

# Meeting Notes for the Open Classroom Steering Committee

Meeting Date and Format: 12-14-2021 @ 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	Amanda Sutton
Steering Exec Teacher Rep	Tina Bond		3/4	Christine Mahler (O'Lynn)		Teacher Rep – Middles	James Smith
			3/4	Melissa West (Mia) Substitute: Josceline		Teacher Rep -- Uppers	Lena Foster

### Additional Attendees:

- Brianna McGillis: Fundraising Committee Chair
- Allison O'Connor: Parent (Kristin/Shelley), alumnus
- Mindy Lokey: Charter Renewal Committee Chair

## Agenda (linked to notes)

### 1. Information items:

- Introductions
- Calendar items
- Acknowledgments
- PFOE Budget Report – Treasurer
- Procedural Note

### 2. Discussion items:

- Executive Election in Spring 2022
- Charter Renewal
- Resolution in support of PE and Spec Ed programs
- OC Merch Proposal
- Enrollment and Budget (update by Christine)
- Land Trust Plan
- Special Ed Manual Approval

### 3. Voting items:

- Approval of Steering Minutes (11-09-2021)
- Updated Co-op Requirements
- Special Ed Manual Approval

### 4. Next Meeting(s): January 11, 2022

# MEETING NOTES

## Voting Outcomes:

Steering voted unanimously to **(i)** adopt the resolution formalizing parent support for PE and Sp. Ed programs, **and to approve: (ii)** the OC Merch Proposal, **(iii)** November Steering minutes, and **(iv)** the OC Special Ed Manual

## Key takeaways and/or Action Points:

Steering Reps are to share/discuss the following with their class parents via email and/or in parent meetings:

- 1) **Key Upcoming Dates:** See yellow highlighted rows on page 2
- 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 **Appendix 2** for details.
- 3) **Steering Body needs to vote on January 11 on the charter and the parent involvement updates.**  
Steering Reps are to take these updates to their classrooms, and class parents need to provide feedback to inform their Steering Rep's vote in the Jan 11 meeting – our timeline is tight.
  - a. Key updates:
    - i. Parent involvement (Co-op, etc.) requirements update – See **Appendix 3** for language
    - ii. Head Teacher language revised for flexibility within budget constraints
    - iii. Shared Governance specifics revised with advice from the district lawyer
    - iv. Student Behavior Expectations include Positive Behavior Interventions & Supports (PBIS)
  - b. Note: Working draft of the Updated charter at: **2022 Charter (working draft).docx - Google Docs**; Feedback: **Charter Document Feedback (google.com)**; Questions: **chartercommittee@ocslc.org**
  - c. Timeline:
    - i. **Nov- Dec:** Steering discussed updates, Reps shared updates, invited parent feedback
    - ii. **Jan Steering:** Steering Reps vote to send the charter to the district for review
    - iii. **Feb-March:** District reviews | **April:** OC updates and submits | **May-June:** District approves
- 4) **Steering adopted the PE & Special Ed Resolution** that formalizes parent support (conveyed in the 2020-21 survey) for retaining our PE and Special Ed teachers; helps Christine represent parents' voices during budgeting discussions with the district.
- 5) Fundraising Committee will setup an **OC Merch shop** (buy online, pickup at school), funds go to PFOE.
- 6) We have place in all grades. You may **invite your friends to enroll** this year, or for next year's lottery.
- 7) **Land Trust Council**, guided by faculty input, has voted for the 2022-23 Land Trust Plan to **replace the half-time Math specialist with:** curriculum materials, para-pros, a half-time CARES interventionist, and a greater teacher team effort in strategizing, assessing, and reviewing student interventions.
- 8) **Next Steering Meeting:** January 11, 2022 (Zoom)

## Discussion Notes:

### 1. Information Items

#### a. Introductions:

- 1) Expectations set by Alejandra: Mute when not speaking; Raise hand to speak; Chat monitored
- 2) All attendees introduced themselves

#### b. Calendar Items

The projected calendar for SY 2021-22 is provided below. Steering Reps, please especially share with your classes the dates, events, and comments in the yellow rows, which will mostly occur before next Steering.

Date	Event	Comments
Starting 12/15/21	No more outdoor lunch through this week, January, February	Parents can eat outdoors with their kid during lunch break provided the parent provides supervision
12/17/21, Friday	9:00 am: Open Classroom Solstice Hot Beverage Sale with Cafe Du monde	EARLY RELEASE at 01:30pm
<b>12/20/21, Monday – 12/31/21, Friday</b>	<b>WINTER RECESS – NO SCHOOL</b>	<b>NO SCHOOL</b>
01/03/22	Parent Co-op Resumes for 7/8 Grades	
01/06/22 Thursday 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.
<b>01/17/22, Monday</b>	<b>MARTIN LUTHER KING JR. DAY</b>	<b>NO SCHOOL</b>
01/24/22, Monday	Parent Co-op Resumes for all grades	
01/26/22, Wednesday	<b>Hysterical History of the Trojan War</b> Matinee for the Student Body	
01/27/22, Thursday 01/28/22, Friday	<b>Hysterical History of the Trojan War</b> Evening performances	Funds raised go towards next year's play
06/02/22, Thursday	<b>8<sup>th</sup> grade Graduation</b>	
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
<b>02/28/22, Monday – 04/01/22, Friday</b>	<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! To get the Zoom link, they must go to ocslc.org, select RSVP under <b>Upcoming School Tours</b> , and complete the form.
04/26/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	
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
06/02/22, Thursday	<b>8<sup>th</sup> grade Graduation</b>	
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
Alejandra	Cafeteria team	For parents who stepped up for outdoor cafeteria lunches
Tim	Michelle Poe Brown	Has gotten Christine and Kat Sharpe (Publicity Chair) on a KUTV segment of Fresh Living on Jan 4
Amanda	Annette and Lon, Cafeteria workers	They are very friendly with the kids and very prepared – lunch is always on time. They know the kids' names, are really sweet, provided coloring pages for the kids to color in the cafeteria in the morning all month, and are a joy to work with.
Virginia	Lyndsey for High school Days	Hannah has been really motivated about her options and comparing choices, engaged in weighing pros and cons.
Virginia	Lena and the Pig heart dissection program	Loved that the kids dissected the heart, cooked it and shared
Melody	Penny	For the fun and exciting things that she does in PE
Melody	Shelley/Kristin	For all the work they have been doing with her daughter to have her caught up on her reading
Lena	Penny	For coaching ultimate frisbee in the Fall
Lena	Jen, our librarian	For maintaining a great OC Library Instagram Page

Lena	Lindsay	For organizing High School Day for 8th graders. Principals from City Academy and Innovations came and spoke to our 8 <sup>th</sup> graders. For all the other public schools, she has Google Slides where kids go to compare and contrast schools
Exec, Cabot, Amanda, etc.	Mindy and the charter renewal committee	For the excellent work they have put in on the charter renewal.
Lena, Exec, Christine	Fundraising committee	Thank you. This has been a big year, and everyone really appreciates the OC Merch proposal. Thank you to the fundraising committee for thinking outside the box and addressing a real need. We have parents asking for merch, and this is a great proposal.

