

Meeting Notes for the Open Classroom Steering Committee

Meeting Date and Format: 01-12-2022 @ 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 (they/them) (Chantelle)
Past Chair (SY 2022-23)	Aliska Julian	1/2	John Hall (Tina B)	7/8	Jerry Silver & Carolyn Cox (Julian)
Vice Chair (SY 2023-24)	Alejandra Acosta	1/2	Sam Hubble (Tina M)	7/8	Virginia Ward (Lena)
Secretary (SY 2023-24)	Josceline Mascarenhas	1/2	Erik Daenitz (Amanda)	7/8	Luke Loutensock (Hilary)
Treasurer (SY 2023-24)	Maile Cowley	1/2	Melody Berg (Shelley, Kristin)		
Principal	Christine Marriott	3/4	Anna Van Wagoner (James)	Teacher Rep – Littles	Amanda Sutton
Steering Exec Teacher Rep	Tina Bond	3/4	Christine Mahler (O'Lynn)	Teacher Rep – Middles	O'Lynn Elliott
		3/4	Melissa Lyon West (Mia)	Teacher Rep – Uppers and Muppers	Kirsten Oliver (5/6)

Additional Attendees:

- Katherine Kennedy: Salt Lake City School Board Representative
- 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
- POCKY – Racist comments at the OC
- Charter Renewal
- Budget and Enrollment update (by Christine)
- School fees (by Christine)

3. Voting items:

- Approval of December Steering Minutes (12-14-2021)
- Approval of 2022 Charter

4. Any other items: NA

5. Next Meeting: February 8, 2022

MEETING NOTES

Voting Outcomes:

Steering voted to: 1) send the 2022 OC Charter to the district, and 2) approve the December Steering minutes

Key takeaways and/or Action Points:

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

- 1) **Key dates:** Highlighted, page 3. Co-opping start date will be revisited when pandemic numbers improve.
- 2) **A big shout-out to our Uppers (7th & 8th graders)** for raising \$830+ through the Solstice coffee sale!
- 3) **2022 Steering Exec Election:**
 - a. **Action: Steering Reps and parents**, please send nominations and/or self-nominations to exec@ocslc.org starting now and latest before the 4/12 Steering Meeting.
 - b. Nominees to attend the: 4/12 Steering Meeting to introduce themselves + 5/10 Steering Meeting for the election. Details under [Appendix 3](#).
- 4) **The Steering Body voted to send the 2022 Charter to the District for review with discussed edits.**
 - a. Link to summary of charter updates: [here](#)
 - b. Link to the Approved Draft: [here](#)
 - c. Next: **Feb-Mar:** District reviews | **Apr:** We submit any edits | **May-Jun:** District approves the charter
- 5) Steering discussed **our community's concern over racist comments** at the OC. We want the community to stay engaged in driving inclusiveness at the OC. Parents shared that they are having conversations in their homes. **Christine provided info on current remedial and proactive actions. Lindsay is gathering additional resources. There is a need for us to speak with our children: about racism, and about how making racial remarks is hurtful and inappropriate.** We as a community need to help make the OC a safe and welcoming community for students of color.
- 6) [Enrollment for this year drives the budget for next year](#). Based on this and the enrollment drop especially impacted by Covid, we are expecting a shortfall in the budget next year. We need 24 students per class for a healthy budget. Based on enrollment projections, we will need to organize our classes into sizes of 24 students and surplus min. one to max. three teachers out to the district. See detailed discussion in minutes, and reach out to Christine if you have questions.
- 7) **Action:** Invite friends to **enroll any time this year** (all grades), or **apply by 2/15** for the 2022-23 lottery.
- 8) **Action: Parents need to** provide Steering Reps feedback on [School Fees](#), because Reps must vote on approving the School Fees during the 02/08 Steering Meeting. We are a commuter school, so we don't charge profit-making fees for Before Care, After Care, and Kindergarten Enrichment. We charge at-cost fees to break even. Christine expects a modest 5-10% increase to offset increased cost.
- 9) **Next Steering Meeting:** February 8, 2022 (Zoom)

Minutes:

1. Information Items

a. Introductions:

Expectations set by Alejandra, and all attendees introduced themselves.

b. Calendar Items See projected calendar for SY 2021-22. Steering Reps, please share with your classes the upcoming dates (highlighted yellow). **Co-oping will be revisited when pandemic numbers get better.**

Date	Event	Comments
01/17/22, Monday	MARTIN LUTHER KING JR. DAY	NO SCHOOL
01/25/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am) Tell your friends!	For the Zoom link, they need to RSVP at oclslc.org under Upcoming School Tours, and complete the form.
01/26/22, Wednesday	Hysterical History of the Trojan War	Matinee for the Student Body
01/27/22, Thursday 01/28/22, Friday	Hysterical History of the Trojan War	Evening performances Funds raised go towards next year's play
02/01/22 Tuesday 06:30pm – 07:30pm	PROSPECTIVE PARENT INFORMATION NIGHT	Tell your friends!
02/08/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am) Tell your friends!	For the Zoom link, they need to RSVP at oclslc.org under Upcoming School Tours, and complete the form.
02/15/22, Tuesday	Deadline to APPLY to the Open Classroom Lottery for SY 2022-2023	Let your friends know to attend a tour and apply for next year by 2/15. Lottery results will be declared in March. Existing families: only apply to lottery, no need for tour.
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) Tell your friends!	For the Zoom link, they need to RSVP at oclslc.org under Upcoming School Tours, and complete the form.
02/25/22, Friday	EARLY RELEASE at 01:30pm	EARLY RELEASE at 01:30pm
02/28/22, Monday – 04/01/22, Friday	SPRING RECESS – NO SCHOOL	NO SCHOOL
04/12/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	Tell your friends! For the Zoom link, they need to RSVP at oclslc.org under
04/26/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Upcoming School Tours , and complete the form.
04/29/22, Friday	NON-STUDENT DAY – NO SCHOOL	NO SCHOOL
05/06/22, Friday	ART STROLL EARLY RELEASE at 01:30pm	Invite your friends and family to our ART STROLL! EARLY RELEASE at 01:30pm
05/10/22, Tuesday	OC Tour via Zoom (10:00am – 11:00am)	For the Zoom link, they need to RSVP at oclslc.org under
05/24/22, Tuesday	OC Tour via Zoom (06:30pm - 07:30pm)	Upcoming School Tours, and complete the form.
05/30/22, Monday	MEMORIAL DAY – NO SCHOOL	NO SCHOOL
06/02/22, Thursday	8th grade Graduation	
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
Katherine Kennedy	Teachers and administrative staff	For all that they are doing during the current surge, being in school, taking that risk, and being so responsive

