



Remote Town Hall

December 15, 2020



CV

- A.K.A Curriculum Vitae (translates as "the course of your life")
- A comprehensive overview of your awards, achievements, and experience (related to art or academia)
- Often more than one page (no limit!)

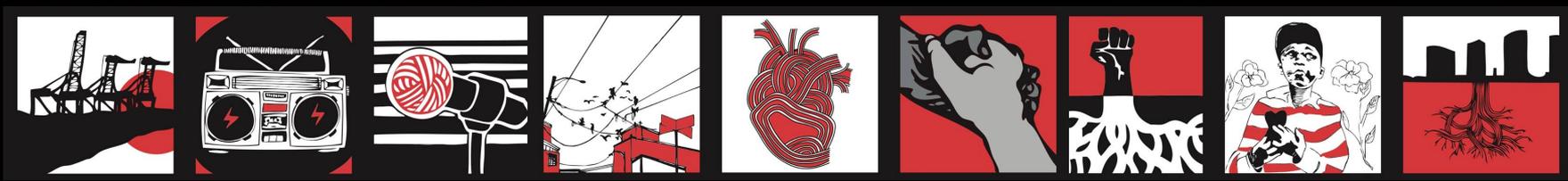
RESUME

- A summary of your professional history tailored to a specific job or position
- Concentrates on relevant work history, relevant skills, relevant experience (key word: relevant)
- No more than a page!

Outside of the U.S., CV's are the standard



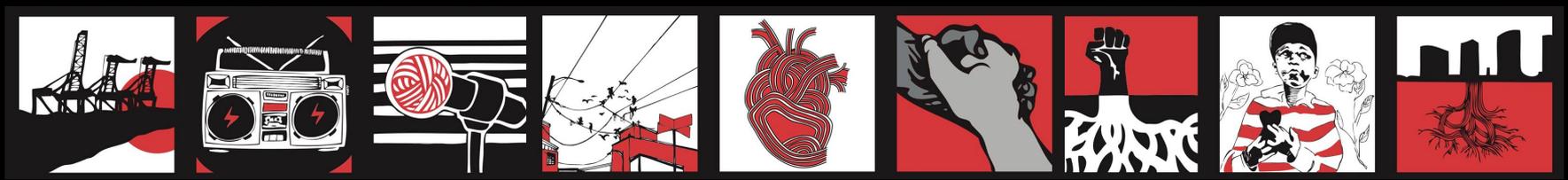
Resume workshop in 9th grade Business of the Arts



Today's Purpose

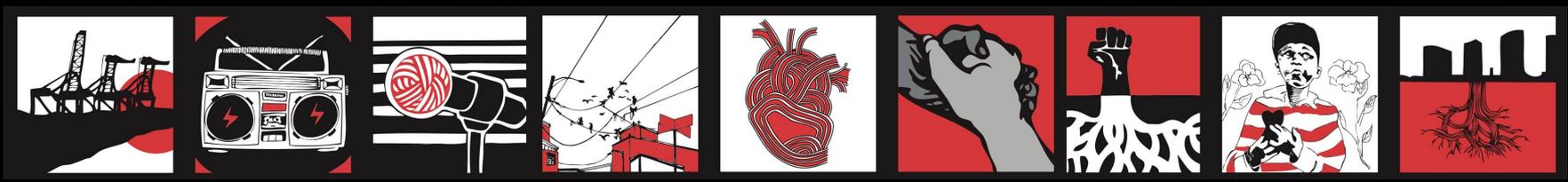
We will be sharing information on how our student support team has modified and strengthened student support structures as we head into continued remote learning for quarter 3.

But first.....



