



**Olympia  
Community  
School**

*Where a Love of Learning Grows*

OCS  
SAFE START  
REOPENING  
PLAN:  
AUGUST 2020

*Through weeks of discussion and planning, we strived to build a school model that best reflects our core values and community needs. Our goal was to balance the health and safety of our community and the learning experience of our students.*

*However, given the current situation, the Thurston County health department strongly advised ALL schools to remain closed for in-person instruction for the 2020 fall term. This critical guidance will become a mandate if not followed and is also an ethical obligation.*

***When the OCS 2020-2021 school year begins, we will come together in an enhanced distance learning program.***

*The Olympia Community School is committed to providing a robust and integrated educational experience. We feel confident that our remote learning will embrace OCS core values, balancing academics with social and emotional growth.*

***We are prepared to transition to in-person learning modalities when it is safe to do so.***

*Our teachers will continue to focus on a program that is student-centered and engaging.*

*The benefits associated with a smaller community school are still present in the virtual arena. Our students will continue to receive more one-on-one time. Likewise, we will continue to provide individualized curriculum and foster a deeper sense of community and connection.*

*We are a school that values problem solving, cooperation, resilience, and connection.*

# ITEMS BEING COVERED



Our Guiding Principles



Data and Sources



The Planning Process



Community Feedback



School Plan



Remote Learning



FAQ

## □ OCS Guiding Principles

The health and safety of our students, teachers, staff, and families is at the forefront of all our decision making.

We know that we cannot eliminate all risk. Recognizing the educational, social and emotional importance of any in-person learning, the goal is to minimize the risk of exposure. Providing the SAFEST school environment possible is the top priority.

Our plan has always been contingent on the guidelines laid out by state and local health officials.

If Thurston County Health Department does not feel it is not safe for our community to return to school, we cannot put our teachers and students at risk.

# OCS Guiding Principles

## Returning to baseline

The reality of living during a pandemic, is that there isn't really the option to return to pre-COVID normalcy. Recognizing this, means shifting the way we think about what school will look like and managing expectations. The benchmarks and standards we are aspiring to have shifted to meet the current times.

When we return to in-person learning, OCS will meet or exceed all school reopening requirements:

- Social distancing
- Hygiene protocols
- Facility cleaning
- Fewer, shorter, safer interactions

Unfortunately, information about the novel coronavirus and COVID-19 is still limited. There are also many conflicting opinions and beliefs. We have and will continue to be informed by data and guidance by local, state and national authorities (e.g. OSD, OSPI, DOH, CDC).

- ▶ [CDC: Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)
  - ▶ The article discusses the critical roles of schools and offers several considerations for school administrators.
- ▶ [OSPI: Reopening Washington Schools 2020 Planning Guide](#)
  - ▶ Washington's Superintendent, Chris Reykdal released guidelines for schools regarding health and safety, drop off/pick up procedures, reducing transmission, and more.

## Data and Resources

- ▶ DOH: Situation Report
  - ▶ Specific knowledge about trends, data collection, age distribution and other peer-reviewed statistics.
- ▶ Thurston County: Public Health and Social Services Department
  - ▶ Statement to administrators that urges schools to provide distance learning to curb the spread. The county is committed to advising when it is safe to return to school.
- ▶ WEA Demands Safety First
  - ▶ Washington Educator's Association is the leading union for educators in the state. There are several themes discussed that are relevant to OCS's planning process.
- ▶ DOH
  - ▶ COVID-19 pandemic shifts younger while inequalities grow wider in Washington State.

# Data and Resources

# The Planning Process

The decision whether or not to open school is a complex, multi-faceted matter.

- The Board, Teachers, Coordinators, and Support Staff have spent hours this summer developing a solution that best meets the needs of our community while incorporating the latest data.
- We have been meeting twice weekly to discuss the intricacies of reopening.

OCS is a community-based organization. We value our connections and shared experiences.

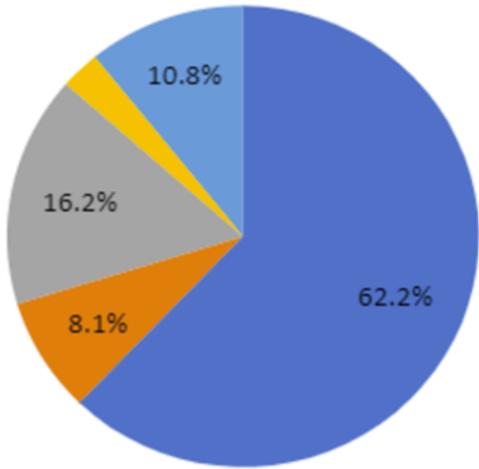
- Keeping families informed and maintaining open communication has been critical during this process. We used different platforms such as parent surveys, phone calls, emails, and launched a parent portal to facilitate this process.

