

OLYMPIC PARK INSTITUTE

A campus of NatureBridge

FIELD SCIENCE PLANNING WORKBOOK

(revised November 2010)

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PLANNING WORKBOOK OVERVIEW

Thank you for organizing your group's trip to Olympic Park Institute!
This Workbook will be helpful in the planning process and provides information to share with students, parents, chaperones, and fellow teachers.

PRE-PROGRAM PLANNING

Throughout the planning process, the Program Director and Program Manager will serve as your point of contact with Olympic Park Institute. If you ever have any questions, comments or concerns, don't hesitate to contact either of them.

When planning, it will be helpful to refer to the CHECKLIST TO HELP YOU PLAN AND ORGANIZE AN OLYMPIC PARK INSTITUTE TRIP. We also encourage an **on-site visit** prior to your program if you are a first-time Olympic Park Institute trip organizer. Seeing the facility adds a level of comfort and familiarity to your planning. Please call to arrange a mutually agreeable date and time if you would like to visit or attend a Teacher Training.

For planning purposes, it is helpful to conceptualize the process as consisting of three integrated aspects: **logistics, curriculum, and finances**. In the PLANNING MATERIALS portion of this workbook, you will find sections where each of these topics is discussed in depth.

If you are organizing *but not attending* the program, please share this Workbook with the Head Teacher or chaperone that will be on-site. All accompanying adults should be aware of program guidelines and arrangements made between you and Olympic Park Institute.

Confirm the number of students you will bring to Olympic Park Institute 90 days prior to your program. You will be billed for at least the number of participants that we have on record at that time. Try to account for unforeseen absences when making your final confirmation.

REGARDING CHAPERONES

Adult chaperones play a central role in the success of an Olympic Park Institute program. Classroom teachers and administrators tend to be the most effective chaperones, and parents usually do an excellent job. We strongly recommend:

- two chaperones per instructional group per day, as more adults can distract students. Additional chaperones are welcome, but should be utilized by rotating their time with instructional groups and by supervising recreational activities, dinner and evening program.
- that parents be placed as chaperones in instructional groups other than their own child's. This placement allows both child and parent to participate freely with the group as a whole.

It is essential that all chaperones come to Olympic Park Institute with a clear understanding of their responsibilities. Holding a pre-trip chaperone meeting is an excellent idea. Please photocopy and distribute documents in the CHAPERONE INFORMATION section and copies of the STUDENT CONTRACT, CAMPUS GUIDELINES AND EXPECTATIONS, CLOTHING AND EQUIPMENT LIST, and REGISTRATION FORM. This information, prepared with input from teachers and chaperones, is intended to accurately reflect what to expect during a field science program.

COMMUNICATION

Please orient your students about what is expected of them while at Olympic Park Institute and communicate with them to generate excitement and calm fears about the program. A list of CAMPUS GUIDELINES AND EXPECTATIONS to share with students, parents, and chaperones is provided in this packet. Also included is a STUDENT CONTRACT that outlines the standards of behavior and participation expected of Olympic Park Institute students. This contract is of value in providing you an opportunity to discuss with your students their responsibilities while participating in the program. Please distribute, discuss, and have your students sign the contract. The REFERENCE section contains species checklists and other resources.

Programs at Olympic Park Institute are designed to be academically stimulating, fun, and take full advantage of the incomparable setting of the Olympics. Please refer to Olympic Park Institute as *Field Science* rather than a "camp" so that the students anticipate an experience different from a summer camp.

Your school may share campus with other groups. Olympic Park Institute's Educator on Program Support will guide the sharing of facilities and meeting spaces among groups. Some teachers enjoy pre-trip collaboration with leaders from the other organizations to plan joint recreational activities and create a cooperative atmosphere. The Program Manager can let you know whether or not you will be sharing campus and will put you in touch with other group leaders if you wish.

Please keep in contact with the Program Manager and submit planning materials in a timely manner. We will build a well-paced, grade-appropriate program for your students based on the Curriculum Track you choose and the number of days of your stay. If you are interested in scheduling a pre-trip classroom visit, contact the Program Manager at 360-928-3720 x.15.

UPON ARRIVAL

The Lead Educator will be your Olympic Park Institute liaison in the field and is the one to whom you should relay any issues or concerns that arise during your stay. Each group on campus has one Lead Educator. The Educator on Program Support will oversee sharing campus facilities with other groups, run morning and evening meetings, and provide an educational component to meals. The Education Managers supervises all educational staff including the Lead Educators and the Educator on Program Support. The Education Managers are responsible for implementing educational programs at Olympic Park Institute.

The Program Manager, Education Managers and the Lead Educator will briefly meet with you when your group arrives and as the students are unloading their baggage. This presents an opportunity to touch base about the day's plan and collect any remaining paperwork. Please assign other adults to help students with the "Duffel Shuffle" so that you are free to meet Olympic Park Institute staff. If possible please call (800.775.3720) when you reach Sequim. This will help us be better prepared for your arrival on campus.

An Orientation with the entire group will begin after the baggage has been removed from the vehicles. During a portion of this orientation, all of your adults will be able meet with Olympic Park Institute Educators for a short trail and safety briefing while other Olympic Park Institute staff are with the students. Our time together with all adults in one place is limited, but essential for introductory discussions of participation expectations, discipline policies, and group management. At the end of this short meeting the adults will rejoin the students, participants will be divided into instructional groups, and the field day will begin.

FINALLY

Olympic Park Institute wants your Field Science Program to be meaningful and valuable to you and your students. The REFERENCE section of this Workbook offers web and literature resources, several maps of the area, vocabulary and species lists, and a price list for Olympic Park Institute gear, should you be interested in ordering t-shirts or other items prior to your visit. (All proceeds go to the Olympic Park Institute Scholarship Fund.)

PLANNING MATERIALS

CHECKLIST: TO HELP YOU PLAN AND ORGANIZE AN OLYMPIC PARK INSTITUTE PROGRAM

A successful Field Science Program begins well in advance of your arrival at Olympic Park Institute. This checklist and other information provided in the Workbook will help you prepare your students and chaperones. Throughout the planning process, please don't hesitate to contact the Program Manager if you have questions or if there are changes to your schedule or number of participants.



FIRST

LOGISTICS

- ☐ **Read this PLANNING WORKBOOK** and identify the steps you need to take in order to make your program happen. Each group tends to prep for their program uniquely, but the Planning Workbook should give you a good template.
- ☐ **Arrange a meeting with students, parents, and faculty** to present Field Science and its benefits. Edit our **SAMPLE LETTER TO PARENTS** to fit your needs and reflect the date, time, and location of your informational meeting. We suggest asking parents to come with some portion of the payment. Olympic Park Institute can often arrange for a member of our Education Team to make a presentation at your school.
At this meeting be prepared to:
 - ☐ *Introduce the program* as a unique, hands-on, science-based experience for the students. Explain that students will be learning in the field with Olympic Park Institute Educators who hold undergraduate degrees and wilderness medical certifications.
 - ☐ *Show an Olympic Park Institute video* <http://www.naturebridge.org/olympic-park/multimedia>
 - ☐ *Identify how the program will benefit students* with an opportunity to study in the field using Olympic National Park as a classroom. Our interdisciplinary curriculum focuses on inquiry-based science and cooperative learning.
 - ☐ *Ask for the support of parents to help organize the trip.* Parents can be involved with book-keeping, fundraising, transportation, and serve as chaperones at Olympic Park Institute.
 - ☐ *Discuss the costs, fundraising ideas, and method of payment.* You might propose an installment plan for families unable to pay in one large sum. Collect a deposit from parents that evening. Olympic Park Institute has scholarship funds available to offset costs for qualifying schools.
- ☐ **Reserve your transportation.** Methods most commonly used include carpooling, school buses, charter service, and rental vehicles. Information on transportation is included in the Reference section of this workbook. Groups that will need to fly to the Northwest should begin looking at flight options as soon as possible.

CURRICULUM

- ☐ Determine how you can integrate your experience at Olympic Park Institute into your curriculum plans and objectives for the year. Discuss the program with your colleagues to generate questions for the Program Manager. *The PLANNING and REFERENCE sections contain information about our Curriculum Tracks, species lists, and other environmental education resources.*
- ☐ **Contact the Program Manager (360) 928-3720 x15 if you are interested in scheduling a classroom visit by Olympic Park Institute Educators prior to or after your Field Science Program.**

FINANCES

- ☐ **Develop a fundraising plan.** Check out the fundraising information in the Finances section.
- ☐ **Complete and submit the APPLICATION FOR OLYMPIC PARK INSTITUTE SCHOLARSHIP** as soon as possible in order to maximize the potential funds for your group.



NEXT

LOGISTICS

Prepare your students with respect to:

- ☐ *Academic readiness.* Use the BIBLIOGRAPHY and VOCABULARY AND SPECIES LIST and PRE-TRIP CURRICULUM IDEAS to prepare students within the context of your curriculum.
- ☐ *Physical readiness.* Ensure that students and chaperones can walk up to three miles a day.
- ☐ *Participation and behavior expectations.* Emphasize cooperation and respect for others and themselves, referring to the STUDENT CONTRACT and CAMPUS GUIDELINES AND EXPECTATIONS.
- ☐ *Personal readiness.* Stress to parents and students the importance of packing according to the CLOTHING AND EQUIPMENT LIST so that students are prepared to learn in the field.
- ☐ **Send out REGISTRATION/MEDICAL RELEASE FORM** to students and chaperones and collect them four weeks prior to the program. (STUDENTS AND ADULTS CANNOT PARTICIPATE IN AN Olympic Park Institute PROGRAM WITHOUT THE REQUIRED SIGNATURES ON THIS FORMS)
- ☐ **Select your chaperones CAREFULLY.** Review "REGARDING CHAPERONES" in the **PLANNING OVERVIEW** section. Ask yourself: Are they good models for the students? Are they positive and upbeat? If they are parents of someone in the class, will they put the group's needs ahead of those of their child? Are they in reasonably good physical condition? Do they feel comfortable being in charge of students? Will they discipline any child in a positive, caring fashion?

FINANCES

- ☐ **Execute your fundraising plan** with your students, emphasizing group cooperation in the fundraising efforts. Carrying out a fundraising effort increases student and parent investment in the program. Some ideas are listed in the FINANCES section.



1 TO 2 MONTHS IN ADVANCE

LOGISTICS

- ☐ **Finalize and double-check your transportation** to and from Olympic Park Institute.

Meet with all chaperones and discuss:

- ☐ *Program logistics and chaperone responsibilities* using the PROGRAM OVERVIEW FOR CHAPERONES section and CAMPUS GUIDELINES AND EXPECTATIONS informational sheet.
- ☐ *Plan for recreation time.* Use the RECREATION TIME PLANNER to schedule your chaperones for recreation supervision and off-duty times.
- ☐ Be sure to collect REGISTRATION FORMS from all adult participants. (Teachers too!)

CURRICULUM

- ☐ The **PLANNING QUESTIONNAIRE** needs to be emailed, faxed, or mailed to the Program Manager four weeks prior to your group's arrival. This should be followed by a call to the Program Manager to arrange the conversation where we put the final touches on the group's schedule and solidify the details of the group's curriculum.

FINANCES

- ☐ **Collect funds and send the balance due to Olympic Park Institute** 30 days prior to your start date.



ONE MONTH IN ADVANCE

LOGISTICS

- ☐ **Make copies of and discuss CAMPUS GUIDELINES AND EXPECTATIONS and the STUDENT CONTRACT** with your students.

Complete, copy, and return the following documents, to be received at Olympic Park Institute *three weeks in advance* of your program. Keep a copy for use by you and your chaperones.

- ☐ HIKING GROUPS (INCLUDING DIETARY AND MEDICAL ALERTS)
- ☐ CABIN ROSTER
- ☐ STUDENT ACCIDENT INSURANCE and check (optional)
- ☐ **Make a duplicate set of all completed REGISTRATION/MEDICAL RELEASE FORMS (for both students and adults).** Upon arrival, you will keep a set for yourself and give the other to the Educational Manager before your program begins. The Olympic Park Institute copies will be kept accessible in case of emergency.



Arrival day

LOGISTICS

- ☐ **Double check that each driver has a map, clear directions, and Olympic Park Institute's phone number,** as well as accurate information about any planned stops along the way.

Check that each student has:

- ☐ A **sack lunch** for the first day only.
- ☐ A **daypack** filled with raingear, leak-proof water bottle, pencil, journal (optional), hat, gloves, a warm layer, and lunch. ***It should be packed separately from personal overnight gear and ready to take on the trail. Olympic Park Institute does have extra ponchos and fleece jackets.***

If possible please call (800.775.3720) when you reach Sequim. This will help us be better prepared for your arrival on campus.

Olympic Park Institute staff will greet you upon arrival and provide direction for unloading luggage and moving into cabins. Pre-arrange your arrival so that you can take a few moments to meet with the Program Manager. At this time you can give the Program Manager copies of the REGISTRATION FORMS and STUDENT CONTRACTS. Following the unloading of baggage, all participants will meet for an orientation, move into their cabins, be divided into instructional groups, and head out into the field. For groups arriving in the evening, the Program Manager will give you detailed information as to the specifics of your arrival.

Need help? Call our Program Manager at 800.775.3720 x15

LOGISTICS

FORMS TO ORGANIZE GROUP LOGISTICS

The following documents are included in the IMPORTANT FORMS section of this Workbook, or will be sent to you as part of the registration process. The information provided to the Olympic Park Institute staff through these forms is vital to creating high-quality educational programs. Your timeliness and attention to detail on these forms is important.

FORM	DATE NEEDED
FINAL NUMBERS VERIFICATION	90 DAYS PRIOR TO THE PROGRAM
PLANNING QUESTIONNAIRE	5 WEEKS PRIOR TO THE PROGRAM
FINAL PAYMENT (BALANCE DUE)	30 DAYS PRIOR
INSTRUCTIONAL GROUP LISTS (WITH MEDICAL AND DIET)	3 WEEKS PRIOR TO THE PROGRAM
CABIN ROSTERS	3 WEEKS PRIOR TO THE PROGRAM
REGISTRATION/ MEDICAL RELEASE FORMS FOR EACH PARTICIPANT	UPON ARRIVAL
STUDENT CONTRACT	UPON ARRIVAL

PLANNING QUESTIONNAIRE - The information that you provide is invaluable in helping our staff prepare for your students. Please take the time to give accurate and detailed information. The PLANNING QUESTIONNAIRE needs to be completed for each visit to the campus, please fill it out as soon as possible, but no later than 5 weeks prior to the program.

REGISTRATION/MEDICAL RELEASE FORM - Photocopy and distribute this to each student *and adult* participant. Essential release information and emergency contact, medical, and dietary information is contained in this form. Make a duplicate set of the REGISTRATION/MEDICAL RELEASE FORMS and give the originals to Olympic Park Institute's Program Manager when you arrive. (STUDENTS AND ADULTS CANNOT PARTICIPATE IN AN Olympic Park Institute PROGRAM WITHOUT THE REQUIRED SIGNATURES ON THIS FORM)

STUDENT CONTRACT – Photocopy and distribute this to each student. This form can be used as a tool in order to encourage a positive learning environment.

MEDICAL ALERTS and DIETARY RESTRICTIONS - When the REGISTRATION FORMS are returned to you, please read through and compile pertinent information onto the INSTRUCTIONAL GROUP LIST forms and send to the Olympic Park Institute's Program Manager three weeks prior to your arrival. This information will be provided to both the Educators and food service staff.



A note regarding dietary accommodations: **Olympic Park Institute** is committed to a healthy menu. The kitchen staff works to provide options that accommodate all participants' needs. Direct all dietary needs to the Program Manager well before start date.

INSTRUCTIONAL GROUPS - Divide your students wisely into groups of between 12 and 15. Assign at least one chaperone (but no more than two) to each group.

CABIN ROSTER - Based upon numbers of students and chaperones, specific cabins are reserved for your group. Please assign students to specific cabins, rooms, and bunks, planning the use of cabin space as efficiently as possible. For safety and supervision, please assign at least one chaperone per cabin and upon arrival have this person complete an Occupant Roster that will hang outside the cabin door. Typically, groups choose to separate the students into cabins by gender. **With smaller groups (under 24 participants), it is often necessary for the school to have a single cabin in which genders are separated by rooms.**

OTHER LOGISTICAL CONSIDERATIONS

Arrival and Departure Times – The majority of Field Science program's at Olympic Park Institute are either three- or five-days long and fall within the typical school week.

- Five-day programs have a Monday arrival between 9:00 a.m. and 3:00 p.m., and Friday departure by 11:30 a.m.
- Three-day programs have either
 - a) Monday arrival between 9:00 a.m. and 3:00 p.m., and Wednesday departure by 11:30 a.m.
 - b) Wednesday arrival between 11:30 a.m. and 3:00 p.m. and Friday departure by 4:00 p.m.