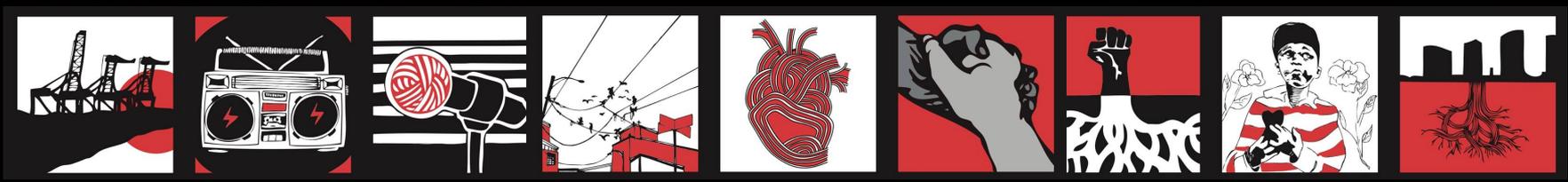
....A Look Back at Semester 1

- The OSA Artist Series has brought top names in entertainment to audiences of over 700 people on a monthly basis
- Weekly student art showcases and assemblies have kept students engaged with their peers
- Latinos Unidos and APISU each hosted beautiful cultural celebrations for our students
- Our Board of Student of Color has been collaborating with the OSA leadership team to support DEI initiatives school wide
- The Robotics Club won “Most Innovative/Unique Design for their Rube Goldberg contraption
- Our Step It Up program has enrolled 87 5th to 8th grade students providing specialized arts preparation to students from underserved communities in Oakland
- These Town Halls have provided families with information and access to school leadership every three weeks
- Our art performances have demonstrated technological innovation bringing beautiful displays of student passion and purpose on a regular basis
- All the while, our teachers have adapted all aspects of their curriculum into a remote learning program with a 98% attendance rate as students make progress toward graduation in their college preparatory classes.



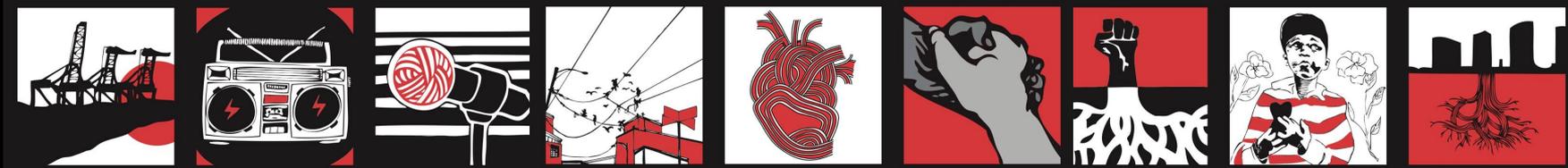
Student Support Update

- Wednesday Support Sessions
 - Tier Two Intervention
- Adding Tuesday Study Hall Support 12:30-1:30 starting January 5, 2021
 - Open to all students
- Semester One Wrap Up
 - Incompletes, Pass/No Pass option will be based on UC/CSU decision (to retain A-G eligibility)
 - Semester One Recovery
 - Student & Family Conferences
- Semester 1 data analysis with teachers and staff will be part of PD in January

