

# APPLICATION FOR RENEWAL THE SALT LAKE CITY OPEN CLASSROOM CHARTER SCHOOL

November 2016

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## **A. GENERAL INFORMATION**

**Name of proposed charter school:** Open Classroom Charter School (“Open Classroom”)

**Address of proposed charter school:** 134 D. St. Salt Lake City, UT 84103

**Date application submitted to District:** November 2016

**Applicant name:** The Open Classroom Steering Body of the Salt Lake City Open Classroom.

The primary contacts for this renewal are Nicole Laird, Matt Horn, and Kathryn Hollicker

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**Description of group or organization:** The governing board for this body is the school's Steering Body. The Steering Body is composed of parents and faculty of the Open Classroom, and is further described in Part C.1.c of this application.

**Website address:** The website for the current Salt Lake City School District Open Classroom Charter School is [www.ocslc.org](http://www.ocslc.org).

**School District:** Salt Lake City School District

**Date school began:** August, 2006.

**Grade levels or student ages to be served:** K-8

**Numbers of students to be served:** Each school year, we serve approximately 400 students. The timing and grade levels for these students is described in Appendix 1.

## **B. INTRODUCTION**

The Open Classroom has operated for 38 years as an optional education program and 10 years as a district supported charter school within the Salt Lake City School District. At the heart of the school are the following principles that have been the foundation of our success:

- Every person in the learning community plays a role in creating and maintaining a meaningful, purposeful learning environment.
- We use small-group collaborative learning that builds on students' interests.
- Parents assist ("co-op") in the classroom, which gives students more individualized attention from both parents and teachers.

- Multi-age classrooms encourage students to learn from each other.
- Every child is treated as an individual.
- Every child is treated as a whole child, with his or her social, emotional, creative, cognitive, and physical growth and development being considered and nurtured, at the same time state academic expectations are being met.

The Open Classroom philosophy is that students learn most effectively when they are immersed in authentic learning experiences where they can:

- Practice self-reliance;
- assume responsibility for their own learning;
- develop positive self-esteem and confidence;
- experience decision-making opportunities;
- learn cooperatively in multi-aged settings;
- receive guidance and support from caring, licensed teachers; and
- receive guidance and support from parents who actively participate in classroom activities and school operation.

The Open Classroom is a K through 8<sup>th</sup> grade school.

We have specified procedures and policies in this application that are reviewed and changed from time to time. Those changes are made in accord with the District's Shared Governance principles as described in this application (see Part C.1.j).

Parent participation in the classroom is an essential feature of the Open Classroom, and is probably the most important distinctive feature of the Open Classroom. Open Classroom parents co-op in the classroom, staff school committees, and attend scheduled class meetings.

The Open Classroom has created some flexibility to allow parental participation for those parents whose other commitments do not offer the opportunity to be in the classroom for a long block of time. Flexible co-oping allows parents to fulfill their three-hour-a-week commitment by participating in the classroom for shorter periods of time.

Alternative co-oping allows parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. Finally, if any parent is unable to meet co-oping expectations due to serious economic or personal circumstances, a waiver for co-oping may be granted by the principal.

## **C. SCHOOL GOVERNANCE**

**1. Administrative Structure: Describe the governance and administrative structures of the school, including representation of the governing board.**

a. Overview – Open Classroom governance and administration

The Open Classroom is currently a charter school within the Salt Lake City School District (SLCSD). It is governed by all the rules, policies, and contracts that apply to any other public school, except to the extent that we are seeking waiver or other amendment of rules, policies, and contracts in this application.

The Open Classroom is directed through The Open Classroom Steering Body that includes staff and parent representatives as further described below. A quorum of the membership of the steering body must be present to make a decision, and decisions are made through the process of consensus. When consensus cannot be reached, decisions are made according to the concepts outlined in the SLCSD's Shared Governance Guide. If a decision still cannot be made, the Review and Adjudication procedures specified in the SLCSD's Shared Governance Guide is used.

b. Salt Lake City School District Board of Education and Superintendent

The Salt Lake School District Board of Education ("School Board") is the governing board of the Open Classroom. Authority and responsibility ultimately rest with this board. The board is responsible for the approval of Open Classroom administrators and instructors.

c. The Open Classroom Steering Body

The Open Classroom Steering Body is the Board of Trustees for the Open Classroom governing body. The Steering Body is responsible for management of the Open Classroom school. The Steering Body will, in coordination with and subject to the approval of the SLCSD:

- Develop, approve and implement policy;
- develop, approve, and implement a curriculum that complies with the state curriculum;
- develop, approve, and implement a budget;
- where hiring authority resides with the school board, make hiring recommendations to the school board (but see Part C.1.d);
- where hiring authority does not reside with the school board, hire Open Classroom staff; and
- manage all other aspects of the school.

The Open Classroom Steering Body will consist of the Principal, faculty representatives, the Steering Executive Committee, and classroom Steering representatives. Membership of the steering body will include two or more parent/guardian members than the number of school employee members.

When making decisions, the Open Classroom Steering Body will always try to reach consensus. If consensus is not reached, guidelines in the SLCSD shared governance guide will be followed.

The Steering Body delegates many of its authorities and responsibilities to the Principal, to the Open Classroom School Improvement Council (OCSIC), the Open Classroom Student Services Council (OCSSC), and the Open Classroom Steering Executive Committee. In instances where neither the Open Classroom Steering Body nor the Open Classroom Executive Committee may, as a matter of law, be permitted to review private student, faculty, or staff information, delegation to one of these groups is mandatory.

d. Open Classroom Principal

The principal is the chief administrative officer and is responsible for the day-to-day operation of the Open Classroom. The Principal is also the manager and supervisor of the teachers and staff of the Open Classroom. The Principal executes policy on behalf of the Open Classroom and will make and interpret policy as needed and authorized.

As for any school, the success of the Open Classroom's charter depends in a large part upon the principal and upon their understanding of and commitment to the Open Classroom's philosophy. It is also important for the SLCSD to have a principal who is responsive to the District's needs and requirements. It is critical that the District and the Open Classroom mutually agree on the employment of the person who fills this role.

For these reasons, this application requests important revisions and interpretations of the normal hiring and continuation processes outlined in the Salt Lake Association of School Administrators' Written Understanding ("Written Understanding"):

- The "Procedures for Vacancies and Transfers" outlined in Part X of the Written Understanding, will apply, except that the selection team will include representatives of the Steering Body, as designated by the Steering Executive Committee, and the recommendation to the School Board, under Part X.6 of the Written Understanding, will be made by the Steering Body.
- The School Board will not hire any candidate for principal of the Open Classroom other than a candidate recommended by the Steering Body

unless it first notifies the chairs of the Open Classroom Steering Body of the name and qualifications of its preferred candidate. The School Board may proceed with the hiring if it does not receive, within the lesser of six school days or fifteen calendar days of that notice, a notice indicating the Steering Executive Committee's disapproval of the proposed hire. If the School Board does receive such a notice, representatives of the School Board will meet with representatives of the Steering Executive Committee to attempt to resolve differences.

- The Open Classroom Steering Executive Committee may request to the School Board that the current Open Classroom principal be reassigned. If that occurs, representatives of the School Board will meet with representatives of the Steering Executive Committee to attempt to resolve differences. If differences cannot be resolved, the SLCSD will invoke Paragraph IV.A.3 to reassign the principal. Alternatively, at the School Board's option, it may initiate termination of the principal.

