

# Meeting Notes for the Open Classroom Steering Committee

**Meeting Date and Format:** 11-09-2021 @ 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 / Gerald & 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	Kristin Salazar
			3/4	Christine Mahler (O'Lynn)		Teacher Rep – Middles	O'Lynn Elliott
			3/4	Melissa West (Mia)		Teacher Rep -- Uppers	Hilary Ward (SIC)

### Additional Attendees:

Katherine Kennedy: SLCSO School Board representative

## Agenda (linked to notes)

### 1. Information items:

- [Introductions](#)
- [Calendar items](#): Steering Reps to share with your classes highlighted dates in the calendar below
- [Acknowledgments](#)
- [PFOE Budget Report – Treasurer](#)
- [Procedural Note](#)

### 2. Discussion items:

- [Executive Election in Spring 2022](#)
- [Review New Charter, and bring it to your classes](#)
- [Enrollment and Budget](#) (update by Christine)
- [Discipline Plan](#) (Appendix 2)
- [Safe Technology and Digital Citizenship](#) (Appendix 3)

- f. [Data Privacy](#)
- g. [Data from 2021](#)
- h. [School Goals](#) (*See also Appendix 4 for 2021-22 School Improvement Plan*)

### 3. Voting items:

- a. [Approval of Steering Minutes](#) (10-12-2021)

## MEETING NOTES

**Voting Outcome:** Steering voted unanimously to approve the minutes of the October Steering Meeting

### Key takeaways:

- 1) **New Charter feedback needed from parents by the Jan 11, 2022 Steering Meeting. Key feedback areas:**
  - 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. **We're also reviewing Co-opping & Committee commitments as enrollment barriers**
  - e. **Note**
    - i. Working draft of updated charter at: [2022 Charter \(working draft\).docx - Google Docs](#)
    - ii. Parents can submit feedback to: [Charter Document Feedback \(google.com\)](#),
    - iii. For questions, you can write to: [chartercommittee@ocslc.org](mailto:chartercommittee@ocslc.org)
  - f. **Timeline:**
    - i. **Nov-early Dec:** Reps to share updates and solicit thoughts, parents to share feedback
    - ii. **Dec-Jan meetings:** Steering to discuss and vote to send the charter to the district for review
    - iii. **Feb-March:** District reviews | **April:** OC updates and submits | **May-June:** District approves
- 2) **Upcoming vacancy on Steering Exec:** Nominees can plan to attend the: **April 12, 2022 Steering Meeting for introductions + May 10, 2022 Steering Meeting for election.** See notes for commitments and details.
- 3) **We have room in all grades, so you can invite your friends to enroll for this year or for next year's lottery.**
- 4) **Christine shared:** the [school Discipline plan](#), documents for [Safe Technology & Digital Citizenship](#), and [Student Data Privacy](#), last year's results, our goals, and the [School Improvement Plan](#).
- 5) **The 2022-2023 School Improvement Plan (SIP) will be discussed at Steering in Dec, Jan, and/or Feb**
- 6) **Next Steering Meeting:** December 14, 2021 (Zoom)

### Action Points:

- 1) **Steering Reps and Parents:** Discuss the following and **provide feedback by January:** (i) Charter Revisions, (ii) "What aspects of OC are a draw or barriers", (iii) Review of Committee & Co-opping commitments
- 2) **Steering Reps:** Inform classes of roles, commitments, key dates for the upcoming Exec position election
- 3) **Steering Reps:** Share with parents the various handouts and links shared by Christine. Let parents know that they are welcome to share inputs on the discipline plan and on device usage and monitoring.
- 4) **Christine:** Will get details added to the Safe Tech... doc. on the grade blend approach to device usage.
- 5) **Steering Exec:** Will be calling a Land Trust Council meeting for early December – watch for the date.

## Discussion Notes:

### 1. Information Items

#### a. Introductions:

- 1) Expectations set by Aliska: Mute when not speaking; Raise hand to speak; Chat monitored
- 2) All attendees introduced themselves and shared their favorite Thanksgiving dishes (the intro theme)

#### 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
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 <a href="https://ocslc.org">ocslc.org</a> , select RSVP under <b>Upcoming School Tours</b> , and complete the form.
11/23/21, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	
11/24/21, Wednesday	<b>NON-STUDENT DAY – NO SCHOOL</b>	<b>NO SCHOOL</b>
11/25/21, Thursday – 11/26/21, Friday	<b>THANKSGIVING RECESS</b>	<b>NO SCHOOL</b>
12/07/21, Tuesday	<b>Asynchronous Learning Day</b>	<b>NO IN-PERSON SCHOOL, REMOTE LEARNING DAY</b>
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 <a href="https://ocslc.org">ocslc.org</a> , select RSVP under <b>Upcoming School Tours</b> , and complete the form.
12/20/21, Monday – 12/31/21, Friday	<b>WINTER RECESS – NO SCHOOL</b>	<b>NO SCHOOL</b>
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 <a href="https://ocslc.org">ocslc.org</a> , select RSVP under <b>Upcoming School Tours</b> , 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 <a href="https://ocslc.org">ocslc.org</a> , select RSVP under <b>Upcoming School Tours</b> , 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 <a href="https://ocslc.org">ocslc.org</a> , select RSVP under <b>Upcoming School Tours</b> , 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 <b>Upcoming School Tours</b> , 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	<b>SPRING RECESS – NO SCHOOL</b>	<b>NO SCHOOL</b>
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 <b>Upcoming School Tours</b> , 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 <b>Upcoming School Tours</b> , 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 <b>Upcoming School Tours</b> , 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
Hilary	Josceline	For her note-taking: easy to read, highlights important points, attention to detail
Josceline	Charter Renewal Committee	For the immense work they have done so far and for the work they will be putting in to help us get over the finish line
Aliska	Everyone who worked on the Halloween Bazaar	It was awesome, and the coffee was a great sell.
O'Lynn	Maile	Thank you (for organizing traffic and outdoor lunch volunteers)

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

2021-2022 OPEN CLASSROOM PFOE Budget

UPDATED: 10/28/21 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	\$ 47.00	\$ 661.00
Full K	Jamie	22	\$ 1,004.00	\$ 100.00	\$ 904.00
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	\$ 50.66	\$ 985.34
3-4	Mia	21	\$ 972.00	\$ 50.67	\$ 921.33
3-4	O'Lynn	22	\$ 1,004.00	\$ 177.08	\$ 826.92
5-6	Chantelle	23	\$ 1,036.00	\$ -	\$ 1,036.00
5-6	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	\$ 425.41	\$ 14,562.59

