and any paraphernalia including cartridges and chargers, unauthorized prescription drugs, over-the-counter medication (except epipens and inhalers accompanied with proper documentation and permission), aerosol cans, knives, weapons, sharpies, or potentially dangerous/hazardous objects or materials, by any scholar are prohibited from school campus.

Pets

Pets are prohibited from campus.

Lost and Found Remember to label all items belonging to children with their first and last names. Lost items will be in a box labeled “lost and found.” Lost and found items will be kept no longer than thirty (30) days. Items that are not claimed will be donated to a local charity.

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Uniform Policy

The Governing Board of The Odyssey Preparatory Academy and The Odyssey Institute for Advanced and International Studies supports the establishment and enforcement of a school uniform. It is their belief that the wearing of a school uniform by scholars of The Odyssey Preparatory Academy assists in creating an environment conducive to a quality learning opportunity for the children that attend Odyssey. Parents enrolling their scholars in The Odyssey Preparatory Academy agree to comply with the Uniform Policy at all times. Uniforms are available for purchase at Absolute Screen Printing, 25560 W. SR 88m Buckeye, AZ.

UNIFORMS

The ONLY APPROVED shirts for boys and girls enrolled in grades **6-8** are the short sleeved or long sleeved **gray** uniform shirt with the Odyssey logo.

The ONLY APPROVED pants/shorts for boys and girls grades **6-8** are black dress slacks, Dickie's uniform line pants, or any appropriate black pants or capris.

The following are prohibited at all times: black jeans, cargo pants, leggings, skirts, skorts and athletic pants.

OUTERWEAR

Any appropriate jacket may be worn to school but only the **approved Odyssey sweatshirts** may be worn in the classroom. **Non-Odyssey wear must be removed when scholars enter the school building. This outerwear shall not be worn at any other time during the school day with the exception of lunch if the scholar chooses to go outside during inclement weather. Non-Odyssey approved outerwear is not to be worn in the hallways or classrooms at all during the school day.**

Odyssey sweatshirts and hoodies must be purchased through the Odyssey Spirit Store or the Parent Portal.

DRESS CODE

All clothing will:

- Be clean and neat
- Be the appropriate size (not skin tight or too large)
- Not be torn, tattered or written on
- Not interfere with the educational process or present a safety hazard as determined by The Odyssey Preparatory Academy administration

Uniform shirts will:

- Have only a short-sleeved undershirt or **WHITE or BLACK** long-sleeved undershirt (Optional)
- Scholars wearing undershirts that do not subscribe to the uniform expectations will be asked to remove the undershirt
- Be tucked in at the waist at all times

Pants will:

- Be pulled up and snug above the hips
- Be no longer than just above the sole of the shoe

Shorts will:

- Be no shorter than knee length
- Be no longer than the top of the knee

Jewelry/Piercings will:

- Be kept to a minimum
- Not include any piercing of visible body parts other than the ear/ears
- Not include large hoop or large dangle style earrings
- Include only appropriate neckwear, bracelets and belts
- Not interfere with the educational process or present a safety hazard

Footwear will:

- Be required at all times
- Be lace up athletic shoes tied snugly at all times

Hair will:

- Not be an extreme style (ex: no Mohawks)
- Be only natural hair colors
- Not interfere with the educational process or present a safety hazard as determined by the Odyssey administration

Headwear will:

- Only be worn outside the building and can be worn during recess and P.E.
- Be restricted to school appropriate designs that are not vulgar, violent, obscene, or gang related
- Not include "do-rags", bandanas or sweatbands
- Headwear for religious reasons is excluded

Backpacks/Binders will:

- Be free of logos, symbols or pictures that represent something illegal, violent, illicit or suggestive
- Subject to search by an Odyssey employee at any time, with or without warning

School uniforms shall not distract from the educational environment.

UNIFORM VIOLATIONS

Students not wearing proper uniforms will receive a referral. Uniform violations deemed excessive by the Odyssey Board of Directors will result in expulsion from school.

