

Meeting Notes for the Open Classroom Steering Committee

Meeting Date and Format: 10-12-2021 @ 6:30pm ZOOM Meeting

Attendees

Expected Attendees: (Absent highlighted in blue)

Role (Term until)	Name		Grade or Blend	Steering Rep (Teacher)		Grade or Blend	Steering Rep (Teacher)
Chair (SY 2021-22)	Joe Gibbs		K	Kat Nokes (Jamie)		5/6	Danielle Lindner (Kirsten)
Co-Chair (SY 2022-23)	Tim Kryselmire		K	Cabot Nelson (Amber)		5/6	Ari Green (Chantelle)
Past Chair (SY 2022-23)	Aliska Julian		1/2	Elijah Szasz (Tina B)		7/8	Jerry Silver & Carolyn Cox (Julian)
Vice Chair (SY 2023-24)	Alejandra Acosta		1/2	Sam Hubble (Tina M)		7/8	Virginia Ward (Lena)
Secretary (SY 2023-24)	Josceline Mascarenhas		1/2	Erik Daenitz (Amanda)		7/8	Luke Loutensock (Hilary)
Treasurer (SY 2023-24)	Maile Cowley		1/2	Melody Berg (Shelley, Kristin)			
Principal	Christine Marriott		3/4	Anna Van Wagoner (James)		Teacher Rep – Littles	Amanda Sutton
			3/4	Christine Mahler (O'Lynn)		Teacher Rep – Middles	James Smith
			3/4	Melissa West (Mia)		Teacher Rep -- Uppers	Julian Zahalak

Additional Attendees:

- 1) Katherine Kennedy: SLCSO School Board Representative
- 2) Tim Phillips: OC Parent for 17 years, as an onlooker – Tim has been conducting our School Tours and Virtual Tours
- 3) Mindy Lokey: Charter Renewal Committee Chair
- 4) Aileen Hampton: Member, Charter Renewal Committee

Agenda *(linked to notes)*

1. Information items:

- a. [Introductions](#)
- b. [Calendar items](#): Steering Reps to share with your classes highlighted dates in the calendar below
- c. [Acknowledgments](#)
- d. [PFOE Budget Report – Treasurer](#)
 - i. [What is PFOE?](#)
 - ii. [Walk-a-thon!](#)
 - iii. [PFOE Budget Update](#)
- e. [Procedural Note](#)

2. Discussion items:

- a. [New Charter](#) (Approval - End of 2021-2022 year)
- b. [Steering Responsibilities Doc](#) (created by Cabot Nelson)
- c. [Enrollment and Budget](#) (update by Christine)
- d. [Review of Co-opping and committee commitments](#)

3. Voting items:

- a. [Approval of Steering Minutes](#) (9-14-2021)
- b. [Voting Procedures Bylaw](#)

MEETING NOTES

Voting Outcome:

- 1) Steering voted unanimously to approve the minutes of the September Steering Meeting
- 2) Steering voted unanimously to adopt the Voting Procedures into our by-laws ([Appendix 4](#))

Key takeaways:

- 1) Treasurer Maile explained various components of the PFOE budget. Highest Walkathon funds raised in the past five years (over \$17,000, and more expected to reflect once district releases the month's records)
- 2) New Charter (approval by district at end of SY 2021-22; last approved 2017) ([Appendix 2](#))
 - a. Head Teacher language being revised for flexibility within budget constraints
 - b. Shared Governance specifics to be evaluated, revised with advice from the district lawyer
 - c. Student Behavior Expectations to include Positive Behavior Interventions & Supports (PBIS)
 - d. Co-opping & Committee Commitments (see below, to update in charter after community discusses)
 - e. Plan for Steering to vote to send the charter to the district for review: Dec or Jan Steering meetings
 - f. Working draft of updated charter at: [2022 Charter \(working draft\).docx - Google Docs](#)
 - g. Parents can submit feedback to: [Charter Document Feedback \(google.com\)](#),
 - h. For questions, you can write to: chartercommittee@ocslc.org
- 3) [Steering Rep Expectations](#) documented by Cabot placed in the Steering folder ([Appendix 3](#))
- 4) We have room in all grades, so families are invited to recruit. Current enrollment affects next year's budget
- 5) Christine shared available district-suggested options that we must discuss, consider to increase enrollment
- 6) We're reviewing Co-opping & Committee commitments as enrollment barriers; Mindy to finalize draft
- 7) **Next Steering Meeting:** November 9, 2021 (Zoom)

Action Points:

Steering Reps: Discuss the following with class parents and bring the takeaways to Steering

- 1) **Charter Revisions:** Have parents review/discuss revised charter, bring back questions/feedback
- 2) **"What aspects of OC are a draw or barriers":** Discuss and bring ideas, discussion, feedback to Steering
- 3) **Committee and Co-opping commitments:** Take draft to the next (Dec?) Parent Meeting for feedback
- 4) **Julian:** Take charter to PBIS Committee, ensure no conflict between their decisions, charter, & PBIS plan
- 5) **Julian:** Look at whether Philosophy survey will include "OC draws and barriers"
- 6) **Christine:** Note to **Nicole** to include Steering Rep Expectations and committee blurb with summer letter

Discussion Notes: (See Appendix for 2022 Charter Renewal Update, Steering Rep Expectations, and other documents shared and discussed during the meeting)

1. Information Items

a. Introductions:

- 1) Expectations set by Alejandra: Mute when not speaking; Raise hand to speak; Chat monitored
- 2) All present members of the Steering body introduced themselves

b. Calendar Items

At each meeting, there will be an opportunity to share upcoming events and calendar items with the community. Reps should then share this information with their classes.