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	\$ 10.99	\$ 89.01
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	\$ 41.76	\$ 158.24
Upper Science	\$ 600.00	\$ 133.66	\$ 466.34
V&PA Classrooms	\$ 2,800.00	\$ 192.07	\$ 2,607.93
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	\$ 378.48	\$ 19,504.52

OPEN CLASSROOM PFOE BUDGET TOTAL	
TOTAL BUDGET	TOTAL EXPENSES
\$ 34,871.00	\$ 803.89
TOTAL REMAINING BUDGET BALANCE	
\$ 34,067.11	

INCOME - Fundraisers	
Walk-a-thon	\$17,140.74
Art Bazaar	\$0.00
Giving Tuesday	\$0.00
Banner Month	\$0.00
Art Stroll	\$0.00
Total	\$17,140.74

INCOME - Other	
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 (Gross Income Goal)	\$ 34,871.00
Fundraisers	\$ 17,140.74
Other Income	\$ 1,124.18
Online & Cash/Check Donations	\$ 802.74
GROSS INCOME:	\$ 19,067.66
Total income	\$ 19,067.66
Total Expenses	\$ 803.89
NET INCOME:	\$ 18,263.77
Net Income:	\$ 18,263.77
Grant Balance:	\$ 4,135.17
2021-2022 PFOE ACCOUNT BALANCE	\$ 22,398.94

- 1) Additional Walkathon funds from the district have shown up, and more will be expected
- 2) Teachers' reimbursements are reflected (art in their classrooms)
- 3) Halloween Coffee Fundraiser: about \$300, which will show up in next month's budget

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. **Executive Election in Spring 2022**

We have an open Steering Exec place coming up the following year when Joe Gibbs' term ends. We wanted to take everyone through what the roles and commitments look like and when the election happens, so everyone can start thinking about it across the community, and decide if they want to nominate someone or themselves.

## 1) Steering Exec: Roles Overview

Steering Executive Committee (SEC) forms a part of the School Steering Body together with the Principal, faculty representatives, and classroom Steering Reps. It is composed of:

- **Staff members:**
  - the Principal
  - a Teacher Representative, who is elected annually by the faculty (can be re-elected), and
  - the Head teacher (when applicable)
- **Six volunteer parent members, holding 3-year terms**, elected by the Steering Body:
  - a Steering Chair
  - a Steering Co-Chair
  - **Two** Steering Vice Chairs (designated: Vice-Chair and Past Chair)
  - a Treasurer, and
  - a Secretary

**Going into a new school year, typically:** The current Co-chair (or Vice-Chair) becomes Chair, and the current Chair (or Co-chair) becomes the Past Chair, depending on the years they have left in their term.

Parents on Steering Exec agreed to adopt this approach of circulating these responsibilities so we can share our leadership experience and work better to support the Open Classroom and its needs.

At the end of this school year, Joe Gibbs' term ends, and we will have **one open place** on Exec.

## 2) Steering Exec: Responsibilities and Commitments

From the Charter: (section C, parts 1 and 2):

- 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."

Monthly Steering Body Meetings from Sep to May/June	Typically, second Tuesdays   2-3 hours each meeting
Steering Exec meetings from Aug to June + <b>as needed</b>	1st, 3rd Thursdays   approx. 1 hour each to discuss school matters, committees, set agenda for upcoming Steering meetings
Review and vote as School Community Council (SCC): <ul style="list-style-type: none"> <li>• especially over summer, when Steering doesn't meet</li> <li>• proposals for Exec approval, <b>or</b> to pass to Steering</li> </ul>	Time to understand and review documents and proposals (voting during Exec meetings)
Committee Coordination: <ul style="list-style-type: none"> <li>• <b>Over the summer</b>, ensure that committees are staffed + chairs and co-chairs are appointed (this year, Aliska and Alejandra took on that herculean task after committee surveys were sent out)</li> <li>• <b>Committee Exec Reps:</b> Support committees, chairs (Exec members support Committees and bring their important matters to Exec, Steering, and coach and guide them as needed. To be clear, the Chairs do their own work.)</li> </ul>	Varies for parent Exec members based on the needs of the committee you serve  (e.g., Maile, our Exec Treasurer worked really hard to organize the front and back Traffic and Outdoor lunch arrangements.)
Support the school's needs and fulfil your role on Exec. This includes attending relevant district meetings, trainings. (Tim attended the district training and shared with the rest of Exec)	Depends on needs and the <b>initiative</b> you take  (e.g., Exec this year has been working to streamline our information flow and processes among other things. Earlier Execs did their own pieces on their own time to serve the school.)



### 3) Steering Exec: Elections

Here is how we elect parent members to upcoming positions on Steering Exec:

- **Feb/March/early April-May:** Candidates are nominated, or nominate themselves. Steering Reps and teachers also nominate candidates with their permission.

We are sharing these timelines so candidates can plan on attending these meetings.

- **April:** Candidates introduce themselves at the Steering meeting **(Tues, April 12, 2022)**.

If candidates cannot make it to this meeting, they send a blurb about themselves, and we read this into the meeting.

- **May:** Elections occur during the May Steering Body meeting **(Tues, May 10, 2022)**
  - Candidates are **highly encouraged to attend** this Steering Body meeting, and take this opportunity to address the entire Steering Body shortly before they vote
  - Candidates are required to step out during discussion, voting, and tallying
  - The Steering Body discusses and votes; results are tallied and declared
  - Candidates are invited back in, and the results are shared with them

*Steering Exec (current, outgoing, and incoming members) meets in late July/early Aug for a handover. This varies. This year, for instance, all Exec members met in June 2021 and new Exec members were briefed by the outgoing and continuing Exec members, which gave us a place to start thinking about how we wanted to contribute on Exec.*

**Please note the highlighted dates 4/12/2022 and 5/10/2022 above if you are a nominee – we have provided the dates in advance so you can plan on attending these meetings.**

#### b. Review New Charter, and bring it to your classes

##### **New Charter feedback needed from parents. Key updates:**

- Head Teacher language being revised for flexibility within budget constraints
- Shared Governance specifics to be evaluated, revised with advice from the district lawyer
- Student Behavior Expectations to include Positive Behavior Interventions & Supports (PBIS)
- **We're also reviewing Co-opping & Committee commitments as enrollment barriers**

##### **Planned Timeline:**

- **ASAP:** Share Charter updates with parents and solicit thoughts ([see Oct 12 Steering Notes](#))
- **Next parent meeting:** Reps to discuss the Charter updates with parents and gather feedback to bring to Exec
- **Dec-Jan meetings:** Discuss and vote to send the charter to the district for review
- **Feb to March:** District reviews | **April:** OC updates and submits
- **May-June:** District approves the charter

##### **Note:**

- Working draft of updated charter at: [2022 Charter \(working draft\).docx - Google Docs](#)
- Parents can submit feedback to: [Charter Document Feedback \(google.com\)](#),
- For questions, you can write to: [chartercommittee@ocslc.org](mailto:chartercommittee@ocslc.org)

#### c. Enrollment and Budget (presented by Christine)

##### **Christine shared the enrollment update (snapshot here)**

- 1) **Enrollment:** We have 297 students. Nicole, Tim, etc. are working on tours to bring in more students next year. We have openings, so your friends, neighbors and associates are welcome to enroll this year and we can offer information on enrolling for next year's lottery as well.