Kat Nokes	Teachers and Christine	For responsiveness during the surge and delaying co-opping
Josceline	Teachers, especially Mia	For responsiveness, and including kids who stayed home through Zoom circle and providing materials for them to meaningfully participate in school
Alejandra	Community as a whole	For being open with information, and thinking of the well-being of our community
Mindy	Hilary	For working on the Behavior Plan and the infographic
Aliska, Mindy	Charter Renewal Committee, esp. Amanda, O'Lynn, Lena	For the Committee's hard work, and for the teachers Amanda, O'Lynn, and Lena working with their teams and the Committee

d. PFOE Budget Report: Provided by the Treasurer

See [Appendix 2](#)

- 1) We have spent \$2000 approx. with a gross income of just over \$21,000
- 2) A big shout-out to the 8th graders for raising about \$830 through the Solstice coffee sale

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

- 1) See [Appendix 3](#) for details on the Steering Exec commitments. This information be retained as an Appendix in the notes from here until the election.
- 2) **Action: Steering Reps:** Please send nominations to exec@ocslc.org and bring nominees starting now and before the 4/12 Steering meeting. Let parents know they can self-nominate and send their nominations to exec@ocslc.org.
- 3) Elections will be under current charter, voted in by the Steering Body to a 3-year term.
- 4) Under the new charter, elections next year on will be done by the whole parent body, and the candidates at next year's election will be voted to a 2-year term.

- **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 by April 12:** 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**.

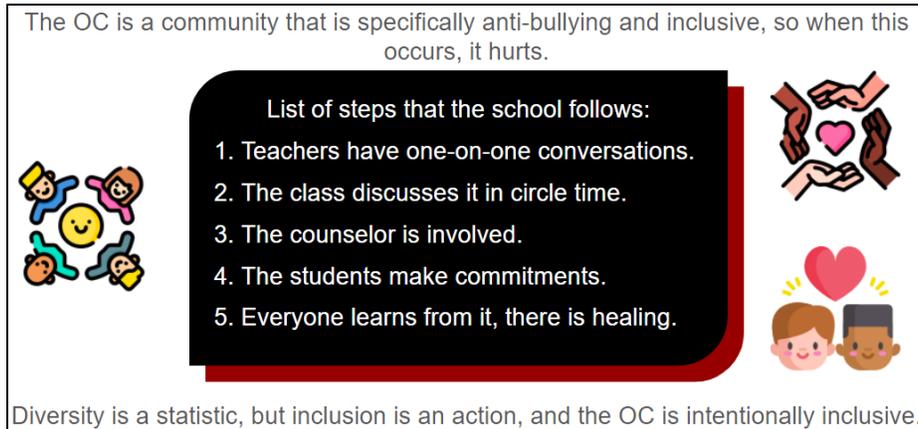
b. POCKY – Racist comments at the OC

- 1) It's been heartbreaking and devastating to see the posts on POCKY (the non-official Facebook page for OC parents and families) where three families with black biracial kids shared about their children being subjected to racist comments at the OC.
- 2) Alejandra shared the content of these posts with the Steering Body while preserving anonymity of the parents in the context of the Steering Body meeting. Some of these comments included: being called

monkeys, snarky references to being uncool due to being black and about black kids being targeted by the police, joking use of the n-word—racial statements that make our biracial (and) black students feel uncomfortable and unsafe. These comments are unacceptable at the OC. There is a need for us to speak with our children: about racism, and about how making such remarks is hurtful and inappropriate. While teachers and the principal have responded swiftly, they have requested that we as a community help make the OC a safe and welcoming community for students of color.

- 3) This has school leadership concerned. We discussed this on the most recent Steering Exec meeting and are bringing this up for discussion with our Steering Body. The slide summarizes the Exec discussion:

The OC is a community that is specifically anti-bullying and inclusive, so when this occurs, it hurts.



List of steps that the school follows:

1. Teachers have one-on-one conversations.
2. The class discusses it in circle time.
3. The counselor is involved.
4. The students make commitments.
5. Everyone learns from it, there is healing.

Diversity is a statistic, but inclusion is an action, and the OC is intentionally inclusive.

- 4) Christine provided perspective on the current remedial and proactive measures the OC takes towards driving inclusiveness:
- a. The most important steps are the ones that happen in the classroom related to building community and friendships. Teachers work hard on building friendships and working together inclusively.
 - b. We use the whole suite of resources available.
 - c. We work with parents and students, and within the classroom the focus is on healing, learning.
 - d. It is important to remember that students are still learning, and we have plenty of focus and opportunity for learning vs. punishment, and the focus is on growth as a community.
- 5) Alejandra shared that their family has had conversations in their home about language.
- 6) Ari: I like the idea of bringing in one of the Black Lives Matter communities to the school, and to have overt racial education in addition to whatever we are already doing. For instance, last year, Ari's child's class read a book that was informative. The more voices that speak on what is appropriate or not and why is better.
- a. Christine: Lyndsay is working, including with the district, on getting in more appropriate resources
 - b. Cabot: (comment from chat): Black Lives Matter is an activist group. I think it would be better to get guidance from professionals recommended by the district.
 - c. Christine: Agrees
- 7) Kat: As a parent, it would be nice to have guidance on how to talk to our kids at home in a similar manner to the guidance that kids will be provided in class
- a. Christine: That's a great suggestion
- 8) Aliska: Went to the U for Continued Education on racism and can reach out to them to see if they would be willing to help our school.
- a. Christine: Lindsay is the clearing house – it would help to provide her this information
- 9) Luke: When I teach my kids (because they get comments about not masking). I teach my kids not to let other people's comments come into our world, because when we let that happen, we give away our power to people.