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

2021-2022 OPEN CLASSROOM PFOE Budget					
UPDATED: 12/11/21 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	\$ 54.00	\$ 886.00
1-2	Shelly & Kristin	20	\$ 940.00	\$ 54.00	\$ 886.00
1-2	Tina B.	19	\$ 908.00	\$ 54.00	\$ 854.00
1-2	Tina M.	20	\$ 940.00	\$ 54.00	\$ 886.00
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	\$ 641.41	\$ 14,346.59
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	\$ 325.66	\$ 274.34
V&PA Classrooms (see details in sidebar)			\$ 2,800.00	\$ 205.46	\$ 2,594.54
V&PA Closet			\$ 1,250.00	\$ -	\$ 1,250.00
**Garden** (Grant Money)			Not included in budget. See "Grants"		
Committees & Activities Total			Budgeted Amount	Expenses	Remaining Balance
			\$ 19,883.00	\$ 583.87	\$ 19,299.13
OPEN CLASSROOM PFOE BUDGET TOTAL			TOTAL BUDGET	TOTAL EXPENSES	TOTAL REMAINING BUDGET BALANCE
			\$ 34,871.00	\$ 1,225.28	\$ 33,645.72

V&PA Classrooms (\$200 per classroom)			
Teacher	Budget	Expenses	Balance
Amanda	\$200.00	\$0.00	\$200.00
Amber	\$200.00	\$0.00	\$200.00
Chantelle	\$200.00	\$0.00	\$200.00
James	\$200.00	\$0.00	\$200.00
Jamie	\$200.00	\$0.00	\$200.00
Kirsten	\$200.00	\$0.00	\$200.00
Mia	\$200.00	\$0.00	\$200.00
O'Lynn	\$200.00	\$0.00	\$200.00
Sheltin	\$200.00	\$0.00	\$200.00
Tina B.	\$200.00	\$13.39	\$186.61
Tina M.	\$200.00	\$0.00	\$200.00
Uppers (Hilary, Julian, Lena)	\$600.00	\$192.07	\$407.93
Totals	\$2,800.00	\$205.46	\$2,594.54
INCOME - Fundraisers			
Walk-a-thon	\$17,432.42		
Art Stroll	\$0.00		
Misc Fundraisers	\$303.45		
Total	\$17,735.87		
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	\$ 17,735.87		
Other Income	\$ 1,124.18		
Online & Cash/Check Donations	\$ 1,174.94		
GROSS INCOME:	\$ 20,034.99		
Total income	\$ 20,034.99		
Total Expenses	\$ 1,225.28		
NET INCOME:	\$ 18,809.71		
Net Income:	\$ 18,809.71		
Grant Balance:	\$ 4,135.17		
2021-2022 PFOE ACCOUNT BALANCE	\$ 22,944.88		

- 1) Added Classroom Art Budget (\$200) to upper right corner
- 2) Walkathon money showing up as the district reconciles funds – Additional \$300 this month reflected
- 3) Miscellaneous fundraisers: Halloween Coffee Sale: \$300

**e. Procedural Note (retained in every meeting)**

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**

See [Appendix 2](#) for details on the Steering Exec commitments. This information be retained as an Appendix in the notes from here until the election.

- **Six** volunteer parent members, holding **3-year terms**, elected by the Steering Body.
- Work with the **Principal** and a **Teacher Rep**.
- Meet **2x a Month** plus **Steering**.
- **Feb/March/early April-May**: Candidates are nominated, or nominate themselves.
- **April**: Candidates introduce themselves at the Steering meeting. **(Tues, April 12, 2022)**
- **May**: Elections occur during the May Steering Body meeting. **(Tues, May 10, 2022)**
- We have **One (1)** position up for **election**.

**b. Charter Renewal**

Mindy shared the following deck and walked the Steering Body through it:

[https://docs.google.com/presentation/d/1dGj6a2N6h9pxUJnBub\\_T8WFL-X-7bELL-Udo74UmPSc/edit#slide=id.g1074ffcf02\\_0\\_0](https://docs.google.com/presentation/d/1dGj6a2N6h9pxUJnBub_T8WFL-X-7bELL-Udo74UmPSc/edit#slide=id.g1074ffcf02_0_0)

- 1) Mindy is the Chair of the Charter Renewal Committee that has been in operation for two years now.
- 2) **Revisions slides**: Mindy shared the current 2017 charter language vs 2022 proposed charter's revisions.

**a. SLCSD Board Statement revision**: Is more clearly articulated in comparison to 2017 language, in accordance with the draft provided by the district's attorney.

**SLCSD Board Statement (2017)**

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

**SLCSD Board Statement (2022)**

As a District-dependent charter school, the Open Classroom shall be governed by the Salt Lake City School Board. The Board shall have the authority to decide matters related to the operation of the Charter School and shall have final responsibility for the academic and operational performance of the Charter School. Nothing herein shall prevent the Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the Charter School, but ultimate responsibility for and oversight of any such delegated authority shall remain at all times with the Board.

**b. Steering Body Duties:**



#### Steering Body Duties (2017)

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

#### Steering Body Duties (2022)

- Develop, approve and implement policy;
- Approve and implement a budget;
- Where hiring authority resides with the school board, make hiring recommendations to the school board (but see Part C.1.d);
- In any formal hiring committees, Steering shall have at least one member represented, preferably a parent.
- Where hiring authority does not reside with the school board, hire Open Classroom staff;
- Gather feedback and concerns from each classroom and serve as an advisory committee to SEC, and
- Manage other aspects of the school.

- It is not appropriate for Steering as a whole to develop the budget or curriculum (since we are not teachers) so we pulled the curriculum component out and kept the budget in. It is very important to all of us that Steering approve the budget.
- To ensure parent voice is reflected as having importance not just in the classroom but also in governance, we have added language to cover this.
- For hiring, it says “preferably a parent” in Steering representation. The reason we didn’t say it should always be a parent is because if Christine is hiring someone part-time employee, such as custodial staff, we don’t need a parent there.
- Added point saying “Gather feedback and concerns...” We have been doing this all along, and we have added this to the charter for consistency and clarity about this expectation.