Current as of: 11/05/2021

Joey 1/2	4	18		O'Lynn 3	12	22		Grade	Totals
Joey Full	11			O'Lynn 4	10			Pre K	18
Joey Online	3								
				Chantelle 5	13	23		K	40
Amber	K (1/2)	18		Chantelle 6	10				
Jamie	K (full)	22		Kirsten 5	13	27		1st	40
				Kirsten 6	14				
Amanda 1	12	21						2nd	40
Amanda 2	9			Hilary 7	8	19			
				Hilary 8	11			3rd	39
Shelton 1	11	20							
Shelton 2	9			Julian 7	9	21		4th	27
				Julian 8	12				
Tina B 1	9	18						5th	26
Tina B 2	9			Lena 7	9	21			
				Lena 8	12			6th	24
Tina M 1	8	21							
Tina M 2	13							7th	26
James 3	14	23						8th	35
James 4	9								
Mia 3	13	21						K-8 Students	297
Mia 4	8								

	Students	Average
K	40	20.00
1/2	80	20.00
3/4	66	22.00
5/6	50	25.00
7/8	61	20.33
Total	297.00	21.21

## 2) Budget:

- Final numbers from last year are not yet complete. Final revenue and expenses are being closed out over the next two weeks and we should have final numbers soon.
- One update for this year: We have been awarded a state grant to help fund full-day Kindergarten in the amount of approximately \$34,000. This has allowed us to flex some school improvement funds to partially fund the full-time counselor.
  - We have been applying for this every year for the past 5 years and we have it this year.
  - The state legislature increased the funding a little enough to include our school in this, so Christine is confident that hereon, we can expect this funding every year when we apply.
  - It will be helpful to us this year in covering the very valuable full-day kindergarten service that we provide

## d. Discipline Plan – PBIS ([See Appendix 2 for Handout shared by Christine](#))

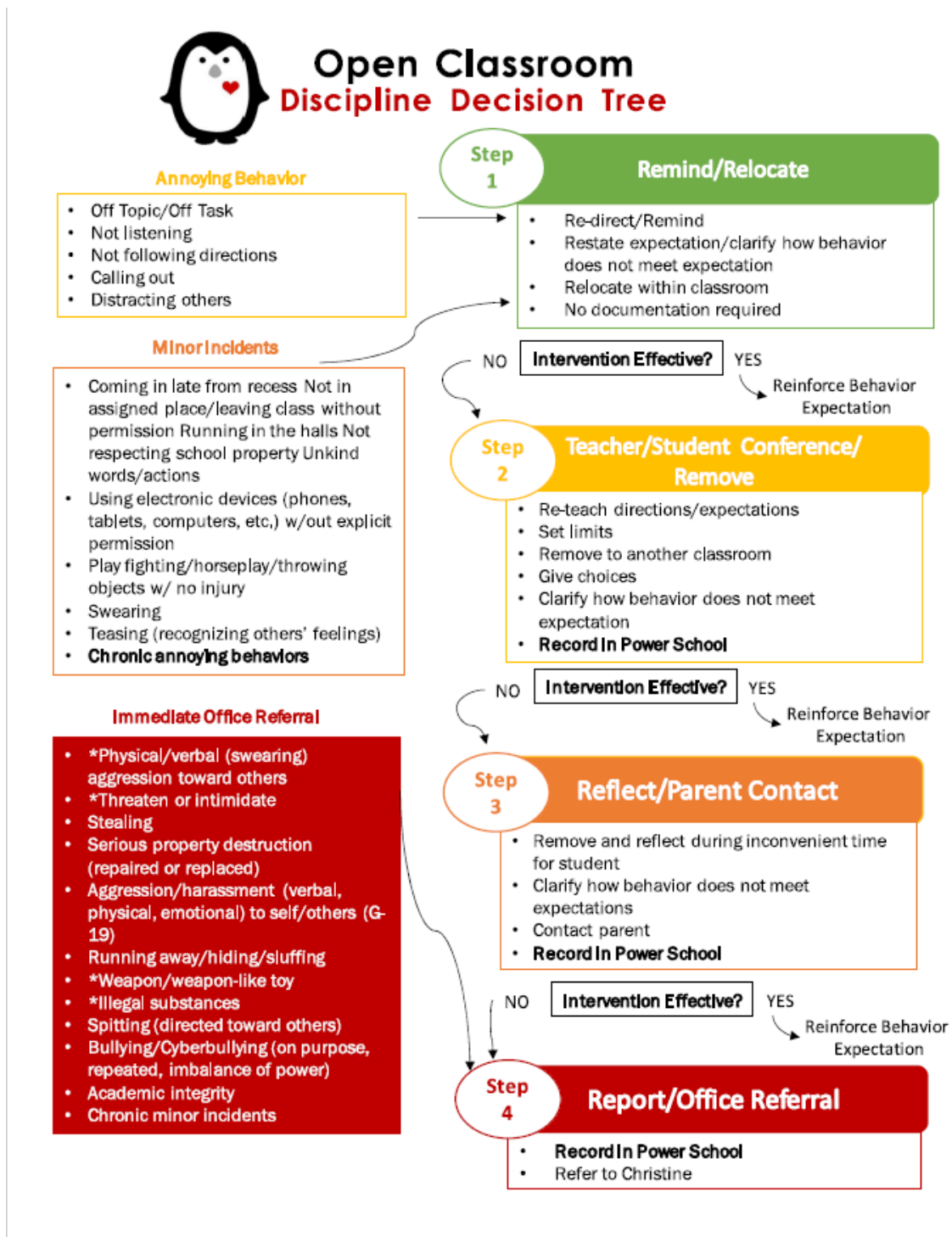
- This is a requirement for all schools to share their behavior support and discipline plan with parents and the community. PBIS stands for Positive Behavior Interventions and Supports.
- This is a framework that helps students learn the social, emotional, and behavioral competence that will help them be engaged academically.
- What this results in is that: teachers will be focusing on: positive reinforcement when students follow expectations, and non-punitive re-teaching strategy when it's needed.
- At The Open Classroom: The PBIS Committee (teachers, Principal Christine, the counselor, and support from the district) have established some draft schoolwide community agreements. These come from the [Tribes](#) training, which was part of our OC founding principles. It boils our expectations down to some pretty simple concepts which are shared below on the slide:



(Additional reference information inserted by Josceline: [Tribes website link](#) + [Tribes YouTube channel](#))



- 5) We also have a handout (see below and [Appendix 2](#)). This is a flowchart customized for the OC on what happens at the OC for student behavior corrections.
- It breaks down issues into smaller, medium, and more serious incidents (result in office referrals).
  - Note: In Christine's experience, at the OC, we have not had many of the office referrals for more serious concerns, due to the amazing framework we have in place to support students through teaching and re-teaching that happens at the OC.
- 6) **Note For Steering Reps:** If you have questions from fellow Parents in the classroom, please let them know that we have a process, and welcome parent input in developing these guidelines.



**e. Safe Technology and Digital Citizenship ([See Appendix 3 for the handout shared by Christine](#))**

- 1) This handout is designed to help parents from our school (and every school in Salt Lake School District) to understand:
  - a. how technology is used,
  - b. how to keep kids safe,
  - c. how district filters sites (including technical aspects of content filtering),
  - d. how we track content access so we can help kids understand how to stay safe, and
  - e. information specific to our school, such as:
    - i. what devices are used in our school and how we use them (differently in lower grades vs 8th grade),
    - ii. how we supervise students,
    - iii. how we use management tools to ensure appropriate use on this platform.
- 2) The point of this document is to make sure communication lines are open, and for parents to know that we have a plan and welcome questions and feedback.
- 3) **Question from Eric on cellphone use:** For devices from district, there is a control on what is accessible through the devices. For Cellphones, brought from home, what is the plan to control accessibility?
  - a. **Response by Christine Marriott:**
    - i. We have a grade-blend-wise approach for BYOD (bring your own devices) at the OC (page 4 of the plan has a basic outline). Students can logon and access internet service by logging in with their own student number, and usage is supervised by teachers.
    - ii. For instance, students can earn access to listen to downloaded music on their devices.
    - iii. However, the ongoing challenge is to ensure students use devices in a manner that is additive to learning, without taking away from learning.
  - b. **Response by Hilary (Uppers Teacher Rep):**
    - i. Teachers are currently problem solving with 7-8 graders and reminding them of our policy.
    - ii. For instance, a challenge is that students text each other during the school day and take their phones to the bathrooms and text. The struggle is real.
    - iii. The goal is to figure how students are not distracted by their devices, to work towards helping students leverage technology as a tool rather than as a distraction.
  - c. **Follow-up comment by Christine:**
    - i. In the past, we have hosted parent discussions on student safety, where we have a parent meeting. Parents share tools that they use to monitor student devices. While we could not do this last year, we got parents access to a district course
  - d. **Follow-up question from Eric:** Do we have rules as cascaded through the grade blend?
    - i. Response: Christine: Students need to ask teachers for permission prior to device usage at the school (across blends)
    - ii. **Action: Christine:** Will reach out to teachers and get more detail on the grade blend approach added to this document.

**f. Data Privacy (<https://www.slcschools.org/departments/information-technology/student-data-privacy>)**

It is important for parents to understand this policy that covers the security of student and family data. The district supports us with this policy, and we're fortunate to be a part of a district that has a large enough body and therefore a department that takes care of these security aspects. There are a lot of resources available: Visit the link to learn about data stored on your students, websites accessed, etc. (slide below)



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C

## Student Data Privacy

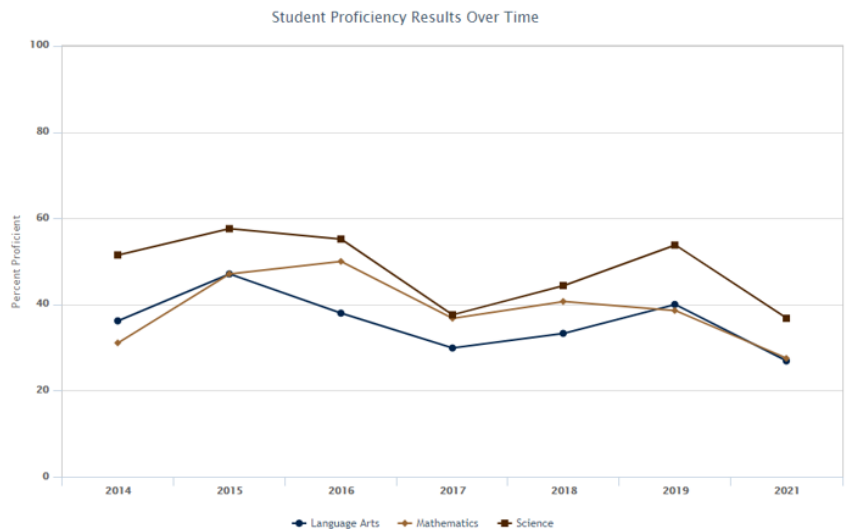
Salt Lake City School District recognizes that the security of student data is of the utmost importance and we serve as the frontline in the protection of student data. Student data is carefully safeguarded through district policies and procedures, as well as federal and state privacy laws that are specifically designed to protect student data.