- 10) Alejandra: As a reminder, POCKY is an unofficial Facebook page for parents and is a great community resource to leverage for those on social media and engage with the community.
- 11) John: It is heartbreaking to see racist comments. There are a lot of individuals with different mindsets and approaches. The reason why a lot of families seek out the OC is because they want shared values. If you are in a position not impacted by this, it is important that we get this feedback to classes, because there is value in people standing up for others, and is a critical component of any community
- 12) Ari: If we bring people in, it is important that we bring them in paid, not voluntary, especially because racial justice is hard work (if they are people of color), unless it is someone white who is an expert in a field
- a. Christine, Aliska: At times, an organization pays for this, like Plan B, and the money does not come from the school. We do pay for some things like field trips.
 - b. Alejandra: Representation matters and it is important that representation comes from the impacted community.

c. Charter Renewal (See slides shared by Mindy in [Appendix 7](#))

Link to Updates Summary Deck: [here](#). Link to working draft of the charter: [here](#)

- 1) Mindy went over what a charter is, what type of charter we are, the timeline, and key changes (see appendix 7) related to:
- a. SLCSD Board language,
 - b. Steering Body Duties,
 - c. Head Teacher Language (budget based and optional)
 - d. Steering Exec's duties and responsibilities:
 - i. election in compliance with state statute,
 - ii. elected to a 2-year term,
 - iii. SCC role in compliance with Shared Governance Guide,
 - iv. presents School Improvement Plan (SIP) to full Steering Body for discussion and final vote.
 - e. Governing Board: SLCSD is our board, and Steering Body is our local governing body – with more balanced
 - f. Co-opping Language and expectation: Pages 10 and 11: Taken primarily from the minutes Appendix last week
 - g. Co-opping Language and expectations: Pages 28-29: If a parent is browsing the OC and wants to see the charter, they see pages 10 and 11 first, so that hasn't been repeated here
 - h. Discussion on Co-opping language and expectations:
 - i. Josceline: Recommended adding the piece from 28-29 so we don't bury the fact that co-opping and committees are recommended vs parent meetings are required. If it's not upfront on pages 10 and 11
 - ii. Alejandra: We want to retain para 2 on page 10-11 because it is valuable.
 - iii. Ari: Suggestion to add "recommended" and "required" in bold instead of adding content from pages 28 and 29, for brevity and better clarity. **Action taken:** Mindy made this change.]
 - iv. Josceline: Alternative co-opping informs that we can do stuff outside the classroom. This is in addition to flexible co-opping which is 1-3 hours inside the classroom. **Action taken:** Mindy added the alternative co-opping line from last year's charter]
 - v. John, Josceline: Keeping succinct summary on pages 28 and 29 sums-up without repetition.
 - vi. Carolyn Cox: We cannot require parents to be in the classroom, and that is getting lost.
 1. Mindy: We cannot require that parents must co-op.

2. Carolyn: Shared that when she joined the school, at a point when co-opping was a challenge for her family, the principal at the time along with the co-op rep gave her a really hard time and had her sign a commitment to co-op.
 3. Maile: Shared that she was sorry that had happened, and it was unacceptable. Various members agreed.
 4. Christine: We will vote on this as the draft to submit to district, but we can have some wordsmithing (no changes in spirit, only wording) before we submit for final approval.
 5. **[Action taken]**: Update made in consultation with Mindy and various members. Josceline added the final sentence on Mindy's behalf, since the deck was being quirky: "While flexible or alternative co-opping are recommended, they are not required."]
- vii. Maile: Explored moving alternative after flexible, so it wouldn't get lost.
1. Various members agreed that it would disrupt the flow between Classroom co-opping and its consecutively listed benefits. Alternative co-op was getting lost. **[Action taken]**: The Flexible co-oping and alternative co-oping options were made bold]
- viii. John: Recommends moving Parent Meetings up, and potentially say (recommended, not required). The reason we're loosening the requirement, is to retain people, and we also want to bring people in not lose them before they come into our community **[Action taken]**: With confirmation, Josceline updated on Mindy's behalf and moved Parent Meetings to the top.]
- i. Behavior Plan: waiting to plug in. Acknowledgement to Hilary for working on the infographics and the whole plan with the PBIS committee
 - j. Other revisions: see slide in [Appendix 7](#)
- 2) Next steps: Mindy will send the working draft to editors.
- 3) Acknowledgements: Added under 1c, Acknowledgements section.
- 4) Mindy: Shared the charter on screen, and will reflect the co-op language updates discussed here at the relevant places at the beginning of the charter for consistency.
- 5) Maile: Recommended voting right now instead of at the end, so Mindy could leave to work on next steps.
- 6) The motion was proposed and voted upon:

Motion text/statement	Proposed by	Seconded by	Steering Vote and Decision
Motion to approve to send the Working draft of the charter with edits made today to the district for review: <ol style="list-style-type: none"> 1. Added "recommended" and "required" in bold under the Co-opping and Parent Involvement requirements (see slide*) 2. Added the line on Alternative co-opping (see slide*) 3. Added the line on co-opping being recommended but not required (see slide*) 4. Moved Parent Meetings to the top (see slide*) 5. And with Mindy reflecting these changes on pages 3 and 4 in the charter 	Maile	NA, since on the agenda	Unanimously voted to approve (All thumbs up)

*Slide on next page.

