



Directors' Report
August 20, 2020

“A healthy social life is found only when, in the mirror of each soul, the whole **community** finds its reflection, and when, in the whole **community**, the virtue of each one is living.”
~ Rudolf Steiner

ADMINISTRATION

Directors' Statement of Antiracism

As an educational community, our school has a responsibility to support our community of board members, parents/caregivers, teachers, staff and students in doing all we can to truly understand the history of racism in our country; the current manifestations of racism in our society and at OCS; to do the personal reflective work to confront our own biases; to have the difficult conversations; to celebrate black, indigenous, and people's of colors cultures; and to move forward in daily action. In short, we must review our practices and policies, and make adjustments to ensure they are reflecting antiracism. We are committed to actively working against racism and to facilitating this work at all levels of our school community from the board to teachers to students.

It should not be the responsibility of black, indigenous, people of color (BIPOC) to educate white people about institutionalized racism and oppression. It is time to recognize that we all have racial identities and that some of us are privileged as a result of our racial identity while others aren't. As the Executive Directors at OCS and as two white women, we are committing to do the hard work for change in ourselves and with our school community because only then can OCS actually become a more just and equitable place for **all** our students.

The goal of administration is to work with the board to adopt a joint statement from the board and administration on antiracism at OCS.

Faculty Diversity, Equity, and Inclusion Work

OCS faculty began their summer professional development with a diversity, equity and inclusion 4-session workshop with Teaching Tolerance. Following this workshop, a number of OCS faculty members, both class teachers and specialty experts, have met regularly over summer with members of the DEIC and separately as faculty members to review their curricula and teaching practices through a diversity, equity, and inclusion lens. They are expanding the teacher resources and supporting one another in the process of making OCS more equitable. The faculty and administration will participate in another diversity, equity and inclusion training with The Lighthouse Educational



Consulting Group within the next month. Thanks to board member, Dominique DjeDje, for bringing this opportunity to our faculty and administration.

Total Enrollment by grade as of 8/19/20

K=77
TK=25
1st=56
2nd=56
3rd=82
4th=56
5th=53
6th=54
7th=56
8th=55
Total= 570

2020-2021 Calendar

Ice Cream Social - August 27, 2020 (3:00pm via zoom)

First day of instruction - August 31, 2020
Labor Day holiday – September 7, 2020
Fall recess day – September 28, 2020
Thanksgiving Break – November 23-27, 2020
Winter Break- December 21, 2020 – January 1, 2021
Martin Luther King Day – January 18, 2021
President’s Day holiday – February 15, 2021
Spring holiday – March 15, 2021
Spring Break – April 5-9, 2021
Memorial Day – May 31, 2021
Last day of instruction - June 16, 2021

ACADEMIC PROGRAMS:

Distance Learning Plan

Attendance and Participation Requirements for Distance Learning

- ❖ Attendance must be taken daily by teachers.
- ❖ Daily Participation must be documented for each day of whole or partial distance learning as evidenced by: participation in online activities, completion of assignments and assessments, and contacts between employees and pupils or parents.



- ❖ Parents/Caregivers who want to minimize their child's screen time can do so by: making sure their child checks in via zoom however briefly with her/his teacher each day; making sure their child completes all assigned work and turns it in on time; making sure their child completes all assessments in the time given; and by checking in themselves with their child's teacher at least once a week at an agreed upon time to collaborate and share teacher feedback on the student's work.
- ❖ A Weekly Engagement Record must be completed by the teacher for each pupil documenting: synchronous or asynchronous instruction for each whole or partial day; verifying daily participation; tracking assignments.
- ❖ Regular communication with parents regarding pupil academic progress is required.
- ❖ No Daily Participation = Absence.
- ❖ Chronic Absenteeism (absence from distance learning for more than 3 school days or 60% of a school week) must be reported to administration. Administration will then implement the tiered reengagement strategies. (These tiered reengagement strategies are in development; they will be shared prior to the first day of school.)

Optimizing Distance Learning

What teachers are doing

- Teachers have been participating in professional development trainings about effective distance learning and teaching, public Waldorf Education, and social-emotional learning and health.
- Teachers will be utilizing more small group and individual instructional time through breakout sessions and in collaboration with Learning Loss Mitigation support people.
- Teachers will support social-emotional learning and community building through regular council sessions with their classes.
- Teachers will provide routines and rituals through the mindful implementation of daily and weekly schedules and by celebrating seasonal festivals, such as the Festival of Courage in Fall, in developmentally appropriate ways.
- Teachers will support students and their families with regular check-ins to build relationships and address individual needs and situations.