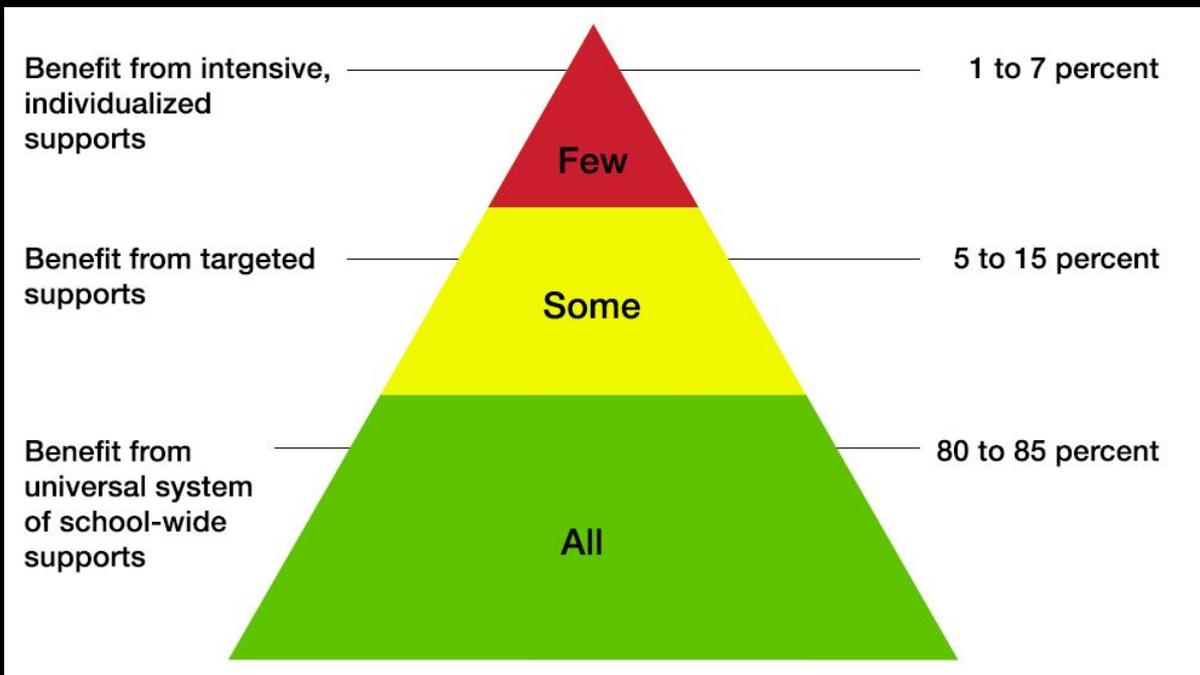


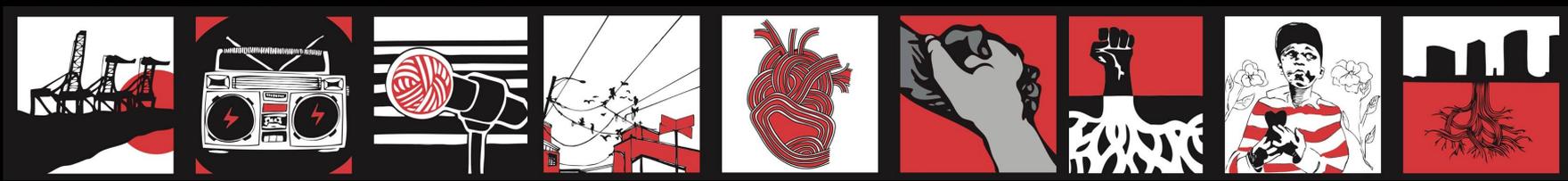
Student Support Interventions

- Twice a week, COS Team reviews new teacher/staff referrals to the Support Team, review existing referrals and records progress. (First Tier of Intervention) **(Semester 1 approx 175 students)**
 - Academic Counseling
 - Communication among Teachers & Students & Family
 - Health & Wellness
 - Attendance Monitoring
- Support Team develops individualized support plan, assign a point person to monitor progress and support communication among student, teacher and family. (Second Tier of Intervention)
- **Wednesday Student Support 11am-12pm (current enrollment 52 students)**
 - Designated team member offers direct outreach and one on one support



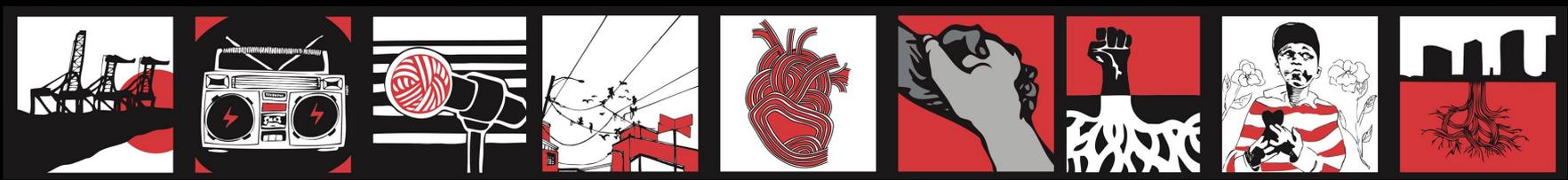
RTI Pyramid





Tier One Interventions (all students)

- Teachers have access to a referral form to help communicate students of concern to the mental health team when they identify them in their classes.
- Utilize weekly **Advisory** meetings to implement social emotional curriculum
- Direct families to our **Family Resources Website** for information on free/low-cost mental health resources, links to free audiobooks and other educational websites, training for students and parents on how to technology, access to free internet and free meals, how to enroll in Medi-Cal and Cal-Fresh, and how to support those in our community if they are in a position to do so.
- Provide collaboration with teachers to consider the impact of the stress and potential trauma that students are facing when delivering curriculum and assessing students.
- Provide drop in **support group** for teachers to consult and collaborate with mental health team members about their concerns.
- Provide drop in support groups for families to consult and collaborate with mental health team members about their concerns.
- Provide **professional development** training for teachers on trauma-informed care and trauma-informed teaching.



