

November 12, 2015

## **ADMINISTRATION**

### **Prop 39/Co-location Update:**

#### Curriculum:

OCS administration and WESM faculty will be launching a collaborative, after-school homework support program before the winter break. WESM faculty has accepted and reviewed applications from WESM students interested in volunteering for the program, and OCS has identified students who would benefit. The goal is to give free homework support for OCS students, build leadership capacity in WESM students, and foster greater collaboration between our two schools. Future collaborations may involve campus sustainability projects.

#### Facilities:

WESM, Incubator, and OCS administrations have been effectively collaborating on use of shared spaces. The flexibility and communication being demonstrated are examples of best co-location practices.

### **Mar Vista Campus Update:**

#### Facility:

OCS has contracted with a plumber to upgrade the upstairs faculty restrooms. Administration is considering ways to upgrade the downstairs first-grade student restrooms.

#### Events:

The Marina Christian Fellowship has agreed to allow OCS to host our annual Winter Faire on the MV campus again this year. OCS is grateful to be able to continue this seasonal event on the beautiful MV campus, and will work diligently to ensure the event is successful for everyone.

### **Long Term Site Update:**

#### Summary:

OCS' site task force continues to investigate two private sites as possibly viable properties for our school's home. Advantages and disadvantages of both sites are being weighed in this initial investigation phase. OCS has hired the architecture firm of GKKworks to collaborate with our project manager, Jim Bush, and other consultants on site investigation, funding, compliance and timeline for our Prop 1d funds.

#### Funding:

OCS is exploring LAUSD Augmentation grant funding to support the project at either site.

OCS has secured an initial letter of commitment from a bank for bridge financing, should it be necessary, for either project.

### Community Engagement:

OCS board members and staff are reaching out to the two local communities to understand the issues and concerns in the areas surrounding both sites so that our project is responsive and inclusive of local priorities.

### **Enrollment Update:**

2015-16 Enrollment as of November 6, 2015 is 464. Offers are pending in Kindergarten, 5<sup>th</sup>, and 7<sup>th</sup>. Campus tours that began in November have been effective in recruiting students for next year as well as the current school year. In addition, a team of administration, faculty, and parents has been representing OCS at local education fairs, including the LAX Chamber of Commerce School Expo event, the WPNS Elementary School Forum, and the Coeur D'Alene Middle School Forum. Our goal is to increase the visibility of OCS in the community so that we increase our applicant pool overall and increase the diversity of that pool.

### **Diversity Update:**

Our faculty and staff participated in our third Sensitivity and Culturally Responsiveness training on November 4, 2015. The focus of this training was "Culturally Responsive Teaching: Social Capital and Learning, Reaching Students Where They Are". The faculty and staff will share their work on responsive teaching at the November 19<sup>th</sup> ACG meeting, 6-8pm at the WC campus. The entire community is encouraged to attend.

Diversity Committee meetings continue to draw greater numbers of OCS community members, including faculty and staff. Parent members support our outreach efforts by representing OCS at community education fairs, hosting parents during on campus tours, and distributing OCS tour fliers in target locations, including libraries, day care centers, preschools, and local shopping areas.

### **Professional Development Update:**

#### Presencing Foundation Program

##### *Background:*

Roughly 6 years ago, the OCS community was introduced to Dr. Scharmer's Theory U during an ACG meeting with guest speaker George Hoffer. OCS faculty and administration worked further with Theory U over the past two years as part of our Waldorf Certification program with Bonnie River and the Rudolf Steiner College Hybrid Program. Based on these experiences, the directors saw that Theory U and the work of the Presencing Institute is directly relevant to our task as a public Waldorf school in that it provides a process of working individually, organizationally, and in the broader context of society to realize our mission and vision. From our charter's mission and vision statements:

*Our curriculum is built on a foundation of creativity and self-confidence, and grows with the child to balance imagination, critical thinking and academic excellence. This foundation, combined with a focus on ecological and social*

*responsibility, nurtures a sense of delight and wonder about the world, as well as respect for nature and humanity.*

*Our goal is to graduate students who will positively shape our culture, rather than merely reflecting it. Our curriculum is designed to empower each student with the knowledge that she or he matters as an individual and shapes not only her or his own life, but ultimately, our shared future.*