What OCS is doing

- Creating healthy, age-appropriate schedules
- Providing student support for academics through additional class time instructional support for all students as well as focused instructional support for students not yet at grade level in reading, writing, or math



- Providing English Language Development for students whose first language is not English
- Collaborating with LAUSD to provide special education support for students with special needs
- Providing mental health support and resources for students and families
- Fostering our sense of community by working with our student Leadership Elective to host spirit days, offer multi-grade level online gatherings, and facilitate buddy classes across grade levels

What Parents/Caregivers can do

- Communicate with your child's teacher(s) and/or administration if you have questions or concerns
- Join a Tea with the Directors on Tuesdays at 4pm
- Participate in a Parent Collective meeting
- Participate in a Diversity, Equity and Inclusion Meeting
- Organize a virtual class meet and greet for new families
- Read school-wide, teacher, and room rep emails

Distance Learning Schedules

- Designed with the students' developmental stage in mind
- Designed knowing that students need breaks throughout the day (snack/recess and lunch/recess) and time between classes (passing)
- Designed in compliance with state requirements from SB 98
- Designed based on feedback from families on their child's online experience last Spring
- For grades 1st – 8th, specialties and electives will be held once per week

Transitioning from Distance Learning to a Hybrid Program

When the science indicates that it is safe to do so and government guidelines are met, OCS will transition to a hybrid model of school in which students return to campus for in person learning.

The hybrid model means that students will be on campus for some of their learning and will use distance learning for some of their learning.

Assuming that Covid-19 will not be entirely eradicated when this transition to hybrid program occurs, OCS will continue to offer distance learning for students who are medically fragile or at risk as well as those quarantining.

The daily and weekly schedules for the hybrid program are still in development, however we can confirm that siblings will be placed on the same schedule.



Health and Safety Precautions for the Hybrid Program

- Outdoor classrooms as much as possible
- No food sharing; grab and go lunches for students who order hot lunch
- Masks required for 3rd - 8th graders and all adults; students can bring their own masks, or they will be provided by the school
- Masks strongly encouraged for students in TK – 2nd grade
- Frequent hand washing (each classroom has a sink)
- Hand sanitizer stations all around campus
- Social distancing as much as possible inside and outside
- Temperature checks daily
- Pods to reduce number of students on campus at any given time
- Reminders of health protocols on prominently displayed signage
- Floor stickers/tape for one way/etc.,
- Intensified custodial services each night and also during the day
- Ventilation (HVAC at MERV- 13, doors and windows open)
- No visitors on campus
- No large group gatherings (assemblies/field trips cancelled, in-person plays cancelled),
- Any shared equipment will be sanitized between uses

The hybrid program requires our community's collaboration and commitment to keep everyone as healthy and safe as possible.

The OCS Community Commitment

- Follow health guidelines
- Stay home if experiencing symptoms and/or if exposed to someone with Covid-19
- Wear masks and practice social distancing
- Avoid large crowds
- Communicate with OCS about questions and concerns

Reopening Guidance

As we prepare our plan for reopening school, we look for guidance from the California Department of Public Health as noted in the attached documents: *Covid-19 Industry Guidance: Schools and School-Based Programs*, *Covid-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year*



Special Education

Based on the board's decision to become an option 1 school for special education, OCS will be partnering with LAUSD for special education services this coming school year for resource, counseling, occupational therapy, physical therapy, behavioral support and speech.

Recently, we had an initial meeting with the District Division of Special Education, Charter Partnership and Support Team (CPST). Their mission is as follows:

"The Charter Operated Programs team empowers a community of charter schools to work together to build innovative, high-quality educational programs and services for students with unique needs."

The District is in the process of assigning the providers that will be working with our students. Once the district determines who the providers will be, the providers will be reaching out directly to families of students with existing IEPs to establish a rapport with parents/students prior to the start of school. Regarding assessments for initial or three year IEPs, the district policy at this time is that they will not be conducting any assessments virtually. OCS teachers and administrators will continue to attend all IEP meetings to advocate for our students. Services included in existing IEPs will resume when school begins. We look forward to working with our students, families, teachers, and new District providers as a team.

Student Materials

Orders of Instructional supplies and materials continue to be delivered from various vendors. The administrative team is in the process of accounting for, sorting, and organizing these materials. Due to Covid-19, some of the supplies have delayed deliveries. The plan is to distribute individual student supplies via a drive-thru pick-up for families starting the week of August 24th, however it is possible that the schedule for pick up may be pushed back if the supplies have not arrived. Parents will be notified of pick-up times in an upcoming Community message.