This application also acknowledges the authorities the SLCDS will have under Utah Code Annot. § 53A-1a-509 to appoint an interim director in specified circumstances. However, the Open Classroom Steering Executive Committee will be involved as early as possible in the selection process of the interim director.

e. Head Teacher

The head teacher serves in a support role for the principal, teachers, parents, and students. He or she assists teachers with instructional practices and assists teachers in supporting struggling students, while supporting parents, teachers, and students in maintaining the OC philosophy.

f. Open Classroom Teachers

The Open Classroom teachers are now and will continue to be responsible for instruction in their classroom. They are responsible for implementing and enhancing the core curriculum, and for directing and coordinating the activities of co-oping parents. They assess student progress and provide information about that progress to parents.

g. Open Classroom School Improvement Council

The Open Classroom School Improvement Council ("OCSIC") will be identical in composition to the School Improvement Councils described in the District's "Shared Governance Guide," as will be the OCSIC's parity groups. The duties, however, will differ somewhat, as described in Paragraph C.1.j.

h. Open Classroom Steering Executive Committee

The Open Classroom Steering Executive Committee is composed of at least five members: One Chair, one Co-chair, at least two Vice-chairs, and the Head Teacher. A teacher rep, in addition to the head teacher, may attend Steering Exec meetings, but is not considered a voting member. The Teacher Representative does not act as a member of the Steering Executive Committee for purposes of the Steering Executive Committee's role in the hiring and continuation of a principal, as described in Paragraph C.1.d.

The Steering Executive Committee's main responsibilities are: to serve as the Open Classroom's central point of coordination, communication, and school operations; to identify and work, with others as appropriate, to address the needs of the school as a whole; and to oversee the functions of committees towards meeting those needs.

i. Committees, Chairs and Members

Much of the work to support the Open Classroom is done by committees of parents and teachers. Although the committees change from time to time depending on current needs and circumstances, we expect that the Open Classroom will continue to use a committee structure to carry on most of the work supporting the school.

Parents may choose which committee to join. Parents are asked to contribute about 30 hours per year to their committee. Committee members elect a committee chair and co-chair annually.

j. Consistency with District's Shared Governance Guide

The roles of each governance participant are similar to those outlined in the SLCSD's "Shared Governance Guide," with the Open Classroom Steering Body serving as the School Community Council ("SCC"). However, because the Open Classroom is a charter school, a few departures from that guide are necessary:

- The principal drafts site goals and objectives, as described in the Shared Governance Guide, for approval by the Steering Body.
- The principal drafts a budget for review and approval by the Open Classroom Budget Committee and then the Steering Body.
- Hiring of teachers is as described in Part E.1
- The Steering Body may select additional assessment tools to evaluate student achievement. A decision to use additional assessment tools shall be research-based or otherwise appropriately supported.

- The SIC provides notice of its decisions to the Steering Body, which may choose to consider and vote on any such decision.
- The duties of the “councils” (e.g., in the descriptions of the responsibilities of the SIC and the SCC), are instead the duties of the Steering Body.
- The Steering Body may consider and vote on any issue that is delegated to another body, provided that privacy concerns will not be violated.
- All participants decide all issues on the basis of “what is in the best interest of the students.”

**2. Governing Board: Describe the selection process for the charter school governing board, including how often the members are chosen and terms of members. Describe the criteria or contributions or both used by the applicants to designate parents as founding members and provide a certified list of founding members.**

While the governing board of the Open Classroom is the SLCS D Board of Education, the Open Classroom’s local governing body will be the school’s Steering Body. The Open Classroom Steering Body consists of the principal, each member of the Open Classroom faculty, the Steering Executive Committee (further described below), and classroom Steering representatives (selected by the parent body of each classroom). The term for classroom representatives is one year. Individuals may be re-elected to all positions for as many terms as they are willing to serve.

The Steering Executive Committee consists of a Chair, a co-chair, at least two vice chairs, a treasurer, and a secretary. All of these members are parent volunteers and are elected by consensus by the Steering Body from the Open Classroom parents and from others with affiliation to the Open Classroom for three-year terms. In addition, a teacher representative elected annually by the faculty sits as a member of the Steering Executive Committee. A teacher may be re-elected to this position for as many terms as she or he is willing to serve.

Election of members of the Steering Executive Committee begins with ad hoc nominating committees.

**3. Chief Administrative Officer: Provide the name and describe the qualifications of the chief administrative officer.**

The Chief Administrative Officer is the Principal of the Open Classroom Charter School, and is recruited using criteria and procedures the SLCS D has established for hiring principals, as modified under Paragraph C.1.d above. The Principal is recruited and hired based on a recommendation by a hiring committee established by the Steering Body, with the approval of the SLCS D’s School Board or its designee.

**4. Parent Involvement: Describe how parents will be involved in establishing and reviewing policies, procedures, and programs, including the school's curricular and instructional program.**

Parents have, in coordination with faculty, acted to strengthen, enrich, and enhance the classroom curriculum at the Open Classroom since 1977. In addition, the Open Classroom Steering Body has participated in the development of classroom and school policy.

Parents of Open Classroom students are involved in the Open Classroom school in three ways: co-oping in the classroom, attendance at parent meetings, and participation on an Open Classroom committee.

Parent Co-oping: Parents generally co-op in the classroom for three hours each week (see Part L.1 for more information about co-oping). Parents are active participants in the classroom learning community. This level of involvement in turn fosters parental involvement in whole child learning.

Parent meetings: Each classroom, or team, has a parent meeting five or six times throughout the school year. These meetings give parents an opportunity to discuss children, whole child learning and curriculum, policies, and procedures. Part of each parent meeting is devoted to discussing current Steering and community matters and seeking feedback and input from parents. Other suggestions and/or concerns raised in the parent meetings are brought to the Open Classroom Steering Body for consideration. This information helps guide discussions for our yearly School Improvement Plan.

Participation on an Open Classroom Committee: Parents select a committee to serve on. Committees address issues ranging from curriculum, physical education, and the arts to issues about the building and grounds.

Parents are invited and encouraged to attend Open Classroom Steering Body meetings where policies, procedures, curriculum, and instruction are regularly discussed.

**5. Communication with Parents: Describe the procedures for notifying parents of their opportunities or obligations for involvement.**

Communication with parents regarding their opportunities for involvement is extensive and multilayered. Following are descriptions of some of the more significant methods:

- The application process begins with a family's orientation. Tours and agreements assure that parents understand their opportunities, their

obligations for involvement (in the absence of a waiver; see Part L.1), and alternatives available to them.

- New family orientation meetings are held for families who are new to the Open Classroom. These orientations include information about school philosophy, policies, co-oping, committees, and other opportunities to participate.
- Weekly Parent Letters sent by teachers via email include classroom business, current and upcoming events, and a weekly schedule. Weekly principal emails are also sent to the community
- Regular parent meetings allow for discussion of this information.
- Monthly Steering Meetings provide additional opportunities for communication and decision making.
- The Open Classroom Community News is the newsletter provided to parents electronically or by paper. Published regularly, the newsletter highlights student and classroom activities and upcoming events.
- Bulletin boards provide current information.
- The Open Classroom Handbook is provided online at [ocslc.org](http://ocslc.org). The Handbook outlines the general expectations, policies, and procedures of the OC.

**6. Complaints: Describe the procedures for receiving and responding to parent complaints.**

The Open Classroom's Problem Solving Procedure is outlined in the Handbook which is provided online. The Problem Solving Procedure gives parents a number of options for addressing any concerns. The Procedure suggests taking the following steps in order, but also allows parents to go directly to whomever they need when problem solving. The Problem Solving Procedure suggests that parents:

- Address the problem directly with the relevant person.
- Contact the Community Support Representative.
- Depending upon the nature of the concern, contact the Steering Chair(s), the Head teacher, or the Principal; and
- Address the Steering Body.