### c. Steering Body Components:

#### Steering Body Components (2017)

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

#### Steering Body Components (2022)

The Open Classroom Steering Body will consist of the Principal, faculty representatives, the Steering Executive Committee, and classroom Steering representatives. SIC shall determine how teachers share representation on Steering each year to assure there are two fewer staff members than parents. Membership of the steering body will include two or more parent/guardian members than the number of school employee members.

- 2017 Charter says Steering Body consists of the whole faculty, and at times, depending on how many teachers there are, this results in school staff outnumbering parents. This was never the intention of that verbiage in the charter. Hence the language has been updated to say that **“each year SIC will determine shared teacher representation on Steering + at least 2 fewer staff on Steering.”** The two teachers on the Charter Renewal Committee felt very confident in this update, went back to their teams, and confirmed that the faculty can support this update.
- SIC (definition by Christine):**
  - SIC = school improvement committee, and is made up of teacher representatives for:
    - Little's
    - Middle's
    - Upper's
    - Mupper's
    - Staff (Secretary and Custodial Staff)
  - Meets Christine 2x a month to discuss issues and solve problems, improve things continually, and make positive changes.
  - It is like Steering for Employees.

- iii. **Christine:** There was an idea discussed to have teachers on Steering was to have the same teacher representatives each time (fixed set instead of rotating teacher representatives. Christine is curious if there is feedback from parents.

**1. Feedback from Amanda:**

- a. All three teachers on Charter Renewal reached out to teachers in their blends and teachers from all three teams are not in favor of it, because it would add a huge chunk of committee work to the three teachers who are already assigned committees (often multiple committees). So, teachers will rotate out to share the load (to avoid burnout). For teachers to reconsider it would have to be a really big request from the parents, because that route would cause burnout.
- b. SIC will identify each year which teachers would share one vote if they feel strongly about something. Amanda has contacted teachers who would be best situated to share votes. The faculty is on board with this.
- c. **There will always be an SIC member on Steering and a representative from every team.**

**2. Mindy: Feedback via Charter Renewal committee**

- a. The way this is phrased above leaves flexibility for SIC.
- b. Carolyn had a suggestion that if teacher membership on Steering is consistent through the year, they can then have a committee-free year the following year as a reward
- c. **Amanda:**
  - i. We couldn't staff committees that way. Amanda and Lena both confirmed that they are on 3 committees each.
  - ii. **Three teachers will sign up to show up, and other teachers may attend if they feel strongly about showing up.**

**iv. Question from Maile: Does the two fewer staff members requirement come from the district?**

- 1. This is not a district requirement for Steering (which it is for Steering exec as a state and district requirement).
- 2. **This 2 less staff on Steering also is a choice we are making on the Charter for our school so that we can continue to value parent voice at the OC.**

**d. Head teacher:**

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.

**e. Steering Exec Revisions:**



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

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

The Open Classroom Steering Executive Committee (SEC) fulfills the role of the SCC and is composed of at least six parent members: One chair, one co-chair, two vice-chairs, a treasurer, and a secretary, all elected in accordance with state statute to two year terms. The SEC shall also include two elected teacher representatives (including the Head teacher when applicable) and the principal. The SEC shall follow the decision-making process in accordance with SLCSO Shared Governance Guide. The SEC will present the School Improvement Plan to the full Steering Body for discussion and a final vote.

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

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

- i. The current charter articulates the components of Steering Exec Committee (SEC). Under the proposed revision, we have updated this so that SEC will be the School Community Council (SCC).
  - ii. Election to Steering Exec under the new charter will be in accordance with state statute to two-year terms and via secret ballot by the entire parent community (and not voted in by Steering in Spring). We can share results at Steering.
  - iii. Language has been added for State statute and SLCSO Shared Governance Guide compliance.
  - iv. **Language that SEC will present School Improvement Plan (SIP) to full Steering for discussion and final vote – this has been added to ensure that Steering provides the final stamp of approval.** The bulk of the SIP and Land Trust funding is done by Christine, staff, and discussed by the SCC – but entire Steering will finally approve
  - v. **Observation from Josceline:** The SEC/SCC will have a two-year term as opposed to three-year term which is current requirement
    1. Mindy: This is as per the requirements, and Mindy cross-checked it.
    2. Christine: Parents can stay on for an additional term, and this will be through re-election. We would like to have parents who stand for elections so they can stay on for two 2-year terms so we can have that continuity.
    3. Maile: The 2-year term may actually attract more volunteers, because it is intimidating to jump into Exec, and as a first-year exec, there is so much to learn. By the second term, you are just about beginning to make a difference. So, exec members may want to actually stand for two two-year terms and have that time to make a difference.
    4. Alejandra: **Are there term limits?** Christine: **By state statute, there are no term limits, and a member can be re-elected as many times as they stand and get elected in**
    5. Alejandra: **Given that charter won't go into effect this school year, will it impact the Spring election?** Mindy: **This will not impact the Spring 2022 election. It will impact elections held after July 12, 2022.**
  - vi. Decision making process is in accordance with SLCSO Shared Governance Guide (due to being SCC)
  - vii. SEC will present SIP to full Steering Body for discussion and final vote. This gives time and space for SIP and Land Trust funding to have a larger parent voice
  - viii. Exec responsibilities have “serve as SCC” added
- f. **Governing Board Revisions:**

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

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

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

While the governing board of the Open Classroom is the SLCS Board of Education, the Open Classroom's local governing body will be the school's Steering Body. The Open Classroom Steering Body consists of the principal, teacher representatives from the Open Classroom faculty, the Steering Executive Committee (further described below), and classroom Steering Representatives (selected by the parent body of each class). This committee shall always have at least two more parent members than faculty members. The term for classroom representatives is one year. Individuals may be re-elected to all positions for as many terms as they are willing to serve.

- i. We wanted to be very clear that the Governing Board at the OC is the Board of Education, with the OC's local governing body as the Steering Body. For consistency, the "two more parents..." verbiage was added

**g. Miscellaneous edits and waiting on verbiage for co-op commitments changing**

**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
- ★ Additions to ECAP Evaluations omitted

**Coming Soon**

- ★ Budget example
- ★ Muppers report card
- ★ PBIS information under school discipline
- ★ Co-oping expectations

**h. Question from Josceline:** Has there been any feedback from the community so far on the Charter Renewal Updates via the provided link?