**The Junior High
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Administrative Discipline Procedures**

When it is necessary for school administration to impose disciplinary measures on a scholar the following points system will be used. Each incident will be assessed based on the severity of that incident, the scholar's disciplinary history, the age of the scholar and other relevant factors. For Tier I and Tier II offenses the points system will come into effect after the classroom teacher has done due diligence to correct the scholars behavior within the classroom setting using the Love and Logic and Responsive Classroom models. Tier III offenses will warrant an automatic intervention by the Principal. The Principal has the final determination of the assigned disciplinary measures when the Administrative Discipline Procedures have been implemented. This matrix is meant to serve as a guideline. It is not all-inclusive and is not to be considered as limiting the discretion of the Principal in instances with aggravating or extenuating circumstances

Behavior Level and Possible Points Removed (Scholars begin each year with 30 points)	Behaviors at that level of Administrative Discipline
Tier 1 1-10 points	Verbal Provocation, Tardy, Defiance, Disrespect Towards Authority, Non-Compliance, Disruption, Dress Code Violation, Parking Lot Violation, Possession/Use of a Telecommunication Device, Academic Honesty Violation
Tier 2 7-20 points	Minor Aggressive Act, Disorderly Conduct; Skipping Class , Leaving School Grounds Without Permission, Unexcused Absence, Truancy, Entering Restricted Areas ; Harassment, Bullying, Plagiarism, Improper Computer Use including but not limited to: Inappropriate internet searches, Any off topic/off task searches, not following the intended directions of the teacher, Network Infraction; Gambling; Inappropriate Language including but not limited to: Profanity, Encouraging self-harm , or Discussion of controlled substances, Derogatory Language Based Upon Race, National Origin, Sexual or Gender Identity or Disability , Public Display of Affection, Graffiti/Tagging, Vandalism, Lying, Academic Honesty Violation
Tier 3 15-30 points	Aggression, Intimidation, Hazing, Forgery, All School Threats – Verbal, written or Otherwise, Sexual Offenses including but not limited to: All Pornography, All Pornographic Transmissions and/or Distribution, Inappropriate Touching; Harassment Based Upon Race, National Origin, Sexual or Gender Identity or Disability; Theft, Trespassing, Weapons/Dangerous Items, Distribution of over-the-counter medication
Tier 4 Recommend for Expulsion	Use, Possession, and/or Distribution of Any of the Following: Alcohol, Tobacco, Drugs, Vape Pens, Illegal use of Prescription Narcotics and All Paraphernalia associated with any/all of the above, Arson, Sexual Assault, Kidnapping, homicide; Any substantiated threat of physical violence toward the school, scholars or staff.

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**Administrative Discipline Procedures
Point System Explanation**

The Administrative Discipline Procedures are a final step in a scholars' behavior management process. If a classroom teacher refers a child to the Principal then the child has already been through a series of behavior modification steps implemented by the classroom teacher using the Love and Logic approach. When a child is referred to the Principal the parents of the scholar will be contacted in writing, through email or by phone and notified of the behavioral issue and the points assigned to their scholar. Each scholar will begin the school year with 30 points. As points are removed for a scholar the following schedule of increased disciplinary measures will be followed. The discipline of another scholar is confidential information and cannot be discussed with another parent.

Any contact with the Principal through the Administrative Discipline Procedures	Parents will be contacted by the Principal and notified of the behavioral issue.
Loss of 15 points	A meeting or conference call with the Principal, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior.
Loss of 15 to 25 points	A meeting with the Principal, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior and additional interventions. In addition the Principal reserves the right to implement out of school suspension for the scholar.
Loss of 25 points	A meeting with the Principal, the scholar and the scholars' parents will be conducted to discuss the scholar's behavior. The principal MAY choose to place the scholar on a point recovery plan, which will enable the scholar to regain points that have been lost. The principal has complete discretion and will look at each situation on a case-by-case basis.
Loss of 30 points	The Principal will contact the scholars' parents and advise them of the measures that have been taken to improve the scholar's behavior. The scholar will be referred to The Odyssey Preparatory Academy Board with a recommendation for dismissal from the school.
Any Tier 4 Violation	Automatic recommendation to board for dismissal.

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Expulsion Policy and Discipline Policy

The principal may recommend to the Governing Board, expulsion of a scholar for serious cause, including, but not limited to the following:

- a. defiance of authority of school staff
- b. repeated disregard or disobedience of the Odyssey Institutes Core Values
- c. verbal abuse of adults or students
- d. disruptive or disorderly behavior
- e. violent or threatening behavior
- f. fighting
- g. destruction of school property or personal property
- h. truancy
- i. persistent tardiness
- j. possession of firearms or other dangerous weapons
- k. possession of controlled substances, including illegal drugs, alcohol, tobacco, and prescription drugs without parental permission
- l. failure to follow school dress code

The principal may **recommend** expulsion and a due process hearing will be held.