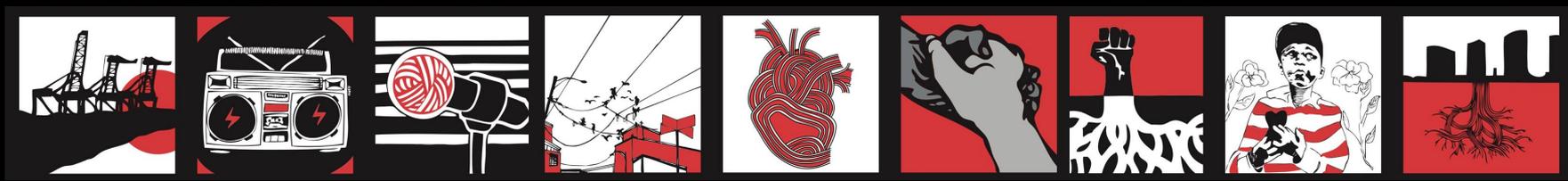
Tier Two & Tier Three Interventions

Tier 2:

- Provide small group counseling for students, families and teachers that will target the current mental health needs of each group.
- Coordinate care with outside providers for students when appropriate to ensure students mental health needs are being met in the learning environment.

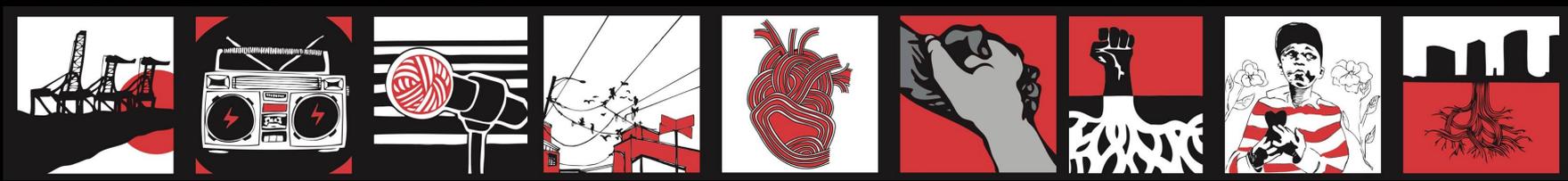
Tier 3:

- Continue to provide individual mental health counseling to students who receive that service through their IEP or students who are otherwise unable to access 1:1 care when needed.
- Assess high-need student for 504 Plans. When needed, implement plans with targeted accommodations.
- Crisis intervention
- Consult with students and families



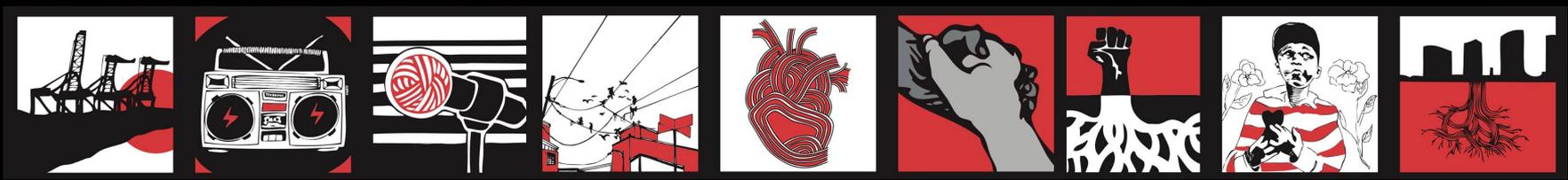
What's Different In Remote?