(The projected calendar for SY 2021-22 is provided below. **Steering Reps, please especially share with your classes the dates, events, and comments highlighted in yellow in the table below. These highlighted dates occur mostly before the next Steering Meeting)**

Date	Event	Comments
10/14/21, Thursday – 10/15/21, Friday	FALL RECESS – NO SCHOOL	NO SCHOOL
10/26/21, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Please invite your friends interested in the OC. We need to drive up our enrollment numbers To get the Zoom link, they must go to ocscl.org, select RSVP under Upcoming School Tours , and complete the form.
10/27/21, Wednesday	Parent Teacher Kid (PTK) Conferences BOOK FAIR in the Library	BOOK FAIR in the Library For book orders through the classroom, email your teacher and check if your class is doing those
10/28/21, Thursday	Parent Teacher Kid (PTK) Conferences BOOK FAIR in the Library	EARLY RELEASE at 01:30pm BOOK FAIR in the Library
10/29/21 TO 11/07	ONLINE BOOK FAIR	
10/29/21, Friday	Halloween Parade and Celebration	Socially distanced Halloween Costume parade at 9am, and parents are invited to join outdoors on the asphalt, socially distanced EARLY RELEASE at 01:30pm Celebration from 1.30pm – 3pm, event details will be emailed out to the entire community after SIC approval
11/09/21, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocscl.org, select RSVP under Upcoming School Tours , and complete the form.
11/23/21, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	
11/24/21, Wednesday	NON-STUDENT DAY – NO SCHOOL	NO SCHOOL
11/25/21, Thursday – 11/26/21, Friday	THANKSGIVING RECESS	NO SCHOOL
12/14/21, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocscl.org, select RSVP under Upcoming School Tours , and complete the form.

12/20/21, Monday – 12/31/21, Friday	WINTER RECESS – NO SCHOOL	NO SCHOOL
01/06/22 Tuesday 06:30pm – 07:30pm	PARENT INFORMATION NIGHT	Invite your friends interested in the OC!
01/11/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
01/17/22, Monday	MARTIN LUTHER KING JR. DAY	NO SCHOOL
01/25/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
02/01/22 Tuesday 06:30pm – 07:30pm	PARENT INFORMATION NIGHT	Invite your friends interested in the OC!
02/08/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
02/16/22, Wednesday	Parent Teacher Kid (PTK) Conferences	
02/17/22, Thursday	Parent Teacher Kid (PTK) Conferences	EARLY RELEASE at 01:30pm
02/18/22, Friday	EARLY RELEASE at 01:30pm	EARLY RELEASE at 01:30pm
02/21/22, Monday	PRESIDENTS' DAY – NO SCHOOL	NO SCHOOL
02/22/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
02/25/22, Friday	EARLY RELEASE at 01:30pm	EARLY RELEASE at 01:30pm
02/28/22, Monday – 04/01/22, Friday	SPRING RECESS – NO SCHOOL	NO SCHOOL
04/12/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC!
04/26/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
04/29/22, Friday	NON-STUDENT DAY – NO SCHOOL	NO SCHOOL
05/06/22, Friday	ART STROLL EARLY RELEASE at 01:30pm	Invite your friends and family to our ART STROLL! EARLY RELEASE at 01:30pm
05/10/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
05/24/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Invite your friends interested in the OC! To get the Zoom link, they must go to ocslc.org, select RSVP under Upcoming School Tours , and complete the form.
05/30/22, Monday	MEMORIAL DAY – NO SCHOOL	NO SCHOOL
06/03/22, Friday	LAST DAY OF SCHOOL!	EARLY RELEASE at 01:30pm
06/06/22, Monday	Emergency make-up day, if needed	

c. Acknowledgments

- At each meeting we take time to make public acknowledgements of successes and exceptional people and efforts within the community

Given By	Given To	Comments
Joe	Tim Phillips	For his tireless efforts in promoting the school for many years
Josceline	Tim Phillips	Tim conducts our phenomenal OC tours
Joe	Steering exec	Immense amounts of work members of Steering Exec have done to organize the files and procedures for Steering, making life easier for everyone
Aliska	Maile	Maile has deep-dived with passion into the OC doctrine and worked towards working on the
Christine M	Uppers team and most particularly Lena	For the effort to make the 8 th grade Canyonlands Field Trip a huge success, and especially Lena for putting her heart and soul into this for many years
Julian	Penny Tara and Sarah our paras Charlotte, our substitute Nicole Lunch room	The Uppers Teachers took the remaining 30 Uppers Kids for a hike to the Living Room and BST (Penny, Tara, Sarah, Charlotte) Nicole organized the bus, Lunch room organized the sack lunches and had them ready
Maile	Penny, Shelly, Jaime, Fundraising Committee	For the Walkathon and for their amazing initiative – extremely passionate people
Alejandra	Chairs and Co-Chairs of all Committees	For all the work they have been putting in. We see these emails coming in and have been attending the workshops
Virginia	8 th grade trip	My child came home different, knowing more about themselves, knowing how better to communicate with others. I am so grateful and feel so lucky and fortunate that my kid is a part of this group. You're all just wonderful
Julian	Cabot	For stepping up and single-handedly putting together the document laying out the expectations for the Steering committee members
Julian	Steering Members	For the work put into Steering by parents, who are not always appreciated for this effort
Cabot	Secretary	Credit also to the secretary for providing the outline
Mindy	Aileen	For working on the Charter Renewal and editing – she has been really fabulous

d. **PFOE Budget Report: Provided by the Treasurer**

i. **What is PFOE?**

- 1) Maile added this section to provide a quick tutorial on the PFOE budget so that Steering Body members can be familiar with what this means as we go forward.
- 2) PFOE stands for "Parents for Open Education".
- 3) Everything within our budget at one point was approved by our governing bodies, which includes Steering, Exec, and SIC
- 4) Every year, we have an annual budget amount for different activities, such as: sports, classroom items that include:
 - a. \$200 for art supplies,
 - b. Uppers has a Science budget, and
 - c. each class teacher gets a budget based on kids in their class (supplies for science, art, field trips).

The teachers get a district budget, and this is what we give our teachers above the district budget, so they can do all the cool stuff we get at the OC.
- 5) Every month, Maile will provide the PFOE budget update (provided below for this month):

2021-2022 OPEN CLASSROOM PFOE Budget

UPDATED: 10/8/21 by Maile Cowley

*Reimbursed for receipts only, no prepay checks.