In cases where the scholar has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. All reported threats, verbal written or otherwise, as well as any perceived illegal activity, will be reported to the School Resource Officer (SRO).

Any scholar who becomes violent toward any other scholar or any staff member could be sent home for the day. It will be left to the discretion of the principal as to whether or not the scholar will be referred for additional disciplinary action pursuant to the Odyssey Administrative Discipline Procedures and the point system.

The parent/legal guardian will be notified of the intent to expel, and a hearing shall be held, after at least five working days' notice, and must include the scholar, the principal or other staff, and the parent/legal guardian. All rights and responsibilities of the school, the Governing board, the parent/legal guardian shall be adhered to in cases of expulsion, including the right of parents to request an open meeting and/or executive session for the expulsion hearing, the right to reapply for readmission after one year of expulsion, and the right of the Governing Board to deny admission of a scholar expelled from another school, and to deny upon review of a request, readmission of a scholar previously expelled from The Odyssey Institute for Advanced and international Studies.

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Scholar Records and Special Education

The Odyssey Institute for Advanced and International Studies complies with the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232G; 34 CFR Part 99). FERPA may be viewed here: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. Odyssey parents are welcome to view their scholar's records by appointment during regular office hours. If a parent is unable to access records on site, Odyssey will, in accordance with FERPA, provide copies at a cost of \$.10 per copy.

Testing Protocols are the property of evaluators contracted by Odyssey. Since it may be the policy of individual, contracted evaluators to destroy testing protocols, Odyssey is not able to ensure the inspection of these documents.

As Individual Education Plans must be developed collaboratively by the IEP team, Odyssey does not provide draft IEPs prior to any scheduled IEP meeting.

Child Study Team Referral Process

Step 1: Parent Teacher Consultation (15 to 30 days)

At-risk students are identified in the areas of instruction concern (language, academics, behavior.) Any student identified as at risk needs to be monitored and instructed in the area of delay for at least 30 days, using a progress-monitoring tool in order to determine instructional effectiveness.

Teachers must contact parents with concerns and the following should be discussed: Are there medical issues? Are medications being taken? What is the current family status? Did the family move recently? Academic and/or behavior concerns?

Step 2: Grade Level Consultation (30-45 days)

Grade level teachers should meet before CST (Child Study Team) meeting. Grade level teachers create a list of interventions to implement. (Small group intense instruction in addition to core curriculum and RTI need to be provided.

Documentation of intervention must be brought to the CST. All data relating to the interventions need to be clear and concise.

If at-risk student is not making progress, grade level teachers meet again to review ineffective strategies and create additional ones. Please include additional strategies along with dates and data for documentation.

Step 3: Child Study Team Meeting (45 days)

This is a meeting that occurs 45 days from the beginning of a school year and every month thereafter to identify at-risk students. Teacher will bring documentation with data

and explanations of why strategies did not work. CST will suggest additional recommendations and interventions. After 90 days if no progress has been made the team will review and consider data to determine if further testing is needed.

Step 4: MET-1 (90 days)

The MET is the Multidisciplinary Education Team. The team includes the teacher, parent, special education teacher, occupational therapist, speech therapist, physical therapist and possibly student gathered together to discuss past and current data/concerns.

Universal screening and benchmarking is conducted.

Teacher responsibilities: CST will hand out forms to fill out for teacher and parent. All data will be entered into a MET document. A MET meeting will be held to get permission for the parents for additional testing. Possible testing in needed areas (Occupational Therapy, Speech Therapy, Physical Therapy, Cognitive, Academics, Behavior, Autism.)

After testing is complete a MET-2 meeting will be held to discuss results and determine eligibility.

Classroom Responsibilities for Teacher and Special Education Students:

1. Teachers are responsible for modifying the scholar's work/testing (i.e. simplify language, reduce amount of material in tests/assignments) per each scholar's IEP. If help is needed teachers will need to ask the special education department for guidance one week prior to when assignments will be given.
2. Accommodations/Modifications for the student per their IEP.
3. If you would like help from the special education department with projects or testing, please make contact one week prior to the assignment.
4. Communication is critical. Please inform the special education department of any communication received from family, classroom behavior, missing assignments, class trips, absences, and classroom or schedule changes.