- i. **Mindy:** There has been no feedback.
- ii. **Amanda:** That's because it's been done really well. Great job, Mindy.

**3) Co-oping Commitments and Verbiage Change: Feedback from Class Reps invited**

Last month, we asked Steering Reps to go back to classrooms and get feedback from parents on the changes to co-oping. The floor was opened to get feedback from every class rep on this change.

- a. **Kat Nokes (Jamie's K):** There was a lot of positive feedback. A bunch of parents said it can be daunting, and it would help if there was verbiage in the introduction to our school and our charter, about the commitment of co-oping. It would be nice to note upfront that there are non-school-hour alternatives for co-oping.
- b. **Cabot (Amber's K):**
  - i. There was no parent meeting last month. Cabot solicited feedback and hasn't heard about it before.
  - ii. Personally, Cabot feels this is positive in terms of laying out expectations for co-oppers.
  - iii. *Other comments pasted in from chat: (see below under "discussion")*
- c. **Melody (Shelly/Kristin's 1/2):** Missed the parent meeting due to a rough time. Amanda mentioned this was a 1/2 grade blend group meeting, so other reps can cover for this.
- d. **Erik (Amanda's 1/2):** Allison registered concern about how the conversation is happening. Over to Allison. No response to Erik's email communication on the same topic.
- e. **Allison (parent in Amanda's class):**
  - i. Allison wants to be clear that she is not concerned. This is a super important policy shift of having the charter align with reality while keeping it relevant to what OC is about (a collaborative approach to being a part of the community)

- ii. Allison was an OC kid and without alternative co-opping, it wouldn't have worked for her parents.
- iii. From an equity perspective, formalizing alternative co-opping is important as a venue for continued involvement for parents in venues other than co-opping.
- iv. Allison has emailed ideas to Exec on providing guidance and resources to parents to make this decision, so incoming parents know what this will look like (in terms of a formal range of options for involvement as opposed to it being a secret probation option).
- v. This is a really important policy and Allison is glad this is happening.
- vi. **Maile asked if the verbiage was okay, and if Allison would like to contribute.**
  - 1. Allison: It would be important to add the historical context of co-opping (Josceline's comment from the October Steering notes) in the charter.
  - 2. That said, it would be great to have a pamphlet for parents at a tour about the options as an FAQs so they can see where they stand in relation to the school.
  - 3. Maile: It would also help balance out the diversity of co-oppers and what they can do, and lend to the extreme of how it is hard to be co-opping heavy vs balancing it out with being committee heavy or a blend. We want parents to know that they are welcome in wording to our community (to show that it encompasses everyone and to share our community's vision).
- vii. Allison also pointed out that there are already flexibilities in the charter (for a long time) and it's still not known to parents. It would be helpful to remove the barriers (social pressure, lack of information, and normalizing the variation)
- viii. Lena: If Co-opping Committee can put out short videos to share on social media what co-opping looks like in each blend level, it would be valuable. Parents are going to return after a gap. It's a suggestion if the co-op committee wants to do anything about it

**f. Christine (O'Lynn):**

- i. All parents did not attend the meeting. Everyone's concern was focused on the language. We do consider co-opping absolutely integral to the OC culture, and we want to make sure that any changes represent the culture that we are trying to maintain at the OC.
- ii. Christine shared the language changes with parents and invited feedback, but did not hear back, but parents (at the meeting) did share their concern.
- iii. There was a parent suggestion to incorporate parent testimonials on the website to attract potential families.

**g. Anna (James):**

- i. Parents who were in attendance at the parent meeting gave a lot of feedback around the time commitment and wanting more flexibility in what would be considered their full contribution.
- ii. One parent specifically thought it would help to have a choice between co-opping and serving on a committee.
- iii. **Alejandra:** I like being flexible. We are currently told 3 hours. When Alejandra came is as a SAHM, that was great. Now as a full-time working mom, between my husband and I trying split the week so they are continuously contributing without being a burden, I like the flexibility.

**h. Josceline (Mia's rep sub):**

- i. Josceline shared with the class that I was in favor of the change, because alternative co-opping being voted in the year our child was going into first grade from kindergarten was the whole reason that we were able to stay at the OC. So, we co-opped for half our hours, and then each of us (Glenn and I) took up a committee to work on and compensate. Otherwise, it would have been a barrier without that flexibility.

- ii. Mia shared the concern that when we make these allowances, we might end up having co-opping entirely slip out of the OC culture, and that is something we don't want to lose. At the same time, she understands that the current co-opping mandatory requirements can be a barrier.
- iii. One other parent messaged over chat that the current co-opping requirements are indeed a barrier and the flexibility we are bringing in with our changed language is going to be better manageable.
- iv. **Lena's comment in chat:** I really love the idea of - if you are an alternative co-opper- you do committee work, because then that alleviates the pressure from teachers to come up with tasks

i. **Discussion:**

i. **Alejandra:**

- 1. We want to add that when we make changes in the charter verbiage, as a community, we want to get the message out to families who are willing to contribute more, they are always welcome and greatly appreciated.
- 2. For instance, some of the Exec members are heavily involved in other committees and that is great. We want to let families know that we are not getting rid of co-opping – it is such an integral part of the community. We just want to make it more flexible so that those families who have that barrier can access the school.

ii. **Question from Maile to Lena:** Lena's comment is good feedback and wants to clarify for the alternative co-opping committee: **Is it a lot of work extra work for teachers to provide tasks for Alternative Co-op?**

- 1. **Lena:** Yes, it is tons. If alternative co-oppers could just do what Josceline did and show up for work on another committee, that frees up Lena's time to focus on school work. There are certain things Lena can come up with, but she cannot on a weekly basis assign tasks.

iii. **Amanda:** We've had a list of alternative co-opper tasks for years, and is the list Amanda provided to Josceline is largely unchanged, and these will continue to be the tasks. Amanda has high-hopes that the tasks will get done this year, with Josceline taking this on. But a challenge we have faced is that these tasks never really get done and teachers end up doing these tasks themselves. If the year goes well, that's great. But if we are still not successful in getting the work done, it might be better to move alternative co-oppers into committee work. That said, Amanda does like the idea of options, because most of the families in Amanda's class have two parents working, and we want to ensure these parents feel welcome in the classroom for as long as they want and for as small an amount of time that they can make it work.

iv. **Christine:** This is the current language.

## L. OTHER

1. Family participation at the Open Classroom: Family 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. Family 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 family 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 families to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. Finally, if any family 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.