- **More time on Tier 3 because of need**
 - More supported needed for students around housing, food insecurity, and financial concerns.
 - Recruitment for Tier 2 services a challenge - low attendance in drop-in groups because of zoom fatigue, hard to create community on zoom in open groups.
 - Finding students is more challenging, limited by zoom and telephone



What Will Continue into Q3

- Continuing with a robust virtual support schedule
 - Academic and mental health drop in support, group and individual.
 - Parent and teacher support drop in times
- Follow ups with students from the **12/8 Student Feedback Survey**
- Increased visibility
 - Wellness counselors at academic support times
 - Collaboration with teachers on mental health related topics



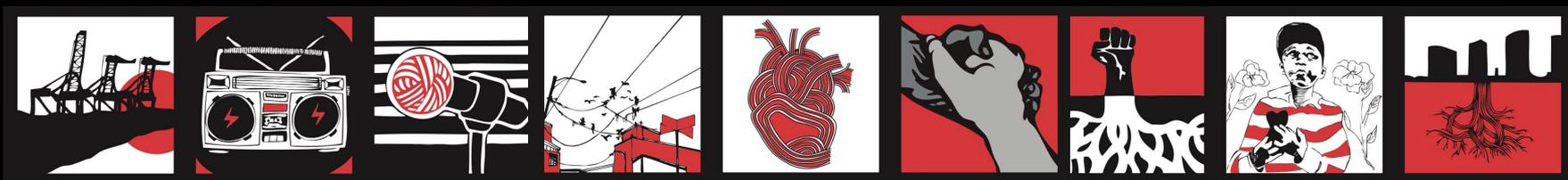
Mental Health and Wellness:

Mission Statement: We are a small but mighty team that strives to meet the unprecedented high demand. While we know that each student has a unique set of needs, our team's mission is rooted in the practice of mental health equity, which brings a continual awareness to providing fair access, fair chances and fair resource distribution to alleviate any disadvantage experienced by at-risk or vulnerable groups.

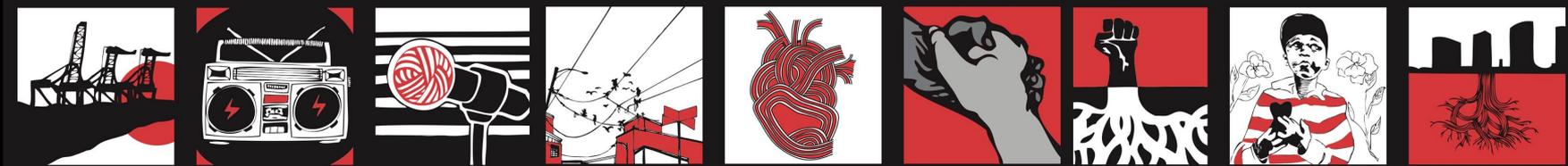
Services Offered: During this Remote Learning time **we offer drop-in counseling services and support (no appointment necessary)** during school hours on Wednesday and Friday for students and Thursdays for parents/families/caregivers. We also have opportunities to sign up for one time individual check ins with a wellness counselor on Mondays, Wednesdays and Fridays, as well as very limited short term individual counseling.

Where to find out more:

<https://sites.google.com/oakarts.org/resources-for-families/osa-virtual-support-schedule?authuser=1>



Mental Health and Wellness



Virtual Support Schedule

Mental Health Team:

Maya Levine : mlevine@oakarts.org (3.5 days a week)

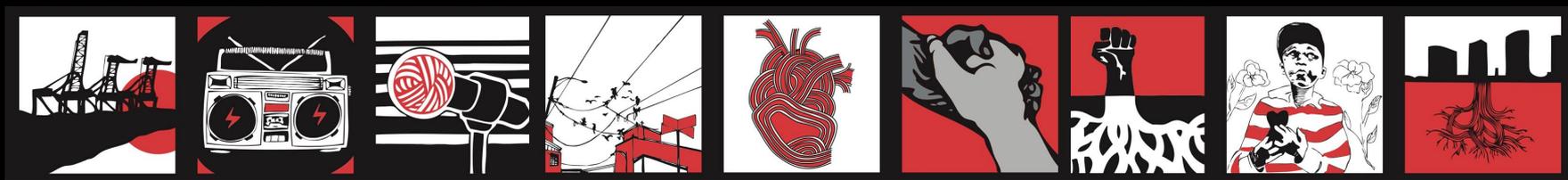
Erica Wandner: ewandner@oakarts.org (5 days a week with other SPED duties)

Kristin Fialko: kfialko@oakarts.org (1 day a week)

Teresa Kabat-Zinn: tkabat-zinn@oakarts.org (1 day a week)