*Slide:

Co-oping Language and Expectations, Pages 9-10

2017 Charter

Parent participation in the classroom is an essential feature of the Open Classroom, and is probably the most important distinctive feature of the Open Classroom. Open Classroom parents co-op in the classroom, staff school committees, and attend scheduled class meetings. The Open Classroom has created some flexibility to allow parental participation for those parents whose other commitments do not offer the opportunity to be in the classroom for a long block of time. Flexible co-oping allows parents to fulfill their three-hour-a-week commitment by participating in the classroom for shorter periods of time. Finally, if any parent is unable to meet co-oping expectations due to serious economic or personal circumstances, a waiver for co-oping may be granted by the principal.

2022 Charter

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

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

Parent meetings (required) occur five or six times throughout the year. These meetings are organized and facilitated by each teacher or teaching team. These meetings give parents an opportunity to discuss children, whole child learning and curriculum, policies, and procedures. Part of each parent meeting is devoted to discussing current Steering and community matters and seeking feedback and input from parents. Other suggestions and/or concerns raised in the parent meetings are brought to the Open Classroom Steering Body through the class Steering Representative for consideration. This information helps guide discussions for our yearly School Improvement Plan.

Co-oping (recommended) is probably the most distinctive feature of the Open Classroom. It creates a learning community where inclusiveness and lifelong friendships are fostered among 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-ops 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 allows** parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. **While flexible or alternative co-oping are recommended, they are not required.**

Committees (recommended) help us build a meaningful learning environment, support our learning, and help our teachers and staff run our school. OC families can support our school by serving on a variety of committees. These committees are fluid and can change according to the current needs of the school (for example: cafeteria, garden, traffic, fundraising, publicity, community connections, philosophy, yearbook, library, visual and performing arts). Parents are always invited and encouraged to attend Open Classroom Steering Body meetings where policies, procedures, curriculum, and instruction are regularly discussed.

7) Note: Carolyn agrees with pages 3 and 4 serving our purpose better

d. **Budget and Enrollment update by Christine: See Appendices 5 and 6**

1) **Enrollment Summary provided by Christine (See Appendix 5).**

- a. We have lost some students and gained some.
- b. Nicole (Office) and Publicity are working on recruitment, Christine promoted the school on TV.
- c. After the last PPIN, we are expecting 5-6 students to enroll this year
- d. Word of mouth is our best means of attracting new families. We attract students from Davis, Salt Lake, and other counties. We are a commuter school, we provide real value, we fulfill a need.
- e. Share and like our posts on Facebook and Instagram to spread and share our message widely.
- f. Virginia: Families plan for multiple kids, so it helps to explicitly state that we are committed to full-day K for next year.

2) **Christine shared our Budget (See Appendix 6)**

- a. We're waiting on the professional audit from Squire and Company
- b. Christine walked us through the starting balances per school year (see slide in Appendix 6) over 5 years, where we progressively added to our carry forward cushion. 2019 onwards was the pandemic period, and we don't have a comfortable cushion in our carry forward any more.
- c. Last year's student enrollment dictates the funding for this year (see slide in Appendix 6)
 - i. Staffing for all employees is all fixed once a school year starts, and contracts are fixed – we cannot terminate a contract and reduce staffing, but we can add staff.
 - ii. 85% of our budget is staffing. We have some CARES funding this year
 - iii. The anticipated shortfall is very roughly in the neighborhood of \$80,000 +/- \$50,000 either way, and Christine is working very hard with district to get this tighter as the various funding streams come from State and Federal sources.

- d. To balance next year's budget, since student enrollments this year are lower than last year, we will have decreased funding next year. So, we will need to reduce 1-3 teachers next year to have teachers matching up with number of students enrolled. We will get the best possible estimate in Feb. The timeline to reduce teachers is determined by Salt Lake School District, based on teacher contracts. Any teachers reduced will maintain a teaching position with Salt Lake School District.
- e. Questions:
- i. Eric: What is the frequency of teacher contract renewals – is it always annual? [Christine answered: Yes, contracts are annual]
 - ii. Eric: Have you had any indications from them (district) on further inflationary adjustments with regard to teacher pay and/or healthcare premiums
 1. Christine: That is part of what we will be looking at in the near future. Unfortunately, we have to finish our staffing decisions before teacher negotiations are completed, so we had one year where teacher wages were much higher than the legislative increase to the school funding was. That causes us to dip into our "carry forward" to cover that. Over the past 5 years, teacher pay has risen by over 20% while pay per student has increased by 15% which makes it harder to maintain our balance budget. And that makes us increase our class sizes. Currently, we are averaging under 22, and we need to average at 24, which hence creates the need to surplus our teachers to the district.
 2. Eric: The legislature not keeping pace with the district does place the load on the property tax payer and the student body to basically fill that gap, and I appreciate the challenging decisions you are likely facing.
 - iii. John: With roughly 85% of the budget determined by payroll costs, do we say that we start the year with some estimate on enrollment numbers and that decreases, and then the funding vs inflation impact – are these two the things that impacted our five-year trend (of declining carry forwards)?
 1. Christine: Yes. And Covid has caused us to have lower student numbers, struggling more. Over 60 families accepted lottery placement in the summer and didn't join. We analyzed these. Many families went to online charter school and homeschool, and we also had families leave the school for these same reasons. That is why, going into another such year, we want to provision for that occurring and ensure we are not overstaffed in proportion to our students. We need to define class sizes averaging at 24 per class across the school.
 - iv. John: Is there a committee that focuses on not just retention, but also on outreach to families who have shown interest.
 1. **Christine answered:** We have a number of teachers who have gone to Nicole, gotten the list of these families, and have personally reached out and called these families personally. The K and Little teachers in particular have done this over the past couple of years. This is an excellent activity to continue.
 2. Alejandra: Is this information the Publicity committee can have so they can reach out also. **Christine answered that:** Publicity has helped with some of that by following up with families who have attended a tour or parent information night.
 - v. Christine: I wanted to share this with you so you understand the lay of the land with our situation and can see that there is really no way around us reducing our staff size by a minimum of one teacher and a maximum of three teachers to help our budget balance and make sure our class sizes are the right size in running and balancing our program. Once these minutes are out, anyone who has additional questions is welcome to reach out and ask Christine, who will be happy to answer questions.