### g. Data from 2021

1) The following slide shared by Christine reflects last year's end of year School testing results

### Open Classroom Utah state testing (RISE) results 2014 to 2021

- Data from the Utah RISE test for Open Classroom USBE datagateway website: [Data Gateway - USBE Data Gateway \(utah.gov\)](https://datagateway.schools.utah.gov/)
- Note there was no testing in spring of 2020 due to COVID
- From spring of 2019 to spring of 2021 proficiency rates declined in all subjects.
- This pattern has been prevalent at schools during the COVID-19 pandemic



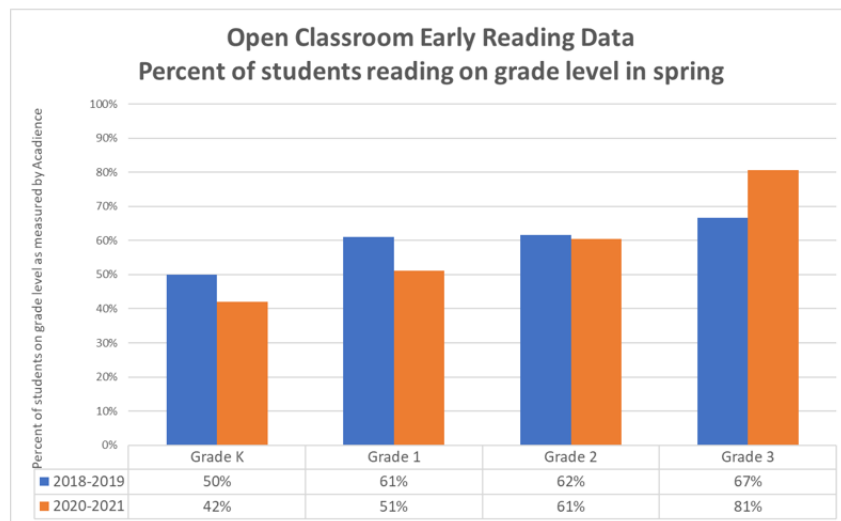
Student Proficiency Results Over Time for Open Classroom							
Test Subject	2014	2015	2016	2017	2018	2019	2021
Language Arts	36.2%	47.1%	38.0%	29.9%	33.3%	40.0%	26.9%
Mathematics	31.1%	47.1%	50.0%	36.8%	40.7%	38.6%	27.5%
Science	51.5%	57.6%	55.2%	37.6%	44.4%	53.8%	36.8%

- The data comes from the Utah RISE test (end of year test).
- It is available at the Utah State Board of Education website: <https://datagateway.schools.utah.gov/> where you can get raw data results on our school and all other State schools.
- In this chart:
  - The chart starts in 2014 and goes through through Spring 2021
  - Blue line: language arts; little squares: Math; larger squares: Science

- iii. Our science scores are traditionally higher than Language, Art, and Math
  - iv. The scores follow a somewhat similar pattern
  - v. We had a gradual rise in our proficiency rates 2017 through 2019 (our high point)
  - vi. No testing in Spring 2020
  - vii. Post Covid dip in Spring 2021 due to the interrupted learning. Our teachers and kids are working hard in school to recover and get this trajectory turned around.
  - viii. The drop from 2019 – 2021 is similar to the drop across the country.
- d. **Question: Josceline:** Does this mean all our students take this test, and are these scores representative of our entire community? Or, does our OC students opting out reflect on our scores?
- Response by Christine:**
- i. These scores are reflective of students who do take the tests.
  - ii. Some of our families take the tests. We do have families that have their students opt out because they don't support standardized testing or for various reasons, which is a parent's right in Utah. We don't have a scientific way to say that more higher scoring students opt out vs. more lower scoring kids. But we do know: we don't have 100% students taking the tests.
  - iii. State goal for test taking is 95%, which we don't reach. This is still a representative sample for our school. Last year, our rate was lower; some remote students did not come in to test.
  - iv. Certainly, if a lot of higher scoring students opt out, it could impact our proficiency rates.
  - v. We would like for these tests to give us accurate information about where we're strong, where we could pull some more resources in and address the goal of keeping the learning going for all.
  - vi. **Follow-up question from Hilary:** What was our test participation rate prior to Covid?
  - vii. **Response from Christine:** until 2019, we were at 90%, which we increased gradually from a 30% opt-out a few years ago. Part of this was helping parents that the tests are not to judge students, but to evaluate our program. The tests are now better put together (not 3 long days of long multiple-choice tests). As we get this information out, we expect it drives up participation.

## 2) Early reading assessments data (K-3): Acadience (Christine's slide below)

### Open Classroom Early Reading Assessments



The Early Reading assessment is called Acadience and measures skills such as letter identification, letter sounds, blending words, and reading passages including re-telling. This is done 3 times per year.

- a. The drop between blue and orange is reflective of Covid impacts to the younger learners who learn best in small groups with a high-quality teacher. Despite Covid, our OC teachers worked really hard over Zoom, and our K-3 reading skills didn't lag as much as they could have in this situation. We still have plenty of room to grow.

b. Our Goal: 80% of kids are reading at grade level when they leave a grade. We have some way to go for K kids, **but at 3<sup>rd</sup> grade, we are meeting those goals.** We want to set realistic goals, but also set goals that push us.

c. **Question: Kristin: How do we compare with other district schools?**

**Response from Christine:** Data can be seen on the State Board website. We met our state goals last year with these results for progress. We compare favorably with the district, against 27 other elementary schools.

## h. School Goals

We're using this data to set our goals across 4 different categories for the current year 2021-22 ([See Appendix 4: 2021-22 School Improvement Plan](#)):

- Math Goal: Increase proficiency rate by 5 percentage points at each grade level from spring of 2021 to spring of 2022 on RISE testing in grades 3-8
- Reading Goal: Increase percentage of students reading on grade level half the distance to 80% from spring of 2021 in each grade Kinder to third on Acadience reading test
- Achievement Gap Goal: Reduce the gap between students with and without disabilities in English language arts on RISE testing in grades 3-8
- Culture/Climate Goal: Design and implement Positive Behavior and Intervention System (PBIS) to maintain joyful learning environment

- 1) **Math Goal:** We want to increase by 5 %points. This is ambitious, considering the huge drop last year across the district, but we are hoping we can rebound. Math was our greatest pandemic area of decline.
- 2) **Reading:** (see slide above) reach kids to half the distance of the goal of 80% by Spring of 2021
- 3) **Achievement gap:** We will look at students of low income, ESL kids, **and in our case the largest gap is students with disabilities vs students without disabilities (16-point gap), which we want to reduce to no more than 12 points, even as everyone is going up.**

**Question: Kristin:** Is the gap for students with IEPs or all students with IEPs with language arts goals?

**Response: Christine:** This is for all students with IEPs

- 4) **In discussing the achievement gap, Christine shared data from [Appendix 4, page 1, 2021-22 School Improvement Plan \(SIP\)](#) – which is built on the district framework (Shows the data we used to develop these goals, the set goals, and then in spring, we review these goals and set goals for next year)**