Finally, parents are urged to bring any concerns, including concerns about personnel and legal matters, only to the principal if there are privacy issues involved.

## **D. STUDENTS**

**1. Notification: Describe how potential students and their families will be notified of the opportunity to attend the school, the procedure for applying, and efforts to attract a student population that represents the district as a whole.**

a. Notification

The Open Classroom Publicity Committee has worked in partnership with the SLCS D to prepare, translate, and distribute fliers to places where children and their parents gather, including libraries, recreation centers, pre-schools (including Head Start), local businesses, and multicultural centers. The Publicity Committee has also prepared and submitted advertisements to the radio and community based newspapers for publication. Word of mouth is our most effective notification tool. As a result, we hold two prospective parent night events annually.

b. Procedure

Applicants for the Open Classroom must fill out an application form. A prospective applicant's parent is asked to attend a tour of the Open Classroom or a prospective parent night event in order for their application to be considered in the lottery. If a parent cannot attend a regularly-scheduled tour, alternative arrangements will be made. During the application process an effort is made to help families decide if the Open Classroom style of learning is a good fit for the student, and that parents understand the Open Classroom philosophy and the level of commitment for Open Classroom families.

c. Outreach to Representative Students

The Open Classroom is in the process of reviewing and building on existing outreach efforts in order to reach a diverse audience and attract a student population that represents the SLCS D as a whole.

For a special needs applicant to the Open Classroom, we coordinate with the student's previous school, and the SLCS D, to ensure that each student's individual needs are met and that appropriate plans are in place and followed.

**2. Selection: Describe the admissions selection process, including any preferences given at admission.**

a. Non-discrimination

The Open Classroom complies with federal and state law with respect to the selection and admission of students into the Open Classroom. The Open Classroom does not discriminate on the basis of race, ethnicity, religion, country of origin, or other protected classes.

b. Selection

If there are more applicants than there are spaces, the Open Classroom admits students based on the following, in preferential order:

- Existing Open Classroom students are admitted as they move from one grade to the next. There is no such thing as "space availability" for existing students. Once a student is in the Open Classroom school, space is made available for a student to continue in the school.
- Students who have founder status (see Appendix 3) will be first on the wait list.
- Siblings of existing students are admitted next. If space is unavailable to accommodate siblings, they are moved to the top of the appropriate grade level wait list.
- Students whose parents or guardians are employees of the Open Classroom are admitted next. If space is unavailable to accommodate these students, they are moved to the top of the appropriate grade level wait list.
- A lottery is conducted for all remaining students who are then offered positions as they arise.

**3. Standards: Describe the standards that will govern student conduct, dress, and performance, how and when those standards will be communicated to students and parents, and how they will be enforced.**

The conduct standards currently in the Salt Lake City School District Elementary School Handbook are applied at the Open Classroom Charter School. Copies of these policies are included in Appendix 4. The Open Classroom dress code and behavior expectations are also included in Appendix 4. The handbook provided to each Open Classroom family at the beginning of the year includes a description of these standards.

Unless a student's behavior is dangerous, destructive, or raises other very serious issues, it is part of the Open Classroom's philosophy to help students recognize and manage their own conduct problems. Open Classroom teachers are given significant discretion to accomplish this, and act in consideration of the problem being raised and the personality of the children involved.

When a student's behavior is dangerous, destructive, or raises other very serious issues, the matter is referred to the Principal for appropriate action.

- 4. Dismissal: Describe the procedures and processes that will be used to suspend, dismiss, or expel students from the charter school. Describe how information is shared with the student's resident district in the event of a suspension, dismissal, or expulsion.**

The Open Classroom uses the procedures and processes consistent with Salt Lake City School District policies for suspending, dismissing, or expelling students.

The Open Classroom has and will maintain a policy for students whose parents or guardians do not fulfill their co-oping or other commitments to the Open Classroom (including failure to follow through on approved alternative or limited co-oping) and have not received a waiver (see Part L.1). Every effort will be made first to meet with the parents or guardians to discuss the problem, to explain the importance of the commitments, and to determine whether there are any obstacles to resolving the problem that the school can help address. The parents or guardians will also be notified on the availability of a waiver.

## **E. STAFF**

- 1. Screening and Selection: Describe the procedures used to determine the qualifications and fitness of employees for assignments.**

Open Classroom teachers, principal, and other staff are SLCDs employees. Therefore, the SLCDs's procedures and requirements will apply with additional requirements described below and in Part C.1.d of this application.

When there is a vacancy for a teaching position, a selection committee made up of the principal as well as staff and parent representatives will interview the applicants. A final recommendation to extend an employment offer will be made to the School Board by the principal to the HR department.

Because the Open Classroom teaching environment is different from that of other schools (e.g., parent co-ops are present), the teaching job is also different. In recognition of those differences, the Open Classroom requests the use of additional criteria for evaluating teachers, beyond those specified in the "Educator Collaborative Assessment Program" used by the SLCDs. The specific additions requested are included in Appendix 5. These additional criteria will also be used in the context of employee remediation and termination, and will be recognized as "prerequisites" under SLTA Written Agreement, paragraph 12.2.

Finally, the Open Classroom requests the following addition to the remediation and termination procedures outlined in the SLTA Written Agreement: If the principal initiates remediation or termination, the Steering Executive Committee chairs will be notified, and will be given an opportunity to provide comments before any final decision is made by the SLCSO.

Selection of a principal is described in Part C.1.d of this application.

The Open Classroom does not currently anticipate having any separate employees. If non-district employees are hired, the Open Classroom will use notification and job qualification requirements currently used by the SLCSO unless otherwise approved by the SLCSO.

**2. Qualifications: Describe the minimum acceptable qualifications for professional staff.**

Because the professional staff are SLCSO employees, the SLCSO's and the State's minimum acceptable qualifications generally apply. The Open Classroom may also elect, with the SLCSO's approval, to use teachers with alternative certification as authorized by the Utah Charter School law, Utah Code Annot. § 53A-1a-512.4.

**3. Staffing Patterns: Describe the anticipated staffing pattern, including whether students will be in self-contained classes, in multi-age groups, or rotated among different teachers, class sizes, and roles of classified support staff and other pertinent aspects of the staffing pattern.**

Depending on the IEP, children may receive support in a self-contained setting or in their general education classroom.

Classrooms are configured for multi-age classes. Configuration will vary from year to year, depending on student numbers and the needs of the children. These configurations are determined by the faculty, with parent input. The configuration for 2016-17 is provided as an example in Appendix 6.

Children often rotate among teachers and different classrooms for core and elective classes.

Class sizes for elementary grades will be similar to current class sizes, see Appendix 6.

Teachers work with the support of several parent co-ops each day. Classified support staff are also used.

Ordinarily, each classroom has a single teacher, although some teachers work under a job share arrangement.

- 4. Teaching Schedule: Provide a copy of the anticipated teaching schedule for staff members, including provisions for preparation, consultation with students and parents, and professional development.**

An annual calendar, which includes specific times for professional development, for consultation with students and parents, and for student testing, will be prepared in accordance with SLCS instructions. This year's calendar is attached in Appendix 7.

The daily schedules for all students K-8 vary depending on curricular needs, access to support personnel, and the needs of the students and teachers at grade level blends. Class schedules are developed collaboratively amongst the teachers in an effort to provide the most effective learning environment.

## **F. CURRICULUM AND INSTRUCTION**

- 1. Purpose: Explain the school's purpose, mission, and goals specifying the factors that set it apart from other educational entities currently available in the area.**

The Open Classroom's Mission Statement reads:

The Open Classroom Charter School is a parent cooperative learning community in which teachers and parents collaborate to educate the whole child and empower life-long learners.