Teacher Support					
*Teacher support checks: \$4/month/child plus \$300 (except 1/2day K, \$3/mo/child) as per Steering, Sept 2010					
Grades 1-8	Teacher	Student #	Total \$ ((#x4x8)+300) except 1/2 day K	Expenses	Remaining Balance
1/2 K	Amber	17	\$ 708.00	\$ -	\$ 708.00
Full K	Jamie	22	\$ 1,004.00	\$ -	\$ 1,004.00
1-2	Amanda	20	\$ 940.00	\$ -	\$ 940.00
1-2	Shelly & Kristin	20	\$ 940.00	\$ -	\$ 940.00
1-2	Tina B	19	\$ 908.00	\$ -	\$ 908.00
1-2	Tina M.	20	\$ 940.00	\$ -	\$ 940.00
3-4	James	23	\$ 1,036.00	\$ 90.00	\$ 946.00
3-4	Mia	21	\$ 972.00	\$ -	\$ 972.00
3-4	O'Lynn	22	\$ 1,004.00	\$ 126.41	\$ 877.59
5-8	Chantelle	23	\$ 1,036.00	\$ -	\$ 1,036.00
5-8	Kirsten	27	\$ 1,164.00	\$ -	\$ 1,164.00
7-8	Hilary	18	\$ 876.00	\$ -	\$ 876.00
7-8	Julian	21	\$ 972.00	\$ -	\$ 972.00
7-8	Lena	21	\$ 972.00	\$ -	\$ 972.00
K-8	Learning Support	38	\$ 1,516.00	\$ -	\$ 1,516.00
Teacher Support Total		Student #	Budgeted Amount	Expenses	Remaining Balance
*Learning Support student # not included		294	\$ 14,988.00	\$ 216.41	\$ 14,771.59

INCOME - Fundraisers			
Walk-a-thon	\$17,051.89		
Art Bazaar	\$0.00		
Giving Tuesday	\$0.00		
Banner Month	\$0.00		
Art Stroll	\$0.00		
Total	\$17,051.89		

INCOME - Other Donations			
Yearbook	\$989.18		
8th Grade FT	\$135.00		
Kroger			
Emp Match			
Total	\$1,124.18		

Grants			
Garden Grant Balance	\$4,135.17		
Total	\$4,135.17		

2021-2022 PFOE ACCOUNT BALANCE			
Total Budget	\$ 34,871.00		
Total Expenses	\$ 542.17		
Total Remaining Budget Balance	\$ 34,328.83		
Fundraisers	\$ 17,051.89		
Other Donations	\$ 1,124.18		
Online & Cash/Check Donations	\$ 617.42		
GROSS INCOME:	\$ 18,793.49		
Total income	\$ 18,793.49		
Total Expenses	\$ 542.17		
NET INCOME:	\$ 18,251.32		
Net Income:	\$ 18,251.32		
Grant Balance:	\$ 4,135.17		
2021-2022 PFOE ACCOUNT BALANCE	\$ 22,386.49		

Committees & Activities			
Committee or Activity	Budget	Expenses	Remaining Balance
8th Grade Field Trip	\$ 2,500.00	\$ -	\$ 2,500.00
Cafeteria	\$ 200.00	\$ -	\$ 200.00
Community Connections	\$ 450.00	\$ -	\$ 450.00
Community Support	\$ 740.00	\$ -	\$ 740.00
Fundraising	\$ 100.00	\$ -	\$ 100.00
Graduation	\$ 1,750.00	\$ -	\$ 1,750.00
Philosophy	\$ 285.00	\$ -	\$ 285.00
Publicity	\$ 1,005.00	\$ -	\$ 1,005.00
Sports Lower	\$ 1,050.00	\$ -	\$ 1,050.00
Sports Middle	\$ 3,160.00	\$ -	\$ 3,160.00
Sports Upper	\$ 3,793.00	\$ -	\$ 3,793.00
Traffic	\$ 200.00	\$ 45.00	\$ 155.00
Upper Science	\$ 600.00	\$ 133.66	\$ 466.34
V&PA Classrooms	\$ 2,800.00	\$ 147.10	\$ 2,652.90
V&PA Closet	\$ 1,250.00	\$ -	\$ 1,250.00
Garden	Grant \$ - not included in budget. See "Grants"		
Committees & Activities Total	Budgeted Amount	Expenses	Remaining Balance
	\$ 19,883.00	\$ 325.76	\$ 19,557.24
OPEN CLASSROOM PFOE BUDGET TOTAL	TOTAL BUDGET	TOTAL EXPENSES	TOTAL REMAINING BUDGET BALANCE
	\$ 34,871.00	\$ 542.17	\$ 34,328.83

6) Highlights of this:

- a. Bottom right corner has the total budget number close to \$35,000 for the year.
- b. Our gross income for the year is below: We are almost at \$19,000 so far.
- c. Garden is an oddball:
 - i. they applied and got a grant, and they have gotten it multiple times (\$4000) set aside just for garden
 - ii. it's taken out of our gross income, but it appears in the NET PFOE balance for the year
- d. Yearbook and 8th grade field trip fall under "Income from other donations"
 - i. Yearbooks are purchased from the PFOE account initially, but all the money comes back into the account from the PFOE fundraiser. They don't necessarily have a budget, we always get back more than the spend
- e. 8th grade field trip:
 - i. The teacher used to put the \$2500 deposit on her credit card, and they voted last year to get the money from the PFOE.
 - ii. They have their own fundraisers and the money goes into PFOE
- f. Expenses: so far this reflects the smaller expenses as teachers spend money in their classes and get reimbursed

ii. Walk-a-Thon!

- 1) We made over \$17,000 and this is the highest we have made in the past 5 years
- 2) More expected, will reflect in next month's district report
- 3) **Question: Cabot:** What's typical for a Walk-a-Thon take?
 - a. Answered by Christine: It has varied. Last year was low on account of being out for Covid (\$7000), ranges from \$10,000 - \$12,000. One year we were close to \$16,000, but this is definitely a record
 - b. Maile agrees

iii. PFOE Budget Update

Maile shared the updated budget (above) prior to the meeting and walked us through it.

e. Procedural Note

Anyone making a motion will address the Secretary and dictate the exact statement of their motion that they want captured into the meeting notes before the motion is seconded and/or discussed to be voted upon. Amendments will be similarly dictated and/or confirmed by the secretary. The Secretary will read out the final version of the motion prior to the vote commencing.