Grade Level/Subject Area/Focus	Data Year	Data
Early Literacy Grades K-3	2020-2021	Acadience (Reading Skills Test) Data from End of Year (EOY) testing spring 2021: Kindergarten: 42% at or above grade level Grade 1: 50% at or above grade level Grade 2: 61% at or above grade level Grade 3: 80% at or above grade level
Mathematics Grades 3-8	2020-2021	Utah State Test Rise Mathematics Spring 2021 Grade 3: 41% Proficient Grade 4: 32% Proficient Grade 5: 17% Proficient Grade 6: 11% Proficient Grade 7: 33% Proficient Grade 8: 21% Proficient
Achievement Gap Students with Disabilities English Language Arts (ELA) grade 3-8	2020-2021	RISE Spring 2021 English Language Arts (ELA) grades 3-8 results comparing groups: Students with disabilities (SWD): 22% Proficient Non-SWD: 38% Proficient 16 point gap

5) Here is how we are working to meet these goals in the current year's SIP (slide shared by Christine):

## Resources and actions in current year SIP

- Maintain full time Counselor to support all grade levels with social and emotional learning
- Full Day Kindergarten – one section
- Half time teacher as Literacy Specialist to coordinate reading interventions, support teachers during instruction and testing, and train/guide paraprofessionals who support literacy intervention
- Paraprofessionals to lead small group and individual intervention/tutoring
- Half time teacher as Math Specialist to coordinate math interventions, support teachers during instruction and testing, and train/guide paraprofessionals who support math intervention

Note: The Full-day K class (gives kids time for mastery of prereading skills, in developmentally appropriate, not boot-camp manner)

6) As we put all this in place, we are also starting pre-planning and talking to teachers about the SIP that we will need for next year:

### Pre-planning for next year's School Improvement Plan

- Teachers are reviewing data and discussing priorities
- Land Trust Council meeting will be convened in early December
- Draft plan for 2022-2023 School Improvement Plan will be discussed at Steering in December, January, and/or February

- Action:** Steering Exec will be calling a Land Trust Council meeting for early December.
- Land Trust Council is the official council that must drive the plan for the land trust and we include this with the rest of the SIP to ensure that there is an avenue for parents, teachers, and employees to all participate in this decision. This will be pre-planning for the next year's SIP.
- This draft plan will be coming to Steering hopefully in December for discussion and to send back to classrooms. We want to ensure we have ample feedback from parents on this plan. We will be discussing again in Jan/Feb, and readjust and finalize in Feb. The readjustment may be related to staffing, and we need to plan to redirect funding early.
- This is a lot of information, but it should help Reps share information and address questions about where to find this information.



### 3. Voting Items

*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
Approval of the steering minutes for Oct 12, 2021	NA, since on the agenda	NA	The minutes were distributed in advance	Unanimous vote

### 4. Any other items:

*Before adjourning each meeting, we will ask Representatives if they have any other items: Community concerns, questions for our board Rep (Katherine Kennedy, etc.): NA*

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

### 5. Next meetings:

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

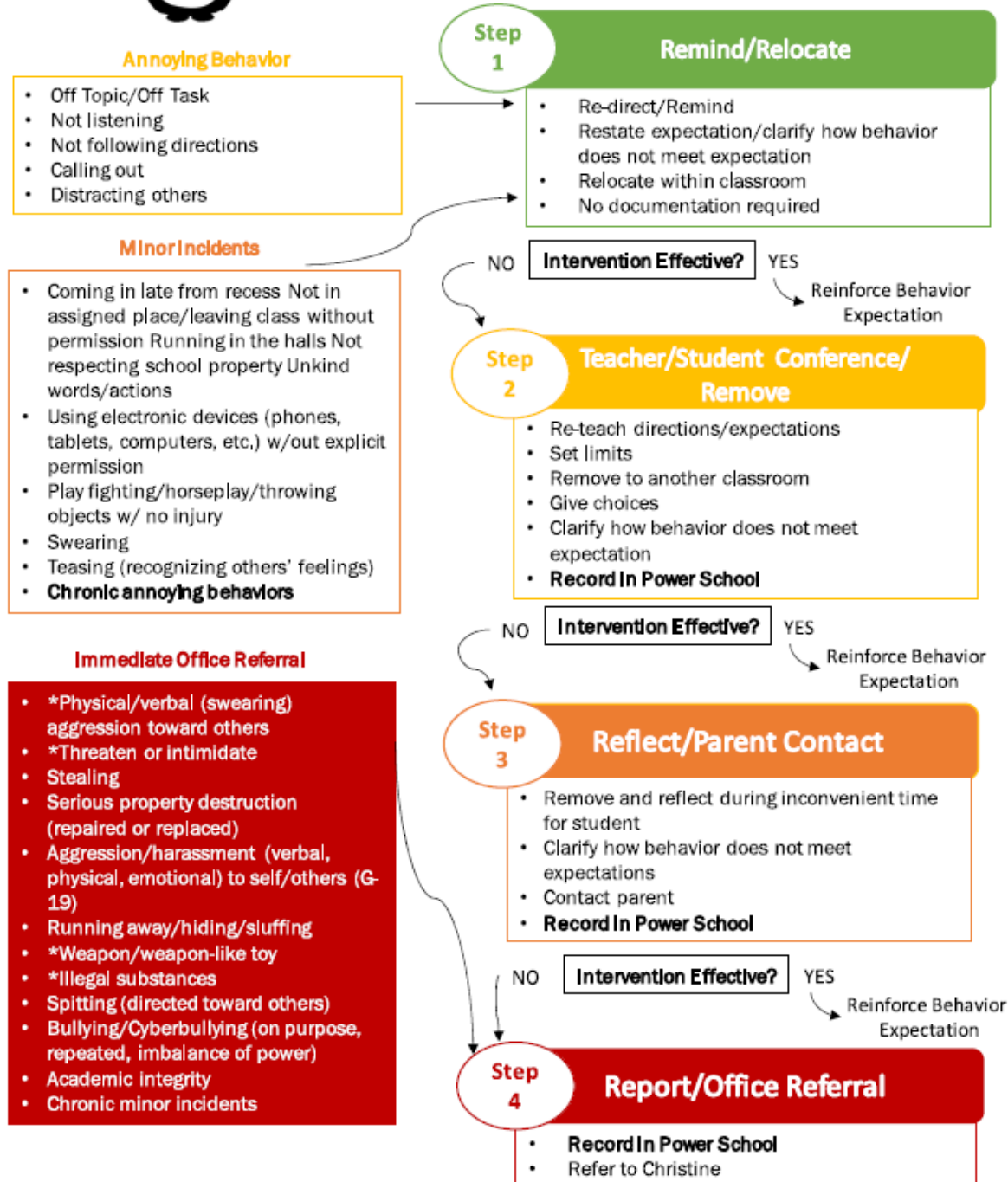
## Appendix 1: Motions

Motion text/statement	Raised by	Seconded by	Comments and Discussions	Steering Vote and Decision
Motion to approve the steering minutes for Oct 12, 2021	NA, since on the agenda	NA	The minutes were distributed in advance	Unanimous vote
Motion to adjourn	Tim	Aliska	-	All ayes