A parent may request an evaluation at any time during this process.

Testing Protocols

Odyssey will maintain all evaluations and testing protocols and/or will require all vendors to maintain evaluations and testing protocols in accordance with Arizona Records Retention schedules, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and their implementing regulations. Parents may inspect only those protocols containing personally identifiable information concerning their scholars. Parents may contact the special education teacher at their child's campus to make an appointment to view and inspect evaluations and/or testing protocols.

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Non-Discrimination Policy

It is the policy of The Odyssey Institute for Advanced and International studies to not discriminate in employment, admission, treatment or access to its programs or activities on the basis of disability. Odyssey has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) or by Title II of the Americans with Disabilities Act. Section 504 and Title II prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Odyssey's Section 504-Title II Coordinator has been designated to coordinate the efforts of Odyssey to comply with Section 504 and Title II. The Director of Special Education/Section 504-Title II Coordinator can be reached at:

Section 504-Title II Coordinator
1495 S. Airport Rd.
Buckeye, AZ 85326
623-327-1757 (Phone)
623-327-0554 (fax)
Holly Johnson (hjohnson@topamail.com)

Any person who believes she or he has been subjected to discrimination, harassment, or retaliation on the basis of disability may file a grievance under this procedure. Odyssey prohibits retaliation against anyone who files a grievance or cooperates in the investigation of a grievance.

Procedure:

- Grievances must be submitted to the Section 504/Title II Coordinator within six months of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint should be, but is not required to be, in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought. If the Complainant is unable to put the complaint in writing, Odyssey shall provide reasonable accommodations to assist the Complainant with submission of his/her complaint. (Note: Please see the attached Complaint form, which may be used to file a complaint in conformance with these procedures).
- The Section 504/Title II Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint, including the opportunity to present witnesses. The Section 504/Title II Coordinator will maintain the files and records of Odyssey relating to such grievances.

- The Section 504/Title II Coordinator will issue a written decision on the grievance no later than 30 days after its filing, unless extenuating circumstances require and extension of the 30 day timeline. In such a case, the Section 504/Title II Coordinator (or her/his designee) will communicate with the Complainant concerning the need for an extension.
- The person filing the grievance may appeal the decision of the Section 504/Title II Coordinator by writing to Odyssey's Co-Directors within 15 calendar days of receiving the Section 504/Title II Coordinator's decision. The Co-Directors shall issue a written decision in response to the appeal no later than 30 calendar days after its filing.
- Odyssey shall maintain confidentiality as required by the Family Educational Rights and Privacy Act (FERPA).
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U. S. Department of Education, Office for Civil Rights.

Odyssey will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, providing a scribe for submission of the complaint, or assuring a barrier-free location for the proceedings. The Section 504/Title II Coordinator will be responsible for such arrangements.

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SECTION 504 COMPLAINT FORM

The Odyssey Institute for Advanced and International Studies expects its employees to comply with Section 504 regulations. Further, no discrimination on the basis of disability is permitted in the programs or activities that Odyssey operates. If you believe that discrimination has occurred against a student because of a disability, please complete, sign, and submit this form to your school's Principal.

Date: _____

On behalf of: _____

Complainant is: __ Student: _____

 __ Student's parent(s): _____

 __ Other: _____

Address: _____

Street

City

State

Zip

Telephone _____

Home

Work

1. Describe the alleged violation of Section 504 in specific terms. Include

(1) the specific incident or activity that is viewed as discrimination;

(2) the individuals involved;

(3) dates, times, and locations involved; and

(4) the disability that forms the basis of the complaint (attach additional pages if needed).

2. Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.

3. Please describe how you would like to see this issue resolved.

4. Do you wish this complaint to be investigated and addressed by the District's 504 Coordinator or designee?

☐ Yes ☐ No

5. Do you wish this complaint to be referred for due process hearing? (A due process hearing is conducted by an impartial hearing officer appointed by the District. You may be represented by legal counsel.)