# School Plan

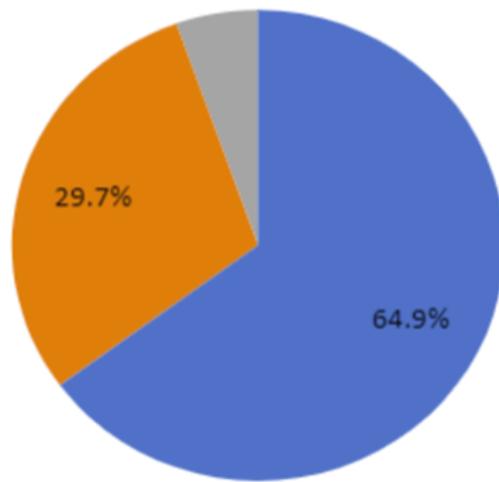
*Our school year will start with remote learning. When school reconvenes, we are prepared with a hybrid model so our families can smoothly transition to in-person learning.*

- ▶ The next several slides capture several components of how and why we chose the hybrid model for when we can begin transitioning to in-person learning.
  - ▶ Community Feedback
  - ▶ Hybrid Model
  - ▶ Continuity of Education
  - ▶ Minimizing Exposure
  - ▶ Quality of Education

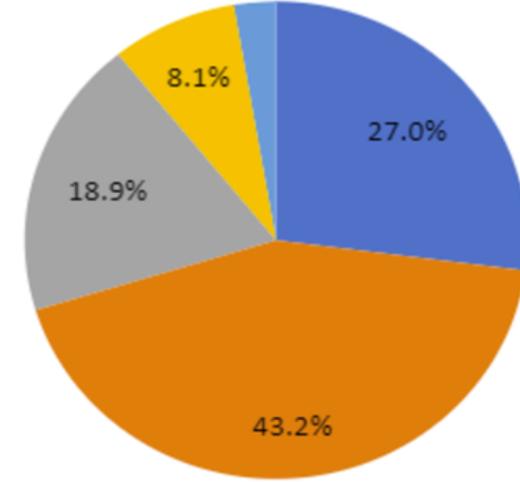
In-Person	Results
Yes, absolute (w/ precautions)	23
Yes, maybe	3
No, probably	6
No, absolute	1
Unsure	4
	<b>37</b>



Hybrid	Results
Yes, absolute (w/ precautions)	24
Yes, maybe	11
No, probably	2
No, absolute	0
Unsure	0
	<b>37</b>



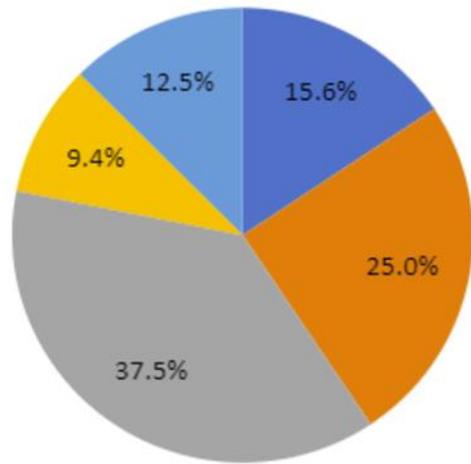
Full Remote	Results
Yes, absolute (w/ precautions)	10
Yes, maybe	16
No, probably	7
No, absolute	3
Unsure	1
	<b>37</b>



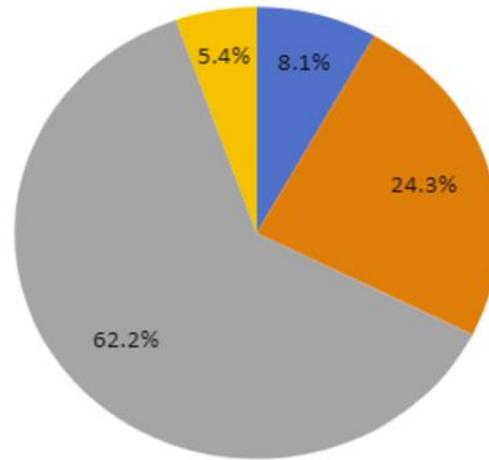
## School Plan: Community Feedback

The feedback from our community is critical during this time as we redesign our school delivery model to conform with the requirements and guidelines set forth by our state and county officials. In prioritizing the health, safety, and well-being of our community, it is important that we also consider the needs, preferences, and values of our students and families. We had 27 responses to date from our original survey; however, since then, we have reached out to each family to discuss these important topics.