The Open Classroom's Vision Statement reads:

The Open Classroom inspires authentic learning by engaging everyone in dynamic and evolving practices in a welcoming environment.

At the heart of our school are a few principles that have been the foundation of our success and that set the OC apart from other schools:

- Every person in the learning community—every teacher, parent, and child—plays a role in creating and maintaining a meaningful, purposeful learning environment.

- We use small-group collaborative learning that builds on students' interests and is reflective of the core curriculum.
- Parents “co-op” in the classroom, which gives students more individualized attention from both parents and teachers.
- Multi-age classrooms encourage students to learn from each other.
- Every child is treated as an individual.
- Every child is treated as a whole child, with his or her social, emotional, creative, cognitive, and physical growth and development being considered and nurtured at the same time as his or her academic needs are being addressed.

The Open Classroom philosophy is that students learn most effectively when they are immersed in authentic learning experiences where they can:

- Practice self-reliance;
- assume responsibility for their own learning;
- develop positive self-esteem and confidence;
- experience decision-making opportunities;
- learn cooperatively in multi-aged settings;
- be supported by active parental participation and involvement in classroom and school operation; and
- receive guidance and support from caring, licensed teachers and parents who actively participate in classroom activities and the school's operation.

The goals of the school are:

1. To create a child-centered, parent-supported, and teacher-directed public school that emphasizes instruction that builds on students' interests in a collaborative way. Some of the learning activities are planned by children and parents under the guidance of the teacher. Additionally, parents may provide enhancement activities to support a teacher-directed, child centered curriculum.
2. To educate the whole child, addressing individual students' academic, social, emotional, creative, cognitive, and physical growth and development.

The District Performance Results are integral components of the Open Classroom philosophy and goals. The Open Classroom learning environment is constructed to foster students in becoming:

- Complex thinkers and problem solvers,
- effective communicators,
- cooperative group participants and leaders,
- contributors to the community, • quality workers and producers, and
- self-directed learners.

The Open Classroom provides an excellent environment for self-direction, communication, and cooperation. Our K-8 education plan is included in Appendix 2.

**2. Curriculum: Describe the curricular and instructional program to be used in the school; specify compatibility with the Core Curriculum and graduation requirements.**

The curriculum and instruction at the Open Classroom is set apart not by its content—which follows core curriculum—but by the way that content is implemented.

Explanation of unique teaching/learning strategies

The Open Classroom is a community of learners. Students, parents, and teachers share the roles of teacher and learner.

The diversity of backgrounds and experiences that students, parents, and teachers bring to the classroom enriches the entire Open Classroom community. Classrooms are not isolated from the learning community. Multi-age classrooms collaborate with each other. Collaboration between students, parents, teachers, and other community partners is an essential element of what makes the Open Classroom school unique and strong.

Observing and asking questions are key elements of how students, parents, and teachers approach teaching and learning. Open-ended questions allow learners the opportunity to actively reflect on their learning or behavior, rather than passively receiving information. Students and parents are encouraged and taught to ask questions, make requests, and propose ideas for learning activities that interest them or that they wish for the whole class. Students and parents are encouraged to be active in their learning, and supported as they learn.

Parents as teachers

Parent co-oping helps make the Open Classroom unique. Parents generally commit to spend a specific block of time each week in their child's classroom. Parents in the Open Classroom are not given the responsibilities of professional teachers. They are, however, integral to the learning environment. They supplement and enrich the curriculum under the direction of the classroom teacher. Many parents have vocational or professional knowledge and talents. Bringing this into the classroom contributes to student learning significantly

beyond what the teacher alone would be able to accomplish. Below are some of the activities performed by parents in the classroom:

- Plan and teach mini-courses involving small groups of students based on the interest of the students, the talents of the parents, and the curriculum requirements envisioned by the teacher.
- Facilitate small group learning activities.
- Collaborate with teachers and students to plan, organize, and teach curriculum in a variety of ways to meet individual student styles and needs.
- Share expertise and professional experience through their roles as coopers, bringing "real life" experience to the classroom.
- Provide homework support, particularly for the upper grades.
- Support curricular enrichment, e.g., drama, music, and sports.

### Students as teachers

Students are also integral to the creation of a unique, child-centered learning environment and often help select the manner in which curriculum is implemented. Under the direction of the teacher and parents, they supplement and enrich the curriculum. Below are some of the activities in which children are engaged.

- "Kid Co-oping": Students plan, prepare, and facilitate small group activities with their peers. They learn what it's like to be a "teacher" and "co-oper."
- Multi-age mentoring: Students have the opportunity to be leaders as the "older" in a multi-aged classroom and model what they know for the "younger" students. Younger students have the opportunity to be coached and learn from their peers through the multi-age experience
- Directing curriculum: Students have a voice in guiding the direction of the curriculum through conversation with the teacher. Teachers learn from the students what their interests and strengths are, and use this to create student-centered curriculum. Students help to transform the classroom learning so it makes sense to them, and interests them.
- Independent learning centers: Students, with their parents, design independent learning centers to bring into the classroom. These are student-made, student-friendly activities that students in the classroom can choose to do.

### Teachers as teachers

Primarily, the Open Classroom teachers implement the core curriculum. They do this, however, in the unique learning environment and in the teaching style of the Open Classroom. The responsibilities of Open Classroom teachers are:

- Encourage students to practice making responsible choices, with the understanding that they will make mistakes as part of the learning process. Emphasis is placed on supporting students finding their own way, rather

than telling them what their way should be. This teaching style requires a lot of conversation and dialogue.

- Encourage and support students to take responsibility for their learning. All students have requirements that are expected each week. Students are taught ways of approaching these expectations and requirements with a goal of becoming self-directed in their learning, problem solvers, responsible with their time, and independent thinkers who can also collaborate with peers and adults.
- Give students the opportunity to help plan and organize parts of their day through the use of daily and weekly planners, individual to each classroom and sometimes to each student.
- Help students work at their own pace and level, through the use of the students' individual planners, to meet their weekly requirements. This allows each student to take the time he or she needs on a specific task, and it also provides opportunity for students who need more challenges.
- Plan their curriculum and approach to teaching/learning from a whole child perspective—seeking to address the academic, emotional, social, physical, cognitive, and creative needs of each student
- Address the emotional and social needs of students. This is considered to be as important as time spent on cognitive needs. If students are struggling with a friendship conflict that is where their attention is focused until the conflict is resolved. Open Classroom teachers spend time problem solving and teaching students the skills to practice on their own as well. The whole child approach requires flexibility in our daily plans and an understanding that students bring more than their cognitive needs with them to school.
- Have more opportunities to meet with small groups of students and with individual students in order to assess individual needs, and address specific lessons and curriculum components. This happens when parent co-ops take responsibility for teaching small groups.
- Consider the developmental needs of students, rather than focusing on strict grade level expectations.
- Play a major role in fostering a sense of community and continuity within the school, e.g., planning annual activities and supporting new family education.
- Prepare students, with the assistance of parents, for the transition process from the Open Classroom environment to succeed throughout their academic career.

### Description of educational environment and classroom structure

Educating the whole child is the tenet that drives the environment within each classroom and allows for the academic, social, emotional, creative, cognitive, and physical growth and development of each student. The classrooms are

similar in a variety of ways. These common threads align the classrooms with the philosophy of the Open Classroom.

Classrooms are, at all times, "kid friendly" and developmentally appropriate. Classrooms are warm and welcoming. Teachers and parents display student artwork, writing, and on-going as well as completed projects in a variety of disciplines. These student artifacts provide evidence of past, current, and sometimes future learning.