We are changing the language to open us up to enrolment of a diverse population and to keep us a sustainable school. If we make it look like co-opping has to be done by every family at the same level, we risk losing families. And that is affecting enrolments. We can continue our school, our co-oping culture if we open ourselves to be inclusive. Else, we risk losing out families by maintaining a hard requirement and hoping to attract people who want to spend all day at school. And then we risk eventually not having the numbers to stay open as a school. Being inclusive and flexible will allow us to sustain our community at the OC and our co-opping.

- j. **Danielle (Kirsten)**: There was no parent meeting, but Danielle spoke during her 2<sup>nd</sup> grader Tina M's class:
  - i. At the beginning of the school year, a parent did not enroll at the OC because she started a new position. She went to their neighborhood school, but came back to the OC (her child had been at the OC their whole life) and was able to return only due to alternative co-op being available.
  - ii. Danielle is with everybody – part of what makes our school what it is, is the parental involvement and co-oping, but we need to be flexible.
- k. **Ari (Chantelle)**: Absent
- l. **Jerry (Julian)**: None of the parents offered dissenting comments.
  - i. **Tim Kryselmire**: Most classes echo what Christine is saying (the ones Tim has kids in). The purpose is not to edge parents out of the classroom. We want to encourage more parents to come into our school (especially with most families have both working parents) and not discourage them with the 3-hour co-op requirement.
- m. **Virginia (Lena)**: When Virginia tells people about the OC to recruit, the only response for parents not joining our school is that they cannot handle the co-opping. If we have not enough families coming, this school will close. So there has to be flexibility.
- n. **Luke (Hilary)**: Missed the parent meeting. Luke's opinion is that we have to be more flexible in allowing people to be involved. Luke loves co-opping and being in the classroom. It's a vital part of making change to our community.
- o. **Lena's comment from chat**: For 7/8 parents, we have divided the day into 4 shifts for parents, giving greater flexibility, as a trial.
- p. **Proposed wording shared by Christine and walk-through done**: This proposed language talks about why co-oping is a vital part of our school culture, and what's good about it for



**parents, teachers, and students.** It is approved by teachers at a faculty meeting (presented at Oct or Nov steering as well) to bring to Steering for discussion, feedback, and further wordsmithing.

Parent participation is an essential feature of the Open Classroom. Families are asked to offer their support and assistance by co-oping 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. I

**Co-oping at the OC:** Co-oping 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 experiences 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-oping 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-oping schedule.

**OC Committees:** OC families can support the school by serving on a variety of committees. Current committee opportunities include 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.

**q. Mindy: Do we want to say “Co-opping or Committee” or add flexibility:**

**i. Maile: Two points:**

1. We are at a point where we don't have a lot of choice. If we don't get more kids at our school, we might lose this amazing community that has been built, and it would be way harder to recreate it, than to just bring more people in. That really needs to be put out there, so that people understand how dire this is. We need to be able to extend some flexibility, because there are a lot of people in the Salt Lake and surrounding cities and counties who would want to join us if they only knew.
2. **Parent involvement is what 100% makes our school what it is:**
  - a. Kids speaking to adults
  - b. Kids asking for help from adults
  - c. Community between parents is such a big deal
  - d. We have current examples of parents who cannot co-op, and they contribute above and beyond to our school.

Saying you have to Co-op and have to be on a committee – it creates such a definitive thing, not allowing the flexibility for people to do what they are best at in ways that they can contribute to the community.

It is not going to bring harm to our school if we say that you can either co-op or be on a committee. There are awesome parents out there doing above and beyond in different ways even though they can't always co-op. I'm going to call out parents like Josceline and Glenn, because they have always given so much to the community and given way more hours on their committees even though they have not always been able to co-op – and they are just one small example of all the other parents out there who contribute so much to our community while not being able to co-op in the class.



- ii. **Cabot's comment from chat:** The dire claim that we could lose our community... is that truly a risk? Yes, our numbers might be down, but only slightly.
- iii. **Lena's comment from chat:** Just FYI-We have NEVER turned away anyone to the school because they could not co-op.
- iv. **Alejandra's comment:** As a parent reading the charter, it can be very intimidating to even consider the school not knowing that. So, I like the idea of that flexibility.
- v. **Lena:** Back in the day, we would do interviews, but would never turn people away. Currently, we have prospective parent tours, and when people try to ask their way around co-opping, Nicole indicates there is flexibility. It's a really old-school mentality that says if you cannot be in the classroom for 3 hours a week per child, you cannot be at this school. In Lena's 16 years at the OC, we have always had people who couldn't show up in the classroom, and parents have fulfilled each other's puzzle pieces, like a village. What we're saying with the charter language update is that we're trying to live in the reality of this.
- vi. **Josceline:** In looking at the proposed verbiage, as someone who designs learning materials and marketing materials, I can tell you that as a first-time reader:
  - 1. Looking at the bold part, **"Parent participation is an essential feature of the Open Classroom. Families are asked to offer their support and assistance by co-opping in the classroom (1 to 3 hour shift weekly..."** that is the end of where I am actively reading your text, and I have decided that this is not something I can do, this is that co-opping school I cannot be in.
  - 2. A better lead in would be:
    - a. **"... offer their assistance by: co-opping, serving in a leadership role or on a school committee, and/or attending parent meetings," so a reader can pick and choose what works for them.**
    - b. And then below, in the co-opping paragraph, where we talk about the benefits of co-opping, **add the "1 to 3 hours" requirement in bold letters so it stands out and they know what shifts look like.**
  - 3. I would say, don't say "Co-opping or Committees" – because on the one hand we want to be inclusive. But on the other, we have trouble filling co-opping shifts and committees, and we want to leave the door open for people who want to do more. And then at the end we wrap it up and say, "If you want to do more, you're welcome."
- vii. **Melody's comment:** I couldn't agree with that more. I am a parent who started at the OC as a SAHM, and I would not have joined the school if that (being a SAHM) had not been the case. Because I was in the classroom a ton with my son – I took it very seriously. And now with my daughter, I am a full-time working mom who can be less in the classroom. At one point, I considered leaving because of my inability to be in the classroom as much. But I'd much rather stay.
- viii. **Christine's comment from chat:** There was near unanimous agreement in O'Lynn's 3/4 class that parent involvement in the school is a draw rather than a barrier but that times are changing and it is difficult for some parents to meet the co-opping requirements. But yes, we have never turned co-oppers away. We have always been willing to work with parents to figure it out.