## Appendix 2: Open Classroom Discipline Decision Tree



### Open Classroom Discipline Decision Tree



## Appendix 3: Safe Technology and Digital Citizenship Handout



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Salt Lake City, Utah 84111  
p 801.578.8599

### **SAFE TECHNOLOGY and DIGITAL CITIZENSHIP** **A New Responsibility for School Community Councils**

#### **Summary of Responsibilities**

The intent of HB 213 Safe Technology Utilization and Digital Citizenship in Public Schools is to involve school community councils in an on-going discussion (at least annually) about creating a safe technology environment for students in public schools. As with other responsibilities of school community councils, it is intended that administrators, staff and parents engage together to bring about the best possible result for students.

The State Board Rule R277-491 requires a report to the councils from the district and school level administration about the technology and training that is currently in place at your district and school. The report will provide some background for the councils to begin a school specific discussion of safe technology and digital citizenship.

#### **Administration Responsibilities – Report to School Community Councils**

The district report should include but may not be limited to:

- What filters are being used and how do they work?

Salt Lake City School District uses the iBoss Internet Filter. This device sits between the Internet and the District network. All Internet Traffic passes through this filter. Each web page has a category such as Education, Sports, News, etc... Sites are blocked or allowed based upon these site categories. Some newer websites have not been categorized. Uncategorized websites are automatically blocked. Faculty and Staff can request that a website be unblocked. At that point, the website is either categorized or manually reviewed for propriety. If the website is appropriate, then it is unblocked.

- Are there different settings used for different grades and school levels?

Currently filtering levels are set to differentiate between elementary students, secondary students and staff, however, iBoss has the capability of applying settings for different grades and we are actively working to configure filtering for different grades and school levels.

- What is the district filtering policy on frequently used sites such as YouTube, Google Images, Weebly, and etc.?

YouTube is generally blocked for students, but not for faculty. Faculty and staff can request a specific YouTube video be unblocked or they can use a tool called MyVRSpot to allow students to view individual videos. Google Images is not blocked but is forced into Safe Search mode to prevent inappropriate images from displaying. Weebly is not currently blocked. Similar sites to these are reviewed by District Administrators for educational appropriateness to determine if they should be allowed.

- Are there management systems available (MDM, Chrome management, LanSchool, and etc.) that can add additional control and who accesses those systems?

Salt Lake City School District uses Casper Jamf Mobile Device Management to force mobile devices to use the iBoss filter, whether on or off campus. Jamf also adds additional controls such as who can access the system or which applications can be installed. LanSchool is used in many of our schools to monitor student's screens during lab time.

- What resources does the district provide concerning educating students on safe internet use and digital citizenship?

During registration, students and parents are presented with the District's Acceptable Use Policy which outlines the District's expectation for responsible use and digital citizenship. In addition, every year, each school is responsible for reviewing responsible and acceptable use with the students. Some of the tools that schools employ are a video created by the Utah Education Telehealth Network, the NetSmartz website, Common Sense Media, and Digital Responsibility.

- What is the protocol in district schools when inappropriate content is accessed for students, employees and parents?

Students, parents, and employees are asked to report any inappropriate content that is accessed through the District's Internet Filter. The websites are then reviewed and blocked. If a student, parent, or employee fail to report inappropriate content and it is discovered, the District Administrator responsible for the student, parent, or employee reviews the material and may remove Internet privileges or impose other discipline. District Administrators may request a report of Internet Activity at any time. Each elementary and middle school Principal automatically receives a weekly report of Internet Activity for their school. High school Principals receive a daily report.

- Explanation of district capabilities or inability to change filtering, settings and management tools based on best practices, technological limitations, and funding. Where applicable, districts could include what is provided in connection with e-rate funding.

Salt Lake City School District chose the iBoss filtering system because it was the system chosen by UETN. This is the most cost effective solution, because UETN pays the licensing costs, while providing good filtering and reporting capabilities. Changes to the District's filtering system and/or mobile device management system would require increased funding and additional training.

### **Schools should add to the district report (at a minimum):**

- What devices are being used and how are classes using them?

For In-person learning: All classrooms have between 6 and 15 desktop or laptop student computers for the purpose of small group rotations during math, reading, or writing time, and for students to use for research projects or other learning activities. The library has computers for students to use during research activities or to support classroom learning. Each grade blend team has a classroom set of laptops on a cart to rotate between classrooms. A few classrooms have ipads that can be used for audio/visual projects or for certain district approved learning apps.

- What are the main applications, programs, and sites used in different classes, grade levels, and subject areas?



Kindergarten students use the computers 1-3 times per week to use ST Math, Lexia, or other approved learning platforms.

The Littles grade blend uses either the library or laptops in the classroom approximately twice per day, for 15-20 minute sessions to use ST Math, Lexia, Microsoft Word, and Typing.com. Students may use Illuminate or other platforms for assessments, and may use web browsers to complete research projects.

The Middles grade blend uses either the library or devices in the classroom for approved learning platforms such as ST Math, Prodigy, Reflex, Lexia, Typing.com and others for building skills and learning content.

Students perform research online and use Microsoft tools for presentation of work. Students use either the Illuminate platform or the state RISE platform for assessments in language arts, mathematics, and science.

All grades use Canvas to track and submit assignments. Parents can also monitor student accomplishments in Canvas.

In the 5-8, Students use ALEKs math and Lexia PowerUp to boost mastery and precision of core math and English language arts concepts. Students perform research online and use a variety of technology and software for presentation and extension activities. Students use either the Illuminate platform or the state RISE platform for assessments in language arts, mathematics, and science.

- What supervision practices are in place when students are online?

Teachers, paraprofessionals, and co-ops actively monitor students when they are using the computers in classrooms and in the computer lab.

- Are there management tools used that allow teachers to digitally monitor student use or limit access to some applications or sites?

Canvas is the learning management system used by all teachers to deploy courses digitally and track assignments. The math and language arts programs used (Lexia, ST Math, ALEKs) allow teachers to access reports on the amount of time spent and the lessons completed by each student. These programs have established usage or content coverage goals that teachers will be monitoring.