*Our graduates will have the vision, desire and skill to live meaningful lives, balance technology and humanity, and create a sustainable future.*

The Presencing Foundation Program is co-led by Dr. Otto Scharmer, co-founder of the Presencing Institute, professor of Economics at Massachusetts Institute of Technology, and author of “Leading From The Emerging Future: From Ego-System to Eco-System Economies”, “Presence” and “Theory U” with fellow facilitators Arawana Hiyashi, Marian Goodman, Dieter Van Den Broeck, and Gene Toland. The program is offered by the Presencing Institute as part of its goal to create new social fields across the planet of people working towards eco-system consciousness rather than ego-system consciousness. “The Presencing Institute” (PI) is an awareness-based action research community that creates social technologies, builds capacities, and generates holding spaces for profound societal renewal. PI does this through three intersecting activities: “Action Research, Living Examples, and Capacity Building.”(Presencing Foundation Resource Book, p. 31)

#### *Overview of the Training:*

During the 5 day workshop, OCS directors joined 75 participants from around the world representing a variety of professional fields, including health care, business, education, coaching, organizational development, and philanthropy, gathered for the training. Elements of the training included: Mindfulness Practice, From Ego to Eco System Awareness, Introduction to the U, The Power of Listening/Conversation, Embodied Presence, Case Clinics, Reflection, The U-process and Stories from the Field, Presencing, Storytelling, Social Presencing Theatre, The Power of Intention, 3-D Sculpting, Fast Cycle Prototyping, Grounding the Tools and Sustaining the Practice, and Evolving the System. In a beautiful natural setting, the group traveled through the U process of engaging our open minds, open hearts and open hands to gain clarity on particular issues, summon courage for action, and develop prototypes for next steps.

#### *Framework Applications for OCS:*

In broad strokes, the applications for the presencing practice that administration and faculty has begun are as follows:

- Individually: Leading the Personal Inversion: From Me to We- using mindfulness practices to engage with our inner source and then feel the connection with others
- Organizationally: Leading the Relational Inversion: From Ego to Eco-going to the edges of our school system to understand multiple

- perspectives and then using that understanding to work from a whole-system (eco-system) approach
- Societally: Leading the Institutional Inversion: From Ego-System to Eco-System Economies- Going beyond our OCS community into the greater educational community and society generally to contribute to the well-being of all

Practical implications that can be immediately nurtured and/or created, and that directly correlate to our educational mission of educating the head, the heart and the hands are:

- Creating Circles or Containers in which individuals and groups within our community can suspend judgment of self and others to create a space of unconditional caring.
- Maintaining daily practices that keep us connected to our intentions, individually and collectively.
- Recognizing that the people working at our school are working out of a sense of calling rather than just a need for a job.

## **ACADEMIC PROGRAMS**

### **Making Math Meaningful Professional Development:**

OCS hosted a math lecture and workshop with author and teacher, Jamie York on October 23rd-24th. Jamie presented about “Today’s Crisis in Math Education” at the October 22<sup>nd</sup> ACG meeting to an audience of 65 OCS parents and faculty, as well as outside community members. The focus of the Friday and Saturday workshops included lectures on “The Art of Teaching Mathematics”, “Core Principles for Teaching Math”, and “Are Our Students Prepared?” Math curriculum topics on Introducing Long Division and Introduction to Algebra were presented. The participants worked in groups on Problem Solving, Math Puzzles, and Geometry Activities. In true Waldorf fashion, Hiromi Sensei led the group in movement each day and Ms. Schmidt and Ms. Groom led singing. There were a total of 70+ participants in the 2-day workshop, including our own OCS faculty as well as teachers from various schools around the state and beyond.

### **Fall Parent/Teacher Conferences: November 16-20**

Parent/Teacher Conferences are an incredible opportunity for parents to meet with their child’s teacher to review the individual academic, social, and artistic progress of their child. During the conferences, teachers share the strengths and challenges of each child as they understand them through various measures, including: observation, main lesson book work, student presentations, quizzes and tests, group work, artistic works (paintings, drawings, sculptures), singing, flute/recorder playing, and movement. This holistic view of the child is shared with the goal of informing parents about the child’s current skills and abilities as well as engaging parents in the process of supporting the child in his/her healthy development.