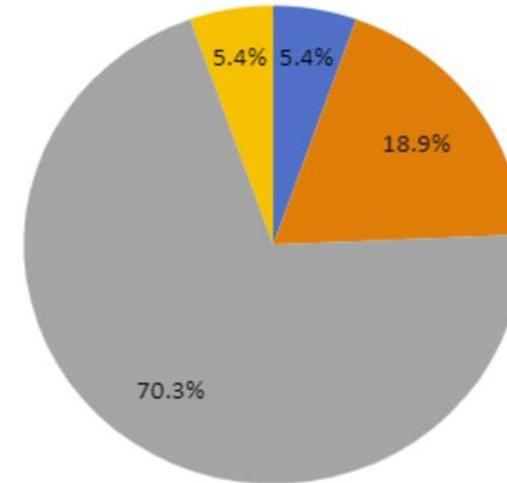
Study Hall	Results
Yes, absolute (w/ precautions)	5
Yes, maybe	8
No, probably	12
No, absolute	3
Unsure	4
	<b>32</b>



Before Care	Results
Critical	3
Nice to have	9
N/A - Not Needed	23
Other	2
	<b>37</b>



After Care	Results
Critical	2
Nice to have	7
N/A - Not Needed	26
Other	2
	<b>37</b>



## School Plan: Community Feedback

# School Plan: Hybrid Model

## Hybrid Model: In-person and Remote Learning

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:15 AM	Drop-off		Drop-off		Drop-off		Drop-off		Drop-off	
8:30 AM	Group A In-class	Group B In-person study hall	Group B In-class	Group A In-person study hall	Group A In-class	Group B In-person study hall	Group B In-class	Group A In-person study hall	At home independ ent learning Groups A & B	In-person study hall
9:00 AM										
9:30 AM										
10:00 AM										
10:30 AM										
11:00 AM										
11:30 AM	Study Hall Lunch		Study Hall Lunch							
12:00 PM	Study Hall Lunch		Study Hall Lunch							
12:30 PM	Study Hall Lunch		Study Hall Lunch							
1:00 PM	Teacher remote learning lesson planning	In-person study hall	Teacher remote learning lesson planning	In-person study hall						
1:30 PM										
2:00 PM										
2:30 PM										
3:00 PM	Pick-up		Pick-up		Pick-up		Pick-up		Pick-up	

**\*\* Families may elect to engage in fully remote learning. \*\***

# The Hybrid Model: Group A

## Hybrid Model: In-person and Remote Learning

### GROUP A

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:15 AM	Drop-off		Drop-off		Drop-off	
8:30 AM	Group A In-class	Independent learning	In-person study hall	Group A In-class	Independent learning	In-person study hall
9:00 AM						
9:30 AM						
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM						
12:00 PM						
12:30 PM	Study Hall Lunch		Study Hall Lunch		Study Hall Lunch	
1:00 PM	Independent learning	In-person study hall	Independent learning	In-person study hall	Independent learning	In-person study hall
1:30 PM						
2:00 PM						
2:30 PM						
3:00 PM	Pick-up		Pick-up		Pick-up	

### Group A

- ▶ Attends in-person class Monday and Wednesday Mornings 8:30-12:30
- ▶ In-person academic support available M/W afternoons (12:30-3:00) AND Tuesday/Thursday/Friday 8:30-3:00

**\*\* Families may elect to engage in fully remote learning. \*\***

# The Hybrid Model: Group B

**Hybrid Model: In-person and Remote Learning**

GROUP B										
TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
8:15 AM	Drop-off									
8:30 AM	Independent learning	In-person study hall	Group B In-class		Independent learning	In-person study hall	Group B In-class		Independent learning	In-person study hall
9:00 AM										
9:30 AM										
10:00 AM										
10:30 AM										
11:00 AM										
11:30 AM	Study Hall Lunch									
12:00 PM	Independent learning	In-person study hall								
1:00 PM										
1:30 PM										
2:00 PM										
2:30 PM	Pick-up									
3:00 PM	Pick-up									

Group B

- ▶ Attends in-person class Tuesday and Thursday Mornings 8:30-12:30
- ▶ In-person academic support available T/Th afternoons (12:30-3:00) AND Monday/Wednesday /Friday 8:30-3:00

**\*\* Families may elect to engage in fully remote learning. \*\***

# Hybrid Model

We recognize that the proposed model is not ideal for all families, but this proposal best aligns with the most recent guidelines and emerging trends. The board chose this model for several reasons.