☐ Yes ☐ No

PLEASE RETURN THIS FORM TO YOUR SCHOOL'S PRINCIPAL

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Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older “eligible students” certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day Odyssey receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Schools are not required to provide copies of records unless extenuating circumstances exist such that the copies are necessary for a parent or eligible student to review the records. Schools may charge a fee for copies.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask Odyssey to amend a record should declare in writing to the school principal, clearly identifying the part of the record to be changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Odyssey to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

NOTE: FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, 99.32 of FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 99.31 (a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (99.31(a)(1))

To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 99.34 (99.31(a)(2))

To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's state (SEA). Disclosures under this provision may be made, subject to the requirements of 99.35, in connection with an audit or evaluation of Federal or State supported programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (99.31(a)(3) and 99.35)

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (99.31(a)(4))

To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to 99.38 (99.31(a)(5))

To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (99.31(a)(6))

To accrediting organizations to carry out their accrediting functions. (99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (99.31 (a)(8))

To comply with a judicial order or lawfully issued subpoena (99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to 99.36 (99.31(a)(10))

Information the school has designated as “directory information” under 99.37 (99.31(a)(11))

Note: Odyssey deems “directory” information to be a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Parents and eligible students may request that the school not disclose directory information about them. Such requests should be directed to the school’s principal. For additional information, you may call 1-800-USA-LEARN. Individuals who use TDD may call 1-800-437-0833.

FERPA affords parents the right to provide written consent “in order to release any information from a student’s education record.” Odyssey maintains that this FERPA narrative is in reference to the disclosure of written or electronic student records. It is Odyssey’s policy to communicate directly with the parents or legal guardian of his/her student. Odyssey faculty and staff do not speak with nor do they respond to email, phone calls, or other attempts at communication by any third party representative including advocates, etc.

**The Junior High
at
The Odyssey Institute for Advanced and International Studies**

School policy against sexual harassment, and harassment based upon race, national origin, and disability:

Sexual harassment and harassment based on race, national origin, and disability are against the law.

Everyone at The Odyssey Preparatory Academy has a right to feel respected and safe. Consequently, Odyssey has implemented a policy to prevent sexual harassment, and harassment because of race, national origin and disability. A harasser may be a scholar or an adult. Harassment may include the following when related to sex, race, national origin, or disability:

- a) name calling
- b) pulling on clothing
- c) graffiti
- d) notes or cartoons
- e) unwelcome touching of a person or clothing
- f) offensive or graphic posters or book covers
- g) violent acts

If any words or actions make a scholar feel uncomfortable or fearful, the scholar must tell a teacher, or the principal. A scholar may also make a written report. It should be given to a teacher, or the principal. A scholar's right to privacy will be respected as much as possible.

The Board of Odyssey take seriously all reports of sexual harassment, and harassment based on race, national origin, and disability, and will take all appropriate action to investigate such claims, to eliminate that harassment, and to discipline any persons found to have engaged in such conduct.

The Odyssey Preparatory Academy will also take action if anyone tried to intimidate you or harm a scholar because such a report was made.

Additionally, The Odyssey Institute adheres to a policy of nondiscrimination with regard to educational programs and activities and provides equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, religion, or national origin.

Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of gender.

Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

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Health and Medication Policy

Medications:

Any over-the-counter product, including vitamins must be dispensed through the front office and must have a prescription label, which can be obtained by a pharmacist. Parents must provide all over-the-counter and prescription products with the scholar's name written permanently on them. All medications are stored in a locked area. Medications will not be given without a signed permission form. Permission forms can be obtained from the front office. If your scholar has known allergies, please provide the Health Office with either Benadryl or Epipen with a prescription label. For scholar's requiring medication on a daily basis, Odyssey Institute's policy requires that the Parent/Guardian must sign a form giving permission to the school health assistant to administer medication. This form must be updated on an annual basis.

1. Scholars are NOT PERMITTED to have any type of medication in their possession while at school or attending school-sponsored activities, with the exception of inhalers and Epipens. Inhalers and Epipens are permitted to be in scholar position, with written permission.
2. The scholar's EMERGENCY FORM must be kept current during the school year.
3. Verbal permission and hand written notes are acceptable for ONLY ONE DAY. A signed consent form must be submitted within 24 hours.
4. The health assistant must be immediately notified in WRITING of all changes in medication. A new consent form must be submitted within 24 hours.
5. Medication will NOT BE GIVEN if all requirements are not met.
6. When medications/supply refills are needed, the front office will call to notify parents.