e. School fees ([See Appendix 4](#))

- 1) Every year, our parent body reviews our fees and changes/maintaining fees similar to schools across the state
- 2) Our school does not charge fees except for enrichment, after care, and before care to offset costs of employees running these programs. We do not charge science and technology fees
- 3) Philosophically, we don't charge fees because:
 - a. We can only charge fees middle school onwards, which would put a lot on our Uppers families.
 - b. Student funding and PFOE cover our finances
- 4) Christine will have a modest 5 to 10% increase to recommend for the enrichment, before care, after care to offset cost increases, and we will have this final number in February
- 5) Kat: For after care, before care, is there a reason why we don't charge a flat rate vs pay-per-use (similar to daycares)?
 - a. Christine: We tried that for after care a couple of years ago, but we have families who use it for a single or few days a week and prefer not to pay a flat fee. The payment plan reflects the need of our community.
 - b. Joe: The philosophy behind these is to provide service to our families as we are a commuter school and not make money. The low-cost option is a unique value offering with prospective families.
- 6) **Action:** In February we have to approve the school fees, so Reps need to take this to their classes and bring back any feedback to the February Steering Meeting.

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
a. Approval of the steering minutes for December 14, 2021 Motion to approve the Steering Minutes from 12/14/21	Virginia	(Not needed as it is on agenda)	The minutes were distributed in advance	Unanimous vote to approve
b. Approval of 2022 Charter	See details of this motion above under 2.c) Charter Renewal. Steering unanimously voted to send to district with discussed edits			

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	NA since on agenda	-		

5. Next meetings:

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

Appendix 1: Motions

Motion text/statement	Proposed by	Seconded by	Steering Vote and Decision
<p>Motion to approve to send the Working draft of the charter with edits made today to the district for review:</p> <ol style="list-style-type: none"> 1. Added "recommended" and "required" in bold under the Co-opping and Parent Involvement requirements (see slide) 2. Added the line on Alternative co-opping (see slide) 3. Added the line on co-opping being recommended but not required (see slide) 4. Moved Parent Meetings to the top (see slide) 5. And with Mindy reflecting these changes on pages 3 and 4 in the charter 	Maile	NA, since on the agenda	Unanimously voted to approve (All thumbs up)
<p>Motion to approve the Steering Minutes from 12/14/21</p>	Virginia	NA, since on the agenda	Unanimously voted to approve (All thumbs up)

Appendix 2: PFOE Budget Update

2021-2022 Open Classroom PFOE Budget

UPDATED: 1/11/22 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	\$ 109.50	\$ 894.50
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	\$ 225.29	\$ 746.71
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
		294	\$ 14,988.00	\$ 825.53	\$ 14,162.47
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	\$ 151.01	\$ 298.99	
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	\$ 353.03	\$ 246.97	
V&PA Classrooms (see details in sidebar)		\$ 2,800.00	\$ 557.20	\$ 2,242.80	
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	\$ 1,113.99	\$ 18,769.01	
OPEN CLASSROOM PFOE BUDGET TOTAL		TOTAL BUDGET	TOTAL EXPENSES	TOTAL REMAINING BUDGET BALANCE	
		\$ 34,871.00	\$ 1,939.52	\$ 32,931.48	

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	\$200.00	\$0.00
Kirsten	\$200.00	\$0.00	\$200.00
Mia	\$200.00	\$0.00	\$200.00
O'Lynn	\$200.00	\$0.00	\$200.00
Sheltn	\$200.00	\$0.00	\$200.00
Tina B.	\$200.00	\$165.13	\$34.87
Tina M.	\$200.00	\$0.00	\$200.00
Uppers (Hilary, Julian, Lena)	\$600.00	\$192.07	\$407.93
Totals	\$2,800.00	\$557.20	\$2,242.80
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	\$964.58		
Kroger			
Emp Match			
Total	\$1,953.76		
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	\$ 1,953.76		
Online & Cash/Check Donations	\$ 1,379.22		
GROSS INCOME:	\$ 21,068.85		
Total income	\$ 21,068.85		
Total Expenses	\$ 1,939.52		
NET INCOME:	\$ 19,129.33		
Net Income:	\$ 19,129.33		
Grant Balance:	\$ 4,135.17		
2021-2022 PFOE ACCOUNT BALANCE	\$ 23,264.50		

Appendix 3: 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 + as needed	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"> • especially over summer, when Steering doesn't meet • proposals for Exec approval, or to pass to Steering 	Time to understand and review documents and proposals (voting during Exec meetings)
Committee Coordination: <ul style="list-style-type: none"> • Over the summer, 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) • Committee Exec Reps: 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.) 	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 initiative 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 4: Board Policy S-10 School Fees Schedule 2021-2022

PRE-K, ELEMENTARY, AND MIDDLE SCHOOL FEES

GENERAL INFORMATION
<p>1. The maximum annual amount that a student may be charged is \$3,000.00.</p> <p>2. All fees listed are the maximum amount charged per student for each class or school-sponsored activity. Actual amount charged may be less.</p> <p>3. Any payment for student participation in a class, program, or activity is a fee and is subject to the fee waiver requirement. For information on fee waivers and other details, contact your school administrator.</p> <p>All students are responsible to pay for any loss, breakage, or damage they cause to school property. Loss breakage, or damage is not subject to the waiver requirement.</p> <p>5. Donations are permissible in both elementary and secondary schools, but all such requests are voluntary. A student may not be excluded from an activity or program because they did not make a donation.</p> <p>The district does not allow required individual student fundraising. Students may be required to participate in group fundraising.</p>

DEFINITION
<p>Spend Plans: An explanation of how the district uses the collected fees, including fundraising monies. Spend plans will be noted at the beginning of each section or parenthetically after the fee name/type.</p>