- ix. **Cabot's comment from chat:** The underlying principles are that co-oping is burdensome and discourages parents from putting their kids in the OC. Conversely, telling parents that co-oping is voluntary or can be dismissed might lead to free riders who get the benefits of the school but bear less of the cost (time of volunteering).
- x. **Conversation from chat about co-opping hours being recorded:**
1. Cabot: **Do the parents co-oping time get measured or tracked?**
  2. Josceline: **We actually fill in co-op time when we check-in, because tracking volunteer hours has something to do with title 1**
  3. Lena: Yes- and tracking the hours has helped with grant writing.
  4. Christine: **We can also benefit in grant writing when we are tracking the (usually) astronomical number of hours parent put in the classroom.**
- xi. **Lena:** Parent meetings are five a year, and those aren't negotiable in my mind, because so much information is given in those (parent ed). For that reason, I'd like for those to be separated from Committee and Co-opping commitments:
1. **Amanda:** As teachers, we are required to do 5-6 parent meetings a year, and without those, there is no way for Steering Reps to get feedback from your classes.
  2. **Josceline comment from chat:** I agree with parent meetings being separated. If I don't have kid talk, it takes away from my ability to help kids while co-opping in class. "Kid talk" is one of the things that happens in parent meetings, where parents share about the support their kid needs and their strengths (added that for new families to have a reference point).
  3. **Mindy:**
    - a. Parent meetings are a huge deal and to me, they are very separate. We have not once discussed changing the number or expectation of the meetings in all the charter renewal meetings that we have had.
    - b. In regards to parent meetings and co-opping, the teacher sets the tone of the importance of both of those things (in the classroom and in the parent meeting) as to the importance of each of these: by starting on time, celebrating those who come, being really clear about co-opping expectations and having and communicating a plan for co-oppers.
    - c. When I started at the OC, I didn't work on Fridays, and since then, my life has changed so much. I haven't co-opped in a few years, but I have always found a way to be involved.

**r. Next steps for our Steering Body:**

- i. **Steering Body needs to vote in January on the charter and on parent commitment/involvement shift. In January, Steering Reps need to take information back to classrooms and get their class feedback to inform their vote.** If you are getting feedback from your class that they are not in favor of moving forward with any of these changes, Reps need to bring that to Steering, so we can decide to push off a vote, have an emergency meeting, etc. as needed to address that. **Steering Reps need to come prepared to vote on the charter (including co-opping, committees) on the Jan 11 meeting, because our timeline is tight.**
- ii. Mindy: Christine has been able to run our proposed changes by the attorney for the district, because that helped clear up a lot of concerns over the changes we implemented. We want to give the district plenty of time to ask questions and for us to be able to respond to those.

- iii. Maile: **From the presentation tonight, most of the conversation has been around co-opping. Is there an example to send out to classrooms so we know what they are voting on?**
  1. If Christine shares the verbiage to Mindy, she can plug it in to the charter. Parent meetings can be separated from the language for flexibility.
  2. **(Note from the Secretary:** Taking into consideration the discussions and comments shared by teachers, Reps, and the Steering Body in the Dec 14 Steering Meeting: Steering Exec worked with Christine on revising the co-op language draft and shared this with Mindy to consider and add to the charter. **The updated proposed parent involvement/co-op language is provided in [Appendix 3](#) for Reps to share with their classes.)**
- iv. **Cabot:** As it stands now, I would vote in favor of the proposed charter. I like the work done on this charter update. I admit that details (like the co-opping) can never be perfect. I trust what Mindy and her committee has done
- v. **Action: Christine:** To send the co-opping wording to Mindy, and Mindy to add to charter draft, will be edited.
- vi. Thank you, Mindy and charter renewal committee for the amazing work you've done!

**c. Resolution in support of PE and Spec Ed programs**

- 1) This resolution takes the survey we did last school year and formalizes the results of the survey.
- 2) It gives Christine leverage to ensure parent voice is represented when she has the budgeting discussions with the district. We would like to keep our PE and Special Ed programs intact and off the chopping block.
- 3) **Current verbiage of the resolution shared with Steering Body for feedback on the wordsmithing:**

Whereas, the parents of Open Classroom parent cooperative school voiced their support for the Physical Education and Special Education programs currently supported by the school

Whereas, a survey of parents of the Open Classroom presented to the Steering Body (SCC) demonstrated 88% positive support for the Physical Education program

*Resolved*, That the Physical Education supported by an experienced, certified teacher shall not be infringed upon

*Resolved*, That the Special Education program supported by licensed Special Education educators shall not be infringed upon

- 4) Josceline: I think the verbiage is good and Tim did a really good job with it. I want to reiterate that we made this decision as a school body and I am very grateful that we are putting this resolution together to give Christine that weight in representing our parent voice to the district when these decisions are made.
- 5) Tim: So that everyone here is aware, through this resolution, we are not making a change to the charter, we are not adding a by-law. **We are simply formalizing the survey that we put out last year. This resolution makes our results official and gives Christine better negotiating power when it comes to this discussion with district, when they need to make hard decisions.** If everyone is okay with this, Tim made a motion:

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
To adopt the resolution as written	Tim	Josceline	-	Unanimously approved

d. **OC Merch Proposal**

1) Brianna, fundraising chair shared the OC merch proposal:

The fundraising committee would like to propose a merchandise sale/ fundraiser.

While there would be an initial upfront cost for the merchandise, we would expect the funds to be paid back and a profit made. The fundraising committee would coordinate, design, inventory, sales and re-orders. There would be minimal help from school staff (front office).



Initial orders cost: \$1405.00 (taxes not included)

50 OC adult tshirts

50 OC kids/youth tshirts

50 OC mugs

44 OC stickers

50 tie dye kits

100 generic bags for orders

Price list per item:

item	resell price	resell price X per item
mugs 50	\$12	\$600
adult tees 50	\$18.00	\$900
kids tees 50	\$15.00	\$750
stickers 44	\$2.00	\$88
single use tie-dye kit 50	\$2.00	\$100
		\$2,438

- Taxes not included in this, because there is potential for us be reimbursed for the taxes spent on the order, and that needs to be approved once we send the order to the companies involved.
- Design proposed is a white shirt with OC logo (slides below)
- Tie-Dye kits:** There was feedback on providing tie-dye shirts. However, printing tie-dye on t-shirts gets pricier, so this is a more affordable alternative. The Fundraising Committee will look at asking around for tie-dye kit donations.
- Here are more specifics:** The Vistaprint reorder process is simple and they fulfill in 3-4 weeks.

Kids tshirts , mugs and stickers would be ordered from Vistaprint which is providing us with a 33% discount (making the cost provided so reasonable). The shirts are printed on basic quality Fruit of The Loom cotton t-shirts. Upon approval with proof of tax exemption, our taxes can be reimbursed.