2. Discussion Items

a. New Charter (Approval - End of 2021-2022 year)

- 1) Mindy (Charter Committee Chair) shared the progress report on the Charter Renewal work. **Refer to the presentation shared in Appendix 2**
- 2) Most Utah charters are state charters
- 3) OC is a district charter school (one of the few district charters) and we're the only K-8 charter school. (SLCSE Upper School is a district charter like us.)
- 4) The partnership between district and our school is fantastic. Being a district charter, we can keep teacher benefits and salaries where they should be (something state charters may struggle with).
- 5) The Charter has been renewed every 5 years. We need to provide time for the district to review and provide feedback before we get approval.
- 6) The last timeline when we had the charter approved was:
 - a. 2015-2016: Committee met and revised the charter

- b. 2016-2017: Steering approved the charter in Nov 2016
- c. Summer 2017: SLC District Board approved our charter through 2021-22

7) Current timeline:

- a. Spring 2020: Committee put together informally and different groups
- b. Summer 2020: Committee sign-up was distributed
- c. 2020-21: Committee met thrice
- d. March 2021: Presented to Steering
- e. October: presenting to new Steering today,
- f. **Action:** Steering Reps take this back to the classroom to give the community a chance to voice concerns, provide feedback
- g. Nov/Dec: Vote to approve and send to SLC district for review
- h. District needs 1-2 months to review and recommend changes
- i. After district reviews:
 - i. Mindy: District provides feedback on the lines of here is the change we think you should make, and we will then approve it.
 - ii. Katherine Kennedy: Board did not ask for changes. They ask for information.
 - iii. Christine: Agrees
 - iv. Mindy: We align mostly with district shared governance and Utah Code. The district reviews it from this perspective to support and protect us
 - v. Katherine Kennedy: From the board perspective:
 - o OC does shared governance really well
 - o Board looks at student achievement scores, and that we are fiscally sound (enrollments)
 - o The last time, board didn't ask for any changes
- j. Final Approval process: SLCS D district turns it over to the board, and the board approves it in June

8) Revisions summarized:

a. **Head Teacher role Revised:**

Head Teacher - Revised

The head teacher is a licensed teacher who serves in a support role for the principal, teachers, parents, and students. The head teacher assists teachers with instructional practices and in supporting struggling students, while also supporting parents, teachers, and students in maintaining the OC philosophy. In the absence of a head teacher, the Steering Executive Committee and School Improvement Council collaborate to assign out head teacher duties on a year-to-year basis.

- i. Historically, OC has had a head teacher, and there is a section in the charter that articulates this
- ii. We changed head teacher roles due to budget, but didn't want to get rid of it
- iii. Amanda (who is also on the committee) shared that: We did not want to be locked into having to fund a position that we could not fund. So, we put in language that allows room to **have a head teacher role if we have the funds for this**

Revisions

Shared Governance - Revised

The roles of each governance participant are similar to those outlined in the SLCSO's "Shared Governance Guide," with the Open Classroom Steering Executive Committee serving as the School Community Council (SCC).

Shared Governance - Revision from last year

The Open Classroom Land Trust Council and the SEC (for the purpose of approving the School Improvement Plan), shall consist of at least 4, and no more than 6, parent members, selected in accordance with state statute; the Principal; and an employee representative selected by the faculty. Selection of parent representatives shall be by secret ballot of the parents if more than 6 parents volunteer. The Land Trust Council will present the SIP to the full SCC for discussion and a final vote.

Revised:

- i. Steering Committee changed to Steering Exec Committee serves as School Community Council (SCC)

Shared Governance – Revision from last year (which went through Steering last year)

- i. Land Trust Council and Steering Exec Committee (SEC) w.r.t to the SIP (School Improvement Plan)
- ii. **Action:** We need to decide if there will be a separate Land Trust Council, or if we want SEC to be the SCC and make decisions for the Land Trust and SIP
- iii. **Christine:** We need to ensure this aligns with the law, and also with
- iv. **Julian: Comment/ Question:** Are we choosing between right and left, or are we having these in different places

Responses:

- Mindy: If we are okay with the right side, then we don't need a separate SCC, SEC = SCC
- Christine: OC has operated with SEC functioning as SCC (every school required to have an SCC by Utah code). By state rule, Steering as a whole does not meet the SCC definition. We will be getting guidance from the district lawyer on how to ensure compliance with rules
- There is very little that does not get run by Steering. Every faculty member is on Steering
- **SEC functions as SCC when we have summer voting for matters that are already approved, but need voting by process. The timeline for Land Trust is a State Recommended timeline and to follow it with integrity, we cannot work with a 39-40 people body. That is why the left side is a better option**

c. Steering Exec Committee (SEC) – Revisions

Steering Executive Committee

The Steering Executive Committee (SEC) is composed of six elected parent members: one chair, one co-chair, two vice chairs, a treasurer, and a secretary. All of these members are parent volunteers and are elected by consensus by the Steering Body for three-year terms. Staff members of the Steering Executive Committee include the principal and head teacher (when applicable). In addition, a teacher representative who is 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 they are willing to serve.