Evening arrival option – For an additional fee, groups attending may opt to arrive between 3:00 p.m. and 7:00 p.m. the day before their program starts, if space is available. Groups that exercise this option will receive hot dinner, an additional evening program, breakfast, lunch, and a full day of activities on the following day. Evening arrival groups will not receive any field instruction on their arrival day.

Morning departure option – For an additional fee, groups attending an overnight program may opt to depart immediately after breakfast on the day after their program concludes, if space is available. Groups that exercise this option will receive lodging, a hot dinner, an additional evening program, breakfast, and group lunch to go. Morning departure groups will not receive any field instruction on their actual departure day.

If your program is not three- or five-days long, and/or if it occurs on the weekend, please contact the Program Director about arrival and departure options.

Cabins – Our field science programs utilize various lodgings at Olympic Park Institute. Most groups are housed in our group cabin area in buildings that sleep between 24-36 individuals (each cabin has four-six rooms that sleep up to six). Showers and bathroom facilities are adjacent to these cabins in our modern bathhouse. Groups also may use our renovated historic cabins which have an attached bathroom and sleep between 4 and 7 individuals. Often, teachers choose to have chaperones stay with the students in the cabins and use historic cabins as teacher space.

Meals – Dining at Olympic Park Institute is always a pleasurable experience. The views of Lake Crescent and Pyramid Peak are exceeded only by the delicious and hearty meals. Fresh, local produce is used whenever possible. Vegetarian meals and other special dietary requirements are easily accommodated. During Field Science programs, there are often two meal shifts for breakfast and dinner. The Program Manager will discuss with you which meal shift you will attend. Lunches are eaten in the field, with each student carrying a portion of the groups' lunch in their day pack.

Final Lunch – Groups that leave Olympic Park Institute in the morning, will be given a boxed lunch which they can bring with them following their program. Often groups choose to eat their lunches here on campus immediately following their program. If you would like your group to eat on campus, please relay this information to the Program Manager, so an eating site can be arranged that will not interfere with groups that are arriving or that are still in session.

The North Olympic Peninsula also offers numerous spectacular lunch sites that are within a one hour of drive from Olympic Park Institute. These include: Tongue Point (tide pools), Dungeness Spit (sandy beaches), and Hurricane Ridge (alpine vistas). There are also many sites on the east and west side of the Hood Canal including the on the ferry. Olympic Park Institute will happily give directions to these and other potential lunch sites.

Olympic Park Institute

FIELD SCIENCE CURRICULUM INFORMATION

Olympic Park Institute provides students with unique educational opportunities that take advantage of the rich natural wonders of Olympic National Park and the skills and energy of our staff. We create an educational environment that engages students in active learning and complements classroom studies. We use an inquiry-based learning approach to involve students in interdisciplinary study of the region's ecology.

Olympic Park Institute educators facilitate a variety of field and laboratory activities. Small study groups (averaging 12-14 students) explore, observe, and discover the natural world. Students develop inquiry projects that help them understand the process of science. The academics are enhanced by activities that encourage cooperative learning. Our location provides immediate access to natural "classrooms:" old growth forests, glacial lakes, and pristine watersheds. The area's wild coastlines and stunning alpine region are nearby and allow additional field trip opportunities.

Content

Olympic Park Institute's field science education balances the need for science content with process skills such as observation, formulation of hypotheses, communication and analysis. Teachers determine the focus of their students' experience by choosing one of four curriculum tracks:

- Forest Ecology

Students gain an understanding of the components and intricate interconnections of forest ecosystems. Olympic Park Institute is located in one of Olympic National Park's temperate old growth forests. As students explore among the trees, they investigate their surroundings to learn about the variety of plant and animal species and their interrelationships. Our microscope and "skins & skulls" laboratories provide opportunities for detailed, hands-on discovery of soils and animal adaptations.

- Watershed Science

Students learn about the structure and function of aquatic ecosystems and the role of water in terrestrial systems. Students enjoy a variety of field- and lab-based experiments and activities that can include: water quality studies, modeling a watershed's natural and human-built features, investigating diversity in the marine inter-tidal zone, and exploring a riparian zone.

- Earth Sciences

Students engage their science process skills and discover why this region (and their home community) has developed over geologic time to have its unique character. Topics can include: plate tectonics, geologic time, the rock cycle, erosion, glaciation, soil formation, primary and secondary succession and other processes. Students construct the story of how the Olympic Mountains were formed and investigate interconnections among biotic and abiotic systems (the rainshadow effect, for example). The soil lab, modeling experiments, and fossil casting complement an array of hands-on outdoor experiences.

- Marine Science

Students will learn how their actions affect the world ocean, no matter their distance from it, and how in turn the ocean affects all of us. In addition to in-depth study of coastal habitats, from sandy beaches to rocky shores to muddy tide flats, students will have the chance to examine the ocean through a variety of lenses. Whether exploring the whole watershed from our campus on Lake Crescent or conducting hands-on investigations at one of our many coastal field sites, students will come face to face with critical marine issues. They may never look at the ocean the same way again!

- Elwha River Dam Removal

Students participate in monitoring an impressive river ecosystem during the removal of the two Elwha River dams. Upon removal of the dams, the resulting watershed restoration project will be the largest in human history.

Students will spend at least one day off-campus visiting and collecting data at various monitoring sites in the Elwha River watershed, integrating student thought and work into a larger research effort. This field trip will be supplemented by program days on Barnes Point and Lake Crescent that focus on the necessary procedures and skills needed to conduct an inquiry-based learning project. Overall, exposure to such an historic event and important research is grounds for sparking student engagement in the process of science and becoming a responsible and informed citizen.

Olympic Park Institute is working with teachers to support their changing needs. Our curriculum is aligned with state and national standards in its use of inquiry methods to engage students in academic studies that connect their learning to real-world science. Olympic Park Institute educators are versed in the evolving Grade Level Expectations, and tailor programs to enrich classroom work.

Teaching Methodologies

Olympic Park Institute staff are trained in three overarching approaches that are infused into field science education.

Inquiry-based Learning: Through active exploration, students make observations, ask questions, formulate hypotheses, and discuss theories. Students develop and implement their own research projects while at Olympic Park Institute and develop skills that apply across disciplines and encourage students to become active and engaged learners.

Thematic Teaching: Research shows that learners function at a higher level when activities link together. Olympic Park Institute designs content around daily themes, allowing for scaffolding and contextualized learning.

Teaching to the Multiple Intelligences: The program is interdisciplinary and the series of activities are designed to address multiple methods of learning.

Assessing the Impact

Olympic Park Institute is committed to enhancing educational outcomes. We conduct formal assessment of the program's impact on students, teachers, and schools. We continually refine our curriculum to reinforce classroom performance and develop students' sense of their role in the environment.

OTHER CURRICULUM INFORMATION

CURRICULUM DEVELOPMENT:

During the planning of your visit to Olympic Park Institute, you will convey your curriculum desires to the Program Manager by filling out the PLANNING QUESTIONNAIRE and emailing it to Olympic Park Institute five weeks prior to your program's start date. The form has space for you to request your curriculum track, pick your evening presenters and your off-campus field trip (for five-day programs). Any specifics regarding the program can be relayed to the Program Manager during your pre-trip phone call that will happen about three weeks before your program begins.

If during your program you wish to see slight adjustments in the curriculum and its instruction, your group's Lead Educator and the Education Manager will be on hand to accommodate you.

CANOEING – Lake Crescent offers an excellent opportunity for canoeing, weather permitting. At Olympic Park Institute, we own two large canoes (Montreal and Salish in style) that can each accommodate an entire instruction group. These large canoes are incredibly stable, and allow for Educators to continue their lessons out on the water. The boats also provide an excellent group challenge. Groups that are bringing a large number of students for three days are encouraged to not request the canoes, because time constraints make it difficult to ensure that all students will get a chance to paddle these boats.

MOUNT STORM KING – Many groups enjoy hiking up neighboring Mount Storm King during their visit. This hike is about 4 miles round trip, however due to the elevation gain it often takes groups most of a day to complete the hike. The hike allows each instructional group to experience a demanding physical challenge, but does limit the amount of instructional time that day. If you are interested in your group climbing Mount Storm King (or doing another nearby challenge hike), please inform the Program Manager by including it on your PLANNING QUESTIONNAIRE form.

EVENING PROGRAMS:

In addition to choosing a curriculum track for your visit, you will also work with the Program Manager to select your Evening Programs. Current options for these include:

Guest Presenters

Elaine Grinnell – S'Klallam Tales: A Member of the Jamestown S'Kallam tribe, Elaine delights both the young and old with great stories. Elaine uses traditional baskets and drums to let us into the lives of a S'Kallam tribal member.

John Cornish – Geology Rocks!: John knows how to wow your students with his amazing rock, fossil and crystal collection. Every rock becomes a treasure after this evening program. John is unparalleled at instilling in students a passion to learn about and follow their interests. John covers the rock cycle and geology of the Olympic Peninsula using unique fossils and various crystals.

Alice and Dunbar Susong – Adventures in National Parks: Alice Susong and her husband Dunbar spent over 30 years living in National Parks where Dunbar worked as a Park Ranger. This couple tells stories that bring down the house, with sing-alongs and unexpected twists to some real adventures in some of the most important natural places on Earth. You'll absolutely love these two!

Field Science Researchers: Olympic Park Institute partners with several Government (National Park) and non-government organizations that do research in and around Olympic National Park. With enough advance notice we may be able to set up a program with a researcher. Topics could include but are not limited to Bears, Fish, Owls, Marine Environments, and Climate Change. These evening programs are best suited to High School students.

Educator-Led Evening Programs

Welcome to the Olympics – This first night program overviews the ecological areas of the Olympics, and reviews the schedule of the upcoming week with some welcome, get-to-know-you-activities. This EP is great for groups that arrive in the evening.

Olympic Park Institute Town Meeting – During these public forum programs, a local and relevant environmental issue is considered and discussed in a value-fair manner. Students learn some natural and social history on the topic and then divide into groups that represent different perspectives on the issue at hand. Small groups formulate their position on the topic and present their platform to the rest of the groups, with a bit of time for questions. Skills in collective decision making and critical thinking are developed. Recent topics include: Elwha dam removal, reintroduction of wolves to Olympic National Park, Makah Whaling, and land-use decisions in a school's home community.

Night Hikes – In their instructional groups, students explore and appreciate the nighttime. Topics may include nocturnal adaptations, astronomy and bravery. (available September 15 – April 1)

Stayin' Alive – (available April 15 – August 31) This activity allows students to take on the roles of herbivores, omnivores, and carnivores, each trying to survive. They search through their habitat for the food and water they need, while hunting and being hunted by each other. This activity empathetically teaches about the interdynamics of food webs and predator-prey relationships in a natural community.

History Skits – Costumed students put on mini plays in a chronological order exploring the events in the history of the Olympic Peninsula.

Legend Skits – This evening program starts with a legend told. Then students are assigned to groups, which come up with their own legend. Well-dressed students, usually in a humorous manner, tell us new legends of how various things occurred to the natural world.

Form Line Drawing – Interested in exploring the artistic techniques developed by the Northwest Coastal Native Americans? Students spend an evening learning about the history and studying the technique of Form Line Drawing and then sharpen their pencils to create their own masterpiece.

Plenty-o-fish: An activity that puts students in the center of resource management and bio-monitoring. Students will take on the roles of fishermen/women that are a part of the fishing industry, and/or the scientist that monitor the fish stock. An active program that helps student think critically from multiple angles of the resource management.

Marine Mammals: Students have the opportunity to learn about the various Marine Mammals and how they are adapted to their life styles in unique ways. Student also learn about some of the threats that these creatures face in today's world.

Closing Ceremonies/Campfire – These are evenings with song stories and reflections around a campfire, weather permitting. Our staff is excellent at targeting your student's age group with the appropriate material. This program is popular with groups for their final night at Olympic Park Institute.

OFF CAMPUS FIELD STUDIES

With five-day Field Science groups, we usually take a day long, off-campus field trip to one of the regions amazing ecosystems. Field trip sites include:

Hurricane Ridge (1hr, 10 min each way from Olympic Park Institute) – The road to Hurricane Ridge climbs up to almost 5000 feet and drops students off at the Visitor's Center that provide amazing vistas into the mountainous interior of the Park. As student's hike along the ridge, they can study mountain formation, sub-alpine forest ecology, and see an entire watershed from above.

Tongue Point / Salt Creek (35 min each way from Olympic Park Institute) – When the moon works in our favor, Tongue Point offers outstanding tidepooling options for students. Tongue Point is located on the Straight of Juan de Fuca. Check with the Program Manager regarding tides during your stay.

Feiro Marine Life Center: (35 min each way from Olympic Park Institute)- A great option if tides don't work in our favor. The Feiro offers students the opportunity to see the tide pools close up, as well as learn about plankton. Check with the Program Manager for more details on what your group can do.

Dungeness Spit (1 hr each way from Olympic Park Institute) – At 4 ½ miles long, Dungeness Spit is the world's longest natural sand spit. As student's hike a portion of the spit, they learn about the process of spit formation, watch for migrating birds and look out on the Strait of Juan de Fuca for marine life.

Hoh Rain forest (2 hrs each way from Olympic Park Institute) – While it's a long haul out to the Hoh Rain forest, this area is stunning and fascinating. The biomass per square acre in the dense Rain Forests of the Olympics (as much as 500 tons per acre) is the highest density of life anywhere on the Earth.

Neah Bay and Cape Flattery (2 hrs each way from Olympic Park Institute) – This destination is another long trip from Olympic Park Institute, but gives students an excellent experience in understanding the native cultural history of the region. A trip to Neah Bay includes a visit to the Makah Cultural Museum and Cape Flattery (the most Northwest point in the lower 48 states).

Sol Duc Valley (45 min each way from Olympic Park Institute) – The Sol Duc Valley is relatively close to Olympic Park Institute and offers students the experience of witnessing powerful Sol Duc falls, watching local salmon spawn (in season), hunting for diverse mushrooms (late fall) or doing an intense hike up to mountain lakes (6 miles round trip).

Elwha Valley (45 min each way from Olympic Park Institute) – The Elwha Valley offers longer hikes with less elevation change in the beautiful forests of Olympic National Park. The valley features abandoned homesteads and intense rapids at locations like Goblin's Gate. The Elwha Valley is also home to two dams which have been designated for removal by the US Congress. This removal will create large changes to the system and will be very interesting to witness and study in the coming years. Groups involved in the Elwha Science Education Project will visit numerous sites in the Elwha Valley. Sites can include: Krause Bottom/Goblin's Gate, both dam sites, the state fish hatchery, and the river mouth.

Washington Coast (1-2 hrs each way from Olympic Park Institute) – There are a variety of coastal shores that we can access from Olympic Park Institute. Some such as Rialto allow for immediate access to the beach to maximize time on the coast. Others, such as the Ozette Trail Loop, are longer hikes that take students through the coastal forest and give great opportunities to learn about forest succession. Based on the specific beach we visit, curriculum can include information on wetlands, bogs, as well general marine geology and ecology.

PRE-TRIP VISIT

A pre-trip visit by Olympic Park Institute staff is designed to prepare students physically, academically and emotionally for the Olympic Park Institute experience. It also begins establishing a connection between the student's home communities and those that they will study at Olympic Park Institute. The focus of this visit can depend on the curriculum track you have selected for your upcoming field science study or it can be a general outline of life at Olympic Park Institute. Pre-trips can vary in length from a ½ hour-2 hours. If you are interested in scheduling a pre-trip visit, please contact the Program Manager for available dates.

General Information

- Olympic Park Institute Themes – Students understand the general concepts they will explore while visiting Olympic Park Institute.
- Be Prepared – We cover the essentials of what is needed for life at Olympic Park Institute (clothing, journals, water bottles). This portion of our pre-trip visit may involve students putting on a fashion show demonstrating how to dress and how not to dress while at Olympic Park Institute.
- Leave No Trace – Our Educators discuss trail rules and ways to respect the environment.
- Let's look at the Map – Students locate their community on our satellite maps and compare that to the location of the Olympic Park Institute campus.
- A Typical Day – Educators provide students with answers to all the typical logistical questions from the time you wake up to the time you go to bed. Covers questions like: What time are meals? What do we eat? When is free time? How long are we in the field?
- National Parks – Students are introduced to the concept of National Parks and consider why they are important.

Inquiry Based Learning

- M&M Science – Our Educators lead students through the scientific process using M&M's. This will allow the students to become familiar with the steps of: OBSERVATION, HYPOTHESIS, EXPERIMENT, CONCLUSION

Curriculum Specific

- Vocabulary – Students are exposed to some of the vocabulary words that will be used during their field science experience.
- Local geology, forest ecology or watershed focus – Students explain what they know about their local area as it relates to one of these topics. Then the students form a hypothesis as to what they think Olympic Park Institute will look like in comparison to their school/community.
- Skins & Skulls – Our skins and skulls lab is highly portable and can give a great hands-on example of what students may study while at Olympic Park Institute. We can bring a few specimens from our lab for students to examine in class and have a mini lesson on the different wildlife that live in Olympic National Park.