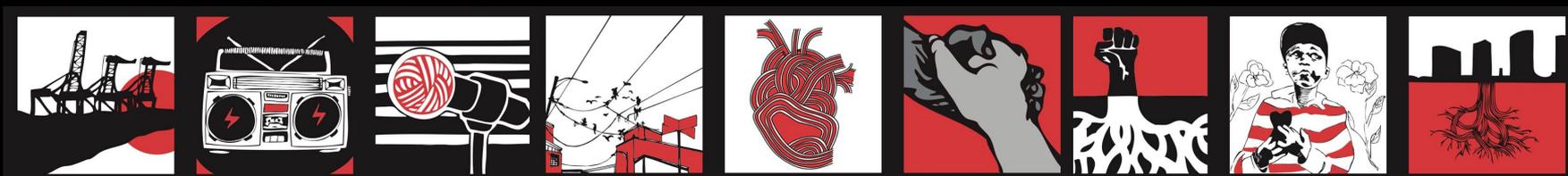
Will Williams: wwilliams@oakarts.org (1 day a week)

OSA Virtual Support Schedule				
For more information about student Support available for all OSA students and families, please email kzaugg@oakarts.org Student Club info can be found here: OSA student club schedule **Please read more information about the drop in groups below**				
Monday	Tuesday	Wednesday	Thursday	Friday
	Grade level Assembly 11-11:30 OSA Advisory 11:30 - 12	Middle School Drop in Support for those interested in Gender, identifying as trans, non-binary, gender expansive, cis and unsure 12-1 Zoom Link	Academic counseling Office hours with Ms Schultz. 12 - 1 Zoom Link	
		Middle and High Drop in Support With Maya Levine 12 - 12:30 Zoom Link	OSA Teachers & Staff Drop In Support 12:15-1:15	BAWAR Drop In Support 11am-12pm https://us02web.zoom.us/j/8543377377
		Sign up for Drop in individual support students or parents: With Maya Levine 12:30 - 1 Sign up here	High School Guided Meditation and Mindfulness With Kristin Fialko 1-1:50pm Zoom link	
		OSA Teachers & Staff Embodiment and Emotional Support Please email to join: kfialko@oakarts.org	Ms. Snyder open office hours 1-2 Zoom link	Sign up for Drop in individual support students or parents: With Maya Levine 1-3pm Sign up here



Mental Health and Wellness: With individual and family differences in mind, we'd like to offer a few general tips for parenting as we end Q2, anticipate Winter Break and head into Q3:

- **Most teens need a lot of social time to thrive:** Be attentive to your student and keep encouraging and even facilitating social interaction with family and friends. Is your student spending too much time alone?
- **Move Together:** Mood-boosting family activity: dance party, jumping jacks, plank contests, a walk or hike etc.
- **Monitor your student's wellness:** Monitor your student's sleep and food intake. Too much or too little can affect mood and learning.
- **Listen and stay connected,** hourly if possible: Ask your student what they need more of from you and less.
- **Reset for the 2021 as a Family:** Use Winter Break to relax and do some healing from this unprecedented year of added stress and anxiety (and trauma for some) as a family. Create individual and family goals including goals that are fun, family-focused, non-achievement oriented and meaningful and for many, spiritual.
- **Talk about tech and an eventual transition back to non-virtual school and socializing:** Many students we have talked with are in front of screens and using tech to interact more than they or their families ever anticipated. Help your teen think about their tech use. Some students may have a harder time than others transitioning to more in-person socializing. Monitor gaming, You Tube watching etc both during and outside of school hours.



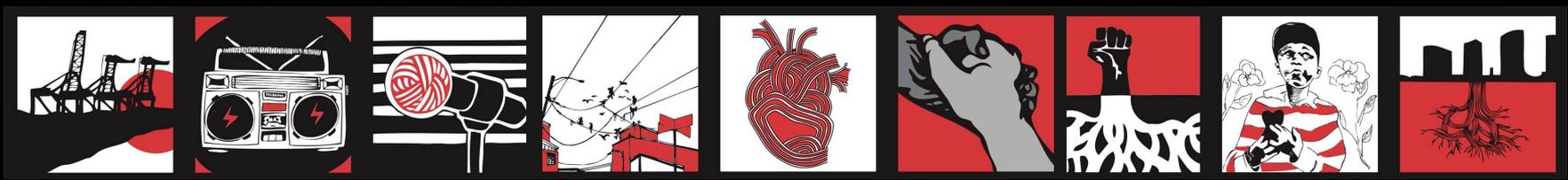
Academic Counseling Update:



Semester One is Wrapping Up: We are giving students one last push to get their work in and their grades in a good place for the end of the term on 12/17. The UC has not approved a Pass/No Pass option for this term, so it can not be offered to the high school at this time. We are working with our Middle School Team to see if this is a viable option for our 6th-8th graders.