- i. Definition reflects how it has been running for the past 4 years
- ii. Head teacher – revised to say (when applicable)

d. Student Behavior Expectations – Revisions

Student Behavior Expectations

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.

i. PBIS Committee at the OC will be adding their recommendations

ii. PBIS: Positive Behavior Interventions and Supports:

- district and state required expectation for every school – outlines disciplinary approach, shows how school will positively reinforce the expectations, become less punitive
- meeting students where they are, as opposed to 3 strikes and out
- reteaching and learning of expectations
- what are the positive outcomes in a community if a student follows expectations and what happens when expectations are not followed
- This part will be
- PBIS Committee: Teachers (Hilary, Julian, James, Kirsten, Kristin, Julian, Liz, Penny) + Lindsay + Christine + social emotional learning department at the district – their consultant and director

e. Other edits:

Other Edits

- ★ Binary language changed to “their”
- ★ Parents referred to as “teachers” changed to “leaders”
- ★ For any reference to parents working with kids and/or curriculum, added ‘under the guidance & supervision of the classroom teacher’
- ★ Research base updated
- ★ Waivers section: updated principal hiring & termination waiver as well as eliminated staff employment procedures waiver

i. **Question: Cabot: How was the research base compiled?**

- From Lena, who had cited it for her new Masters’ thesis

f. Appendix updates

- Examples for Configuration, Calendar
- Muppers, Uppers report cards that are different from the district

Questions from Mindy: Support Services

- Transportation (need clarification from district leadership)
- Food Services: Mindy will reach out
- Estimate of Student numbers – 325 is a realistic number to sustain a budget as per Christine, and so that is added to the charter
- Dress Code: District dress code, and in 2017 it was updated with our updates

vii. Behavior Expectation: Makes sense to add the school-wide plan

- **Question: Cabot: Is this typical to be this detailed for a charter**

- Response Christine: Every charter has this information. Ours has pieces from district, what we use, reflective of OC history, and updates with current practices. That is how the document grows
- Response Mindy: This approach keeps us closer to our philosophy
- Katherine Kennedy: I don't think this is unusual information to include. Charter applications are always long and detailed.
- Julian: Action: Will take charter to PBIS Committee and will make sure that any decisions taken on that side and the charter and PBIS plan do not conflict

viii. Teacher Evaluation: Deleted, since they are being evaluated by district standards

g. There is still work to be done

h. Timeline shared by Mindy is ambitious – we can put it to district around January if needed and still be okay

i. Action: Steering Reps to take this back to Classroom Communities. Recommend that your classes review the charter and especially the purple parts, start thinking about this, discussing this, email the Charter Committee with questions

b. Steering Responsibilities Doc Created by Cabot Nelson (See Appendix 3)

1) Cabot walked us through the document

2) Maile: This document will live in the Shared Space on Google Drive for all committee members (so information isn't lost year after year). This will live in the Steering folder. Maile has shared the email with information on the Shared Google Drive to all committees

3) Committee descriptions are living documents and this is also a living document that does not need to be voted on

4) **Question: Josceline:** Can we send this with summer letters so parents are aware of this when they nominate themselves and vote for Steering Reps at typically the first Parent Meeting of the year

Response: Christine: We can send this with summer letter (especially if we can find a way to explain this to someone new to our school) as one of our committees. Will leave Nicole a note to mention as part of committees in the summer letter

c. Enrollment and Budget (presented by Christine)

Christine shared the enrollment update (snapshot on next page)

1) We have 300 and have room for all grades

2) We are suffering from Covid effects like many schools in the downtown area

3) Tim, Nicole, Carolyn are working hard to do tours and arrange PPINS

4) Cabot: Question: What are the typical channels for recruiting:

a. Response: Christine:

- i. We purchase ad space including Greater Avenues Community Council newsletter, Tribune and Deseret news special Ed in January highlighting charter schools, radio ads, posters, flyers, social media pushes Facebook ads to boost events
- ii. Our Best tool: Word of mouth, recruiting by existing families into the community

b. Response: Maile: We have a Publicity Committee that takes this on

Katherine Kennedy (SLCSB): I have to log into another meeting. Thank you for all the good work you do as a committee. I am so glad to hear you are at 300 students.

Current as of: 9/21/2021

Joey 1/2	4	18	O'Lynn 3	12	22	Grade	Totals
Joey Full	11		O'Lynn 4	10			
Joey Online	3					Pre K	18
			Chantelle 5	13	23		
Amber	K (1/2)	18	Chantelle 6	10		K	40
Jamie	K (full)	22	Kirsten 5	13	27	1st	41
			Kirsten 6	14			
Amanda 1	12	21				2nd	41
Amanda 2	9		Hillary 7	8	19		
			Hillary 8	11		3rd	39
Sheltin 1	11	20					
Sheltin 2	9		Julian 7	9	21	4th	28
			Julian 8	12			
Tina B 1	10	20				5th	26
Tina B 2	10		Lena 7	9	21		
			Lena 8	12		6th	24
Tina M 1	8	21					
Tina M 2	13					7th	26
James 3	14	24				8th	35
James 4	10						
Mia 3	13	21				K-8 Students	300
Mia 4	8						

	Students	Average
K	40	20.00
1/2	82	20.50
3/4	67	22.33
5/6	50	25.00
7/8	61	20.33
Total	300.00	21.43

Christine shared the budget update:

Budget Update and report of Carry Forward:

We are still waiting on final numbers from last year. Most recent estimate shows that we spent almost \$200,000 in the red. This combined with our current low numbers (35-40 students under the target number) means that we now have a very serious budget challenge for next year and beyond.

Carry Forward Information:

July 1 2017 Starting Balance	\$424,231
Excess of revenue over expenditures	\$64,558
July 1 2018 Starting balance	\$488,789
Deficiency of revenues under expenditures	\$30,356
July 1 2019 Starting Balance	\$458,433
Deficiency	\$96,036
July 1, 2020 estimated Starting Balance	\$362,396

Approximate shortfall from 2020-2021 -198,706

New estimated carry forward: \$163,691

- 5) Wants to be transparent and very clear – it takes awhile to get the numbers from last year. This is the latest budget from SLCS numbers

- 6) Budget Carry forwards discussed (insert from Christine)
- 7) Last year had additional expenses due to the pandemic (laptops, paras, etc.) – State said they would fund certain items and pulled back – this was the case with many schools
- 8) Staffing is somewhat back in line with what our budget can handle with one teacher leaving the school

Considerations for the next year as shared by Christine:

Budget Considerations:

In the next few months it will be possible to share a forecast of this year's revenue and expenses to determine what our next steps will be. We will likely need to reduce staffing next year due to low enrollment this year.