Each classroom has a large, open space for gathering, where the entire learning community (students, parents, and teacher) gathers several times each day. Everyone is seated together on the floor, forming a circle, for a wide variety of activities: planning and organizing, business and announcements, sharing, problem solving, curriculum discussions, whole class lessons, read aloud, guest speakers, and presentations by students, parents or guests.

Classrooms each have a space that allows students the opportunity to work alone or with others in a smaller, more intimate work space. Some rooms have rocking chairs, old fashioned claw foot bathtubs, and unusual furniture items that add to the kid-friendly environment of the learning space. Rooms have a variety of tables that support small group learning. In addition, each classroom has independent work spaces for either individual or partner work to occur. Because collaboration is a vital and key element of the Open Classroom philosophy, students move throughout the classroom, working with others and seeking help and support as needed. Each classroom also provides teacher and parent space for announcements, literature, scheduling, curriculum supplies, and community materials.

In tune with the Open Classroom philosophy of being a "community of learners," all classrooms have items that support this sense of community. All students work around shared tables. Supplies (paper, crayons, rulers, scissors, compasses, staplers, etc.) are all located in a shared, community space, to be used as needed by anyone. Ideally, each classroom supports a large area, or "kitchen," for cooking and nutrition, science learning, and art. Each student has frequent and easy access to the computers. Students each have a personal mailbox for messages and notes, as well as an individual "cubby," file box, tote tray, or locker for personal books or learning materials. Many times during a school day small groups of students work outside their own classroom in the hallway, sometimes needing more space to spread out, sometimes needing privacy to produce a play or work on a Readers' Theater Workshop. The hall space is considered part of the Open Classroom learning environment.

Learning also takes place outside of the classrooms. Students and co-ops may meet in small groups in the hallway or other public spaces in the school, or

outside. Many Open Classroom learning opportunities also take place off campus. This is facilitated by the presence of parents and other community partners who can assist teachers in planning off-campus activities and in transporting and managing groups of students at a variety of learning venues.

The Open Classroom students produce a variety of projects throughout the school year, as supported by the Open Classroom philosophy that children learn by being actively involved in the learning process. The Open Classroom requires large spaces to store on-going learning projects until projects are completed and shared with classmates, parents, and frequently other classrooms. Parents also need room to store their teaching and curriculum supplies. The Open Classroom has a large and extensive children's library, with multiple copies of books for literature studies. This library is used and shared by all Open Classroom classrooms. The Open Classroom also has a large and extensive parent resource library, supporting parents learning about child development.

### Supporting research base and data

The Open Classroom relies on the active involvement of the students, parents and teachers in the Open Classroom learning environment. In this community of learners the student, parents, and teacher engage in learning activities in a collaborative way, with varying but coordinated responsibilities. Among researchers there is growing interest in the community of learners' philosophy. These researchers observe that in a community of learners' environment, children are more emotionally stable, improve academically, and are more self-directed. The research includes the writings of Ernest Boyer (collected by Carnegie Foundation) as well as the following:

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<http://doi.org/10.1086/496907>
- Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, Culture, and Activity*.  
<http://doi.org/10.1080/10749039409524673>
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- Schechter, C., Sykes, I., & Rosenfeld, J. (2004). Learning from Success: A Leverage for Transforming Schools into Learning Communities. *Planning & Changing*, 35(3/4), 154–168.  
<http://doi.org/10.1017/CBO9781107415324.004>
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- Schwandt, T. A. (1994). Constructivist, interpretivist approaches to human inquiry. *Handbook of Qualitative Research*, (January 1994), 118–137. Retrieved from <http://psycnet.apa.org/psycinfo/1994-98625-006>
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The Open Classroom philosophy was inspired by the works and theories of John Dewey, *Democracy and Education* (New York: MacMillan, 1916), and Lev Vygotsky, L.S. Vygotsky, *Mind in Society: the Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978).

**3. Calendar: Provide copies of the school calendar and schedule, showing the hours and days that instruction will occur.**

The calendar will be prepared in accordance with SLCSO instructions, just as it has been in the past. This year’s Open Classroom calendar is attached in Appendix 7.

**4. Extracurricular Activities: Describe the plans for extracurricular activities, including whether the school intends to participate in interscholastic competitions and, if so, how that will be done.**

Students will have opportunities to participate in after-school, extracurricular activities. Some activities will be one-time community events, such as dances and parties. Other activities will consist of on-going experiences where children make a commitment to be part of a team or group, such as sports teams, debate, chess, band, orchestra, drama, etc.

Any extracurricular activities will be done in coordination with the SLCSO and in compliance with SLCSO policies.

**5. Waivers: Name the district policies for which you will seek waivers and the rationale for these requests.**

The Open Classroom is seeking waivers from the following policies, to the extent and for the reasons indicated:

- a. School Board Policies C-1 and C-1 AP. Although our proposal for school governance largely conforms with School Board Policies, there are some differences. As described in the Governance section, the Steering Body shares responsibility for management, and hiring, with the ultimate authority and responsibility lying with the School Board.
- b. School Board Policy I-17 and I-17 AP: Like other activities at the Open Classroom, fundraising is a community activity, and our community includes our students. A student would be allowed to participate in more than two fundraising activities. No student will be required to participate in any fundraising activity.
- c. School Board Policies I-8: Academic progress at the Open Classroom is currently monitored through the use of the school district report card in grades K through 5 and the attached report for students in grades 6 through 8 (see Appendix 10).
- d. School Board Policy C-4: We seek a waiver of C-4 to the extent it would prohibit holding periodic fundraisers in the school parking lot provided that all proceeds are used to support the school.
- e. Principal hiring and termination: The requested changes to the District's procedures associated with employment of a principal are described in Part C.1.d of this application.
- f. Changes to District's Shared Governance Guide: The requested changes to the District's Shared Governance Guide are described in Part C.1.j of this application.
- g. Changes to procedures associated with staff employment: The requested changes to the District's procedures associated with employment of teachers are described in Part E. of this application.

**6. Replicability/Sustainability: Describe your plan to inform the Salt Lake City School District Board of Education of the ability of the Charter School to be replicated in other locations and its ability to sustain its program over time.**

The Open Classroom was established in 1977. Given its longevity, the school's sustainability is not in doubt. The school is expanding and past and present demands suggest expansion will also be sustainable. In any event, the Open Classroom will commit to keeping the School Board and the Superintendent's Office informed about the status of the Open Classroom's prospective student applications.

Although we are interested in replicating the Open Classroom in the future, we do not anticipate making any such move for several years since it is critical first to make sure the expansion succeeds. If the Open Classroom has more applicants than positions for three successive years, it will commit to informing the School Board and the Superintendent's Office in order to initiate a discussion of the need for replication.

Because a large part of the success of the Open Classroom is attributable to its culture, shared community understandings, and traditions, we believe successful replication will require a period of nurturing with the existing program.

## **G. STUDENT ASSESSMENT**

- 1. Instruments and Procedures: In addition to participation in the statewide public education assessment program and end-of-level core curriculum assessments, describe the instruments and procedures for assessing student performance.**

As part of our philosophy, we teach the "whole child," which includes their cognitive, social, emotional, physical, and creative development. Our assessments are used to measure individual student progress within those five developmental areas. In addition to district, state, and federal mandated testing, we use the following to assess student progress:

- Math, reading, and spelling inventories
- Anecdotal records
- Teacher observation
- Rubrics and self-assessments
- Teacher created performance assessments
- Student Portfolios
- Parent/Teacher/Kid Conferences
- Math and Literacy continuums

**2. Reporting and Use: Describe how information obtained from assessments will be reported to parents and how it will be used in the management of the educational program.**

Assessment information is shared with parents and students at semi-annual Parent/Teacher/Kid conferences. Information about student progress is also shared in the following ways:

- Individual conferences as requested by teachers and/or parents; and
- Parent presence in the classroom.
- Powerschool

If assessments identify needs that apply to the whole classroom, the teacher will address those needs. If assessments identify needs that apply to more than an individual classroom, the faculty as a whole will be responsible for identifying and addressing those needs.