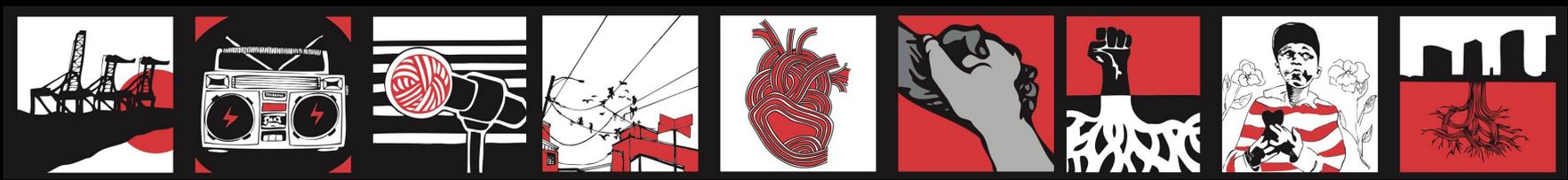
College Apps for Fall Deadlines are in: Students applying for early admissions and for schools like the UC's and CSU's got their applications in with the help of our UC Berkeley College Counseling interns, our College Support course, and our College Counselor, Ms. Snyder

Concurrent Enrollment Registration is Open: The Peralta, Saddleback, and other community college systems are accepting enrollment for their spring courses. Students who are looking for a challenge, credit recovery or acceleration, or just enrichment have a wide variety of courses open to them. They should sign up asap if they are interested; all forms and instructions are on our [Academic Counseling Website](#)



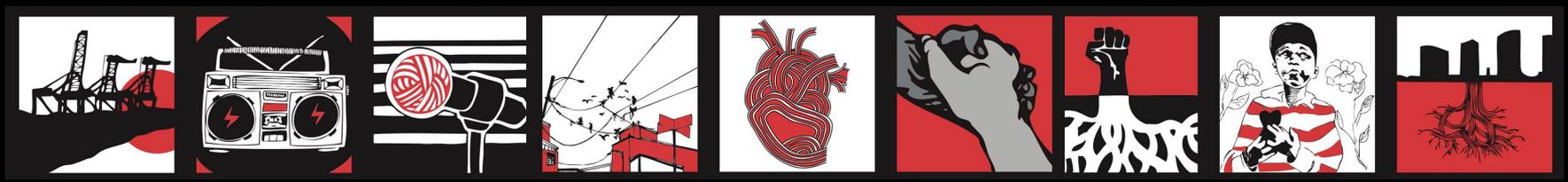
College & Career Update: Our Seniors

- 84 /109 seniors in the process of applying to four year colleges and 25 with plans for community college and/or work or career
- Held Wed workshops on essay support, UC & CSU apps, financial aid & scholarships
- Over 80 hours of small group and one on one support offered by UC interns
- Offered a *College Support Class* with 22 seniors this fall
- Visited 12th grade English classes and provided one on one support to students.
- Essay coach volunteered 35 hours one-on-one with eight students working on essays
- 6 students (11th & 12th) worked with Valencia 826 via a program for Black students
- Along with student leaders, held Friday College Support Club meetings for all students
- Initiated senior family meetings to support in planning celebrations, senior portraits & events; next one is January 14th
- Senior student-led update and check-in tomorrow for students