POST-TRIP VISIT

A post-trip visit is designed to extend the information and experience that the students gained while visiting Olympic Park Institute. Below is a list of activities to choose from, each of which is designed to incorporate the concepts learned while participating in our field science program. Post-trip visits typically allow for Educators to spend approximately 2 hours with students in their classroom.

Olympic Park Institute Revisited

- A review and extension of concepts learned in the curriculum track explored during your visit.
- A continuation of research began at Olympic Park Institute.
- Group activities demonstrating environmental trends that can be discussed and graphed in the classroom.
- Revisit the concept of zero waste and discuss how it can be achieved at school.
- Open or close the visit with their favorite Olympic Park Institute songs.

Environmental Issues

- Olympic Park Institute Educators can conduct a Town Meeting just like the evening program offered at Olympic Park Institute. (see description above)

Stewardship Action Plan

Students brainstorm and decide ways that they can be positive stewards of their home, school and community. A stewardship project is designed to encourage students' civic duties as citizens. Olympic Park Institute Educators work with the group to develop:

- A project outline
- Methods in which to achieve their goals
- Guidelines for moving the project towards completion
- A challenge to share their results with the community and with Olympic Park Institute

Community Connections

Students discuss nature habitats in their local communities such as local parks, streams, beaches, air, and apply what was learned at Olympic Park Institute to their surroundings. Students grow in their understanding of the dynamics of their local environment and consider their role within it. Some activities that can be conducted include:

- Stream study on a local stream or creek
- Plot study in a local natural area
- An inquiry based learning (IBL) project that can be performed at the school and compared to what the students experienced or learned about the ecosystems at Olympic Park Institute.

A TYPICAL DAY AT OLYMPIC PARK INSTITUTE

6:30 -7:15 AM WAKE UP

Students rise each morning and walk out of their cabins into one of the most stunning natural environments on the continent. They will use this time to shower, dress and otherwise prepare for their day. Fresh coffee is prepared every day at 6am.

7:15-8:45 AM BREAKFAST

The dining hall in Rosemary Inn seats 73 students and adults. Breakfast is served in two shifts, one at 7:15 and one at 8:00, and typically lasts from 30 to 40 minutes. We work education on food and natural resources in to our meals, so come to breakfast prepared to start your learning!

9:00-9:15 AM MORNING MEETING

Students, teachers and chaperones meet in the Gazebo prepared for the instructional day. The Program Supporter facilitates activities and discussion that energize the students and complement the education that will take place in the field.

9:15-4:00 PM INSTRUCTIONAL DAY

During this time you will be with your hiking group of up to 15 students. Depending on your program, students may find themselves conducting research experiments of their own design, teaching their peers about an old-growth forest, participating in a stream-biomonitoring project, studying soil invertebrates under a microscope, hiking up a mountain, analyzing the skins and skulls of Olympic mammals, out on a lake in a canoe, exploring tidepools, or snowshoeing in the sub-alpine at Hurricane Ridge. Lunch is distributed to the hiking groups and is typically eaten out on the trail. The Educators provide the activities and curriculum, chaperones assist in group management and with the behavioral needs of individual students.

4:00-6:00 PM RECREATION TIME and THE Olympic Park Institute STORE

This is a time students can use to shower and change, work on journals, or play in the field. A school may also use this time for structured learning activities. Teachers and chaperones supervise during this time. If you are on the early dinner shift, you will have additional recreation time after dinner. The Olympic Park Institute will be open Tuesdays and Thursdays from 4:30-5:30 in the Cedar Room within Rosemary Inn.

5:00-7:00 PM DINNER

Dinner, like breakfast, is served in two shifts, one at 5:00 and the other at 6:00. Dinner usually takes slightly less than an hour. The food at Olympic Park Institute is nutritious, plentiful and "kid-friendly." Meals such as teriyaki chicken, burrito bar, penne pasta with marinara sauce and the ever-popular pizza frequently appear on our menu.

7:30-8:30 PM EVENING PROGRAM

Evening Programs complement the material being presented during your field day. These large-group programs are engaging, educational and inspiring. You may have a chance to hear Northwest Native American stories from a S'Klallam elder, hold a town meeting on a current environmental issue, or take a night hike.

8:30-9:30 PM OFF TO BED

This is the time for students to use bathrooms, change clothes, and brush their teeth. Older students may use this time to study in the dining room or take some quiet time in the cabins. Teachers and chaperones supervise their students during this time. Lights out is typically 9:30.

Finances

RESERVATIONS – A signed contract and a 25% deposit received by the Olympic Park Institute office on or before the due date are required to secure a program reservation.

CONTRACTS – The contract defines the total number participants you wish to reserve for, with a minimum of fourteen total participants. Two contracts will be mailed. Keep one for your records and sign and return the other within 30 days after receiving it. Other groups on the waiting list could be offered your program dates after the contract due date has passed.

DEPOSITS – ALL DEPOSITS HELD BY OLYMPIC PARK INSTITUTE ARE NON-REFUNDABLE.

If a contract is created for a program after the deposit due date, the deposit and one signed contract are due thirty (30) days from the date the contract is sent to the group from Olympic Park Institute.

If you are unable to meet these conditions, please submit a payment commitment letter outlining your circumstances and a purchase order to the Program Director. Other groups on the waiting list could be offered your program dates after your deposit due date have passed if we have not received this commitment letter and a purchase order. A template for the commitment letter can be obtained from the Program Director.

SCHOLARSHIPS – Scholarship grants to attend Olympic Park Institute are available through the Olympic Park Institute scholarship fund. For more information on scholarships, please review the information on the page entitled Scholarship Program, and find our SCHOLARSHIP APPLICATION in the IMPORTANT FORM section of this workbook.

BALANCE DUE – **The balance must be paid in full thirty (30) days prior to arrival with one (1) check.** If you are unable to meet this condition of the contract, please submit a letter outlining your circumstances and alternative payment plan to the Program Director. A revised invoice will be sent each time a payment is received or a significant change in participant numbers is made.

TEACHERS, PRINCIPALS, HEADS OF SCHOOL COME FREE – In order to build school wide support for Field Science, Principals and Heads of School are encouraged to attend a program at no additional cost to the school. If this applies, please inform the Program Director so your bill can be appropriately adjusted.

HELPFUL HINTS ABOUT RESERVATIONS AND YOUR BALANCE DUE –

- Keep Olympic Park Institute apprised of as accurate as possible participant numbers for your program. Keep the possibility of student absences and illnesses in mind when determine your numbers, it is easier for Olympic Park Institute to add a couple students than subtract them from the invoice.
- You should plan to secure payment from participants well in advance of the balance due date.
- Increasing the size of your group is subject to available space.

Your deposit and final payment enable Olympic Park Institute to make commitments that provide the highest quality experience for your group. This includes reserving cabin space, hiring instructional staff, purchasing food, arranging field trip transportation and securing permits (overnight trips). ***Your balance due, paid thirty days in advance, finalizes our commitments with our contractors, and staff.***

CANCELLATION – If your group cancels within thirty days of arrival, 100% of the balance will be due and payable to Olympic Park Institute.

FINAL BILLING – A final invoice will be issued after departure to reflect any additional activities and damages incurred during the program. This final billing will reflect the total number of participants paid for and reported at thirty (90) days in advance. If you bring more people than reported thirty (30) days in advance, as recorded on the sign off sheet, the higher number will be billed.

NatureBridge AGREEMENT FOR PROGRAMS at the Headlands Institute, Olympic Park Institute, and Yosemite Institute, Santa Monica campuses

Parties: NatureBridge agrees to provide services to the Field Science Group ("Group") identified below, subject to the terms and conditions of this Agreement. For purposes of this Agreement, the term "Group" means and includes the Group, its officers, directors, employees and agents, as well as all affiliated students, participants, teachers, chaperones, and other individuals who participate in any way in any NatureBridge Program ("Program"), and the term "NatureBridge" means and includes Headlands Institute, Yosemite Institute, Olympic Park Institute, and each of their respective officers, directors, agents and employees.

Deposit Policy: A booking deposit of 25% based on all costs for the estimated number of participants must be remitted to NatureBridge by the date noted on the reverse side of this Agreement. All deposits held by NatureBridge are non-refundable and are not transferable to other program dates.

Group Reservation Guarantee: Upon receipt of the 25% deposit and the signed Agreement, NatureBridge will confirm the reservation.

Changes in Group Reservation:

- Because the Group's confirmed reservation creates a series of commitments which NatureBridge must make (e.g., turning away other groups, scheduling instructors, etc), NatureBridge must have a reconfirmation of group size 90 days prior to the Group's scheduled arrival.
- The Group may decrease its size by up to 5% of the total group number within 90 days of its scheduled arrival without charge.
- A decrease, within 90 days prior to the Group's scheduled arrival, of more than 5% of the total group number will result in a forfeit charge for each participant above the 5% at the full youth rate.
- Participant numbers may not increase without prior written approval from NatureBridge.
- If the Group cancels within 90 days prior to the first day of the program, the cancellation fee is the full tuition amount, and must be paid within 5 days of the cancellation.

Final Payment: Payment in full is due thirty (30) days prior to the program date.

Scholarship Fee: A \$2.00 per participant scholarship fee is assessed for all Field Science groups. This fee is directly applied to the NatureBridge scholarship fund.

NatureBridge Facilities and Equipment: *The Group agrees that it shall be solely responsible for any damages to NatureBridge facilities and equipment caused by the act or omission of the Group or any of its members.*

Theft & Loss: NatureBridge assumes no responsibility or liability for the loss or theft of personal property belonging to the Group.

Insurance: *The Group agrees that it is self-insured and/or maintains insurance, with limits of not less than \$1,000,000.00, for all activities associated with and/or encompassed by the Program.*

Indemnity: In consideration of the services provided by NatureBridge, the Group agrees to (1) release, discharge, and hold harmless NatureBridge, to the fullest extent permitted by law, from any and all claims, demands, damages, losses, or liabilities, including, but not limited to, claims for personal injury or death, even if caused by the negligence of NatureBridge, arising out of or in any way connected to the Program or the Group's participation in the Program; and (2) indemnify and defend NatureBridge, to the fullest extent permitted by law, from and with respect to any and all claims, demands, liabilities, damages or costs, even if caused by the negligence of NatureBridge, arising out of or in any way connected with the Program, or the Group's participation in the Program, and/or occurring during the inclusive dates of the Group's attendance at the Program.

Non-Discrimination: NatureBridge and its contractors and/or subcontractors will not discriminate against any individual or group based upon race, color, religion, national origin, sex, age, ancestry, citizenship, physical or mental disability, marital status, medical condition or sexual orientation.

Privacy policy: NatureBridge respects the privacy of the information provided by our clients and customers. NatureBridge will never sell or make available this information to other organizations. NatureBridge reserves the right to use this information for internal marketing and development purposes. Participants can opt out of receiving this information at any time.

Complete Agreement: It is mutually understood and agreed that this Agreement constitutes the entire agreement between the parties on the subjects encompassed herein; that all prior agreements, oral or written, are expressly superseded; and that no changes or modifications to the terms of this Agreement shall be valid unless made in writing and signed by both parties.

Authority: Each person signing below represents and warrants that he/she is authorized to enter into this Agreement and to commit his/her organization to its terms.

Acknowledgement of Receipt: Group acknowledges receipt of, and agrees to familiarize itself with the content of the group coordinator manual.

Dated: _____

By NatureBridge: _____
Authorized Representative

Group Name: _____

Dated: _____

By Group: _____
Authorized Representative

SCHOLARSHIP GRANTS

Olympic Park Institute offers scholarship grants to assist those in need and allow for participation in its field science programs. These scholarship monies are generated through sales of retail items (T-shirts, ball caps, and other Olympic Park Institute merchandise), scholarship fees charged to every participant, and through the generosity of individuals, foundations and corporate donors.

While we wish to meet the needs for scholarship assistance, our funds are limited; we appreciate the discretion each group coordinator makes in requesting scholarships.

As a guideline, the maximum award per group will not exceed half the published Institute tuition. Demonstration of financial need (typically through detailing the percentages of students that receive free or reduced lunches at your school), the group's commitment to program preparation, community stewardship and fundraising are all important considerations in our decision-making. Awards are not actual cash gifts; they will appear as a credit on the invoice. We desire to work with schools in increasing their fundraising capacity in order to lower the percentage of scholarship award the school needs each year.

Groups that receive scholarship grants from Olympic Park Institute should realize that our monies are limited and it is our intention to distribute these funds as widely as possible. While we work to secure a sufficient Scholarship Fund, the amount available each year varies, occasionally dramatically. Therefore, receiving a scholarship one year does not necessarily qualify the school for funds for following programs.

Scholarships are available to groups by filling out the SCHOLARSHIP APPLICATION which is included in the forms section of this workbook. Scholarship requests are considered by the Olympic Park Institute Scholarship Committee. Groups will be notified that a scholarship award has been credited toward their balance and receive a new invoice that reflects the changes. Once a scholarship is granted, the group may disperse the award to its program participants in a manner that is most appropriate to the group's needs.

If your group's attendance is dependent on receiving a sizable scholarship from the Olympic Park Institute Scholarship Fund, please bring this to the attention of the Program Director as soon as possible so we may assess your eligibility and our availability of funds.

PROGRAM OVERVIEW FOR CHAPERONES

Thank you for joining us as a Chaperone for your school's Field Science Program!

Your role is integral to a successful experience for the students. This CHAPERONE INFORMATION has been prepared with feedback from past Chaperones. We know that there is a lot of information covered, but hope that by reading through this you will become familiarized with Olympic Park Institute, our Field Science program, and your responsibilities while here.

WHAT IS OLYMPIC PARK INSTITUTE?

Olympic Park Institute is a campus of NatureBridge. A private, non-profit organization dedicated to providing educational adventures in nature's classroom, to inspire a personal connection to the natural world and responsible actions to sustain it.

Olympic Park Institute is part of NatureBridge, which has four campuses in National Parks of western states. The Institutes exist to support teachers and students in their endeavors to learn about the natural world in experiential, interdisciplinary ways. Our Field Science curriculum is closely aligned with Washington's Essential Academic Learning Requirements. While at Olympic Park Institute, students explore and observe features of the natural world, learn underlying scientific principles, build community, and feel empowered to develop their own conclusions about personal stewardship. We strive to create a community atmosphere in which all students may experience support and success.

We promote an ethic of inspired, life-long learning. To that end, in addition to K-12 Field Science Programs, Olympic Park Institute also offers family programs, teacher workshops; conference and retreat space; and Exploritas programming.

PREPARING FOR YOUR TRIP

Before coming to Olympic Park Institute, chaperones may choose to get involved with your teacher(s) to develop classroom units or journals related to the Field Science Program, organize a fundraising effort for the trip, or other projects that support the experience. After the trip, you may choose to help organize a potluck dinner or slide/video presentation for the families of participating students and generate enthusiasm for next year's group.

If your child is on campus...

We strongly recommend that parents serve as chaperones in instructional groups other than their own child's. This placement allows child and parent to participate freely with the whole group.