## **H. FINANCES AND REPORTING**

**Revenues and Expenditures: Submit a financial plan for the school including sources of revenue and anticipated expenditures by category (salaries, benefits, facilities, utilities, materials, etc.) and sources of ongoing revenue.**

- The Open Classroom Charter School complies with all federal, state and Salt Lake City School District financial requirements and procedures. The Open Classroom Charter School is subject to an independent financial audit on a yearly basis, and submits all required reports to the applicable entity.
- Funding for the Open Classroom Charter School is made available through the State Office of Education based on the current allocation formulas. Funds will be transferred on a monthly basis from the State Office of Education and reported on the Monthly Allotment Memo.
- While the budget varies from year to year due to enrollment and program and staffing needs, an example of the estimated Annual Operational Costs is included in Appendix 8.

## **I. SUPPORT SERVICES**

**1. Transportation: Describe provisions, if any, for student transportation.**

Parents of Open Classroom students are responsible for providing all student transportation to and from school. Transportation for field trips is usually provided by parent volunteers, but District busses are used on occasion.

**2. Food Services: Describe provisions, if any, for food services.**

The Open Classroom has developed its own food services program. It is run by a kitchen manager and staff. The manager reports to the principal regarding budget, hiring, and general food service related issues. The program is fee based and free and reduced lunch is available to families who qualify.

**3. Health and Safety: Describe provisions for ensuring that health and safety requirements are met and that facilities are maintained in a clean and safe condition.**

The Open Classroom complies with District Policy G-10. The Principal and head custodian are responsible for continuous monitoring of the condition of the building and grounds to maintain them as free from accident hazards as possible. The Open Classroom's facility is subject to the guidelines outlined in the Facility Services Procedure Manual for the purpose of providing a physical environment that is safe, clean, sanitary, and conducive to learning.

**4. Contracted Services: Describe the contracted services you will request from the district. If this is a conversion of an existing school, describe the services that you expect the district to provide.**

The Open Classroom contracts with the district to provide ongoing maintenance.

**5. Emergencies: Describe provisions for dealing with emergencies, such as student injury or illness, fire, and natural disasters.**

The Open Classroom Emergency Procedures are included in Appendix 9.

## **J. FACILITY PLAN**

**1. Facilities: Describe the location of the facility, classroom space, and other pertinent information regarding the facilities used for students.**

The Open Classroom is housed at 134 D Street under our current lease agreement with SLCSO.

**2. Provide playground space or the equivalent open space for physical education.**

The current facility has playground space.

## **K. EVALUATION**

- 1. Describe the methods by which the school's progress toward achieving its goals, as set forth in the charter, will be assessed. The evaluation should include but is not limited to an assessment of student outcomes, school governance, staffing, curriculum and instruction, and support services.** The Open Classroom Steering Body is responsible for implementing and tracking the implementation of the School Improvement Plan. The School Improvement Plan may be modified at any time based on new needs or information.

Sources used to inform the School Improvement Plan process include:

- Teacher, parent, and student surveys associated with the mid-year evaluation;
- student assessment, as described above;
- parent/teacher/kid conferences and monthly meetings; and
- interviews with families that voluntarily choose to leave the school.

## **L. OTHER**

- 1. Parent participation at the Open Classroom:** Parent participation is an essential feature of the Open Classroom; it is probably the most important distinctive feature of the Open Classroom and the feature that most makes it amenable to being a charter school. Open Classroom parents are expected to co-op in the classroom for three hours per week per student (for a maximum of six hours), staff school committees and attend parent meetings. Parent participation provides important resources to the school. It also keeps the parents informed about their child's education. We have also found that kids thrive on having a parent or other adult they know in the classroom helping them and their friends.

The Open Classroom has created some flexibility to allow parental participation for those parents whose other commitments do not offer the opportunity to be in the classroom for a long block of time. Flexible co-oping allows parents to fulfill

their three-hour-a-week commitment by participating in the classroom for shorter periods of time. Alternative Co-oping allows parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. Finally, if any parent is unable to meet participation expectations due to serious economic or personal circumstances, waivers for co-oping and/or other participation expectations may be granted by the principal.

2. Teacher contracts: All Open Classroom teachers remain under contract with the District and all Open Classroom teachers accrue seniority and all other benefits available to teachers at district schools.

## **APPENDICES**

## Appendix 1

### Estimate of Student Numbers by Academic Year

#### **Open Classroom Charter – Current and Estimated Future Enrollment**

The 2016-2017 enrollment K-8 of 400-410 students fits both the building capacity and minimum school program budget projections to support our FTEs and other staff. We are looking to maintain a similar enrollment number for the foreseeable future.

## Appendix 2

### Open Classroom K-8 Education Plan

The education of the whole child remains a cornerstone of who we are and what we do. By providing students the opportunity to learn in a variety of ways, with a variety of teachers, using a variety of approaches, we are able to address the student's academic,

social, emotional, creative, cognitive, and physical growth and development. Classroom teachers, parent co-ops, and cross-grade groups provide our students numerous perspectives and opportunities to learn from and with a variety of individuals. Through whole group, small group, and individual instruction students are given the opportunity to experience the many facets of group and individual learning. Curriculum is offered through a variety of different modes including but not limited to mini-courses/explores, short and long-term projects, direct instruction, and discovery experiences.

The Open Classroom K-8 model continues to grow and evolve. What started with a rather distinct division between the lower grades and upper grades has evolved into a more connected and collaborative model of instruction across all grade levels. Our goal is to provide a consistent and comprehensive academic, social, emotional, and physical learning environment across all grade levels.

Through a collaborative effort between our teachers, counselor, and local high schools, students will have the opportunity to learn about options for high school. Students in grades 6 through 8 have the opportunity to choose certain classes and work with the school counselor to learn about and explore future educational paths and career opportunities.

## Appendix 3

### Definition of Founder

Founder: Any person who actively participated in the development of the Open Classroom Charter School by (1) co-oping at the Open Classroom or (2) participating on a committee at the Open Classroom prior to the creation of the Open Classroom Charter School and any person who actively participated in the development of the Open Classroom Charter School by (1) co-oping at the Open Classroom Charter School or (2) participating on a committee at the Open Classroom Charter School during the first year of the charter. These persons actively participated in the creation of the Open Classroom Charter School culture, policies, and learning environment.

# Appendix 4

## Conduct and Dress Code

### Dress Code

The primary responsibility for a student's attire resides with the student and parents or guardians. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

For all genders, clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material. Cleavage does not require coverage. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Adults are also expected to adhere to this dress code when in the building.

#### 1. Students Must Wear:\*

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: activity-specific shoes requirements are permitted (for example for sports)

\*courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.

#### 2. Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (over head is allowed)
- Fitted pants, including leggings, yoga pants, and "skinny jeans"
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps, halter tops, and "tube" (strapless) tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate Section 3 below.

### 3. Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, or sexual acts.
- Images or language that creates a hostile or intimidating environment based on any of the categories listed in the Salt Lake City School District's non-discrimination statement (i.e., age, color, disability, gender, gender identity, genetic information, national origin, pregnancy, race, religion, sexual orientation, or veteran status).
- Visible underwear.\*
- Helmets or headgear that obscures the face (except as a religious observance).
- Anything that signifies affiliation with, participation in, or approval of a gang.