EARLY CHILDHOOD		
<p>SPEND PLAN:</p> <p><u>Tuition</u> helps cover cost of staffing one instructor and one paraprofessional, art materials, and a daily healthy snack.</p> <p><u>Registration</u> fees help cover administrative costs and contract printing.</p>		
	One-Time Fee	Monthly Fee
NON-TITLE I PRE-K 3 PROGRAM		
Tuition Registration Fee	\$80.00	\$125.00
<i>Total cost of program varies based on the number of months student attends.</i>		
NON-TITLE I PRE-K 4 PROGRAM		
Tuition Registration Fee	\$85.00	\$230.00
<i>Total cost of program varies based on the number of months student attends.</i>		
NON-TITLE I PRE-K 4 PROGRAM FULL-DAY PROGRAM		
Tuition Registration Fee	\$85.00	\$455.00
<i>Total cost of program varies based on the number of months student attends.</i>		
TITLE I PRE-K 3 PROGRAM FOR 2.5 HOUR A DAY		
Tuition		\$45.00
Registration Fee	\$25.00	
<i>Total cost of program varies based on the number of months student attends.</i>		
TITLE I PRE-K 4 PROGRAM FOR 3 HOUR A DAY		
Tuition		\$80.00
Registration Fee	\$25.00	
<i>Total cost of program varies based on the number of months student attends.</i>		
TITLE I PRE-K 4 FULL-DAY PROGRAM		
Tuition		\$155.00
Registration Fee	\$25.00	
<i>Total cost of program varies based on the number of months student attends.</i>		
NON-TITLE I PRE-K 4 REMOTE LEARNING OPTION		
Tuition		\$80.00
Registration Fee	\$25.00	
<i>Total cost of program varies based on the number of months student attends.</i>		
TITLE I PRE-K 4 REMOTE LEARNING OPTION		
Tuition		\$40.00
Registration Fee	\$25.00	
<i>Total cost of program varies based on the number of months student attends.</i>		
PARENTS AS TEACHERS (PAT) PARENT AND CHILD TOGETHER CLASSES		
Registration Fee (administration costs, staffing, supplies, materials)	\$80.00	per year

*** The following fees are waivable unless otherwise indicated ***

ELEMENTARY SCHOOLS - GENERAL	
OVERNIGHT FIELD TRIP (lodging, transportation, food, instruction, supplies)	One-Time Fee \$75.00

MIDDLE SCHOOLS - GENERAL		
	One-Time Fee	
ACTIVITY FEE (admissions, end-of-year activities, promotion activities)	\$12.00	
FIELD TRIP (transportation, food, admissions)	\$10.00	
ONLINE WRITING PROGRAM (software subscription)	\$8.00	
REPLACEMENT ID'S (printing)	\$5.00	
SCIENCE RESEARCH TRAVEL (transportation, lodging, food, admission, supplies)	\$100.00	
STUDENT ORGANIZER/BINDER/PLANNER (student academic planner, journal, binder, calendar)	\$8.00	
TEXTBOOKS (replacement and maintenance of Utah Core texts)	\$15.00	
YEARBOOK (cost of item set by vendor)	\$25.00	non-waivable

MIDDLE SCHOOLS - CLASS FEES		
	One-Time Fee	Per Semester
CHOIR		
Music Competitions and Festivals (entrance, transportation, adjudication)	\$90.00	
Production Costs (sheet music, copyright, costumes, props)	\$17.00	
Uniform (shirt, sweater/sweatshirt/tie - specific items depend on choir structure)	\$35.00	
Total Fee		\$142.00
MIDDLE SCHOOLS - CLASS FEES continued		
	One-Time Fee	Per Semester
CTE		
Class (tools, supplies)		\$15.00
INSTRUMENTAL MUSIC		
Instrument Rental (if needed, covers cost of rental)		\$30.00
Music Competitions and Festivals (entrance, transportation, adjudication)	\$90.00	
Production Costs (sheet music, copyright, costumes, props)	\$17.00	
Total Fee		\$137.00
SCIENCE LAB		
Lab (lab materials, experiment materials, notebook production)		\$15.00
THEATER AND DANCE		
School Musical (choreography, royalties, costumes, set production)	\$50.00	
Production Costs (scripts, copyright, costumes, props)	\$17.00	
Total Fee		\$67.00
VISUAL ARTS		
Class (materials, portfolio production, safety, storage, cleaning, tools)		\$17.00

OPEN CLASSROOM - Open Classroom charges the same pre-k, elementary and middle school fees with the following exceptions.		
SPEND PLAN:		
Fees help cover administrative costs, staffing, and materials		
	Daily Fee	Monthly Fee
AFTER SCHOOL CARE	\$12.50	\$250.00
BEFORE SCHOOL CARE	\$5.00	\$100.00
KINDERGARTEN ENRICHMENT	\$25.00	\$225.00
PRE-K HALF DAY		\$250.00
PRE-K FULL DAY		\$500.00
	Item Expense	
8th GRADE SCIENCE TRAVEL (transportation, lodging, food, supplies)	\$600.00	

SALT LAKE CENTER FOR SCIENCE EDUCATION -Salt Lake Center for Science Education charges the same pre-k, elementary and middle school fees with the following exceptions.		
	Item Expense	
MIDDLE SCHOOL		
Academic Course Fee (printing, supplies, materials)	\$15.00	
After School Program (administration costs, staffing, supplies)	\$25.00	per year
Annual Book Fee (book replacement)	\$25.00	
Biology Travel (transportation, lodging, food, admission, supplies)	\$125.00	
Field Trips (transportation, admission, supplies)	\$85.00	per year
Lifetime Activities Outdoor Exploration Travel (transportation, lodging, food, admission, supplies)	\$190.00	
Science Research Travel (transportation, lodging, food, admission, supplies)	\$100.00	