A preliminary meeting was held with SLC district leadership. We will continue talking about how to adjust our spending to be sure we don't continue to run a deficit. They agree we need to have a focus on recruitment and retention. They had a few ideas for us including:

- Become a dual language immersion school (in particular the state is looking for a school to take on Arabic language and there could be some funding to help get it started)
- Create and provide a school base for home schoolers
- Become a "Stem Ecosystem" school or other type of stem school
- Look at what aspects of OC are a draw or a barrier

Discussion, Ideas and Feedback:

9) Next year, expect to be in the red but not much. Lots of moving parts that go into a budget

10) Christine is proactively working with SLCS and the resources we can access for budget, curriculum

11) District agrees that our best future moves is to get back to 345-350 students – we will need to do everything we can to ensure our school can grow back to these numbers

12) Christine shared the following ideas provided by the District:

a) Dual language immersion school (for Arabic) –

- (Amanda: How much funding? Christine: They will cover several teachers for a few years. The district will help families who seek Arabic)
- Other languages: Chinese, Portuguese
- Mindy: based on some of her experience: as an educator, it is super cool. Teachers would have to commit to be part of this. They split the day half into English and new language, and Math, vocab, culture are taught in the new language. Literacy are done in both. A lot of collaboration is needed
- Julian: Wouldn't half the staff need to be fluent in both languages?
 - Christine: It starts with littles and grows

b) School base for homeschoolers

- Amanda: Would they be funded at 100% (full WPE) or what percentage
- Josceline: There is a school in North Salt Lake that does this, and we can look at what that looks like
- Christine: It will be based on what model we choose, most likely

c) STEM ecosystem school or other type of stem school (STEAM school)

d) Look at what aspects of OC are a draw or barriers

- Maile: Question to Julian: Is this something Philosophy members will write into their survey
- Action: We want Steering Reps to talk with other parents in the classroom and bring in ideas, discussion, feedback

d. Review of Co-oping and committee commitments

Document shared by Christine:

Open Classroom
Steering Committee Meeting
October 12, 2021
Discussion Topic from Principal Christine Marriott

Parent Commitment at the OC Discussion

The Charter rewrite is well under way and our school is facing a challenge with recruitment and retention of students. I am taking these two factors into account at this time to see if there is a desire among stakeholders to change the expectation and language in the charter related to the parent commitment.

Current language:

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 our school, and the one which 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 (to 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.

I believe the parent commitment as it currently stands is unenforceable and is a potential barrier to growing the enrollment of the school and will remain so in the foreseeable future. According to Secretary Nicole, many families express a concern even during the PPIN or school tour about being able to meet the 3-hour per week per child co-oping commitment. We are currently telling these families to work with their classroom teacher who will determine the best way to help them be an active participant in the classroom.

At Faculty Meeting on Oct. 4, teachers agreed to a reduced 'parent commitment' with flexible language to replace what is currently in the OC Charter. Based on the discussion, I have created draft language for the new charter and would like to have your feedback and ideas.

DRAFT for Charter Renewal:

Parent participation is an essential feature of the Open Classroom. Families are asked to offer their support and assistance by co-opping the classroom (1 to 3 hour shift weekly to meet the instructional needs of the class), serving in a leadership role or on a school committee, and attending parent meetings which are held in the evening most months of the school year.

Co-opping at the OC: Co-opping in the classroom is a valuable experience for the parents, the students, and the teachers because of the many benefits it offers. Parents gain a deep knowledge of the learning methods and objectives and offer their own unique knowledge and expertise to the class or grade level. Students are supported by co-ops in small group work, independent work, and friendships. Teachers gain a greater ability to provide small group and individual support to enhance personal development and learning outcomes. Co-opping is most effective when parents establish a consistent plan, such as one morning or afternoon per week, or another arrangement that fits the family and classroom schedules. Typically, one parent will act as the Co-op Rep for each classroom and will assist with creating an effective co-opping schedule.

OC Committees: OC families can support the school by serving on a variety of committees. Current committee opportunities include steering, cafeteria, garden, traffic, fundraising, publicity, community connections, community support, philosophy, new families, web, and charter renewal.

Parent Meetings: Parents are invited to come together 5-6 times during the year in the homeroom or grade blend for a meeting to learn about upcoming projects, events, and other topics. The parent meetings provide a forum for parents to ask questions, provide feedback, and form a community around the success of all students.

Discussion around this topic:

- 1) With Charter renewal in progress, and with the OC draw and barriers, Christine believes this is a good time to review and reflect on what we are asking in terms of commitments
- 2) The Charter as is stands is not enforceable when it comes to co-opping and committee commitments
- 3) With COVID, women in particular are impacted with their ability to work outside home
- 4) There is a concern from prospective parents about the 3 hours per week per child
- 5) With our numbers, we cannot afford to tell parents they HAVE to do 3 hours
- 6) Teachers have agreed to consider a reduced commitment,
- 7) Christine has drafted language to add in the charter: not hard language; presents co-opping as a fabulous opportunity; harder language like MUST 3 hours per week + committees + parent meetings removed

8) Action: Reps to take this drafted language to the next (December?) parent meeting and bring back feedback

9) Amanda: When this was brought up in staff meetings, this proposed revision in language is already reflective of how parents and teachers are currently working together with accommodations. But to get there, parents have to get past the brochure and charter language – they don't know that they can ask for an exception.