\*Visible waistbands, straps, or seams on undergarments worn under other clothing are not a violation.

### 4. Enforcement

School-directed changes to a student's attire or grooming will be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent with the Salt Lake City School District's non-discrimination statement.

When a teacher, school staff member, or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult be present and at least one of the two adults be the same sex or gender as the student. Unless there is an immediate safety concern, a student will not be spoken to about a dress code violation in front of other students.

- Teachers or staff discussing a dress code violation with a student will work with the student to find options for obtaining appropriate clothing.
- Where possible, students will not be required to wear school owned replacement garments and will never be required to wear specific garments as a disciplinary measure.
- Discipline for dress or grooming violations will be consistent with the discipline policies for comparable violations.

## **STUDENT BEHAVIOR EXPECTATIONS**

### **SLCSD Student Discipline Procedures and Guidelines**

Each spring the principal will review the school discipline policies with the School

Improvement Council (SIC), students, and the School Community Council (SCC). Copies of the school discipline policies shall be distributed to parents, students, and teachers each year prior to or during the first two weeks of school. Any new student registering after general distribution shall be given copies during registration. Copies also shall be placed each year in the offices of the superintendent of schools and the Director of Student and Family Services.

Teachers or principals in elementary schools are not permitted to retain students in school during recess or noon lunch periods for any purpose unless the health or educational needs or interests of students warrant such retention.

Parents shall be notified if a student is being kept after school. Students may be detained after school for a short period to complete work missed or to participate in special activities with the consent of the principal and notification of the parents.

Disciplinary action, which may be used by the teacher, includes isolating, ignoring, detaining after school (with principal consent and parent notification), and removing privileges. School employees may not inflict or cause the infliction of corporal punishment upon a student.

Each school administrator and School Community Council (SCC) will develop a school discipline policy that contains expected behavior standards for students in the classroom as well as on the school grounds.

### **School wide Student Behavior Expectations**

In order to encourage students to become responsible citizens in our learning community, we have established school-wide student expectations. A positive behavioral management approach is taken to assist students in developing their ability to make good behavioral choices. The needs of individual students are supported through the collaborative efforts of the Student Services Council—a team involving teachers, support personnel, and administration. Respecting our personal space and respecting the rights of others is important in any school situation. We want all students to feel comfortable, respected, and able to achieve academically and socially. Anything that can be demeaning, lessen self-respect and esteem, and can limit a student's ability to achieve, will be considered a violation of personal rights.

#### **Rights and Responsibilities**

- You have the right to personal respect and a safe environment in this school and on its grounds.
- You have the right to be protected from offensive, demeaning comments or behavior.

- You have the right to report any type of harassment immediately to school authorities.
- You have the right to learn in a quiet, cooperative place where you can work and think.
- You have the responsibility to treat others in a kind, understanding and caring way.
- You have the responsibility to conduct yourself in a way that will enable others to learn.

### **OC School Wide Expectations**

**Care:** for yourself, others, and your environment

**Listen:** hearing, doing, and following directions

**Ask:** questions to clarify and / or understand

**Show up:** on time ready to learn / teach

**Strive:** to do your best

### **OC School Wide Consequences or The 5 R's**

#### **1. One Reminder**

Say child's name "I need you to \_\_\_\_\_." 2.

#### **Relocate within same space intervention**

- Sit near teacher, sit at different table.
- Sit away from group and others in designated area in classroom.

#### **3. Removal from class/Reflection**

- Hallway or Other classroom
- Give out OC Reflection Sheet
- Call to head teacher, principal, or counselor

#### **4. Return to classroom**

- Follow directions (e.g. get back to activity, address the people the behavior affected, etc.)
- Make call home if needed

#### **5. Replacement Behavior Teaching**

- Role Play if needed ○ Circle reflection time if needed

### **Severe Behavior**

The Open Classroom – as a District Supported Charter School - will follow the SLCSO guidelines and behavior policies to insure the appropriate handling of any situation that would place students, staff or patrons in danger. Any student removed from school for a reason or condition that threatens his or her welfare or the welfare of others shall be released to the parent, the parent's representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel. The school shall make reasonable efforts to notify the parent prior to removing a student from school premises. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible after the removal and informed of the reasons for it.

Disciplinary records shall be made available to parents or the student; whichever is appropriate, pursuant to the district's student records policy. Suspension and expulsion records are part of the student's record and shall be transferred with student records when the student transfers within or outside the school district.

#### **Salt Lake City School District Student Discipline Policies Summary**

##### **Policy S-3**

##### **Purpose**

The purpose of policies under S-3 and any other related discipline policies is to foster a safe, positive environment for learning. Please refer to specific policies for detailed student discipline information.

## **Appendix 5**

### **Additions to Teacher Evaluation Criteria**

Each of the following is an addition to the “Educator Collaborative Assessment Program” used the District. These have been written into a format reflective of the ECAP format.

**Open Classroom Educator Assessment Supplement (ECAP) Teacher**  
**School Year** \_\_\_\_\_

## **Domain 1: Planning and Preparation**

### **E. Designing Coherent Instruction**

#### **4. Components / Element: Curriculum for a multi-age classroom**

\_\_\_\_\_ **Professional Performance:** Teacher designs and plans curriculum to assure that each student in a multi-grade classroom will learn according to required state curriculum.

\_\_\_\_\_ **Unsatisfactory Performance:** Teacher does not plan adequately to assure that required state curriculum will be taught at the appropriate grade level.

#### **5. Components / Element: Planning for using parents in the classroom**

\_\_\_\_\_ **Professional Performance:** Teacher designs and plans curriculum in a manner that effectively uses co-oping parents, and provides parents with sufficient guidance about their role to allow the parents to responsibly execute their role. (Since parents are also expected to take responsibility for developing curriculum, this does not mean that teachers must prepare by telling co-ops exactly how they will do their work in the classroom.)

\_\_\_\_\_ **Unsatisfactory:** Teacher planning does not integrate the use of co-oping parents into daily classroom activities effectively, or does not provide adequate guidance to allow parents to co-op effectively.

#### **6. Components / Element: Developing and integrated curriculum**

\_\_\_\_\_ **Professional Performance:** Teacher works effectively with other faculty to develop an integrated curriculum to assure that all students are taught state-required curriculum at appropriate grade levels, and to assure that all students receive the benefit of school-wide or multi-classroom additions to the curriculum.

\_\_\_\_\_ **Unsatisfactory:** Teacher does not work well with other faculty to develop an integrated curriculum, students are not taught state-required curriculum at appropriate grade levels, or students do not benefit from school-wide or multi-classroom additions to the curriculum.

## **Domain II. The Classroom Environment**

### **A. Creating an Environment of Respect and Rapport**

#### **3. Components / Element: Teacher interaction with parents**

\_\_\_\_\_ **Professional Performance:** Parent –teacher interactions are positive and respectful. If problems with parent-teacher interaction arise that the teacher cannot resolve with the parent, the teacher refers the problem promptly to the administrator.

\_\_\_\_\_ **Unsatisfactory:** Parent-teacher interactions are negative, remain unresolved, or are unreported to the Administrator.

#### **4. Components / Element: Parent interaction with students**

\_\_\_\_\_ **Professional Performance:** Parent-student interactions are positive, respectful, and appropriate to development and cultural norms. If problems with parent-student interaction arise

that the teacher cannot resolve with the parent, the teacher refers the problem promptly to the administrator.

\_\_\_\_\_ **Unsatisfactory:** Parent-teacher interactions are negative, remain unresolved, or are unreported to the Administrator.

