



Directors' Report  
October 1, 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**

### **Diversity, Equity, and Inclusion Professional Development for Faculty and Staff**

OCS staff and faculty participated in the second session of diversity, equity and inclusion training with Dr. Patricia Sanco of *The Lighthouse Educational Consulting Group*. Dr. Sanco again began with creating a safe space for all to share without judgment and exuded a welcoming environment to all. She shared relevant stories from her own life that were helpful for participants to feel a personal connection to her and as a reference to the concepts being presented.

The focus of the second session was unconscious and implicit bias. Unconscious or implicit bias is a prejudgment based on largely unconscious assumptions that we make about another person or group. Someone who is operating from implicit or unconscious bias may treat others differently but may be unaware that they are doing so. Specific things people can do to monitor their own biases is to go back and repair and hold each other accountable with new knowledge. The goal is to become an Equity Warrior by first recognizing biases, responding appropriately, and readdressing bias.

At the end of the training, everyone was given a homework assignment to take the Harvard Implicit Bias Test: <https://implicit.harvard.edu/implicit/take>. We look forward to Dr. Sanco's continued work with the faculty and to continuing our equity work as a school community.

### **Enrollment by grade as of 9/30/20**

K=81  
TK=27  
1st=55  
2nd=56  
3rd=82  
4th=55  
5th=56  
6th=54  
7th=56  
8th=53



Total=575

## **ACADEMIC PROGRAMS:**

### **Distance Learning update**

To date, every TK-8 grade student has access to a device and internet connectivity, the essential tools needed to participate in distance learning. The administrative team continues to ensure OCS student devices are updated or replaced when an issue is reported. At least one day per week is dedicated to a time of drive-thru tech support.

Our goal is to provide the best possible distance learning program until in-person learning is permitted. In preparation for when students can return to campus, and based on state guidelines, stakeholder input, and county health department guidelines, OCS administration created a phased continuity of instruction plan as follows.

Phase 1: Distance learning for all students until cleared by the state and county to move to phase 2.

Phase 2: Distance learning for all students with small hubs of students (up to 12) who have the highest needs returning to campus for ELPAC assessment, proctored distance learning for students with special needs who require behavioral/learning support, and mental health support for students struggling from depression and/or isolation during distance learning.

Phase 3: All classes return to campus for 2 full days per week and do distance learning for 3 days per week. Grades TK-3 will be on campus on Mondays and Tuesdays while grades 4-8 will be on campus Thursdays and Fridays. Grades not on campus will participate in distance learning. Classes will be organized into 2 cohorts to reduce the risk of transmitting Covid-19.

Phase 4: All classes return to campus for in-person learning as follows: TK – 3<sup>rd</sup> grade students return for 3 full days per week and 4<sup>th</sup>-8<sup>th</sup> grade on campus for 2 full days per week.

Phase 5: TK-8th grade on campus for in-person learning 5 full days/week once it is safe to do so.



We know from stakeholders that flexibility and options are keys to success during the pandemic. In recognition that no one size fits all, particularly during the pandemic, OCS is offering 3 options for participation this year:

Option A: Full distance learning for the entire school year

Option B: Hybrid learning; partial distance learning and partial in-person learning (when permitted)

Option C: Hub model for students with the highest needs and students who need proctored distance learning (childcare/supervision for students during distance learning provided on campus – when permitted)

Attendance and participation during distance learning is critical to student's ongoing learning and progression. OCS adheres to the following state 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 and classmates 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; and verifying the time value of each assignment to ensure compliance with instructional minute requirements.
- 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.

### **CARE Team update**

The CARE Team is a group of OCS staff and two licensed school counselors dedicated to helping students succeed during distance learning. If a student continues to show learning loss despite the outreach and support efforts of the teacher, the CARE team is engaged to offer further targeted support specific to what each family needs. The CARE team provides support for students and families related to academics, mental health, parenting, food, employment/unemployment, rent, Covid 19 resources, language support, technology support, and support in finding resources for other needs.

### **Student Materials**

The Administrative Team in collaboration with the Kindergarten Team organized the first Kindergarten Kit drive-thru pick up on Thursday, September 17<sup>th</sup>. Over a hundred Kindergarten Kits were distributed including beautiful materials thoughtfully and lovingly put together by the Kindergarten teachers. The children will now participate in many artistic and fine motor activities, such as watercolor painting, beeswax crayon drawing, sewing, finger knitting, beeswax modeling, and crafting. We will continue to schedule times for student supply pick-ups, as well as arrange additional pickups for individuals as needed.