10) Discussion on specific hours vs vague:

- a. Maile: 1-3 hours is it per kid, or left vague, and is committee work in addition to co-opping
- b. Christine: This is left vague and is a draft, so we're welcoming ideas
- c. Alejandra: For those families who choose to participate more, we want to leave the door open

11) Feedback during the meeting:

- a. Kat Nokes: This was a question that was brought up in the tour I attended. It's daunting when you have a job that doesn't have flexible hours.
- b. Julian: I like the flow of this language. Co-opping is become an income test and the discussion we are having right now and the draft language explicitly acknowledges that.
- c. Aliska: I think this looks great. When we started kindergarten, we personally knew families who wanted to be at the OC and we want to say, "This can be a conversation. We don't want involvement to deter you. But we want to leave the door open to you as far as possible."
- d. Josceline: We want to connect with returning OC families who were attracted to the involvement and the co-opping culture at the OC, and we don't want them to feel we're diluting this. Can we talk to both sides and say, "Parent participation is an essential feature at the OC. Previously, we used to require 3 hours a week with a maximum of 6 hours. However (explicitly say that) we recognize that families are changing, and so we encourage participation by families, but only as much as they can afford to give." And use the language Aliska and Alejandra recommended
- e. Aileen: I like what Josceline is saying.
- f. Kat Nokes: Maybe offer a Co-op shift that's outside of normal school hours helping with other things that would count as co-opping?
- g. Virginia: I echo my approval of what Josceline is saying and why Christine is offering this. It's not just families who struggle with economic situations or scheduling, it's also single parent families like myself. In talking with others why people should join the OC, bar none, the co-opping requirement is what is keeping people away. People don't want to join a group and then be recognized as the exception family who isn't participating at the same level. This will open us up. We want to emphasize that they can do back-to-back 3 hours or even 1 explorer. It's not just about whether kids fit in, it's also whether parents fit in. And if parents feel like they are letting people down, it is not community oriented.

12) Kat Nokes: Maybe offer a Co-op shift that's outside of normal school hours helping with other things that would count as co-opping?

13) Maile: What would that look like for teachers, and affect the Whole Child model and small group learning:

a) Amanda: (Speaking for Littles):

- i. This year has showed us that even with no parents in the classroom, we can run small-group learning and hands-on experience for the kids. It is not as enriched or deeper, but it exists.

- ii. If we do 1-hour shifts, we may not have 3 parents at once, but we may have 1 parent. We may want 3 parents for Math, but can work with one parent for Writing. We can be more fluid and work with parents on where this needs to happen, and do better than we are now.
- iii. It would be more sustainable for parents and teachers would not feel burned out

- Comment by Aileen: Thank you for your comments, Amanda. Very insightful.

b) James: (Middles): All for the 1 hour per week, whatever parents can do, and get more kids into the school. We are still running small groups. Parents would be a great addition for Math and Literacy small groups

c) Julian: (Uppers): Amanda and James have covered this for Uppers' perspective as well

d) Mindy: This section was modeled by Christine based on the charter

- i. Also add or label it as "Alternative co-opping" after Co-opping to cover the after-school hours
- ii. Mindy became a single parent at the OC, as a full-time working mom, and Mindy would love to take this feedback and incorporate it into Christine's draft and finalize after we get feedback from everyone
- iii. Carolyn Turkanis (one of the founders) was part of Charter Renewal Committee in Spring 2020 and we discussed this concern then with her. We don't think parent participation should end, but we want to recognize how things are changing
- iv. Christine: May not be needed to spell this out as alternative co-opping, as a lot of alternative co-opping can fold into committee work or individual flexible arrangements with teachers
- v. Mindy: It can be put under co-opping. If we put the emphasis on saying that the whole reason our school is great because of parents being involved and so committed to it, then parents will want to be a part of it, rather than feeling they have to do it. That is a different mindset.
- vi. Mindy: We can use the Charter feedback link to collect feedback on this
- vii. Josceline: We are one of the families that stayed at the OC because of Alternative Co-opping. We may not want the additional overhead of running this if we are keeping co-opping flexible. However, if we retain alternative co-opping and formalize the structure, it keeps it structured, accessible to parents, and not kept underground. It makes it easy for teachers to share what they need.
- viii. Joe: If we get this letter out, it will surprise us how much families support each other with co-opping

3. Voting Items

Joe covered how we vote: thumbs up (yes), thumbs down (no), thumbs sideways (not voting/indecision)

a. Approval of minutes

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
Motion to approve the steering minutes for Sep 14, 2021	Joe	Alejandra	The minutes were distributed in advance	Unanimous vote

b. Voting Procedures to by-laws

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
Motion to adopt the Voting Procedures into our by-laws	Joe	Aliska		Unanimous vote

4. Any other items:

Before adjourning each meeting, we will ask Representatives if they have any other items

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
Motion to adjourn	Aliska	Tim	-	All ayes

5. Next meetings:

1. November 9, 2021
2. December 14, 2021
3. January 11, 2022
4. February 8, 2022
5. March 8, 2022
6. April 12, 2022
7. May 10, 2022

Appendix 1: Motions

Motion text/statement	Raised by	Seconded by	Comments and Discussions	Steering Vote and Decision
Motion to approve the steering minutes for Sep 14, 2021	Joe	Alejandra		Unanimous vote in favor
Motion to adopt the Voting Procedures into our by-laws	Joe	Aliska		Unanimous vote in favor
Motion to adjourn	Aliska	Tim	-	All ayes

Appendix 2: Charter Renewal Update

Charter Renewal Update

Where we have been and where we are heading

*A **charter** is a written grant by which an organization is founded and its rights & privileges defined.*

Background

There are two types of charter schools:

1. State charter - granted by the Utah State Board of Education (USBE)
2. District charter - granted by a school district

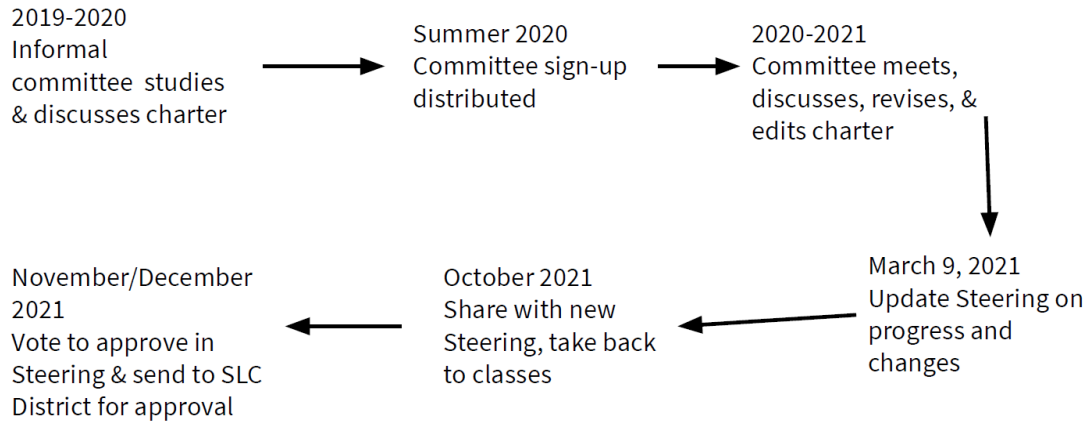
The Open Classroom is a district charter school