Adult t-shirts are of better quality and will be purchased from Custom Ink ( no additional discounts).

Designs for shirts,mugs and stickers will all be the same. A black and white penguin printed on white with the school's name in black font. Fundraising will choose designs. Tie-dye kits can be purchased with t-shirts for parents to use on their own if they choose.

Tie-dye kits will be donated by various companies and split into single tshirt usage

Merchandise bags are sold by Amazon are 12X15 in size , they will be provided for orders over two items to keep merch items together.

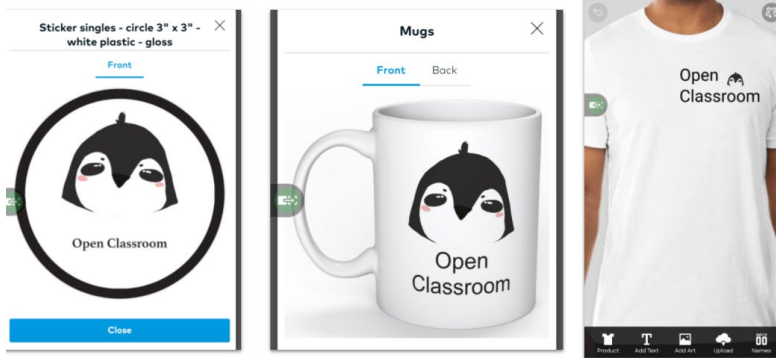
- 2) **Sales and fulfillment process:** Fundraising Committee will cover everything with minimal help from staff. This-To-Print: Reimburses on taxes, special rates for school, merch in 2-4 weeks for kids

Sales will be conducted via Square.com from a website layout we "build". Square.com was suggested by the school district since it's district approved. We can provide this link on our school website and social media accounts. The price per transaction will be added to the total that the buyer pays for which is \$0.30 per transaction. The fundraising committee will handle this website and orders. Buyers will be able to purchase merchandise at any time but will only be picking up orders once a week. Orders will be stored in Nicole's office and once a week, a fundraising committee person will bag up individual orders for pick up. Pick up orders will be distributed by Nicole and can be picked up during school hours. Fundraising will be responsible for keeping track of inventory, re-ordering and designs of merchandise.

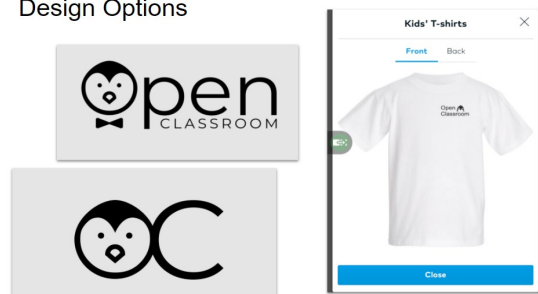
There has been a general suggestion from staff and parents that we carry merchandise to represent our school. Historically, OC has sold such merchandise. The fundraising committee projects a total of \$1405.00 (taxes not included) will be spent from the PFOE fund but we are expecting merchandise sales to turn around an estimated amount of \$2438.00 within 5 weeks time. This would be a total profit of \$1033.00. If this is approved, we would expect sales to be up in one months time from the approval date.

- a. **Designs:** The second set of designs (OC font with penguin) was done by a student. Fundraising will send out a survey and vote on a design.

### Design Options



### Design Options



### Design Options



- 3) For the upfront cost, we will be using \$1400 of PFOE money, and cost will be recovered with \$1000 profit.
- 4) Lena's comment from chat: As someone who has done merch for the school, this looks great
- 5) Christine: Thank you to the fundraising committee for thinking outside the box and addressing a real need. We have parents asking for merch, and this is a great proposal.

- 6) Lena has 8<sup>th</sup> graders who do service internships. For kids who cannot leave campus, we can look at them once a week sorting and distributing t-shirts.
- 7) Christine invited the Steering Body members to make a motion if they are in support of the proposal, so fundraising can move ahead with starting work on this.

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
To proceed with the proposal as submitted	Virginia	Time	-	Unanimous vote to approve

**e. Budget/Enrollment (Christine)**

Current as of: 12/06/2021

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	14	25			
Amber	K (1/2)	17		Chantelle 6	11			K	39
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
Sheltin 1	11	20							
Sheltin 2	9			Julian 7	9	21		4th	27
				Julian 8	12				
Tina B 1	9	18						5th	27
Tina B 2	9			Lena 7	9	21			
				Lena 8	12			6th	25
Tina M 1	8	21							
Tina M 2	13							7th	26
James 3	15	24						8th	35
James 4	9								
Mia 3	12	20						K-8 Students	298
Mia 4	8								

	Students	Average
K	39	19.50
1/2	80	20.00
3/4	66	22.00
5/6	52	26.00
7/8	61	20.33
Total	298.00	21.29

- 1) Enrollment steady at 298 – we had had students unenroll and Nicole has been enrolling families through tours.
- 2) For a fiscally sound school, we need our class sizes averaging at 24.
- 3) Due to the gap, our budget decisions will be, unfortunately, to cut a couple of teachers for next year. This is because next year's budget is driven by this year's enrollment.
- 4) No specific budget report from Christine this month. Christine is working very closely with the District budget office on completing the state required funding applications. And once the numbers are more settled, we should have an updated budget in January or February.
- 5) **Question from Alejandra: If we cut a teacher and get enrollment up next year, and we need to hire a teacher, will that be an issue?**

**Answered by Christine:**

- a. We haven't in the last 3 years experienced an unexpected August enrollment that was higher than expectations. Christine hopes it happens, though, because we need to be at 330 to 350 students for our best sustainability.
- b. We will cut number of teachers to get budget in line, accept all students coming in, and adjust our configurations if we have to, in order to keep our class sizes balanced across the school. If we do have students who actually come in August (we have families who apply, get in the lottery, accept the placement, and then don't actually start in August) – so if our numbers are too high, we will be



able to redistribute and add a teacher back in. Christine does not realistically expect that to happen in this year, or next year even, because we have not seen those swings in enrollment going towards the positives, but she hopes it does. And if the number of kids justifies it, we will hire another teacher.