# Hybrid Model

## The Board chose this model for several reasons.

- ▶ It provides flexibility to move to and from fully remote learning as necessary.
  - ▶ Teachers are planning a curriculum that will allow all students to be able to transition to/from remote, for whether they need to transition individually (e.g. exposure quarantine) or if the entire school must be temporarily closed to in-person learning.
  - ▶ Sufficient planning time is needed to prepare both remote and in-person curriculum. Simply recording or live streaming in-person learning doesn't reflect the individualization of OCS curriculum. Students are rarely all addressed by the teacher at the same time, save activities such as morning circle. OCS teachers typically engage students in small groups.
  - ▶ As we learn more about the virus and schools' ability to mitigate the risk, OCS maintains the flexibility to phase in more or less in-person time.

# Hybrid Model

## The Board chose this model for several reasons

- ▶ It promotes the safest in-person environment while ensuring childcare coverage from 8:30-3:00 with no additional cost to families.
  - ▶ Recognizing that childcare is a necessity for some families, this option provides for childcare coverage with academic support from 8:30-3:00.
- ▶ Half days are safer than full days
  - ▶ Half days remove the need for an all-school lunch period. A lunch period involves higher risk activities including transitions, unmasking, hands to mouth.
  - ▶ Half days also allow teachers to focus on quality over quantity. Specifically, teachers can adjust curriculum accordingly.
  - ▶ A half day reduces the continuous stretch of time students need to maintain social distance and hygiene practices. This is particularly beneficial for the younger children where social distancing, hygiene practices and mask-wearing are more challenging.

# Continuity in Education

**It is vital that our students have no gaps in learning**

- ▶ In the past, the motto for education was to have all kids in school as much as possible and engaged in learning. This included sending kids to school when they were feeling a little under the weather. **However, to ensure we are helping reduce community transmission, parents need to commit to the “Stay Home Stay Healthy” directive.**
- ▶ In the educational arena, this is a new way of thinking and OCS must find a way to adapt. Allowing teachers time to prepare a remote curriculum for students who are out for sickness maintains continuity of learning.

# Minimizing Exposure

There were **MANY** hours of discussion regarding minimizing exposure.

- ▶ Once in-person learning resumes, we are trying our best to cohort groups. These groups would be determined by many factors including grade level, academic interests, and sibling families.
  - ▶ Our ability to cohort is dependent on the capacity to budget for the additional support staff needed to keep cohorts separated.
- ▶ We are working closely with St. John's to maintain and develop a strict cleaning/disinfecting regiment.
- ▶ We have acquired seven high quality air filters that will be placed in each area of the school that our students will be using.
- ▶ We will expect families to follow health and safety protocols established by the school and adhere to the state and local requirements. This includes, but is not limited to:
  - ▶ Face masks
  - ▶ Temperature Screening
  - ▶ Keeping kids home when ill
  - ▶ Increased handwashing

**\*\* We are fortunate that our small school size inherently minimizes our risk.\*\***

# Quality of Education

**We hear your feedback!**

**We are listening when families tell us their concerns and we are reviewing and incorporating input we receive.**

- ▶ While the instructional time is different from what we are used to, please remember that returning to baseline is not an option. No school districts are going to be able to offer the same amount of face-to-face time as they had in the past.
  - ▶ The half day model does not include lunch or recess, which allows the teachers to concentrate the instructional time offered. Also, with fewer students in the class, the teachers can focus specifically on differentiating for the students who are in the class at that time.
  - ▶ The remote model still will incorporate all of the theme and traditional subjects teachers have always taught. They have and will continue to come up with creative ways to nurture the love of learning virtually.