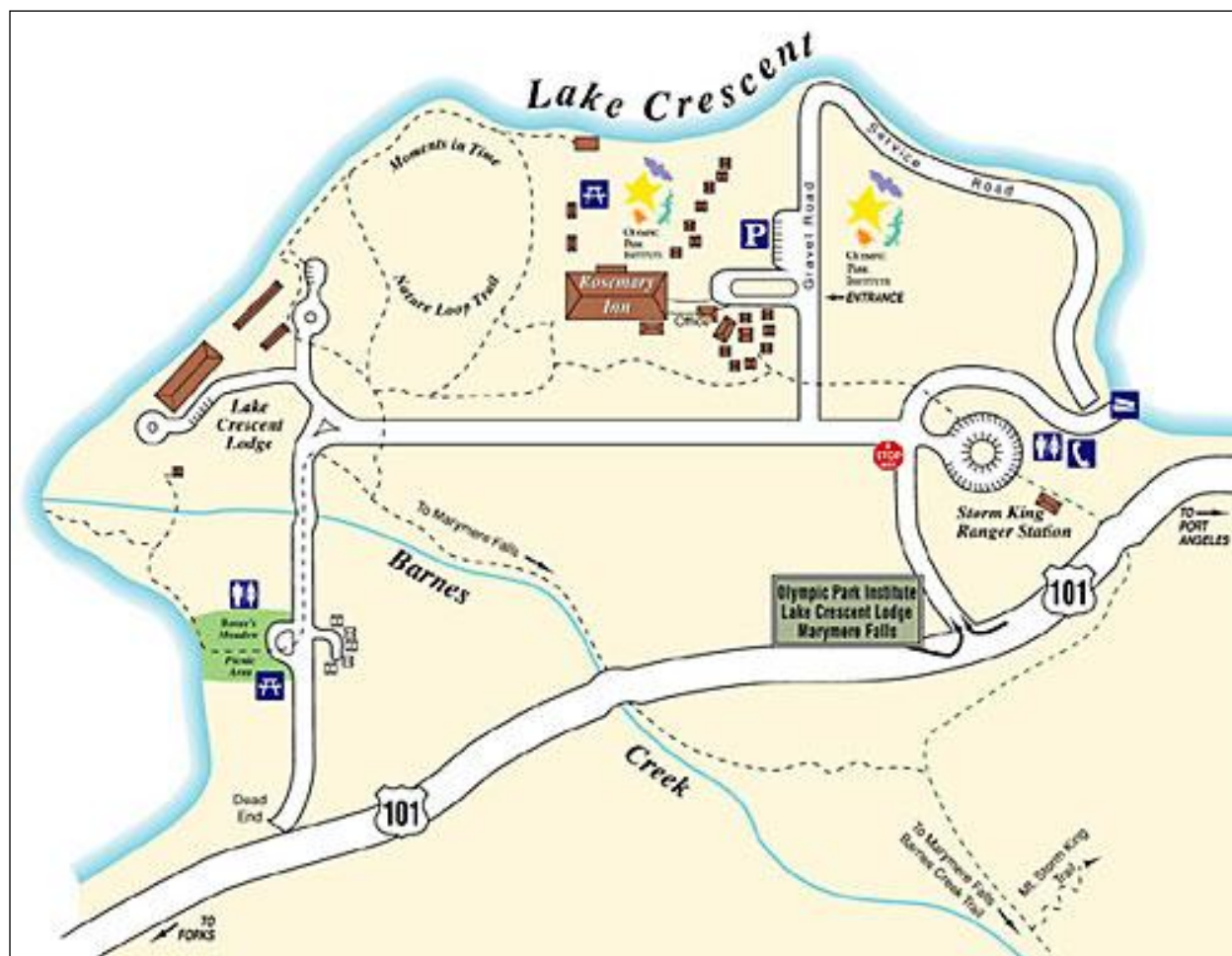
In preparation for your visit, please keep the following key points in mind.

- ✓ Your positive attitude and willingness to participate during the instructional day is of great importance to both students and Olympic Park Institute staff.
- ✓ Bring proper equipment, as outlined in the CLOTHING AND EQUIPMENT LIST. We spend a large portion of every day outside -- rain, snow, wind, or shine -- be prepared!
- ✓ Understand and model the Olympic Park Institute CAMPUS GUIDELINES AND EXPECTATIONS.
- ✓ Please model mindful conservation of resources (electricity, water, paper, food, etc.)
- ✓ The Olympic Park Institute Lead Field Educator is your on-site contact person and must be informed of any emergencies in a timely fashion.
- ✓ Students must be supervised by a chaperone or Educator *at all times*.
- ✓ All participants contribute to community living by doing chores (cabin, meal, and grounds clean-up) as assigned by Olympic Park Institute staff.

Olympic Park Institute's campus includes several buildings and meeting spaces that you will have access to:

- Six dormitory cabins (each housing up to 24 people), two of which are accessible for those with disabilities
- A centrally-located, accessible shower and restroom facility
- Historic Rosemary Inn (a dining room, indoor meeting and classroom spaces)
- Two campfire areas
- A grass play area (approximately 1/3 the size of a football field).
- For adults-- Cell phone and wireless internet.

Additionally, several cabins are private residences or office space, and are off-limits to program participants.



YOUR RESPONSIBILITIES AT OLYMPIC PARK INSTITUTE

In a nutshell, chaperones are expected to keep the students punctual for meetings; supervise at meals, during recreation, and in the cabins; and participate as a part of the group in an active, positive manner. Your primary responsibilities with students are in the areas of SUPERVISION, PARTICIPATION, and SAFETY.

SUPERVISION

You are responsible for supervising students during their stay at Olympic Park Institute. **Students must be under teacher and/or chaperone supervision at all times!** The head teacher will provide you with the names of students you will be directly responsible. It is probable that you will have two lists: one of students who will share your cabin, and another of students in your instructional group.

Adult chaperones play a central role in the success of an Olympic Park Institute program. Classroom teachers and administrators tend to be the most effective chaperones, and parents usually do an excellent job. We strongly recommend two chaperones per instructional group per day, as more adults can distract students. Additional chaperones are welcome, but should be utilized by rotating their time with instructional groups and by supervising recreational activities, dinner and evening program.

INSTRUCTIONAL GROUPS - You will join an Olympic Park Institute Educator-led trail group from approximately 9:00 a.m. to 4:00 p.m. each day. During an orientation meeting just after your school arrives, you will meet your Educator and discuss group management and discipline policy, safety protocols, and expectations. Your primary responsibilities while on the trail are to support the Educator by appropriate participation in group activities, positive interactions with and supervision of the students, and assisting in emergency situations.

CABIN GROUPS - From 4:00 p.m. to 9:00 a.m. (this includes before, during, and after meals, afternoon and evening recreation times, and in the cabins through the night), you and the other adults with the group are the primary supervisors, with support from Olympic Park Institute staff. The main students to supervise during this time are in your cabin group, although during recreation periods you may be responsible for a larger number of students. Specific responsibilities are detailed in the following pages.

MEAL TIMES - Breakfasts and dinners are served in Rosemary Inn's dining room. Lunch will be eaten out on the trail. Meals in the dining room are supervised by chaperones. The Olympic Park Institute's Educator on Program Support (EoPS) will make announcements, provide an educational component, and be in charge of Hoppers. After Hoppers set up the dining room, the rest of the group may enter and be seated. **We request that a chaperone sits at each table.**

Please do your best to promote respectful mealtime behavior, particularly if you are sharing the dining room with other groups. To avoid congestion, students and chaperones are served cafeteria-style. Otherwise, each table's Hopper is the only person that should be up until the group is dismissed as a whole by the Program Supporter. Hoppers also bring dessert and bus tables.

HOPPERS

A handful of students are needed in the dining room to help set up meals and clean afterwards. The Olympic Park Institute Program Supporter will tell teachers how many "Hoppers" are needed for each meal. Teachers will select students and a chaperone to escort them to the dining room ten minutes before their designated meal. The Program Supporter will supervise Hoppers, allowing chaperones to assist remaining students in hand washing and lining up outside the door. As thanks for their help, Hoppers eat first!



RECREATION SUPERVISION – Teachers and chaperones have primary supervisory responsibility for students during recreation times (before breakfast until 9 a.m., 4 p.m. until dinner, between dinner and the evening program, and in the cabins). Please work with the head teacher to plan and schedule Chaperone supervision using the RECREATION TIME PLANNER. *Your group will need to bring recreational equipment, art supplies, and games for these periods. Please label these materials.*

MORNINGS before the instructional days starts is usually spent getting students ready for the day: tidying cabins, organizing packs, and visiting the restroom. We suggest that the **AFTERNOON** slots be structured for organized recreation. The **AFTER-DINNER** period can be a time for you to focus students on journal writing, sharing the day's highlights, or quiet games and reflective activities. You may use any of Rosemary Inn's downstairs rooms for organized activities during recreational time. When sharing campus with other groups, head teachers and the Olympic Park Institute Program Supporter will coordinate the use of these rooms. The **EVENING PROGRAM**, will go from about 7:30 to 8:30 p.m.

CABIN TIME - You will supervise a cabin group in the evenings and through the night. Our campus has six dormitory cabins that accommodate up to 24 people each. It is your responsibility to establish a calm and respectful atmosphere in the cabins. Students can use cabin time to read, write in their journals, or do quiet activities (ask the Program Support for suggestions). At Olympic Park Institute, we work to keep the cabin area a quieter place on campus and try to keep more boisterous activity to the area around Rosemary Inn. *On the last morning of your visit, the cabins will be cleaned by the students and inspected by an Olympic Park Institute staff member to ensure that they are in the condition they were found in.* Clean up procedures are posted in each cabin. Any damage to facilities will be charged to the school or responsible party.

PARTICIPATION

Upon arrival, Olympic Park Institute staff will meet with your entire group to share expectations and information about your program. In a brief teacher and chaperone orientation, we will review field responsibilities, safety procedures, and our discipline policy. This meeting is one of the few times all adults will meet together and presents a necessary forum for sharing information about medical alerts, behavioral considerations, special needs, etc. You and your Educator will also meet individually to discuss group management.

Throughout the instructional portion of a typical day, you and the students will engage in hands-on study on the local environment. Part of your responsibility is taking an appropriate, engaged role in field activities, group challenges, and discussions during the daily hikes. Your positive attitude and active participation will strongly affect the students' experience. Students are required to go on hikes unless ill, injured, or being disciplined. If a student must stay on campus a chaperone is required to remain behind and supervise the individual. Please alert the Lead Educator to any participants remaining on campus during the instructional day.

OPI "FOUR STRIKES" DISCIPLINE POLICY



Strike 1 - verbal warning

Strike 2 - consultation with student's teacher

Strike 3 - the student will write and sign a contract about what s/he will do to change the behavior

Strike 4 - the student may be removed from an activity, asked to call home, or in an extreme case expelled from the program.

SAFETY

Olympic Park Institute staff will convey emergency procedures and safety precautions to all adults and students during the Orientation meeting. Included among your Chaperone responsibilities is maintaining a safe environment. Please be familiar with and uphold Olympic National Park/Olympic Park Institute rules and regulations as outlined in the CAMPUS GUIDELINES AND EXPECTATIONS. *While acting in your role as chaperone, always err on the side of safety.*

Although group safety is the primary responsibility of Olympic Park Institute Educators, you will be a crucial source of support should an accident or emergency occur. Our Educators hold a Wilderness First Aid certificate. *If you have advanced first aid or medical training, please inform the staff during the Orientation meeting.*

The Storm King Ranger Station is half a mile from Olympic Park Institute. In the unlikely event that professional medical assistance is necessary, trained EMTs stationed there 24 hours a day can provide emergency medical service with a response time of only minutes. If you are near a telephone, dial 911 to reach an emergency dispatcher. Olympic Memorial Hospital is located 25 miles from Olympic Park Institute, in Port Angeles.

Students taken ill or injured are under the care and supervision of the group's leader and adult chaperones, who will call to confer with the parent/guardian if the need arises. *The REGISTRATION FORMS contain important medical information and must accompany each student and chaperone in the event that medical treatment is necessary.*



No medication (including aspirin or any pain reliever) will be administered to a participant by an Olympic Park Institute staff with the exception of when it is necessary to address a potentially life threatening allergic reaction or when specific written permission has been given. Epinephrine and an anti-histamine may be administered in these cases under a standing order with a physician.

MISCELLANY

Other groups may be on campus at the same time that your school is here. Each school will have its own instructional groups and Lead Educator. Olympic Park Institute's **Educator on Program Support** will coordinate the sharing of some facilities and programs (including morning meetings, mealtimes, and evening programs). We will notify your head teacher if there will be others sharing the facility.

Our Scholarship Fund receives support through the sale of t-shirts, sweatshirts, mugs, and a few other items available for sale. The Head Teacher/Coordinator from your school has been sent a price list of merchandise adorned with Olympic Park Institute's four color logo if your group wishes to order ahead of time. While on campus, **the Olympic Park Institute Host** will make items available for purchase during a recreation time. Students do not need money for any other purpose while at our campus.



For your convenience... Chaperones are welcome to help themselves to coffee and tea and relax in Rosemary Inn when not directly responsible for supervision. There is a phone available for use in Rosemary Inn, just let us know if you'd like to use it. Also, public pay phones are available for personal calls on campus at nearby Lake Crescent Lodge and Storm King Ranger Station. We have good cell phone coverage on campus as well as wireless internet in some areas. There are also computers available during certain times of the day. *There is no smoking on Olympic Park Institute's campus, nor is consumption of alcoholic beverages permitted at anytime while attending Olympic Park Institute's school programs.*

Thank you for taking time to read this information thoroughly! We appreciate your effort to make Olympic Park Institute program rewarding and memorable for both students and adults. Please contact us at (360) 928-3720 with questions or concerns.

Letter to Parents

Dear Parent/Guardian,

Olympic Park Institute is hands-on Field Science that supports your child's classroom science curriculum. Because you are involved and engaged in your child's education, we would like to share some details about the Olympic Park Institute program and how your support ensures success!

While on campus, each day brings new chances to learn, explore, and play in beautiful Olympic National Park. Students are divided into field study instructional groups and cabin groups by their classroom teacher. From 9:00 each morning till 4:00 in the afternoon your child will be engaged in interdisciplinary field science activities led by an Olympic Park Institute Educator. There will also be an Evening Program each night from 7:30 till 8:30 presented by Olympic Park Institute staff. While attending Olympic Park Institute, students are chaperoned and supervised by their school's teachers and chaperones.

Please take some time to review with your child the planning and preparation informational forms from Olympic Park Institute. The STUDENT CONTRACT and CAMPUS GUIDELINES AND EXPECTATIONS will help ensure that scholastic and behavioral expectations are met while on campus. A completed REGISTRATION / MEDICAL RELEASE FORM is required for a child to attend, so please fill it out and return right away to the student's teacher. If you will be attending Olympic Park Institute yourself as an adult chaperone, please complete a REGISTRATION / MEDICAL RELEASE FORM as well. Help your child with the CLOTHING AND EQUIPMENT LIST so that s/he will feel prepared and excited to spend the week with the class in the unique environment of Olympic National Park.

If you need to contact your child during their stay, you should first attempt to contact the Head Teacher through the information s/he provides for you. If you are unable to reach the teacher in the event of an emergency, you may call Olympic Park Institute at (360) 928-3720. After business hours, it is likely that you will be referred to the Olympic Park Institute on call cell-phone.

We have lots of learning, fun, and adventure planned for your school's science trip and look forward to meeting your child and sharing the beauty and magic of the forests and coast here on the Olympic Peninsula!

Sincerely,

Randall Walz
Program Manager

CAMPUS GUIDELINES AND EXPECTATIONS

At Olympic Park Institute, students will live and study closely together in an unfamiliar setting away from their homes and families. The following guidelines have been established to help students and adults prepare for and enjoy the experience safely.

RESPECT EACH OTHER

Respect personal space and property. It is important to take good care of your own belongings and leave others' alone. Proper clothing and equipment are essential for a safe and comfortable experience.

Treat everyone as you want to be treated. It is important that there be respectful dialogues among students, chaperones, teachers, and Olympic Park Institute staff. Attentive listening and participation in events and activities are key signs of respect.

Respect each person's privacy. Students may only enter their own assigned cabin.

Consider the needs of others. Quiet hours are observed between 9:30pm and 7:00am, except under special circumstances. Students are expected to be in their bunks and quiet by 9:30pm so that everyone can get enough sleep for the next day's adventures.

CARE FOR YOURSELF

Stay with your group when you are hiking or exploring during the program. Your chaperone must know where you are **at all times**.

Behave in a safe and responsible manner while you are here. An **accident** or injury can ruin your trip or someone else's.

If you or someone you are with becomes sick or injured, **contact your teacher, chaperone, or Olympic Park Institute staff member immediately.**

While on Campus...

Help us be positive environmental stewards by conserving energy: turn off lights and heat when not in use. Also, REDUCE, REUSE & RECYCLE whenever possible.

Food is not allowed in cabins at any time. To avoid attracting rodents to the cabins, any food brought to Olympic Park Institute must be given to an Olympic Park Institute staff member for storage in the Dining Area of Rosemary Inn.

Please treat Rosemary Inn with care. This historic building is our dining and program facility. The only other buildings on campus that participants may enter are dormitory cabins and restrooms.

Two wood stoves heat Rosemary Inn. **Students must keep a safe distance from the woodstoves and only Olympic Park Institute staff will tend stoves.**

The lake shore is off limits to students unless accompanied by a chaperone or Olympic Park Institute Educator. There is no swimming in the lake.

Wooded areas around the campus are off limits to students, unless with a chaperone or Olympic Park Institute Educator.

LEAVE NO TRACE TRAIL GUIDELINES

*An excellent motto for minimizing impact travel is: **Take only pictures, Leave only footprints.** Remember, the less we disturb an area, the more we can discover about it. Follow the guidelines below and continuously watch, examine, and observe the world around you. You'll be amazed at what you discover!*



Be prepared for the day. Wear and pack appropriate gear in your backpack including hiking boots, a warm jacket, hat, gloves, rain gear, leak-proof water bottle, notebook, pencil, and other items as requested by your Olympic Park Institute Educator or teacher.