#### f. Land Trust Plan

##### 1) Slide from Christine:

2022-2023 Land Trust Funding Preplanning – discussion in faculty meeting 12-6-2021; Land Trust Council voted at the Meeting on 2021-12-09 to eliminate the half time math specialist in favor of a combination of these two items. Further discussion and final planning will occur in spring of 2022

Math Curriculum	Depending on the choice of program, this item will cost between \$8,000 and \$15,000.	We are looking at our current math curriculum and feel like we should explore some other options. Even if we stick with our current program, we will need to re-purchase the materials next year for the first time in 6 years. This includes teachers' editions, student workbooks, and digital resources such as assessment or teaching tools.
Parapros	<p>The cost for a 19.5 hour para is approximately \$19,000.</p> <p>The cost for a 29.5 hour para is approximately \$23,000</p>	Next year we will have less funding from CARES for parapros. With the budget being tight next year, we might be looking at reducing the funding for library staffing or eliminating parapros support in the kindergarten. Teachers feel that library staffing is crucial for student learning and access to the library, and that paraprofessionals contribute substantially to student learning, especially in kindergarten if the classes are filled to 24 students.

- 2) Land Trust Council met on Thursday, open meetings and any community member is welcome to attend.
- 3) Land Trust portion is about \$45,000, and Land Trust council with support of teachers through faculty meeting and SIC, have determined that for next year, the half-time Math Specialist will be replaced by beefing up our curriculum materials. We have run out of our free materials from the last time we adopted a Math curriculum, and now we need to pay for those (especially if we want workbooks for students, online teacher curriculum resources).
- 4) The second major item was to ensure we have funding next year for our para-professionals. We are using some of our CARES money for para-pros for this year, and will have less of that for next year, so teachers have agreed to redirect some of the Land Trust funding to ensure we have the para-pro support we need and spend some portion on the Math curriculum.
- 5) The specifics of how the money will be spent will be defined in Spring during those Land Trust Meetings. The reason we did this pre-planning for next year so early, is because we will be eliminating a half-time certified teacher (the Math specialist) and in order to have those plans completely finalized in time for the district staffing season in February.
- 6) Land Trust Meeting Minutes can be accessed here:  
[https://resources.finalseite.net/images/v1641246462/slcschoolsorg/xpbzeqqgis7xcbm5tauw/21-12-09\\_SteeringExecNotes\\_LandTrustMeeting.pdf](https://resources.finalseite.net/images/v1641246462/slcschoolsorg/xpbzeqqgis7xcbm5tauw/21-12-09_SteeringExecNotes_LandTrustMeeting.pdf)
- 7) Questions/Comments invited from the Steering Body: None

#### g. Special Ed Manual Approval

Christine screen-shared the “Open Classroom Charter (OC) Special Education Policies and Procedures Manual”, which we are required by the State to have. We use the Salt Lake District manual (created by qualified and focused district employees dedicated to Special Ed) and replace “Open Classroom” wherever it says “Salt Lake District”. The manual has to be approved by our governing body (Steering) to be in compliance with the State for Special Ed. It is 70 pages and will be posted on our website.

There were no comments/questions/concerns.

### 3. Voting Items

*How we vote: thumbs up (yes), thumbs down (no), thumbs sideways (not voting/indecision)*

Motion text/statement	Motion by	Seconded by	Comments and Discussions	Steering Vote and Decision
<b>a. Approval of the steering minutes for November 9, 2021</b> Motion to approve the Steering Minutes from 11/9/21	Maile	(not needed as it is on agenda)	The minutes were distributed in advance	Unanimous vote to approve
<b>b. Updated co-op requirements</b>	On hold – vote in Jan	On hold – vote in Jan	On hold to vote at next Steering meeting on January 11, 2022 as part of charter as a whole	To be voted upon in January
<b>c. Special Ed Manual Approval</b> Motion to adopt the OC Special Ed Manual for this school year	Alejandra	Maile		Unanimous vote to approve

### 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	Alejandra	-	All ayes

### 5. Next meetings:

- |                     |                   |                 |
|---------------------|-------------------|-----------------|
| 1. January 11, 2022 | 3. March 8, 2022  | 5. May 10, 2022 |
| 2. February 8, 2022 | 4. April 12, 2022 |                 |

## Appendix 1: Motions

<b>Motion text/statement</b>	<b>Raised by</b>	<b>Seconded by</b>	<b>Comments and Discussions</b>	<b>Steering Vote and Decision</b>
<b>Resolution in support of PE and Special Ed programs:</b> Motion to adopt the resolution as written	Tim	Josceline	-	Unanimously approved
<b>OC Merch Proposal:</b> Motion to proceed with the proposal as submitted	Virginia	Time	-	Unanimous vote to approve
Approval of the steering minutes for November 9, 2021	Maile	(not needed as it is on agenda)	The minutes were distributed in advance	Unanimous vote to approve
Motion to adopt the OC Special Ed Manual for this school year	Alejandra	Maile		Unanimous vote to approve

## Appendix 2: Steering Exec Election (under current 2017 charter)

### 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 July 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.*

## Appendix 3: Updated Parent Involvement draft language for inclusion in the charter.

Taking into consideration the discussions and comments shared by teachers, Reps, and the Steering Body in the Dec 14 Steering Meeting: Steering Exec worked with Christine on revising the co-op language draft and shared this with Mindy to consider and add to the charter. Some of it was leveraged wherever suitable from the existing charter. We have highlighted the parts where we phrased some of the stuff very intentionally.

**Here is the updated proposed parent involvement/co-op language for Reps to share with their classes:**

**Parent participation is an essential feature of the Open Classroom.**

Families are asked to:

- 1) attend monthly parent meetings (required), and
- 2) offer their support and assistance through co-oping and/or school committees (recommended)

**Co-oping at the OC:**

Parent participation is an essential feature and probably the most distinctive feature of the Open Classroom. It creates a learning community where inclusiveness and lifelong friendships are fostered amongst students and families. Parent participation contributes to Whole Child Development and 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.

Flexible co-oping allows parents to co-op for 1 or more hours weekly, to meet the instructional needs of the class. Students are supported by co-oppers in small group work, independent work, and friendships. Parents gain a deep knowledge of the learning methods and objectives, and offer their own unique experiences to the class or grade level. Teachers gain a greater ability to provide small group and individual support to enhance personal development and learning outcomes.

**Alternative Co-oping at the OC:** Alternative co-oping provides an opportunity for parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom.

**OC Committees:** OC families can support the school by serving on a variety of committees, which help us to build a meaningful learning environment, support our learning, and help our teachers and staff to run our school.

Committees are fluid and change according to the needs of the school (for example: cafeteria, garden, traffic, fundraising, publicity, community connections, philosophy, yearbook, library, visual and performing arts).

**We are to look at moving this to another place, separate from Co-oping, Alternative Co-opping, Committees**

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