# Remote Learning

- ▶ We are very proud of our quick pivot to offer remote last spring! However, we acknowledge that there were lessons learned along the way. The teachers are engaged in critical reflection of what aspects of remote learning worked in the spring, and what pieces need to be retooled. This is what our teachers do best!
- ▶ For the fall, teachers are strategizing on how to maximize
  - ▶ Assessment and progress monitoring
  - ▶ Student accountability
  - ▶ Creativity and collaboration
  - ▶ Community-building
  - ▶ Simplicity for family members in their support role
- ▶ Individual teachers can field specific questions about plans for fall learning at each grade level. You are encouraged to provide your input during the special Aug 5 parent meeting.



**\*\* The teachers will discuss this further at our upcoming parent meeting.\*\***



# Frequently Asked Questions

▶ Why would OCS only provide half days or alternate days?

- ▶ Reduce the number of hours together (exposures) with shorter but more concentrated class
- ▶ Full days are too long for young kids to wear masks and follow all safety protocols.
- ▶ Teachers are going to have to also do remote learning and need time for that.
- ▶ The half day will provide 4 hours with the teacher (compared to traditional in-person of 5 academic hours)
- ▶ Reduces lunch (non-masked, higher risk) times together

▶ What will the pick-up and drop off routine look like?

- ▶ Specific procedures will be developed in August. We know that the pickup and drop off procedure will adhere to all required guidelines.
- ▶ Will childcare coverage from 8:30-3:00 be included in tuition?
  - ▶ When we implement the hybrid model, OCS will be offering a study hall with academic support option for families who need 8:30-3:00 coverage each day. Students will complete their remote work at this time.

- ▶ What is OCS doing about air quality (e.g. windows, air filters, St. John HVAC)
  - ▶ Seven high quality air purifiers have been generously donated to OCS, which will be placed in all classroom spaces, and kids club/study hall areas. Classrooms are not connected to the building-wide HVAC.
- ▶ How will (and how much) will OCS provide outdoor education (e.g. in the winter)?
  - ▶ It is understood that outdoor activity poses much less risk than indoor. OCS is continuing to look at ways to maximize outdoor time as much as possible.
- ▶ What will the sick policy look like?
  - ▶ These policies are still in development and will be communicated as soon as possible. There are a lot of complexities involved and we want to make sure we take our time to be as informed and proactive as possible.
- ▶ What's going to happen with before and after care?
  - ▶ We are continuing to evaluate the need for care as well as examining what is feasible with our budget.

► Why would OCS only provide alternate days?

- When thinking about consistency from a student experience perspective, an alternating day approach provides a more effective educational routine for the student over the course of the week. Larger chunks of time in-person followed by remote requires students to completely shift gears from one learning style to another, mostly independently.
- Alternating between school and home throughout the week allows teachers to better integrate the in-person and remote curriculum so that it is more cohesive for the student. It also allows teachers to improve the remote experience by providing more in-person direction the prior day and creating better accountability the following day. We also are able to reduce the number of students in the classroom to allow for greater social distancing and greater focused time with their teacher.

► What is the COVID exposure policy?

- Students who present COVID symptoms at school will be separated from other students until they can be picked up. Specific details will be developed during August planning.

► Will there be a chance to avoid the early withdrawal penalty?

- Families will be provided a two-week exemption from the withdrawal policy. While it is recognized that this does not provide a lot of time for families to process and deliberate this decision, it is important for the viability of the school to know its enrollment levels as soon as possible.

- ▶ How will OCS accommodate children who cannot wear masks for medical reasons?
  - ▶ We recognize that there may be reasons a child cannot wear a mask, whether that is medical or ability to consistently comply with the requirement. One accommodation for that situation, if feasible in their specific situation, is for the student to choose the remote learning track. This provides the student with the individualized curriculum while preserving the protected environment in the classroom for the in-person students, teachers, and staff. If neither mask compliance nor remote learning is feasible for the student, the board will work with the family to identify a solution consistent with reopening guidelines.

- ▶ What will Enrichment look like?

- ▶ Our support staff are absolutely amazing and committed to providing the best experience at our school. More information on enrichment is to come.

- ▶ What about volunteer hours?

- ▶ At its core, our school is based on the shared values of community and self governance. We rely on our parent body to maintain successful operations at OCS.
- ▶ **WE WILL NEED SUPPORT!** Please standby for volunteer opportunities. They might look a bit different then what you are used to, but let's model some flexibility for our kiddos and adapt to this evolving need.
- ▶ We also recognize the need for flexibility and will work with families individually as needed.

Thank you!

The background features abstract, overlapping geometric shapes in shades of orange and green. The shapes are layered, creating a sense of depth and movement. The colors are muted and earthy, contributing to a clean and professional aesthetic.