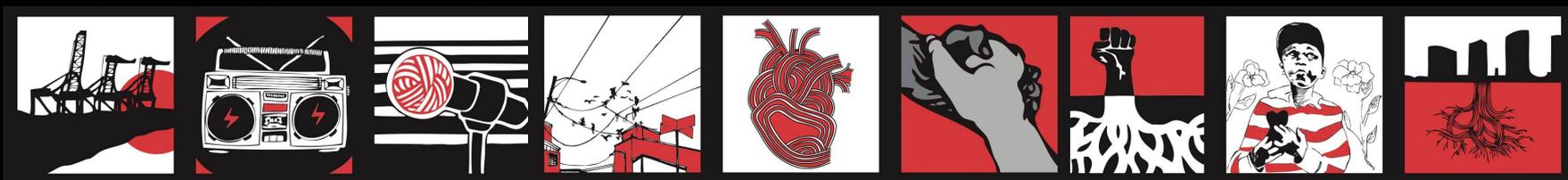
College & Career Update: Juniors

- College Support Class still enrolling juniors for the spring! Please email wsnyder@oakarts.org if your 11th grader is interested in joining!
- **Wednesday College & Career Search** offered beginning on Wed, Jan 6th, 4:15 to 5pm for juniors
- Coordination with arts sub pathway chairs re: future plans
- Visits to 11th grade English classes
- Schedule one on one meetings for students and families of 11th graders by going to <https://calendly.com/snydercounseling>
- February night for parents of 11th graders
- March College Fair



College & Career Update: 10th Graders

- Visits to 10th grade English classes this spring
- Coordination with arts sub pathway chairs re: future plans
- One on one meetings beginning in March to look at coursework, summer programs, internships, etc.
- Kingmakers of Oakland visited last week and are offering a free college access program for African American male students - apply by Jan 1st - <https://kingmakersofoakland.org/what-we-do/kings-in-the-making/>



Anna- Student Culture & Community

Affinity Groups: BSU (Black Student Union), Queer/Trans Club, Latinos Unidos, Womxn of Color, and APISU (Asian Pacific Islander Union), and BSOC (the Board of Students of Color).

Student Clubs: Nerd Herd, Mental Health Awareness, Film Making, Green Team OSA!, Robotics, Youth vs. Plastic, Glee, Dance, Film, Fashion, Science, Book, D&D (Dungeons and Dragons), Garden, Arcade, College Support, New Students (7-8th) and (9-12), and Lunch Club for 6th graders

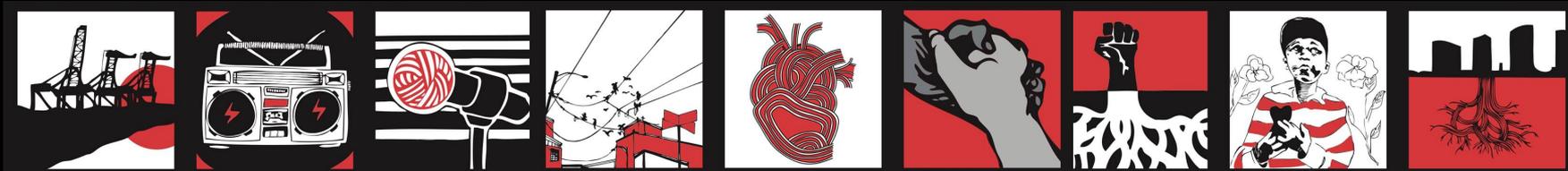
Affinity Group/Club Schedule Link:

<https://docs.google.com/document/d/1cugQlbUA9-HzGv1cmhV1uVIPKDE-ACW05iMyXRKiUJg/edit>

Assemblies/OSA Students Create/Advisory: Each week students have opportunities to engage with one another and the community at large through Advisory, OSA Students Create, and Assemblies.

Student Engagement Initiative: Quarter three presents opportunities for us as a school community to increase student engagement and connectedness in the classroom.

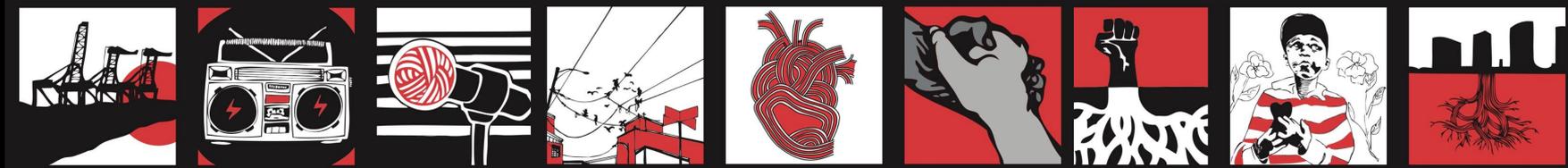




Next Town Hall

Quarter Three Update: January 26th

Looking Ahead to Quarter Four: March 2nd



Questions/Feedback?