That has historically been on a 5-year renewal cycle

Previous Timeline



Current Timeline



Revisions

Head Teacher - Revised

The head teacher is a licensed teacher who serves in a support role for the principal, teachers, parents, and students. The head teacher assists teachers with instructional practices and in supporting struggling students, while also supporting parents, teachers, and students in maintaining the OC philosophy. In the absence of a head teacher, the Steering Executive Committee and School Improvement Council collaborate to assign out head teacher duties on a year-to-year basis.

Shared Governance - Revised

The roles of each governance participant are similar to those outlined in the SLCSO's "Shared Governance Guide," with the Open Classroom Steering Executive Committee serving as the School Community Council (SCC).

Shared Governance - Revision from last year

The Open Classroom Land Trust Council and the SEC (for the purpose of approving the School Improvement Plan), shall consist of at least 4, and no more than 6, parent members, selected in accordance with state statute; the Principal; and an employee representative selected by the faculty. Selection of parent representatives shall be by secret ballot of the parents if more than 6 parents volunteer. The Land Trust Council will present the SIP to the full SCC for discussion and a final vote.

Steering Executive Committee

The Steering Executive Committee (SEC) is composed of six elected parent members: one chair, one co-chair, two vice chairs, a treasurer, and a secretary. All of these members are parent volunteers and are elected by consensus by the Steering Body for three-year terms. Staff members of the Steering Executive Committee include the principal and head teacher (when applicable). In addition, a teacher representative who is 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 they are willing to serve.

Student Behavior Expectations

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.

Other Edits

- ★ Binary language changed to “their”
- ★ Parents referred to as “teachers” changed to “leaders”
- ★ For any reference to parents working with kids and/or curriculum, added ‘under the guidance & supervision of the classroom teacher’
- ★ Research base updated
- ★ Waivers section: updated principal hiring & termination waiver as well as eliminated staff employment procedures waiver

Appendix Updates

- ★ Configuration 2021
- ★ Calendar 2021
- ★ Budget example coming soon
- ★ Report card examples - need Muppers
- ★ Additions to ECAP Evaluations omitted

But you don’t have to take MY word for it -
click here to read the charter

Click here to submit feedback to the
committee

Appendix 3: Steering Exec Expectations

Guidelines for the Steering Body representatives

Background

The OC Steering Body is established and enabled by the OC Charter under the following sections:

Part C. 1. School Governance, Administrative Structure

- Subpart a., Overview – Open Classroom governance and administration; and
- Subpart c., The Open Classroom Steering Body.

Qualifications to be a member of the Steering Body

Quoting directly from the OC Charter, Part C. 1. c.: “The Open Classroom Steering Body will consist of the Principal, faculty representatives, the Steering Executive Committee, and classroom Steering representatives.”

The following guidelines are relevant to the “classroom Steering representatives” (or “Reps”) mentioned above.

Classroom Steering Representative (“Rep”) key expectations

- Reach out to their classes prior to every Steering Meeting and seek feedback/concerns to present.
 - Each class has a distribution email account. The Rep can email through this distribution email or contact otherwise the classroom teacher and the parents directly to solicit this feedback or concerns.

- Attend class Parent Meetings to:
 - Share key and relevant points discussed at the Steering Body meeting and gather parent feedback.
 - These Parent Meetings are held once per month or every other month.
 - The Rep will receive a link to the Steering Body notes from the prior meeting. These contain the items to discuss with the class.
 - The Rep will email the class distribution list to:
 1. provide the link to the Steering Body meeting notes on the OC Classroom website, and
 2. call out in the email body the specific items for discussion under the “Action Points” items listed as “Steering Reps.”
 - Seek parent feedback on voting items that require input from the broader OC parent body.
 - The Rep can take this feedback in their consideration for voting.
- Participate: We’re here to listen to each other, ask questions, discuss, and understand each other.
 - The Steering Body meetings are typically held the second Tuesday of each month.
 - These meetings typically last 2 hours, typically more.
 - The Rep will provide a substitute to this Steering Body Meeting if the Rep cannot attend.
- Vote: Carefully understand, consider, and vote on items at the Steering Body meeting.
 - The Rep will follow the voting procedure as prescribed by the Steering Body.

Classroom Steering Representative time commitments

The Rep can expect to spend seven hours per month in their position:

- Monthly Steering Body: 3 hours
- Monthly Parent Classroom meeting: 2 hours (required, anyway, as being a parent).
- Correspondence, reading, and research: 2 hours

Appendix 4: OC Voting Method

Here is the OC Voting Method/ Procedure for Motions as it stands after the 4th and final amendment and approval by the OC Steering Body 2020-2021, on 04/13/21:

Procedure for motions:

Guidelines

- Topics may or may not have a time limit.
- Participants shall speak only when called upon by the chair.
- Discussion shall be free-flowing with unlimited follow-up questions.
- Motions may be made as suggested commentary without committing the body for addressing the question.

Procedure for calling the question:

Votes are provided with (1) thumbs up, (2) thumbs sideways, and (3) thumbs down.

The votes are interpreted as follows:

- Thumbs up is counted as “yes”, assent, or affirmative.
- Thumbs sideways is present but not voting or indecision
- Thumbs down is counted as “no” dissent, or negative.

Dissenters may be asked if they are open to discussing their vote. The committee will seek to have everyone's vote either "thumbs up" or "thumbs to the side"; if not, the rules described in the SLC School District Shared Governance guide shall be followed."