Please stay on the trails. If we limit our travel to existing trails, we protect the plants and animals alongside the path. This is important to do for the sake of those living things and to allow other people the pleasure of walking in a wild and beautiful place. **Please be observant and careful wherever you go.** Attention to trail irregularities (roots, rocks, etc.) will help avoid unnecessary mishaps.

Pick up natural objects like rocks, twigs, or shells only to observe them. When you are finished, return them to where you found them. Do NOT throw objects, as throwing things can harm others and will disturb plants and wildlife.

Dispose of waste properly. Pack out everything you pack in. You can also help the environment by picking up litter that others have carelessly left behind. Your Educator will inform you about the availability of restrooms and minimum impact ways to answer nature's call while on the trail.

Respect wildlife: though it can be tempting to approach, feed, or follow wild animals, *please do not.* Animals can be stressed when people approach or make loud noises near them. Human food is unhealthy for wild creatures and feeding animals can lead to their deaths. Animals can injure you and may carry serious diseases. Antagonistic human behavior may force animals into taking aggressive actions as a means of self-defense.

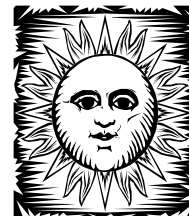
Respect other visitors to wild places. Follow the directions of your Olympic Park Institute Educator regarding noise level and what to do when your group meets other people on the trail.

Collecting any natural objects within the National Park is prohibited.

CLOTHING AND EQUIPMENT LIST (FOR ON-CAMPUS PROGRAMS)



The items on this list are to be brought by each Filed Science participant. Please adjust the number of socks, pants, etc. according to the number of days you will be spending at Olympic Park Institute. When asked what they could have done to make their stay at Olympic Park Institute more enjoyable, some students answer that they would have followed the equipment list more closely.



Please arrive at Olympic Park Institute dressed for hiking & with your pack ready!

- ☐ **DAY PACK** - Be prepared! Upon arrival you will be on the trails and need a day pack filled with the six items below.
Pack your personal and over-night items separately.
 - ☐ **RAIN GEAR** - *waterproof*, not just water-resistant. A rain suit (jacket and pants) is much better than a poncho because it keeps all of you dry.
 - ☐ **WARM KNIT OR FLEECE HAT** - for cool nights and possibly rainy days.
 - ☐ **WATER BOTTLE** - unbreakable one quart plastic bottle with screw-on, leak-proof top (such as soda or sports-drink bottles). No glass bottles please!
 - ☐ **NOTEBOOK AND PENCIL**
 - ☐ **EXTRA LAYERS OF WARM CLOTHING**
 - ☐ **SACK LUNCH** - for the first day only.
 - ☐ **Handkerchief or bandana** – needed everyday for lunches
- ☐ **FOOT GEAR** - bring two or three pairs: sturdy, worn in hiking boots, sneakers, or walking shoes and/or rubber or waterproof boots. Trails can be wet and muddy in any season. Allow an extra pair of shoes in case others get wet. Often participants find that a pair of Sport Sandals are nice for the showers and if your group is going canoeing.
- ☐ **PANTS** - three rugged pairs (including one pair of warm pants).
- ☐ **SHIRTS** - three rugged shirts, plus a few lightweight shirts for warm weather.
- ☐ **SWEATER OR FLEECE** - two lightweight wool or fleece layers are best; avoid cotton.
- ☐ **JACKET** – an insulated layer, such as a parka with hood is a good choice.
- ☐ **MITTENS** - mittens are warmer than gloves; wool or fleece are warm when wet.
- ☐ **SOCKS** - five pairs of socks (wool preferred).
- ☐ **UNDERWEAR**
- ☐ **THERMAL UNDERWEAR** - polypropylene or capilene; very warm and lightweight.
- ☐ **PAJAMAS, BATHROBE** - remember, bathrooms/showers are in a separate building.
- ☐ **TOWEL**
- ☐ **TOILETRIES** - shampoo, soap, toothbrush, toothpaste, personal medication.
- ☐ **SLEEPING BAG, PILLOWS** - good quality synthetic or down fill; sheets and blankets are fine if you do not have a sleeping bag.
- ☐ **FLASHLIGHT** – Unless otherwise requested by your teacher
- ☐ **OPTIONAL ITEMS** - sunglasses, binoculars, field guide, recyclable camera.
- ☐ Eating bowl, cup and silverware—Off campus Camping programs only.

NOTE TO PARENTS AND STUDENTS:

PLEASE DO NOT BRING

Extra food - food is not allowed in the cabins. Ample food will be provided.

Knives - are a safety hazard!

Electrical appliances / games - including Walkmans, Discmans or Ipod like players.

Anything that would be sadly missed if lost!

CAMPING CLOTHING AND EQUIPMENT LIST



This list is for offsite camping participants. See the CLOTHING AND EQUIPMENT LIST if you will be staying on campus.

Bear in mind when choosing what to bring that you will be carrying everything! Select gear and clothing based on multiple functions, lightness, durability, and appropriateness to the terrain and time of year in which you are traveling. Olympic Park Institute will provide stoves, fuel, cooking gear, food, water purification, maps, compass, and safety gear.

CLOTHING:

- ☐ **Hiking Boots** - *Must be broken in and waterproofed* - should fit while wearing thick socks.
- ☐ **Rain Jacket and Pants (preferred) or Poncho** - Coated nylon; no plastic.
- ☐ Fleece or **Wool Pants** loose fitting, or other loose, non-cotton pants.
- ☐ **Long Underwear** - Polypropylene, wool or silk if possible (*no cotton*).
- ☐ **Wool or Synthetic Shirt** - Long sleeve (mid-weight warm layer)
- ☐ **Warm Sweater/Jacket** – wool or fleece, not too bulky.
- ☐ **Underwear**
- ☐ **Extra socks (no cotton)**
- ☐ **Sneakers or sport sandals** -light weight, for camp – sport sandals are strongly recommended for programs that involve canoeing.
- ☐ **Sun visor or lightweight hat with brim**
- ☐ **Warm cap and mittens**
- ☐ **Shorts** (one pair)
- ☐ **T-shirts**
- ☐ **Bandanas**

OPTIONAL GEAR

camera, journal and pen/pencil, lightweight art supplies, binoculars, field guides, or paperback book, Whistle

PERSONAL EQUIPMENT:

- ☐ **Sleeping Bag** - synthetic, not down fill.
- ☐ **Waterproof Stuff sack**
- ☐ **Sturdy garbage bags** - extra layer of rain protections for gear from rain.
- ☐ **Straps** - 4 long straps for securing gear to pack (30" or longer)
- ☐ **Sleeping Pad** - Full length foam or Thermarest
- ☐ **Dark Sun Glasses**
- ☐ **Eating Gear** - Cup, bowl and spoon (plastic tubs are fine).
- ☐ **2 Plastic, leak-proof, one quart water bottles**
- ☐ **Sunscreen** – rated 20 or above.
- ☐ **Lip balm**
- ☐ **Moleskin** - Or other blister treatment
- ☐ **Toiletries** - biodegradable soap (optional), toothbrush, toothpaste, personal medications, hand sanitizer
- ☐ **Toilet paper** - small amount, in zip lock bag.
- ☐ **Flashlight or Headlamp** - small and lightweight; new batteries, spare bulb

OLYMPIC PARK INSTITUTE TEACHER PLANNING QUESTIONNAIRE

The information you communicate here is instrumental to the educational and logistical aspects of your program. Thank you for taking the time to complete these forms, they can be found in electronic version on our website.

Please complete the planning interview at your earliest convenience and return to the Program Manager via fax 360-928-3046 or rwalz@NatureBridge.org. Once Olympic Park Institute receives your completed form, we will contact you by phone to confirm receipt and discuss any questions.

GENERAL INFORMATION

School Name: _____

School Address: _____

School Phone #: _____ School Fax #: _____

School District _____

Coordinator Name: _____ Head Teacher (if different): _____

Home Phone #: _____ e-mail: _____

Billing contact information (if different than Coordinator):

Name: _____ Phone #: _____

Fax: _____ e-mail: _____

Address: _____

How did you hear about Olympic Park Institute? (check all that apply)

☐ School has been coming for ____ years

☐ Mailing from Olympic Park Institute

☐ Another school/teacher _____

☐ Other: _____

SCHOOL DEMOGRAPHICS (CHECK ALL THAT APPLY):

☐ Public School

☐ Private School

☐ Charter School

☐ Home School

☐ Elem. School

☐ Middle School

☐ High School

☐ Rural

☐ Suburban

☐ Urban

Student Demographic

Ethnicity	Percentage
African American	
American Indian	
Asian American	
Caucasian	
Hispanic/Latino	
Multiracial	
Pacific Islander	

Funding Sources

Source	Percentage
Family	
Fundraising	
Grants	
School Funds	
Scholarship (OPI)	
Other (specify)	

% of School's Student Body that qualifies for Free or Reduced Lunch

PRE- AND POST-TRIP SERVICES

If you are interested in receiving a pre-trip or post-trip visit please contact the Program Manager to discuss possibilities and time frames. It is not always possible to provide this service.

LOGISTICS

Arrival Date: _____ Arrival Time: _____ a.m./p.m.
Departure Date: _____ Departure Time: _____ a.m./p.m.

Please note the acceptable times in the logistics section of this planning workbook.

Remember to have students bring a lunch on the first day. Please have students bring a handkerchief for lunches the rest of the week

1. What mode of transportation are you arriving and departing by? _____
2. If cars, vans, or buses, how many? _____
3. Will you have transportation while at Olympic Park Institute? ☐ Yes ☐ No If yes, for how many people? _____
4. Grade(s) of Students: _____
of Students _____ Total Males _____ Total Females _____

of Adults: _____ Total Males _____ Total Females _____

5. Please list the names of all adults who will attend the program, indicating whether they are Teachers, Chaperones, and/or Parents and if they have been to Olympic Park Institute:

Adult Name	T, C, P	Returning?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		

Parent chaperones - We recommend that parents not be assigned to their own child's instructional group. This placement allows the student to have her/his own experience and permits the parent to focus on the safety and needs of the group as a whole.

18. Will you be meeting with chaperones prior to your Olympic Park Institute visit? ☐ Yes ☐ No
19. Are the chaperones able to hike 3 miles on uneven, steep terrain? ☐ Yes ☐ No

Dividing Students. The **INSTRUCTIONAL GROUP LIST** and **CABIN ROSTER**, provided in the Planning Workbook, will assist you in dividing your students. If possible, assign two chaperones to each Instructional Group: one who will remain with that group for the whole program, the other who may be needed to stay back with a sick student.

20. How will you be dividing your students into instructional groups?
☐ Grade/age ☐ Energy level ☐ To increase best behavior ☐ Academic level ☐ Other: _____

Email or Fax INSTRUCTIONAL GROUPS with DIETARY AND MEDICAL ALERTS 3 weeks prior to your trip

Note: Remind your students to bring a sack lunch on their first day!

CURRICULUM INFORMATION

9. Choose one Curriculum Track for your Program:

- ☐ Forest Ecology
- ☐ Earth Sciences
- ☐ Watershed Science
- ☐ Marine Science
- ☐ Elwha River Project

Curriculum Tracks

Olympic Park Institute programs are interdisciplinary in nature, with a focus on hands-on science and cooperative learning. Selecting one Curriculum Track provides a framework around which activities from supporting disciplines will be woven. This focus will allow you to clearly tie the Olympic Park Institute experience to your classroom curriculum. See pages 9-10 for more info.

CONNECTIONS

10. Every program with Olympic Park Institute includes opportunities for students to improve interpersonal skills, experience personal growth, build on academic knowledge, and gain a better understanding for responsible environmental behavior. Please rank these in order of importance (feel free to use percentages).

____ Personal Growth ____ Interpersonal Skills ____ Educational Content ____ Responsible Environmental Behavior

With the above framework in mind, what are the most important academic and social learning outcomes for your students?

11. Olympic Park Institute's Field Science Programs are interdisciplinary – incorporating science, social science, language arts, and music, among other subject areas. How does the Olympic Park Institute experience fit into your curriculum?

Please note **specific topics** your students will have studied before they arrive at Olympic Park Institute.

12. How have you been preparing students for their trip to Olympic Park Institute? (academically, physically, socially)

13. Will your group bring journals? ☐ Yes ☐ No If yes, list journal activities that you would like Olympic Park Institute Educators to be aware of.

14. What will your students study following their Olympic Park Institute trip?

15. One of Olympic Park Institute's goals is to strengthen students' connection to the natural world. Furthermore, we seek to build students' understanding of how their actions impact their community. To this end, we invite you to share information about your coverage of environmental topics (if applicable) and the school community. Please describe (e.g. topics covered, types of lessons, community relevance, community concerns).

Describe an environmental issue currently facing or being addressed by the community? To the extent possible, provide information that will assist us in tailoring the Olympic Park Institute experience to your students' community. Feel free to send newspaper articles or other material. (feel free to attach another page if necessary)

OTHER INFORMATION PERTAINING TO THE OLYMPIC PARK INSTITUTE EXPERIENCE

16. Please specify any emotional or physical limitations of students or accompanying adults for which Olympic Park Institute needs to make accommodations. This includes, among other special needs, percentage of English Language Learners (ELL/ESL) and students with learning disabilities. Also please use this section to address the developmental level of your students, information regarding your school's teaching philosophy (ie. Montessori), and helpful information on the students' cultural background.

17. Do you have any specific requests for **evening programs** (please rank preferences)—Pages 11-12?

1. 2. 3.

4. 5. 6.

18. For five day programs, do you have a specific **field trip** request—Pages 12-13?

19. Is it a priority for your school to have all the students use Olympic Park Institute's **Montreal Canoes** during the program? Each canoe can seat an entire instructional group. It is very difficult to have all instructional groups from large 3-day schools go canoeing. ☐ Yes ☐ No

20. For many students and adults, hiking **Mt. Storm King** is both a physical and mental challenge. This steep trail has a 2,000 ft. elevation gain in 2.25 mi. (4.5 mi. round trip) and generally takes a whole program day to complete. It is a rigorous, though achievable goal. Is this experience a priority for your group? ☐ Yes ☐ No

NatureBridge and its campuses respect the privacy of the information provided by our clients and customers. NatureBridge will never sell or make available this information to other organizations. NatureBridge reserves the right to use this information for internal marketing and development purposes. Participants and in your can opt out of receiving this information at any time.

HEALTH INFORMATION: PLEASE FILL OUT COMPLETELY *DOCTOR SIGNATURE NOT REQUIRED* Do you have, or have you had, any of the following conditions or symptoms?

Current Medical Conditions

Diseases

1. Bleeding/Clotting Disorders ☐Yes ☐No
2. Asthma ☐Yes ☐No
3. Diabetes ☐Yes ☐No
4. Ear Infections ☐Yes ☐No
5. Heart Defects/Hypertension ☐Yes ☐No
6. Psychiatric Treatment ☐Yes ☐No
7. Seizure Disorder ☐Yes ☐No
8. Immuno-Compromised ☐Yes ☐No
9. Sleep Walking ☐Yes ☐No
10. Bedwetting ☐Yes ☐No
11. Other ☐Yes ☐No
12. Hospitalized in the last 5 years ☐Yes ☐No

13. Chicken Pox ☐Yes ☐No
14. Measles ☐Yes ☐No
15. Mumps ☐Yes ☐No
16. Other Diseases ☐Yes ☐No

Allergies

17. Hay Fever ☐Yes ☐No
18. Iodine ☐Yes ☐No
19. Poison Oak ☐Yes ☐No
20. Penicillin ☐Yes ☐No
21. Bees/Wasps/Insects ☐Yes ☐No
22. Other ☐Yes ☐No

If Participant Has Allergies:

23. Do you carry own Epi-pen? ☐Yes ☐No

24. Do you carry own Inhaler? ☐Yes ☐No

Date of last Tetanus shot: _____

If you have answered "yes" to any of the above items, please explain below. Provide corresponding number.

Question No.	Explanation

Health Questionnaire: (Attach additional pages if necessary to provide complete information.)

Is the participant taking any medication? ☐Yes ☐No Please list all medications** the participant is taking and the purpose of each.

****Please continue to take all medications as prescribed unless otherwise instructed by your physician.**

Is the participant capable of participating in a 5 mile hike? ☐Yes ☐No Are there any restrictions on the participant's physical activity? ☐Yes ☐No
Please describe _____

Does the participant eat **red meat**? ☐Yes ☐No **Poultry?** ☐Yes ☐No **Fish?** ☐Yes ☐No

Does the participant have any **food allergies**? Please specify _____

Does the participant have any **food restrictions**? Please specify _____

Please provide any additional information that is important for us to know to insure the participant has a quality experience.