Health Policy:

Scholars are not permitted to remain in the classroom if they show symptoms of inflammation, fever, rash, diarrhea, vomiting, pinworms, head lice, or if suspected of having a contagious or infectious disease or infestation. If your scholar becomes ill or shows symptoms of the above conditions, s/he will remain in the health office and the parent/guardian will be notified.

Vision and Hearing Screenings:

Per State of Arizona Health Department mandates, Odyssey will conduct annual vision and hearing screenings on all scholars. If you do NOT want your child to be screened you MUST inform your school administration in writing no later than August 31 of each school year.

Health/Emergency Policy:

The control of communicable disease during the school year is a difficult challenge. Please keep your child at home if s/he shows any of the following signs of illness:

Sneezing and coughing	Rash
Sore throat	Red, watery eyes
Nausea/vomiting/diarrhea	Swelling of face/glands
Discolored nasal discharge	Fever

Please keep your child home for 24 hours following a fever over 100°, diarrhea, or vomiting. Additionally, if your scholar is exposed to a communicable disease, please notify the Health Office. Following is a list of common communicable diseases:

Chicken Pox	Impetigo	Head Lice	Scabies
Infectious Hepatitis	Poison Oak	Common Cold	Measles
Strep Infection	German Measles	Scarlet Fever	Pink Eye
Athlete's Foot	Meningitis	Mumps	Diphtheria
Poliomyelitis	Tuberculosis	Whooping Cough	Ring Worm

Early Dismissal of Scholars Due to Illness or Injury:

When illness or injury occurs at school and remaining at school is not in the scholar's best interest, parents, legal guardians, or the designee will be contacted. Scholars will only be released to parent/legal guardians or designee; every attempt will be made to notify parents first.

Head Lice:

Head Lice is a common occurrence in schools. The Health Office will conduct periodic checks, especially if a case has been identified. If your scholar contracts head lice, you will be given instructions on how to treat it. Your scholar will not be permitted to reenter school until there is evidence that the outbreak has been treated. To avoid head lice, teach your family not to share hair accessories/headwear and use caution when purchasing headwear.

Sick Scholars:

One sick scholar can potentially affect the entire school population and staff. It is important that all stakeholders do their part in keeping our school free from disease. All illnesses must be called into the office. There are certain cases when the school is required by law to report certain diseases to the Department of Health Services.

Hand washing with soap:

Hand washing with soap is very important in killing germs. All scholars should wash hands before eating lunch and after using the restroom. If a scholar has a common cold, cough, etc. they should wash their hands more frequently.

Any time a scholar is sent home at the discretion of Odyssey staff, the absence will be recorded as excused. However this absence will affect perfect attendance.

**The Junior High
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Acceptable Use of Computers

The following behaviors are not permitted and will result in disciplinary consequences:

1. Sending, accessing, downloading, or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, insulting, or attacking others.
4. Damaging computers, systems or networks.
5. Violating copyright laws and regulations.
6. Using passwords other than your own.
7. Sharing passwords with others.
8. Trespassing in other's folders, work or files.
9. Employing the network for commercial purposes.
10. Providing personal information about myself or others (i.e. names, addresses, phone numbers, card numbers, etc.)
11. Plagiarism. (Plagiarism is taking the ideas or writing of others and presenting them as if they were mine.)
12. I will not attempt to destroy data by spreading viruses or by other means.
13. I will not use the Internet/computer to engage in any other illegal or inappropriate acts (drug or alcohol purchase, distribution or sale, criminal gang activity, threatening conduct, etc.)
14. I will not attach any other device (i.e. External disk, printer, or video system) to the school's equipment without prior approval.
15. If I mistakenly access inappropriate information, I will immediately tell a teacher so that they will know that I did not intentionally access the information, otherwise I could face possible consequences.

Consequences:

1. Violations of the above may result in a loss of Internet access.
2. Violations of the above may be subject to disciplinary action including expulsion/dismissal.
3. When applicable, law enforcement agencies will be involved.

Parent Signature _____

Scholar Signature _____

Teacher Signature _____

**The Junior High
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HANDBOOK AGREEMENT

2019-2020 Academic Year

I have read the guidelines for students' responsibilities found in the Junior High at The Odyssey Institute for Advance and International Studies parent/scholar handbook on the Odyssey website, www.odyprep.com and have discussed them with my scholar.

Parent Signature: _____

Scholar Signature: _____

Date: _____

Please sign and return this page to your scholar's teacher.