AFTER SCHOOL AND COMMUNITY EDUCATION		
SPEND PLAN: Fees help cover staffing costs, supplies, marketing, contract services, field trips, transportation, and snacks.		
	One-Time Fee	Weekly Fee
NON-TITLE I ELEMENTARY SCHOOL SUMMER CAMP		
Registration and Transportation Fee Non-refundable	\$85.00	
Tuition		\$250.00
TITLE I ELEMENTARY SCHOOL SUMMER CAMP		
Registration and Transportation Fee Non-refundable	\$20.00	
Tuition	\$75.00	Per Class
TITLE I ELEMENTARY AND MIDDLE SCHOOL AFTER SCHOOL ACADEMIC CLASSES		
		\$20.00
TITLE I ELEMENTARY AND MIDDLE SCHOOL SUMMER ACADEMIC CLASSES		
	One-Time Fee	Monthly Fee
TITLE I ELEMENTARY AFTER SCHOOL PROGRAM per session		
Registration Fee	\$15.00	
Tuition		\$50.00
TITLE I ELEMENTARY SUMMER PROGRAM per session		
Registration and Tuition	\$70.00	
NON-TITLE I ELEMENTARY AFTER SCHOOL PROGRAM		
Registration Fee Non-refundable	\$50.00	
Tuition		\$260.00
<i>Total cost of program varies based on the number of days a student attends.</i>		
NON-TITLE I ELEMENTARY AND MIDDLE SCHOOL ADDITIONAL ENRICHMENT ACTIVITIES		
Tuition per Activity	\$250.00	
<i>*Cost varies based on vendor program</i>		
TITLE I ELEMENTARY AND MIDDLE SCHOOL ADDITIONAL ENRICHMENT ACTIVITIES		
Tuition per Activity	\$100.00	
<i>*Cost varies based on vendor program</i>		
K-8 ELEMENTARY AFTER SCHOOL PROGRAM		
Registration Fee Non-refundable	\$25.00	
Tuition		\$75.00
K-8 MIDDLE SCHOOL AFTER SCHOOL PROGRAM		
Registration Fee Non-refundable	\$25.00	
Tuition	\$75.00	
MIDDLE SCHOOL AFTER SCHOOL PROGRAM per class		
Registration Fee Non-refundable	\$25.00	
Tuition	\$75.00	
NON-TITLE I MIDDLE SCHOOL SUMMER PROGRAMS		
Registration and Transportation Fee Non-refundable	\$20.00	
Tuition	\$80.00	
TITLE I MIDDLE SCHOOL SUMMER PROGRAMS		
Registration and Transportation Fee Non-refundable	\$20.00	
Tuition	\$75.00	
MIDDLE SCHOOL INTRAMURAL		
Tuition (uniforms, referees)	\$60.00	per season

OUT-OF-STATE TUITION		
	Yearly Fee	
Non-Resident Tuition (teacher salary and benefits, building maintenance, educational supplies)	\$7,206.00	non-waivable

revised 2/25/2021

For comparison: <https://4.files.edl.io/b828/04/13/21/175011-d84baa50-721f-43db-9f5b-743734f0456e.pdf>

Appendix 6: Budget update as of 01-11-22, from Christine

Budget update as of January 11, 2022:

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

Carry Forward Information:

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

Approximate shortfall from 2020-2021 **-198,706**

New estimated carry forward: \$163,691

Considering ...

- Funding for a given year is generated by the number of students enrolled in the previous year;
- Staffing for all contract employees is fixed, i.e., not changeable, at the start of a given year, and this staffing expense represents a large percentage of our total expenses;
- We still have a some CARES funding to help us out this year and a little for next year too;
- Anticipated shortfall this year is estimated at \$80,000

In order to balance the budget next year ...

- Student enrollment is lower this year than the prior year, so funding will decrease;
- Class sizes this year are lower than needed for a balanced budget;
- The solution is to reduce the number of classroom teachers for next year, by 1-3 teachers, depending on best estimate in February;
- The timeline and process is determined by Salt Lake District due to teacher contracts.

Appendix 7: Charter Renewal Update slides shared by Mindy

Charter Renewal Update

Where we have been and where we are heading

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

Background

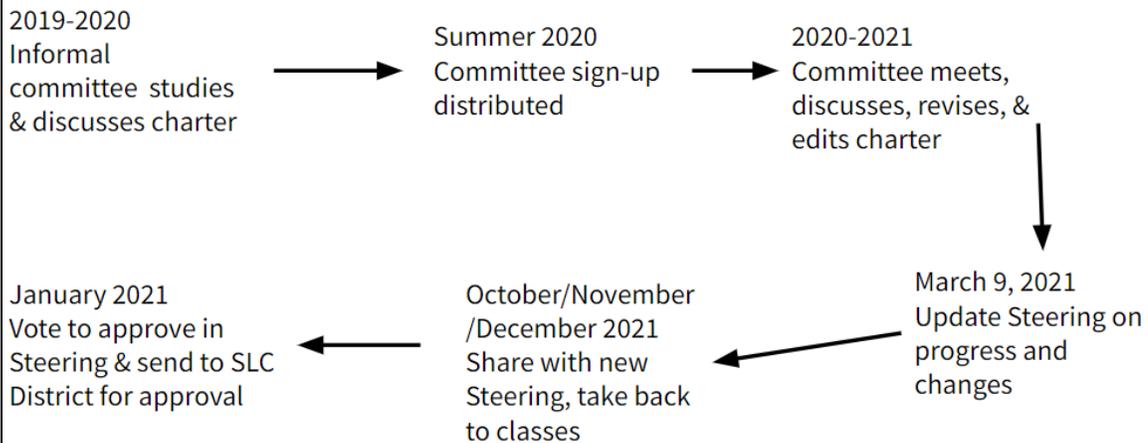
There are two types of charter schools:

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

The Open Classroom is a district charter school

That has historically been on a 5-year renewal cycle

Current Timeline



Revisions, Page 5

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.

Revisions, Page 5

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.

Revisions, Page 5

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.

Revisions, Page 7

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.

Revisions, Pages 7-8

Steering Exec (2022)

Steering Exec (2017)

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 SLCSD 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.

Revisions, Page 9

Governing Board (2017)

While the governing board of the Open Classroom is the SLCSD 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.