Name of Physician _____ Telephone Number _____

Medical Insurance carrier _____

Policy #/I.D.# _____ Subscriber Name _____

Additional information attached: ☐Yes ☐No

AUTHORIZATION FOR TREATMENT: PARENT/GUARDIAN MUST SIGN

I agree the above information is correct to the best of my knowledge, and I authorize any adult chaperone or NatureBridge Staff to consent to any X-ray, examination, anesthetic, diagnosis, treatment, and/or hospital care that may be recommended by a licensed physician and/or dentist. For minor illnesses or injuries, I understand that NatureBridge will attempt to contact me at the earliest practicable opportunity. For major illnesses or injuries, NatureBridge will attempt to contact me before the commencement of any medical treatment, unless my child's condition is such that treatment must be commenced immediately before contact with me can be made. Even if I cannot be reached, this authorization remains in full force and effect.

I authorize NatureBridge staff who have received appropriate training to (1) dispense "over the counter" medication, including aspirin, Tylenol, ibuprofen, Benedryl, Neosporin, Pepto-Bismol, and other similar medications; and (2) administer epinephrine via injection for the emergency treatment of anaphylactic shock that may result from an allergic reaction to insect bites, insect stings, food or plants (such as poison oak). This administration is under the direction of Nature Bridge's medical director.

I agree to assume full financial responsibility for any medical care/treatment my child may receive.

****MUST SIGN**Signature of Parent/Guardian** _____ **Date:** _____

Print Name of Participant: _____ **Date:** _____

****REQUIRED FOR ALL PARTICIPANTS****
ACKNOWLEDGEMENT AND ASSUMPTION OF RISKS
RELEASE AND INDEMNIFICATION

Definitions

I understand that the term **NatureBridge** as used in this document means and includes NatureBridge, Yosemite Institute, Headlands Institute, Olympic Park Institute, and each of their current and former officers, directors, employees, agents, contractors, and affiliated or related entities; the term NatureBridge means and includes any employee or agent of **NatureBridge**; the term **"I"** means and includes any participant 18 years or older, or the parent or legal guardian of any participant who is younger than 18 years of age; and the term **"Program"** means the NatureBridge program in which a participant has enrolled.

Acknowledgment and Assumption of Risks

I understand that during my participation in this Program, I may be exposed to a variety of risks and hazards, foreseen or unforeseen, which cannot be eliminated without fundamentally altering the unique character of the Program. These inherent risks include, but are not limited to, environmental risks and hazards, including rapidly moving, deep, or cold water; insects, snakes, and predators, including large animals; falling and rolling rock; lightning and unpredictable forces of nature, including weather that may change to extreme conditions without notice. Activities vary from program to program, and may include hiking, stewardship activities (eg: plant removal, trail maintenance), backpacking, skiing, snowshoeing, or canoeing. Some programs involve travel in NatureBridge vehicles driven by NatureBridge employees. Possible injuries and illnesses include hypothermia, frostbite, high altitude illnesses, sunburn, heatstroke, dehydration, musculoskeletal injuries, and other mild or serious conditions or injuries. Emergency evacuations and medical care may be delayed due to the remote locations where Program activities take place.

I understand that this description of the risks involved is not complete, and that other unknown or unanticipated risks may result in property loss, injury, or death. As a condition of my participation in the Program, I agree to assume full responsibility for all the risks that such participation may entail. My participation in this Program is entirely voluntary, and I elect to participate with full knowledge of the inherent risks.

Consent to Medical Treatment

I understand that if I become ill or injured during the course of the Program and am unable to give my consent to any medical treatment that a licensed physician and/or dentist deems necessary, NatureBridge will make a reasonable attempt to obtain consent for treatment from the Emergency Contact(s), that I have provided, before such treatment is commenced, unless my condition is such that treatment cannot be delayed for that purpose. If treatment cannot be delayed, then I hereby consent to such treatment as a licensed physician or dentist determines is necessary.

Release and Indemnification

In consideration of my participation in the Program and the services and amenities provided by NatureBridge, I VOLUNTARILY AGREE TO (1) RELEASE, DISCHARGE, AND HOLD HARMLESS NATUREBRIDGE, TO THE FULLEST EXTENT PERMITTED BY LAW, FROM ANY AND ALL CLAIMS, DEMANDS, DAMAGES, LOSSES, OR LIABILITIES, INCLUDING, BUT NOT LIMITED TO, CLAIMS FOR PERSONAL INJURY OR DEATH, EVEN IF CAUSED BY THE NEGLIGENCE OF NATUREBRIDGE (but not its willful or wanton misconduct), ARISING OUT OF OR IN ANY WAY CONNECTED TO THE PROGRAM OR MY PARTICIPATION IN THE PROGRAM; and (2) indemnify and defend NatureBridge, to the fullest extent permitted by law, from and with respect to any and all claims, demands, liabilities, damages or costs, even if caused by the negligence of NatureBridge (but not its willful or wanton misconduct), arising out of or in any way connected with the Program, or my participation in the Program, or occurring during the inclusive dates of my attendance at the Program, and/or from any medical treatment I may receive during the Program.

Other Provisions

NatureBridge and persons designated by it may use my photograph, or any video, writing, artwork and/or testimonials created by me and submitted to NatureBridge. It shall become the property of NatureBridge, and may be used by NatureBridge, at its discretion, for its own marketing and/or development purposes, and I hereby consent to and authorize such use without restriction.

Agreement

- I have had the opportunity to ask NatureBridge any questions I may have about the Program in which I am enrolled, and any questions have been answered to my satisfaction.
- I understand that during some parts of the Program, I will be under the supervision of teachers, chaperones, or other adults who are not NatureBridge Staff. I understand the selection of these adults is the sole responsibility of the school and not NatureBridge.
- I understand that this document is intended by NatureBridge to have as broad an effect as the law permits, and that if any part of this document is found to be invalid for any reason, the remainder of the document shall remain valid and fully enforceable.
- I have carefully read and I understand this entire document, and I am signing it voluntarily.

Name of Participant

At least one parent (preferably both) or guardian must sign below if the student is under 18 years of age to reflect their understanding and agreement, for themselves and on behalf of the student, to the provisions of the definitions, acknowledgment and assumptions of risks, consent to medical treatment, release and indemnification, other provision, and agreement.

_____/_____/_____ Parent or Guardian Signature	_____ Date	_____/_____/_____ Parent or Guardian Signature	_____ Date
---	---------------	---	---------------

OLYMPIC PARK INSTITUTE STUDENT CONTRACT

Greetings and welcome in advance to Olympic Park Institute! We are excited that you will be joining us soon. Our commitment is to provide new experiences, fun learning opportunities, and safe adventures. If you choose to participate, we ask that you come to Olympic Park Institute with a commitment of your own: to live by the following guidelines. If you can agree to this contract, please put your initials next to each item and sign at the bottom.

GENERAL AGREEMENTS

_____ I agree to participate in the program at Olympic Park Institute.

_____ I agree to be on time for scheduled meetings and events.

_____ I agree to respect the privacy, property, and feelings of others. I understand that we'll be living together in cabins and sharing the campus.

_____ I agree to treat my fellow students, chaperones, and Educators with respect. I understand that how I talk to people is important. I will also do my best to pay attention when someone is talking to me, whether it's a chaperone, an Olympic Park Institute Educator or my best friend.

_____ I agree to follow my CLOTHING AND EQUIPMENT LIST and bring the things I'll need for my stay (like raingear, a leak-proof water bottle, extra clothes, etc.)

_____ I agree to stay out of other students' cabins.

_____ I understand that lights out is at 9:30 pm. I agree to be quiet and respectful in the evening so that everyone can get enough sleep to participate and stay healthy.

_____ I agree to keep food out of my cabin. I will give any food left over from my first day's lunch to my chaperones.

BOTTOM-LINE AGREEMENTS

I understand that a violation of any one of the following or a combination of the above contract agreements may result in a return trip home at my parent/guardian's expense.

_____ I agree not to cause physical or emotional harm or threaten any other person.

_____ I agree to respect the Olympic Park Institute campus and Olympic National Park, and refrain from any acts of vandalism.

_____ I understand how important it is to be safe on the trails. I will participate in a way that will keep the group and myself safe by following all of the trail rules.

_____ I agree to refrain from bringing or using non-prescription drugs, cigarettes, weapons, and/or alcohol at Olympic Park Institute.

_____ I agree to always let a chaperone know where I am and never wander off alone.

OPI "FOUR STRIKES" DISCIPLINE POLICY



Strike 1 - verbal warning

Strike 2 - consultation with student's teacher

Strike 3 - the student will write and sign a contract about what s/he will do to change the behavior

Strike 4 - the student may be removed from an activity, asked to call home, or in an extreme case expelled from the program

Signature

Date

Olympic Park Institute Instructional Group List

Instructions: Please use copies of this form to create group lists for all of your hiking groups.

	Participant Name (First, Last)	Age	Medical Condition	Diet Restriction
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				
10)				
11)				
12)				
13)				
14)				
15)				
16)				
	Staff Name (First, Last)	Age	Medical Condition	Diet Restriction
1)				
2)				
3)				

I have reviewed the Registration Form completed for each participant and staff member in the hiking group, and have noted and/ or summarized here all listed current medical conditions and dietary restrictions. Initial ____

www.naturebridge.org/olympic-park - 111 Barnes Point Rd. - Port Angeles, WA 98363 - 360.928.3720 - JULY 21, 2009

CABIN ROSTER

School Name _____ Arrival Time _____
 Program Dates _____ Departure Time _____

The cabins reserved for your group are highlighted below. Please use this form to organize your group's sleeping arrangements*. At least one adult is required to stay in each cabin occupied by youth. U= upper bunk. L= lower bunk. The Program Director can provide you with information about others with whom you may be sharing campus and answer questions about cabin assignments.

****Please assign one adult from each cabin to write the occupants' names on a roster posted outside the door of each cabin. Completing this cabin checklist upon arrival is an important part of our safety plan, providing an easily accessible list of students should a nighttime emergency occur.***

MAIN CABIN AREA

OSPREY

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

Room 5	Room 6
U: _____	U: _____
U: _____	U: _____
U: _____	U: _____
L: _____	L: _____
L: _____	L: _____
L: _____	L: _____

RACCOON

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

OUZEL

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

Room 5	Room 6
U: _____	U: _____
U: _____	U: _____
U: _____	U: _____
L: _____	L: _____
L: _____	L: _____
L: _____	L: _____

BEARDSLEE

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

Room 5	Room 6
U: _____	U: _____
U: _____	U: _____
U: _____	U: _____
L: _____	L: _____
L: _____	L: _____
L: _____	L: _____

ORCHID

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

CRESCENT

Room 1	Room 2	Room 3	Room 4
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
U: _____	U: _____	U: _____	U: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____
L: _____	L: _____	L: _____	L: _____

CHANTERELLE

Room 1	Room 2
U: _____	U: _____
U: _____	U: _____
U: _____	U: _____
L: _____	L: _____
L: _____	L: _____
L: _____	L: _____

HISTORIC CABINS

DREAMERIE

North	South
U: _____	U: _____
U: _____	L: _____
L: _____	
L: _____	

ALABAMA

U: _____	U: _____
U: _____	
L: _____	L: _____
L: _____	
S: _____	

HONEYSUCKLE

U: _____	U: _____
L: _____	L: _____

RECREATION TIME PLANNER

This page is designed to help you schedule your chaperones to supervise students during recreational times (before breakfast, 4pm until dinner, and between dinner and the Evening Program). We suggest supervised activities in the afternoon and a journal writing or sharing session after dinner. In the morning before breakfast, chaperones can help make sure that students are prepared for the instructional day. Please adjust this form to the number of days that your students will be at Olympic Park Institute.

Any equipment that you bring for recreation time should be clearly labeled!

Suggested equipment options:

Frisbees	Arts and crafts materials	Parachutes	Good books
Softball/equip.	Journals, pencils, paper	Kickball	Board games
Jump ropes	Cards	Soccer Ball	Sit-upons, pads

ARRIVAL DAY

AFTERNOON

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

AFTER DINNER

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

DAY 2

MORNING

Activity ** *Make sure students have day packs ready and are on time for the morning meeting.*

Adult _____ Adult _____

Adult _____ Adult _____

AFTERNOON

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

AFTER DINNER

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

DAY 3

MORNING

Activity ** *Make sure students have day packs ready and are on time for the morning meeting.*

Adult _____ Adult _____

Adult _____ Adult _____

AFTERNOON

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

AFTER DINNER

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

DAY 4

MORNING

Activity ** *Make sure students have day packs ready and are on time for the morning meeting.*

Adult _____ Adult _____

Adult _____ Adult _____

AFTERNOON

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

AFTER DINNER

Activity _____

Adult _____ Adult _____

Activity _____

Adult _____ Adult _____

LAST DAY

MORNING

Activity - ** *Clean cabins, pack belongings, make sure students have day packs ready and are on time for morning meeting.*

Adult _____ Adult _____

Adult _____ Adult _____

APPLICATION FOR OLYMPIC PARK INSTITUTE TUITION GRANT
To be completed by the teacher, principal or headmaster only

All information on this form will be kept strictly confidential.

GROUP NAME: _____ PHONE: _____

ADDRESS: _____ EMAIL: _____

1. What dates will your school attend Olympic Park Institute? _____

2. Has your group received a scholarship award in past years? ☐ Yes ☐ No

3. How many students are expected to attend? _____.

Of this number, how many need scholarship assistance? _.

Amount of scholarship requested: ____

4. Please describe how your classroom objectives will be met by participating in the program, a description of the need for scholarship support, and on what basis your students will be chosen to attend (please include detail on separate sheet).

5. a) Please describe the diversity of your school.

% African American..... _____

% American Indian..... _____

% Asian American..... _____

% Hispanic/Latino..... _____

% Caucasian..... _____

% Pacific Islander _____

% Multiracial... .. _____

b) What percentage of students qualify for Free and Reduced Lunch at your school? : _____%

For private schools, please enter an equivalent percentage (e.g., full or partial scholarship)

6. Please detail your fundraising plan and indicate the amount of scholarship requested.

Family/Student contributions..... \$ _____

Student fundraising activities \$ _____

Outside funding sources (federal, state, private grants) \$ _____

School funds..... \$ _____

SUBTOTAL \$ _____

Total tuition expense of the trip \$ _____

SCHOLARSHIP REQUEST..... \$ _____

Other expenses (including transportation) \$ _____

7. Olympic Park Institute appreciates receiving any information you would like to share about your trip (pictures, journals, assignments, examples of curriculum used in the classroom).

I verify the above information is true and correct.

SIGNATURE OF TEACHER, HEADMASTER, OR PRINCIPAL

DATE

Please mail or fax completed form at least six weeks prior to your program to:

SCHOLARSHIP COMMITTEE

Olympic Park Institute

111 Barnes Point Rd

Port Angeles, WA 98363

For Office Use Only:

Date Received: _____ Amount Awarded: _____ Date Awarded: _____ Initials: _____

REFERENCE MATERIALS-WHO'S WHO OF OLYMPIC PARK INSTITUTE

1-800-775-3720 FOLLOWED BY EXTENSIONS BELOW

Email formula = first initial last name@naturebridge.org (e.g khalberg@naturebridge.org)

Program Director: Kristin Halberg x10

If you are a returning school to Olympic Park Institute, Kristin will help you with the reservation and contract process. If you are a new school, Kristin will administer your contract and handle all things financial. Kristin also maintains our calendar and oversees all program finances (including scholarship awards).

Program Manager: Randall Walz x15

Randall oversees the development of your program and is your main contact for all logistics and curriculum. Randall gathers information on each group's curriculum needs, reserves transportation for field trips and schedules evening presenters.

Natural Connections and Sales Manager: Eva Foster 206-382-6212 x14

Eva works in the Greater Seattle region and provides pre and post instruction to participating schools. She also recruits new schools.

Program Development Director: Adrian Shulock 206-382-6212 x13

Adrian works from our Seattle office and is entirely focused on direct sales for conferences, weddings and professional development programs. If you have a lead in these program areas please inform Adrian.

Education Managers: Jennifer Kidder and Shannon Walz x14 and x13 respectively

Shannon and Jen run Field Science, Teacher Professional Development, Family and Road Scholar Programs while they are on campus and co-supervises the Institute's educational staff. They are your go to people during your stay if you have simple or complicated requests.

Field Science Educators (FSE's) x17

The FSE's are responsible for teaching the Field Science Programs and represent the backbone of this organization.

A **LEAD EDUCATOR** is assigned to each school and is responsible for coordinating with other Educators the method for meeting each school's educational needs as relayed to them by the Program Manager. If a teacher would like to change educational direction mid-program, the Lead Educator is the ideal person to speak with.

Each week, one Educator is assigned the position of **EDUCATOR ON PROGRAM SUPPORT**. The Educator on Program Support has no teaching responsibilities that week, and is responsible for the coordination of breakfasts, dinners, meetings, and staffing the on-call phone.