## **B. Establishing a Culture for Learning**

### **4. Components / Element: Addressing the whole child**

\_\_\_\_\_ **Professional Performance:** Teacher evaluates, nurtures and addresses concerns with each child's social, emotional, creative, cognitive, and physical growth to help assure that child is ready to learn.

\_\_\_\_\_ **Unsatisfactory:** A child's learning is impeded by unaddressed issues related to social, emotional, creative, cognitive, and physical growth.

## **C. Managing Classroom Procedures**

### **5. Components / Element: Working with Parent Co-ops**

\_\_\_\_\_ **Professional Performance:** Teacher works well with parent co-ops to implement curriculum. Problems with parent co-ops are either resolved promptly or reported to the Administrator.

\_\_\_\_\_ **Unsatisfactory:** Parent co-ops are ineffective in implementing curriculum and the problem remains unresolved and is not reported to the administrator.

## **Domain IV. Professional Responsibilities**

## **E. Growing and Developing Professionally**

### **3. Components / Element: Mentoring from experienced teachers**

\_\_\_\_\_ **Professional Performance:** Teacher is willing to accept and learn from mentoring by teachers experienced with the unique teaching and learning environment of the Open Classroom.

\_\_\_\_\_ **Unsatisfactory:** Teacher is not open to learning from experienced teachers about the Open Classroom's teaching and learning environment.

### **5. Components / Element: Responsive to feedback**

\_\_\_\_\_ **Professional Performance:** Teacher is open to learning from peer feedback / enhancement exercises, from parent and student mid-year evaluations, and from informal feedback from teachers, parents, and students.

\_\_\_\_\_ **Unsatisfactory:** Teacher is unwilling to consider feedback, and rejects potential changes without justification.

Notes / recommendations:

## Appendix 6

### Table, Current Distribution of Open Classroom Children in Classrooms

# Appendix 7

## Calendar and Schedule for Open Classroom

### Open Classroom Charter School 2016-2017 Calendar

First Day of School	Aug. 22, 2016	Note: Aug. 22, 23, 24 are short days
First Day of Kindergarten	Aug. 29, 2016	
Last Day of School	June 2, 2017	Note: May 31 & June 1, 2 are short days

**School is closed on the following dates:**

Labor Day	Sept. 5, 2016
Professional Conv.	Oct. 20-21, 2016
Thanksgiving Recess	Nov. 23-25, 2016
Winter Break	Dec. 26, 2016 - Jan. 6, 2017
Martin Luther King Day	Jan. 16, 2017
President's Day	Feb. 20, 2017
Spring Recess	April 10-14, 2017
Emergency Make-Up Day	May 26, 2017
Memorial Day	May 29, 2017

**Non Student Days (Set aside for teacher professional development.)**

Sept. 30, 2016  
Oct. 24, 2016  
March 3, 2017

**Student / Parent / Teacher Conferences**

Fall	(Both days are short days)	Nov 2 & 3, 2016 (Nov 3 will be a short day)
Spring	(Both days are short days)	Feb. 15 & 16, 2017 (February 17 will be a short day.)

**Bell Schedule:**

**Monday through Friday**

First Bell	8:40
Tardy Bell	8:45
Ending Bell	2:55

**Short days** (3 each at the start and end of school, 3 each at PTKs, and 1 in September for back to school)

First Bell	8:40
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Tardy Bell 8:45  
Ending Bell 1:15

## Appendix 8

# Open Classroom Charter School Estimated Annual Operational Costs Appendix 9

## Emergency Procedures

### EMERGENCY INFORMATION

#### Emergency drills

As an important safety precaution, fire, earthquake and other emergency drills are held at regular intervals as required by law. Instruction in safety procedures is given in all classrooms by the teacher at the beginning of the school year and reviewed periodically. It is essential that when the signal is given everyone in the building obeys orders promptly and clears the building by the required routes as quickly as possible.

#### Closing of School

School closures are determined by the District superintendent. Please do not call the school for closure information. If the school is to be closed due to storms, road conditions, etc., information will be broadcast over radio and television stations. Please consult local television and radio stations if you suspect the school may be closed.

#### Family Plan

It is advisable for each family to have a predetermined plan that children can follow should it be necessary for school to be dismissed early for emergency reasons.

#### Emergency Preparedness Plan

In case of a major school or city emergency, your child will be kept at school until you come to pick him/her up. Oftentimes parents are unable to be reached when a child becomes ill, injured, or there is an emergency situation. It is important that emergency contact persons, other than parent/guardian, are provided, with current phone and address information. For safety reasons, students will only be released to persons so designated on their registration card.

Your children are given the following instructions for each of the specified emergencies:

Bomb Threat: Search by personnel for suspicious packages, evacuation if deemed necessary by person in charge.

Earthquake: Drop, cover and hold; evacuate when instructed; out-of-doors move to open space away from power lines; drop, cover neck and head.

Fire: Students are to exit orderly via assigned routes and remain at school boundary awaiting further instructions.

Flood: Students take refuge on roof when instructed.

Hazardous Material/Chemical Spills: Close windows, await instructions.

Inclement Weather: This is a superintendent's decision; parents should listen to the radio if they are concerned.

Nuclear: Drop behind best heat shield and then go to gym or auditorium as assigned.

Evacuation: If a block caption evacuation plan is not in effect, parents are responsible to claim their children according to check out procedures established at the school, as soon as possible. Your child's welfare ultimately belongs to you, the parents.

## Appendix 10

### Report Cards (6<sup>th</sup> – 8<sup>th</sup> grade)

The 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students receive the following report card at the end of each trimester. Their teachers will also use an online assignment tracking piece to provide information, family support, and an initial experience with high school grading procedures. Parents are also provided an assessment record detailing assessment results that will include district, state, and federal assessments.

# The Open Classroom

2015-2016 School Year

Student Name: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

Core Present Levels of Performance

SUBJECT	Semester 1	Semester 1	Semester 2	Semester 2	Attendance	Semester 1	Semester 2
	Student	Teacher	Student	Teacher			
<b>HOMEROOM</b>					Days Tardy		
Personal Accountability					Days Absent		
Treatment of Others					Days Total		
Study Hall					<b>Comments:</b>		
Jobs							
Circle							
<b>MATH (PLOA)</b>							
Best Effort							
Participation							
Homework							
<b>LITERACY (PLOA)</b>							
Best Effort							
Participation							
Homework							
<b>SCIENCE (PLOA)</b>							
Best Effort					Explanation of Grades	On the other side	
Participation						Grade Code	
Homework						E	Extension
<b>SOC ST (PLOA)</b>						M	Mastery
Best Effort						B	Basic
Participation						NY	Not Yet
Homework					PLOA	Present Level of Ability	

# The Open Classroom 2015-2016

## Explanation of Grades:

### Extension

Exceeds expected work/effort. Seeks a higher understanding beyond what is presented in class.  
Comprehension exceeds grade level expectations.

### Mastery

Meets and exceeds expected work/effort. Regularly seeks better understanding.  
Comprehension of core subject is at grade level.

### Basic

Does the expected work/effort. Attempts to seek better understanding.  
Comprehension of core subject is slightly below expected grade level.

### Not Yet

Struggles to do expected work/effort. Needs to seek help when not understanding.  
Comprehension of core subject is significantly below expected grade level.

## Community Member Explanations:

### Personal Accountability

Level of consistency in being prepared for class, which includes:  
being on time, having proper materials, using planner and schedule.

### Treatment of Others

Level of respect for others, self, adults, supplies and environment.

### Study Hall

Level of efficiency, use of time, and behavior as per class agreements

### Jobs

Effort level for personal job and willingness to support others.

### Circle

Follows the agreements we made together as a homeroom community