Governing Board (2022)

While the governing board of the Open Classroom is the SLCSD 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.

Co-oping Language and Expectations, Pages 9-10

2017 Charter

Parent participation in the classroom is an essential feature of the Open Classroom, and is probably the most important distinctive feature of the Open Classroom. Open Classroom parents co-op in the classroom, staff school committees, and attend scheduled class meetings. The Open Classroom has created some flexibility to allow parental participation for those parents whose other commitments do not offer the opportunity to be in the classroom for a long block of time. Flexible co-oping allows parents to fulfill their three-hour-a-week commitment by participating in the classroom for shorter periods of time. Finally, if any parent is unable to meet co-oping expectations due to serious economic or personal circumstances, a waiver for co-oping may be granted by the principal.

2022 Charter

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

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

Parent meetings (required) occur five or six times throughout the year. These meetings are organized and facilitated by each teacher or teaching team. These meetings give parents an opportunity to discuss children, whole child learning and curriculum, policies, and procedures. Part of each parent meeting is devoted to discussing current Steering and community matters and seeking feedback and input from parents. Other suggestions and/or concerns raised in the parent meetings are brought to the Open Classroom Steering Body through the class Steering Representative for consideration. This information helps guide discussions for our yearly School Improvement Plan.

Co-oping (recommended) is probably the most distinctive feature of the Open Classroom. It creates a learning community where inclusiveness and lifelong friendships are fostered among 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-ops 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 allows** parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. **While flexible or alternative co-oping are recommended, they are not required.**

Committees (recommended) help us build a meaningful learning environment, support our learning, and help our teachers and staff run our school. OC families can support our school by serving on a variety of committees. These committees are fluid and can change according to the current needs of the school (for example: cafeteria, garden, traffic, fundraising, publicity, community connections, philosophy, yearbook, library, visual and performing arts). Parents are always invited and encouraged to attend Open Classroom Steering Body meetings where policies, procedures, curriculum, and instruction are regularly discussed.

Co-oping Language and Expectations, Pages 28-29

2017 Charter

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.

2022 Charter

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 families are asked to:

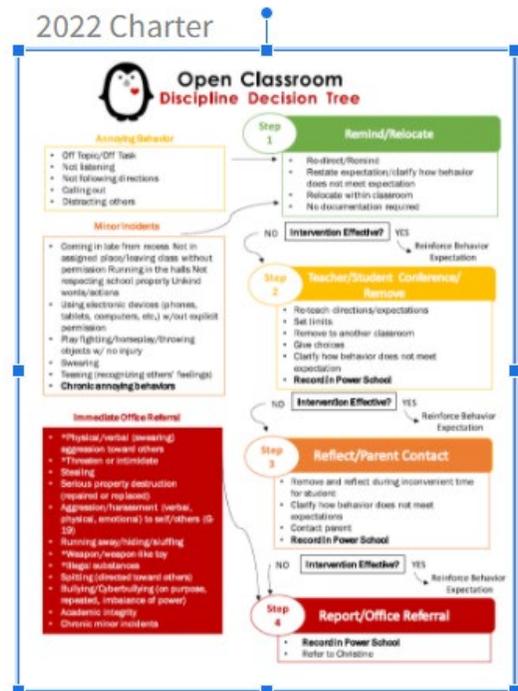
- Attend monthly parent meetings (required)
- Offer their support and assistance through co-oping and/or school committees (recommended)

Behavior Plan, Pages 35-37

2017 Charter

Eliminate Tribes information

2022 Charter





Open Classroom Discipline Decision Tree

Annoying Behavior

- Off Topic/Off Task
- Not listening
- Not following directions
- Calling out
- Distracting others

Minor Incidents

- Coming in late from recess Not in assigned place/leaving class without permission Running in the halls Not respecting school property Unkind words/actions
- Using electronic devices (phones, tablets, computers, etc.) w/out explicit permission
- Play fighting/horseplay/throwing objects w/ no injury
- Swearing
- Teasing (recognizing others' feelings)
- **Chronic annoying behaviors**

Immediate Office Referral

- *Physical/verbal (swearing) aggression toward others
- *Threaten or intimidate
- Stealing
- Serious property destruction (repaired or replaced)
- Aggression/harassment (verbal, physical, emotional) to self/others (G-19)
- Running away/hiding/sluffing
- *Weapon/weapon-like toy
- *Illegal substances
- Spitting (directed toward others)
- Bullying/Cyberbullying (on purpose, repeated, imbalance of power)
- Academic integrity
- Chronic minor incidents

Step 1

Remind/Relocate

- Re-direct/Remind
- Restate expectation/clarify how behavior does not meet expectation
- Relocate within classroom
- No documentation required

NO

Intervention Effective?

YES

Reinforce Behavior Expectation

Step 2

Teacher/Student Conference/Remove

- Re-teach directions/expectations
- Set limits
- Remove to another classroom
- Give choices
- Clarify how behavior does not meet expectation
- **Record in Power School**

NO

Intervention Effective?

YES

Reinforce Behavior Expectation

Step 3

Reflect/Parent Contact

- Remove and reflect during inconvenient time for student
- Clarify how behavior does not meet expectations
- Contact parent
- **Record In Power School**

NO

Intervention Effective?

YES

Reinforce Behavior Expectation

Step 4

Report/Office Referral

- **Record In Power School**
- Refer to Christine

Revisions (continued)

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 2021-2022
- ★ Calendar 2021-2022
- ★ Additions to ECAP Evaluations omitted
- ★ PBIS plan replaces Tribes
- ★ Report card examples

Final Steps

- ★ Final edits from committee
- ★ Take to SLCS

Feedback? Further Reading?

[Click here to read the current working draft](#)

[Click here to submit feedback to the committee](#)

**THANK YOU TO
ALL COMMITTEE
MEMBERS!!**

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Josceline Mascarenhas, Steering Exec Rep

Amanda Sutton, Teacher

O'Lynn Elliott, Teacher

Lena Foster, Teacher

Aileen Hampton

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