- What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?

All computer users are trained in appropriate use of the computer and the internet, including what steps they should take if inappropriate content appears.

- How does the school balance access and safety appropriate for the grade levels at your school?

The teachers in each grade level determine the appropriate uses of technology and the amount of time that would be appropriate. Safety is attained through active monitoring and the use of the district iBoss reports of violations. All internet searches and keystrokes by students are recorded and any inappropriate searches or websites are reported to the principal.

- What does the administration see as important opportunities for our students related to constructive, proactive technology use?

Students should learn to use technology to advance their learning and expand their access to information beyond the classroom walls. Technology can be an empowering tool for learning and connecting to global communities.

- What are the policies in place for devices brought from home – tablets, cell phones, etc.?

Students must follow class rules or devices will be collected by the teacher and returned at the end of the day. Frequent disruption could result in loss of privileges.

- What does the administration see as the greatest threats for our students on the internet or online?

Students without adequate instruction, supervision, and guidance may misuse technology or expose themselves or others to safety risks. Learning should be grounded in real world experiences, not taken over by screen time.

- Explanation of training currently provided:

- o To students about digital citizenship and safe use of technology?

- o Annual training for students about appropriate use of computers in the fall
    - o Acceptable Use Policies explained by teachers/library media specialists
    - o Appropriate for age, instruction on the location, use of resources, and potential risks of using technology or social media.

- o To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?

- o Acceptable Use Policies – part of registration process in the fall
    - o Annual parent discussion of internet safety – date and time TBD
    - o Co-op Workshops and Parent Meetings



# Appendix 4: OC 2021-2022 School Improvement Plan as of Nov 4 2021

November 04, 2021	<b>Student Success Plan</b>	Open Classroom
Plan last updated: November 4, 2021	2021-2022	

## Data

Grade Level/Subject Area/Focus	Data Year	Data
Early Literacy Grades K-3	2020-2021	Acadience (Reading Skills Test) Data from End of Year (EOY) testing spring 2021: Kindergarten: 42% at or above grade level Grade 1: 50% at or above grade level Grade 2: 61% at or above grade level Grade 3: 80% at or above grade level
Mathematics Grades 3-8	2020-2021	Utah State Test Rise Mathematics Spring 2021 Grade 3: 41% Proficient Grade 4: 32% Proficient Grade 5: 17% Proficient Grade 6: 11% Proficient Grade 7: 33% Proficient Grade 8: 21% Proficient
Achievement Gap Students with Disabilities English Language Arts (ELA) grade 3-8	2020-2021	RISE Spring 2021 English Language Arts (ELA) grades 3-8 results comparing groups: Students with disabilities (SWD): 22% Proficient Non-SWD: 38% Proficient 16 point gap

## GOALS

Literacy Goal	Literacy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Students in grades K-3 will reach 80% on or above grade level as measured by Acadience Reading in the next two years. By spring of 2022, each grade level will reach half the distance to 80% as measured by Acadience Reading compared to End of Year (EOY) spring 2021. EOY spring 2022 grade level goals are: Kindergarten 61% on or above grade	Students who are below or well below benchmark will be progress monitored using Acadience at least two times per month. DRA scores 2-5 times per year showing progress Words Their Way data from 1st/2nd grade average score for each week and showing growth for students receiving Tier II/III interventions.	Train or provide refresher training on Acadience Reading Benchmark and Progress Monitoring Assessment administration for all teachers and paraprofessionals in grades K-3. All teachers in grades K-3 will complete a formal reading instruction training called LETRS. Teachers in grade level blends will meet at least 1x per month in a PLC including Learning Support and Literacy Specialist to review data and

November 04, 2021		
Student Success Plan		
Open Classroom		
Plan last updated: November 4, 2021		
2021-2022		
level; First grade 65% on or above grade level; second grade 70% on or above grade level; third grade 80% on or above grade level.		determine any needed adjustments to interventions, groupings, or assessment type and frequency. Students who fail to progress will be offered tutoring after school (when our staffing is completed for after school programming). Students in kindergarten who do not make adequate progress will be provided with ERI intervention 2-3 times per week in a small group (including students from the half day class by invitation). Students in grade 3 will be provided with a literacy intervention from the literacy specialist or University of Utah tutors.
Numeracy Goal	Numeracy Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
By spring of 2022 the proficiency rate of students on the RISE summative test will show an increase of at least 5 percentage points as compared to spring of 2021. EOY spring 2022 grade level goals in math are: 3rd grade 46%; 4th grade 37%; 5th grade 22%; 6th grade 16%; 7th grade 38%; 8th grade 26%.	All students in grades 3-8 will participate in at least 2 RISE Benchmark tests in math. ALEKS Math platform usage and progress for grade 5-8 will meet grade level goals of 8 topic per week in grades 7 and 8; 5 topics per week in grades 5 and 6.	The teaching team will use ALEKS math to personalize the pathway to learning PLC meetings will occur 1x per month to review math data from classroom assessments, RISE Benchmarks, and ALEKS math The CARES Intervention Teacher will create an Individualized Learning Plan for students who were not proficient on the 2021 RISE Mathematics Summative Assessment and provide intervention or check-ins at least weekly
Culture/Climate Goal	Culture/Climate Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
The school will have an organized and functioning PBIS committee with classroom, hallway, and cafeteria expectations, positive behavior reinforcements, and staff PD plans.	# of classrooms with expectations posters # of classrooms with positive behavior reinforcements # of faculty meeting staff discussions/PDs Completed discipline and behavior plan for the school	Committee will complete the PBIS self assessment before August Committee will convene in August with Emily Sutherland to make a strategic plan and starting point Committee will convene after the first month of school to share successes, challenges, and strategies Committee will have a time on the faculty meeting agenda at least 4x in the year.

November 04, 2021		
Student Success Plan		
Open Classroom		
Plan last updated: November 4, 2021		
2021-2022		
Achievement Gap Goal	Achievement Gap Key Performance Indicators	List the specific actions steps that you will take to reach this goal.
Students with disabilities will show an increase in proficiency relative to non-SWD students on the RISE summative ELA assessment. The gap in spring of 2021 was 22% SWD compared to 38% non SWD. The gap will close to no more than 12 percentage point.	SWD students RISE Benchmark participation and results showing an increase throughout the year	Train learning support teachers on using the RISE Benchmark assessments Include RISE Benchmark results during PLC meetings and ensure learning support teachers are in attendance Include learning support teachers in PLCs