Elwha Science Education Coordinator: Tia Skerbeck x23

Tia coordinates all aspects of the Lower Elwha tribal program in the Port Angeles area. Tia also coordinates many of the local communities' school programs that do not come to Olympic Park Institute's main campus.

Institute Director: Tom Sanford x19

Tom oversees the overall operation of Olympic Park Institute.

Education Director: Kim Hanson x12

Kim is responsible for managing and supervising the education department. Beyond this she oversees risk management for all Olympic Park Institute programs to ensure that participants are safe.

Host Coordinator: Carole McCoy x21

Carole is responsible for running the dining hall and operating the Olympic Park Institute store.

Food Service Manager: Andrew Harris x21

Andrew is our head dinner cook and purchases all food for Olympic Park Institute.

Facility Director: Al Watkins x16

Al oversees the overall maintenance of the facility, including the kitchen where he ensures that dietary restrictions are known and adhered to.

Administrative Assistant: Rowann Osborne x11

PRE-TRIP CLASSROOM CURRICULUM IDEAS

These are a few ideas of what you can do in the classroom to prepare students for their trip to Olympic Park Institute. The activities are set up according to the curriculum track you choose for your visit and each suggestion is designed to help students become familiar with the concepts that will be taught while they attend our field science program. If you are interested in having Olympic Park Institute staff come to your school to help prepare the students for the visit, please look at the information in the Curriculum section of this workbook and contact the Program Director to set up the visit.



One suggestion would be to split students into their instructional groups a head of time. Let them get used to their group by having them work on the projects below together. You can set up projects in each group so that each student in the group becomes an expert or representative on a specific subject.

Inquiry Based Learning

- M&M science – This activity allows students to become familiar with the steps of the scientific process, which will be utilized during your visit. Activity: Divide the students into small groups and give each group a small clear bag with M&M's in it. Have each group make OBSERVATIONS about their bag of M&M's and share with the class. Next have each group form a HYPOTHESIS about their bag and share it with the class. Each group will then conduct an EXPERIMENT with their bag of M&M's to see if they can support their hypothesis, calculate the results and form a CONCLUSION. This quick lesson is a fun way for students to go through the steps of forming their own research project.
- Observation activities – Observations are a large component to science and experiencing the surroundings here at Olympic Park Institute. Develop some activities that involve students utilizing these skills such as: scavenger hunts around the classroom, sketching in their journal, documenting the behavior of the birds outside.

Forest Ecology

- Plant Identification – Have each student become familiar with three plants that they would find in an old growth forest. They must be able to identify the plant, know what conditions it needs to grow and whether anything depends on it for food.
- Animal Ecology – Have students pick one animal they might find in a forest ecosystem and write a report. During your trip to Olympic Park Institute students may be involved in our skins and skulls lab which will allow them to be exposed to the skins and skulls of northwest animals. Some of the species that we have on site for students to study: Bobcat, Cougar, Black Bear, Coyote, Beaver, River Otter, Striped Skunk, Elk, Black-tailed Deer, Mountain Goat.
- Tree Physiology - Have students understand the physiology of a tree. How does a tree work? What are the different parts of a tree (heartwood, xylem, phloem, cambium, etc.)? How do you identify a tree? (needles, bark and cone)

Watershed Science

- Water Cycle – have students become familiar with the different steps of the water cycle.
 - Water Cycle Relay – This is a fun way to have students remember the components of the water cycle (evaporation, condensation, precipitation and saturation). This is a relay race so you need to divide the class into two teams, each team forming a single file line. Place a bucket of water at the head of each line and another bucket approximately 30 feet (or a good running distance) in front of the line. The first student in line gets a cup and will begin the relay. The object: The student must take a scoop of water from the bucket at the head of the line while saying "EVAPORATION". Then they must run down to the other bucket with the cup of water while saying "CONDENSATION", pour the water in the bucket while saying "PRECIPITATION" and then run back to the line and pass the cup to the next person while

saying "SATURATION". The goal is to transfer all of the water from one bucket to the other. The first team to empty their bucket wins!

- Stream ecology – Have students become familiar with general stream ecology.
 - Why are streams important to an ecosystem?
 - What a stream needs in order to be healthy. What depends on it being healthy?
 - How can you test a stream's health? Conduct small research projects that incorporate stream testing materials. An example of this activity is to compare the pH of a few different liquids such as tap water, diluted orange juice, soda pop and bleach. (Small test kits may be purchased at the pet store for aquariums.) Have students graph the differences according to a pH scale. This allows the students to become familiar with the concept of pH which they will look at if doing a stream study of our local creek.
 - Why are surrounding trees and plants important to a stream?
- Stream Life – Have students pick one thing that lives in or around a stream and become an expert on it. Topics can include things such as:
 - Specific macro-invertebrates (caddisfly larvae, mayfly larvae, stonefly larvae)
 - Fish (Lake Crescent species include Crescenti Trout and Beardslee Trout)
 - River otters
 - Water Ouzel (American Dipper)
- What is a watershed? – Have students learn the concept of a watershed as well as what organisms are contained within that watershed.
- Watershed Models – Develop a watershed model to demonstrate the direction of water flow and what things are affected by it.
- Map your local watershed – have students research their local area and design a map showing what is contained in their watershed. It is easy to get your local watershed information from the following website: <http://www.epa.gov/epahome/commsearch.htm>
- Soil Studies – Discuss what contributes to the making of soil and why soil is a valuable resource. Activities that can be done to teach soil may be:
 - Learning the different layers of soil, what each layer contains and have students draw a chart to illustrate these layers
 - Have students design a poster that incorporates all the organisms and conditions that contribute to the making of soil

Earth Sciences

- Rock Cycle – Have students understand the different phases of the rock cycle (Igneous, Sedimentary, Metamorphic)
- Plate Tectonics – discuss how different plates move across the surface of the earth due to the convection currents of magma beneath the surface. How has this contributed to the formation of mountains?
- Glaciers – Discuss how glaciers affect the landscape. What shape valleys do they create? What type of material do they transport? How are they formed?
- Geologic Maps – Find a geologic map of Washington to explore with your students. Have them redraw and color the Olympic Peninsula region and become familiar with the rocks found in this area.

POST-TRIP CLASSROOM CURRICULUM IDEAS

Our post-trip activities are designed to extend the information and experience that the students gained while visiting Olympic Park Institute. Below is a list of activities to choose from, each of which incorporates the concepts learned while participating in our field science program. If you are interested in having Olympic Park Institute staff come to your school to help connect the students experience back to the classroom, please look at the information in the Curriculum section of this workbook and contact the Program Director to set up the visit.



Inquiry Based Learning

- Inquiry project – Students at this time have been through an inquiry project from start to finish. Have them develop a new IBL project involving their school and go through all the steps of completing the project. Students must share their results with the class.

Forest Ecology

- Create a Poster – Have students create a poster showing all the components of an Old Growth Forest. Have them label each section and give its significance.
- Make a comparison – Students must compare the similarities and differences between the forest ecosystem they studied at Olympic Park Institute and a wooded area in their local community.
- Animal Ecology – Have students choose an animal they observed or saw signs of while visiting the Olympic Park Institute campus and write a report on that animal. Students must present information to the class including what they saw during their trip.
- Web of Life – Make a diagram illustrating the connections between the plants and animals they learned about while at Olympic Park Institute.

Watershed Science

- Map your watershed – With a better understanding of watersheds after their trip to Olympic Park Institute have students create a map showing where their water comes from. Have students include the water cycle in their maps as well as the landscape the water will pass through and plants and animals it may affect along the way. Information about local watersheds can be researched on the following website: <http://www.epa.gov/epahome/commsearch.htm>
- Create a watershed – have students design what they feel would be a perfect watershed. Have them make a drawing or model of their watershed and present it to the class.
- Stream Study – Take students to a local stream to conduct a study of its health. Discuss the impacts an unhealthy stream might have on their community and the environment.

Earth Sciences

- Geologic Processes – Have students develop theories as to the geologic processes that went into developing their community (i.e. plate tectonics, erosion, glaciers).
- Geologic Map – Have students study a geologic map of their local area. Identify the rock types that make up their surroundings. Have them recreate this map enlarging just their local area and include theories to the following questions. How would these surroundings be affected by: an earthquake? Heavy flooding? How close to a fault line is your community?
- Soil Studies – conduct soil studies around your school and compare samples from different locations. Does the soil: contain a lot of organic matter? House a variety of organisms? Change in color, smell or texture?

VOCABULARY AND SPECIES LISTS

The following words and phrases may be used by educators during Olympic Park Institute Field Science Programs. Familiarizing your students with some or all of these terms prior to your visit may improve their abilities to understand concepts presented. You may want to discuss how these terms apply to your local environment. Another approach would be to incorporate these into a field journal and ask students to define them and find examples while at Olympic Park Institute.

✂ VOCABULARY LIST ✂

ECOLOGICAL TERMS

Abiotic	Diversity	Interdependence	Predator/Prey
Allelopathy	Ecological Niche	Invertebrates	Primary Producer
Adaptation	Ecology	Life Zone	Rainshadow
Anadromous	Endemic	Migration	Redd
Binocular Vision	Environment	Monocular	Riparian
Biodiversity	Epiphyte	Mutualism	Sagittal Crest
Biotic	Exotic	Mycorrhizae	Saprophyte
Carnivore	Food Chain	Native	Scavenger
Commensalism	Food Web	Niche	Secondary Consumer
Community	Habitat	Nocturnal	Stewardship
Competition	Herbivore	Omnivore	Succession
Consumer	Hermaphrodite	Organism	Symbiosis
Crepuscular	Hibernation	Parasite	Watershed
Decomposer	Insulation	Photosynthesis	

EARTH SCIENCE VOCABULARY

Accretion	Fault	Metamorphic Rock	Sediment
Basalt	Geology	Mudstone	Sedimentary Rock
Climate	Geologic Time	Pillow Lava	Spreading Center
Convection	Glacier	Plate Tectonics	Strike-slip
Drainage	Granite	Rainshadow	Subduction
Earthquake	Igneous Rock	Rock Cycle	Talus
Erosion	Joint	Sandstone	Uplift
Exotic Terrane	Landform	Scientific Method	Watershed

✂ SPECIES LIST ✂

The checklists on the following page are intended to provide a sampling of some plants and animals you might see during your stay at Olympic Park Institute. You might use these checklists to:

- Compare/contrast the fauna and flora of your community with those of the Olympic Peninsula.
- Check off things that students observe/encounter while at Olympic Park Institute.
- Create a journal assignment in which students describe and/or sketch items from the list.
- Assign students to study several species and share interesting information with classmates before or after your Field Science Program.
- Have students sort species into the habitats where they might be found.

COMMON TREES

Big Leaf Maple
Bitter Cherry
Black Cottonwood

Douglas Fir
Grand Fir
Madrone

Pacific Yew
Red Alder
Sitka Spruce

Vine Maple
Western Hemlock
Western Red Cedar

COMMON SHRUBS

Black Raspberry
Elderberry
Huckleberry

Indian Plum
Mountain Ash

Ocean Spray
Red Flowering Currant

Rhododendron
Salmonberry

OTHER PLANTS

Bleeding Heart
Bunchberry
Calypso Orchid
Candy Flower
Cow Parsnip
Deer Fern
False Lily-
of-the-Valley
Foam Flower

Goatsbeard
Indian Pipe
Lady Fern
Lichen
Maidenhair Fern
Oak Fern
Pipsissewa
Queen's Cup
Rattlesnake Plantain

Salal
Skunk Cabbage
Slender Stem Waterleaf
Solomon's Seal
Spring Beauty
Star Flower
Stonecrop
Sweet Coltsfoot
Sword Fern

Trail Plant
Trillium
Twin Flower
Vanilla Leaf
Wall Flower
Western Buttercup
Wild Ginger
Wintergreen
Wood Nymph

MAMMALS

Bat
Beaver
Black Bear
Black-tailed Deer
Bobcat
Douglas' Squirrel

Fisher
Gray Wolf
Marmot
Marten
Mountain Beaver
Mountain Lion

Northern Flying
Squirrel
Pocket Gopher
Porcupine
Raccoon
Red Fox

Red Tree Vole
Roosevelt Elk
Townsend Chipmunk
Snowshoe Hare
Spotted Skunk
Striped Skunk

BIRDS

American Robin
Bald Eagle
Barn Swallow
Chestnut-backed
Chickadee
Dark eyed Junco
Goldfinch
Great Horned Owl

Hutton's Vireo
Loon
Mallard
Marbled Murrelet
Nighthawk
Northwestern Crow
Orange-crowned Warbler
Osprey

Pileated Woodpecker
Raven
Red-tailed Hawk
Ruby-crowned Kinglet
Rufus Hummingbird
Stellar's Jay
Swainson's Thrush
Townsend's Warbler

Turkey Vulture
Varied Thrush
Vaux's Swift
Violet Green Swallow
Warbling Vireo
Water Ouzel
Western Flycatcher
Winter Wren

REPTILES AND AMPHIBIANS

Gopher Snake
Long-Toed
Salamander
NW Garter Snake

Olympic Salamander
Pacific Giant
Salamander
Red-legged Frog

Rough Skinned Newt
Rubber Boa
Pacific Tree Frog
Tailed Frog

Western Toad
Western Fence Lizard

INTERTIDAL LIFE

Acorn Barnacle
Bladderwrack Fucus
Giant Green
Anemone
Goose Barnacle

Hermit Crab
Isopod
Kelp
Limpet
Chiton

Mussel
Clingfish
Nudibranch
Periwinkle
Purple Sponge

Purple Urchin
Red Algae
Rock Prickleback
Sculpin
Sunflower Star

BOOKS AND LINKS

Following are references including curriculum resources, field guides, and research materials to give you and your class an overview of Olympic Peninsula natural and cultural history. Many of the books are available at your local library or from the Olympic National Park Visitor Center, 600 E. Park Avenue, Port Angeles, WA 98362, (360)565-3000.

WEB RESOURCES

www.eelink.net This site is a project of the North American Association of Environmental Education and gives a wealth of information on ideas for grants, classroom projects, and professional development as well as listings specific to your state. Definitely worth a look.

www.eeaw.org/eeawlink.html The "Links" page of the Environmental Education Association of Washington's website has extensive listings of web resources, government agencies, and other organizations involved in environmental education in the Northwest. You can also network with other educators, surf to a calendar of EE-related events, and even post listings of events happening in your area.

www.k12.wa.us/envedu This link takes you to the Washington State Office of Environmental Education. You can also call (206) 365-3893 to access their library of environmental education curriculum resources.



GENERAL REFERENCE

Cascade-Olympic Natural History, Daniel Mathews. An excellent and comprehensive field guide, small enough for trail use but extensive in its coverage of regional natural and cultural history. Includes illustrations and color photos. Written in an enjoyable, informative style.

Island of Rivers, Nancy Beres, Mitzi Chandler, and Russell Dalton, Eds. An anthology celebrating 50 years of Olympic National Park. This collection of essays, memoirs, poems, and historical prose spans nearly a century of perspectives on the land within the Park. Authors include such well-known American conservationists as William O. Douglas, Gifford Pinchot, James Wickersham, and E.B. Webster. Includes illustrations and photographs.

Olympic National Park: Where the Mountains Meet the Sea, Tim McNulty and Pat O'Hara. An authoritative text and stunning collection of photographs in a large format book featuring some of the park's most notable natural wonders and scenic views.

Olympic, The Story Behind the Scenery, Henry Warren, Jr. Excellent book describing the park's geology, plants, animals, and history. Features 10 full color photographs.

Olympic National Park and the Olympic Peninsula, Robert Steelquist. This tour guide contains accurate road maps and information on points of interest. Complete with historical photos and beautiful colored photographs.

Olympic National Park: A Natural History Guide, Tim McNulty. This is a comprehensive guide for the serious reader written by a nationally known local poet and writer. He weaves tales of personal backpacking experiences in Olympic National Park with scientific explanations of geology, wildlife diversity, and more. Includes color photographs.

◆◆◆
EARTH SCIENCES

Guide to Geology of Olympic National Park, Rowland Tabor. Covers more than 50 years of geologic exploration in the Olympic mountains. Gives basic course in geology and history information. Includes two topographic maps outlining geologic points of interest.

Roadside Geology of Washington, David Art & D. Hyndman. Special emphasis on intriguing aspects of Washington State geology. Written for people who are not geologists. Maps and illustrations.

Geology of the Washington Coast, Weldon Rau. Two volumes from the Washington Department of Natural Resources describe the coastal geology in detail.

◆◆◆
MARINE SCIENCE

Audubon Society Nature Guide to the Pacific Coast, Bayard H. & Evelyn McConnaughey. Comprehensive field guide with color plates to the birds, plants, seashore creatures, fishes and whales of the Pacific Coast from Alaska to southern California.

The Intertidal Wilderness, Anne Wertheim. An authoritative photographic journey through tide pools, including a section on tidepool etiquette.

Olympic Seashore, Ruth Kirk. Thorough guide to roads, trails, and natural and human history of the Olympic coast. Includes maps, tide pool life sketches, and 62 photographs.

Sea Life at the Ocean's Edge, Julia Corbett. A young person's guide to Pacific Northwest beaches.

Marine Birds and Mammals of Puget Sound, Tony Angel and Ken Balcomb. Striking illustrations and clear descriptions of local birds and mammals.

Mountain in the Clouds, Bruce Brown. An ecological history of the wild Pacific salmon and its habitat, management, and struggle to survive on the Olympic Peninsula.

Pacific Intertidal Life, Ron Russo and Pam Olhausen. A pocket guide to organisms of rocky reefs and tide pools of the Pacific coast.

Seashore Life of Pacific Northwest, Eugene Kozloff. Illustrated guide to the coastal natural history.

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PLANTS AND ANIMALS

Northwest Trees, Stephen Arno. A guide for discovering and identifying the remarkable trees of the northwest. Outstanding illustrations.

Plants and Animals of the Pacific Northwest, Eugene Kozloff. Illustrated guide to natural history of Western Oregon, Washington, and British Columbia. Colored photos.

Timberline, Stephen Arno & Ramona Hammerly. Describes timberlines and why they exist; human uses of timberline environment; surveys tree species, mountain, and arctic.

Wildflowers of the Olympics, Charles Stewart. Identifies 100 wildflowers, each with color photo and text.

Pacific Coast Tree Finder, Tom Watts. A pocket manual for identifying coastal trees.

The New Wild & Savory Mushroom, Margaret McKinney, David Stuntz, and Joseph Ammirati. A general introduction to common fungi of the area accompanied by beautiful photographs.

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PIONEER AND NATIVE AMERICAN HISTORY

Men, Mules, and Mountains, Robert L. Wood. The exciting story of Lieutenant Joseph O'Neil's two nineteenth century expeditions into the Olympic Mountains. Includes extensive maps and excerpts from a previously unpublished account of the second expedition.

Prehistoric Life on the Olympic Peninsula, Eric O. Bergland and Jerry Marr. Written in an entertaining style, this book discusses the cultural history of the Olympic Peninsula from the early prehistoric era to the present.

Gods & Goblins: A Field Guide to Place Names of Olympic National Park, Smitty Parratt. Identifies over 700 place names in Olympic National Park with emphasis on significant human events in recorded history. Includes 18 two-color foldout maps; 40 scenic, historical photos.

Haboo, Native stories from Puget Sound. Translated and edited by Vil Hilbert.

Wisdom of the Elders, Ruth Kirk. An illustrated presentation of Native American culture on the Northwest Coast.

Cedar, Hillary Stewart. A look at NW Coast indigenous peoples through their multi-faceted relationship with the use of the cedar tree.

Exploring Washington's Past, Ruth Kirk and Cassandra Alexander. An illustrated book on Washington's human history.



GRANTS AND FUNDRAISING IDEAS

It is our experience that the best way to find sustainable outside funding for a program at Olympic Park Institute is to find the right organization or individual in your community that has the ability and the passion to support progressive education.

We can work together to find funding for your program.

Contact the Program Director at 360.928.3720.

Grants

Writing a grant is a formal form of fundraising that involves proposing your project/program in a persuasive manner through submitting a paper or electronic application. Most foundations and corporations have easy to follow instructions with many now opting for online applications. Some require initial contact through a 1-2 page letter of inquiry (LOI). In general, a grant proposal consists of the organization/school background information, project/program description, justification for the program (needs statement), evaluation, and budget.

When researching prospective grants, a quick way to determine the best funders for your school is to read 1) program funding areas, 2) geographic funding areas and 3) eligibility requirements. Next, check when the grant is due, their decision-making timeline and length of application. Note: some foundations/corporations may take more than three months to notify the applicants.

We suggest that you contact the following free public resources to get you started. Keep in the mind that the best source of funding for you would be those organizations that give funds directly to schools and/or teachers for innovative programs.

Please note:

Olympic Park Institute's scholarship program is funded through individual donations and grants raised by our development department. If your school is considering a grant proposal submission to a foundation, please contact the Program Director to ensure that grant efforts are not duplicated.

Your local library: Most libraries have fundraising resources in their reference sections. Ask the library if it has a subscription to The Foundation Center (more details below).

The Foundation Center (www.fdncenter.org): This website has multiple resources for grant seeking, including lists of foundations, newsletters, and instruction on how to prepare a proposal. There are Foundation Center libraries located throughout major cities in the U.S.A. where grant seeking workshops are offered throughout the year. In addition, there are Cooperating Collection centers (usually in libraries and community volunteer centers) where the Foundation Center's database of foundation lists can be accessed by the public free of charge. Check the website for the location nearest you.

Edutopia (www.edutopia.org/grantinfo): Contains grants information and resources for teachers and schools.

EE-Link (www.eelink.net): Information about national, regional, and local grants, tips and techniques for successful proposals, and many ideas for supporting your classroom initiatives. Go to 'For Teachers' and select 'Grants.'

National Geographic Society Teacher Grants

(www.nationalgeographic.com/education): Promotes the diffusion of geographic knowledge, fosters innovation in geographic education, and encourages stewardship and conservation of natural and cultural resources.

The National Education Association (NEA) Foundation (www.neafoundation.org/grants): These funds are for public school teachers K-12 to support innovative projects to raise student achievement.

SchoolGrants (<http://k12grants.org>): There is a fee for some services, but this site also offers free leads on several grants.

Chronicle of Philanthropy (<http://philanthropy.com>): An informative resource list for schools and nonprofit organizations looking for funding.

List of foundations interested in environmental education:

Please note:

This list is intended to give you ideas and spark creative thinking about fundraising. Thorough research is necessary to determine if your school is eligible to apply.

Some of these grants may not help fund your trip to OPI, but instead would help fund complementary curriculum and long-term environmental stewardship projects in your school and community. We are very interested in your ongoing school and classroom projects. Please contact the Program Director at 360.928.3720 if you are currently developing or implementing activities that are “making a difference” in your community!

AMERICAN HONDA FOUNDATION

<http://corporate.honda.com/america/philanthropy>
Supports projects with a focus on math, science, the environment, and technology.

ARTHUR VINING DAVIS FOUNDATION

<http://www.avdf.org/>
Supports education projects that strengthen teachers and their teaching in grades 9-12. Collaborations between school districts and higher education institutions are encouraged.

BANK OF AMERICA FOUNDATION

<http://www.bankofamerica.com/foundation>
Seeks to provide educational opportunities, build inclusive communities, promote cultural outreach, and encourage critical thinking.

BEN & JERRY'S FOUNDATION

<http://www.benjerry.com/foundation/>
Offers small competitive grants to facilitate progressive social change by addressing the underlying conditions of societal and environmental problems. Looks for proposals that are “infused with a spirit of hopefulness”.

CAPTAIN PLANET FOUNDATION

<http://www.captainplanetfdn.org/>
Makes awards that usually range between \$250 to \$2,500 for projects that promote understanding of environmental issues and focus on hands-on experiences for students.

CHARLOTTE MARTIN FOUNDATION

<http://www.charlottesmartin.org/>
Focuses on two main program areas: Supporting youth through athletics, culture and education and Wildlife and Habitat.

CHRISTENSEN FUND

<http://www.christensenfund.org/>
Supports visual arts and natural science initiatives in K-12 schools.

CORNING INCORPORATED FOUNDATION

http://www.corning.com/about_us/corporate_citizen ship/community/corning_foundation.aspx
Develops and administers projects in support of education through community service programs for students, student scholarships, curriculum enrichment, and instructional technology projects for the classroom.

ENVIRONMENTAL PROTECTION AGENCY

<http://www.epa.gov/enviroed/grants.html>

Supports environmental education projects that enhance public awareness, knowledge, and skills to make informed decisions affecting environmental quality.

FORD MOTOR COMPANY FUND

<http://www.ford.com/go/fordfund>

Grants to enhance educational opportunity, for disadvantaged and low-income groups, and to address the challenges of diversity using interdisciplinary and collaborative approaches.

NATIONAL GEOGRAPHIC SOCIETY TEACHER GRANTS

<http://www.nationalgeographic.com/education>

Promotes the diffusion of geographic knowledge, fosters innovation in geographic education, and encourages stewardship and conservation of Earth's natural and cultural resources.

NORTHWEST FUND FOR THE ENVIRONMENT

www.nwfund.org

Seeks proposals made on behalf of projects that will increase protection and preservation of Washington's natural resources.

TOSHIBA AMERICA FOUNDATION

<http://www.toshiba.com/about/taf.html>

Contributes to quality of education by investing in projects designed by and with classroom teachers to improve science-related education for students.

TOYOTA TAPESTRY GRANTS

www.nsta.org/programs/tapestry

Offers K-12 teachers an opportunity to apply for grants for innovative projects that enhance science education in the school and/or school district.

WAL-MART FOUNDATION

<http://www.walmartfoundation.org>

Funds environmental education and stewardship projects in schools.

WEYERHAEUSER COMPANY FOUNDATION

<http://www.weyerhaeuser.com/Sustainability/Foundation>

Nonprofits and schools in communities where Weyerhaeuser does business may apply for funds towards education and programs that promote natural-resource management awareness.

Fundraising Activities

TRASH-A-THON

Get students involved in stewardship and fundraising at once. Students collect pledges of \$.50 to \$1 per bag of trash they'll collect during a supervised community, school, or street litter pick-up.

READ-A-THON OR WALK-A-THON

Students collect pledges for each book they read or lap they walk, run, roll (wheelchair users). Flat-rate donations could also be accepted. The event takes place for an hour on a school day on the playground or track; or for the Read-a-Thon, in class or at home. Numbers of books or laps are recorded at the bottom of the pledge form and money collected goes toward the tuition and transportation costs.

SPELL-A-THON

Students spend a month studying a list of 100 words that reflect what they will learn at OPI. They get pledges for every word spelled correctly on a test.

PANCAKE RUN

A good annual event, it consists of a two mile or 10K run followed by a pancake breakfast. Best held at a cool time of year when no other local races are scheduled. Funding includes a corporate sponsor at the \$1,000 level, then individual fees for the race (\$3), breakfast (\$3) and a T-shirt (\$10), or \$12 for all three. Food can be donated, prepared, and served by parent volunteers or students (age dependent.)

SCHOLARSHIP LETTER

The teacher or head chaperone prepares a letter which interested students take to organizations or service clubs they, their parents, or other family members are involved with. The letter requests financial help to participate in an OPI Field Science Program.

ADDITIONAL IDEAS

Activity Fair	Candy Sales	Faculty Dunk	Musical Chairs
Antique Show	Candy Apple Sale	Fashion Show	Newspaper Drive
Art Show	Car Wash	Frisbee Contest	New Year's Eve
Baby Picture Contest	Cash Canisters	Fun Run	Babysitting
Bake Sale	Celebrity Auction	Graffiti Wall	No-Talent Night
Barbecue	Chess Tournament	Happy Grams	One Act Plays
Battle of the Bands	Concert	Hat Sale	Pancake Breakfast
Bike Rodeo	Concession Stand	Hayride	Parking Stickers
Bike Wash	Costume Contest	Ice Cream Social	Pet Sitting
Bingo	Dance Marathon	Ice Cream Sale	Dance
Book Fair	Dog Wash	Invasive Species Pull	Pie Toss
Bottle Drive	Donations	Lottery	Pizza Sales
Bumper Stickers	Donkey Basketball	Movie Night	
Buttons	Face Painting	Mud Volleyball	

TRANSPORTATION TO OLYMPIC PARK INSTITUTE

Olympic Park Institute is located twenty miles west of Port Angeles on Lake Crescent in Olympic National Park, a drive of about three hours from the greater Puget Sound area.

Located along a glacial lake in the lush ancient forests of the Olympic Peninsula, the Olympic Park Institute is an ideal location for a study of the dynamic natural world. While we are remotely situated, the process of getting your group to and from Olympic Park Institute is easier than you might think. If you are coming to Olympic Park Institute solely by bus or automobile, you can go directly to the next page.

By Air

The first step is to get to the Seattle area. The Seattle Tacoma International Airport (SeaTac) is one of the nation's most accessible airports with service from 28 different airlines. I will focus on two of the most popular air carriers. Depending on your departure city other airlines may be more affordable.

Alaska Airlines is one of Seattle's major carriers. The company uses Seattle as a hub, so there are plenty of flights from a variety of cities. Alaska provides a service for groups seeking to book blocks of tickets at a discount. By calling the group reservation office (800-445-4435) you can reserve a block of tickets without knowing every detail like the exact number of travelers or their names. When you call the office have your dates, times and approximate number of passengers ready. Alaska serves Portland, Spokane, the major San Francisco bay area airports, Los Angeles, Burbank, Orange County, Phoenix, Tuscan, Denver, Boston and many others cities.

Southwest Airlines also flies to Seattle from many locations and is considered to be a high quality discount airline. Southwest also has a group reservation office that provides discounts to groups of 10 or more. For more information on this service contact them at 800-433-5368 or on their website www.southwest.com/programs/groups/groups.html Southwest provides service from Portland, Spokane, Oakland, San Jose, Los Angeles, Burbank, Orange County, Phoenix, Salt Lake City, Chicago, Las Vegas and other locations.

Traveling with students: When traveling with students, there are a few things to keep in mind that will make the process go smoothly. It is helpful to prepare your students for what to expect at the airport. Some of your students will never have flown before. This becomes an excellent learning opportunity in travel skills. Before the trip, teach about security procedures, large group behavior in public, airplane physics, turbulence, etc... The more the students understand how the process of flying works (especially when traveling in a group), the smoother the experience is for everyone.

On the day of travel, give yourself extra time at the airport as someone in your group could be slowed by security. Also be sure to double check everything in advance to avoid last minute hassles and missed flights. It can be helpful to delegate as much as possible to other adults. As the group leader, you want to be free to handle any unforeseen issues that arise. Check that all the passengers have identification; if any of your students are not U.S. Citizens, confirm that they have the proper paperwork to travel. Also be sure to do frequent head counts. It is very helpful to have students where you need them when you need them there.

With a little preparation and organization, traveling with students can be easy, educational and fun!

Onward to Olympic Park Institute! For the final leg of your journey, you will need some sort of ground transportation to Olympic Park Institute. Some options are listed on the following page with typical rates from SeaTac. For other transportation ideas that might be best for your specific group, contact the Olympic Park Institute's Program Director who has researched various options.

By Car or School Bus

Make your way by car or ferry to the Olympic Peninsula and follow US 101 West towards Port Angeles. Stay on 101 through Port Angeles and continue another 20 miles west. After you get to Lake Crescent, watch on your right for a large brown highway sign that says "Storm King Ranger Station / Lake Crescent Lodge / Olympic Park Institute". Turn off the highway to the right just after this sign, then take a left at the four-way stop and take the first right (you will see an Olympic Park Institute sign at this turn). For unloading purposes, turn left following the sign entitled "Office". Olympic Park Institute staff will meet and greet your group and help you get unloaded and settled.

After unloading, vehicles must be moved to the designated Parking Area.

By Chartered Bus/Van from Seattle and Sea-Tac Airport

Rate information below is current as of late 2003. Please call the companies below to confirm rates and make advanced reservations. Olympic Park Institute's Program Manager (360)928-3720 x15 has information on other charter companies from Seattle, Spokane, and Portland and can answer questions about how other schools from your area arrange transportation to/from our campus.

All Points Charters and Tours (Olympic Park Institute's preferred Provider)

- ❖ (360)565-1139 or <http://www.goallpoints.com/>
- ❖ 12, 24, 48, and 59 passenger buses
- ❖ Call for current prices, let them know you are with Olympic Park Institute

Journey Lines

- ❖ (425) 771-8336 or www.journeylinesinc.com
- ❖ 46 and 52 passenger buses
- ❖ Call for current prices

Gray Line

- ❖ 1(800) 544-0739 or www.graylineseattle.com
- ❖ 47 passenger buses
- ❖ Call for current prices

First Student

- ❖ (206) 763-2222
- ❖ 50 passenger school buses
- ❖ Call for current prices

Ferry Information

The Olympic Peninsula can be reached by crossing the Tacoma Narrows Bridge, or by taking a Washington State Ferry. For ferry schedules and information, call toll-free 1(888) 808-7977 or check online at www.wsdot.wa.gov/ferries. School groups pay a rate of \$2 for an entire vehicle-load of passengers with a letter on school letterhead explaining the purpose of the trip. Vehicles and drivers are charged at the full rate. Download the template at the following link [:http://www.wsdot.wa.gov/ferries/infodesk/faq/school/](http://www.wsdot.wa.gov/ferries/infodesk/faq/school/). It should be printed on School Letterhead. Please have one in each vehicle using the ferry.



