Open Classroom School Community Council (SCC) Minutes

Meeting date: Wednesday, Nov 9, 4:30 pm
Format: Zoom!:
https://slcschools-org.zoom.us/j/84915898003?pwd=VVhRSjdoVExWdUxuRjcwV3J1S2NOQT09

Attendees

SCC Attendees: All present

1. Karen Holman (Principal)
2. Timothy Kryselmire (Chair)
3. Alejandra Acosta (Co-Chair)
4. Aliska Julian (Past Chair)
5. Danielle Polk (Vice Chair)
6. Maile Cowley(Treasurer)
7. Aileen Hampton (Secretary)
8. James Smith (Teacher Rep)
9. Tina Bond (Teacher Rep)

Other Attendees:

1. Lena Foster
2. Lindsay Verhaaren
3. Ashley Anderson

Presentations from Other Attendees

A. 2023 8th Grade Trip

   a. Formal Request for the trip to happen. Lena explained the trip and value of the trip. Opted for in state trip, likely can get more grants. Canyonlands Institute. Rationalization: hands on field ecology science to build independence, connection to the land. For their age: only should be gone for three days – spend four nights; cost is $565. Transportation by school bus. Uses significant amount of field trip bus money for that. While there they keep them busy all day. Engaged in a lot of team building, community building, all-day hikes, river rafting. Paying early covers cost of chaperone – if paid early, there is a significant savings. About $2500 (the cost of 5 students) is provided from PFOE for deposit and to offset cost of any child that can't go because of financial burden, although at least some money must come from every family.

   b. Karen: Add-in with fundraising, not a mandatory thing for the kids. Raise money through coffee sales, none from school fees. Not required, encouraged. Weren't able to do coffee sales / Parents Night Out this fall due to lack of coffee (which was previously provided) and lack of parent volunteers. Usually we have two coffee sales: one in Dec. and one Valentine's Day, often at Art Stroll too. Plan to try to do these and a Parent's Night Out in future.

   c. Maile: What's the process that you're trying to do? Formality – to follow district protocol for school board approval. Need this approval. Is this an appropriate trip for this age group, is $565 appropriate to ask families? The one big thing is this is a small seventh grade group for next year's 8th grade trip.

d. December official vote? In the past, just signed a form – Needs to be on the SCC agenda in December.
    e. Push back / criticism: only from other teachers – Lena: I truly do believe in this. I see so many cool things from this project. I've really enjoyed it.
    f. Tim: I'm a graduate from the Teton Science School: These trips add a lot to the students and add a lot to the school. I appreciate all the work we do. Lena: I know I let this 8th grade class down. Having it done by the school gives them the opportunity.

B. Safe Technology
    a. Something new this year. New state board rule: creating a safe tech environment for our students.
    b. Filters on the internet accessed through the school.
    c. Nothing that needs to be done in this meeting, will be revisited throughout the year.
    d. Aliska: safety net around having the internet searches that are dark: goes through content filter – Karen, that's correct, automatically blocked.
    e. Aileen: missing: threats from using tech – inappropriate content – Comment on your slide: rules – left hand side – put in the word 'that' – technology
    f. Alejandra: How often are we encountering issues with kids and how they're using the internet? – In my weekly reports that I'm getting back, they're searching about Covid-19 death rate – more looking up "depression" – just go in and talk with them – no serious issues have come up since I've been at the school. Alejandra – Goes to district, then comes to us? – That's correct.
    g. Aileen: Educating children about pornography – in health class? Something in digital age affecting students – Karen – it's inappropriate content – material has to be opted into. Parents may be addressing this: perhaps asking the parents to address this. How do we ask to be unrestricted to something – Exec parent stuff is on google drive and I can't access that with parent permission at the school – Karen – problem is district uses Microsoft – send Karen an email.
    h. Tim: Do we need to vote? Karen: Just to get discussion roling, parents informed and involved – nothing that needs to be voted on, should share with parent body. Perhaps we can get suggestions from parent / opening discussion.
    i. Discussion about whether full presentation should be at steering body. Tabled
    j. Ashley: New school board representative starting in January – I go to all of them, a lot of schools post presentations, everyone has public access.

C. Title I Presentation
    a. Already presented in parent meetings – required to be presented each year. Karen presented.
    b. We are 'targeted'
    c. Associated with the School Improvement Plan.
    d. Parental engagement
    e. School Parent Compact needed (sign in PTKs)
    f. Presented the Policy

g. Aileen: I don't think I've seen the "access to translation" documentation. We track students in ESL – when they enroll, they can mark whether the family needs it. Do we have the resources from the district? – Karen: Yes, we do. Sometimes their demand is high; in-person translater may be difficult, but always over the phone.

h. Maile: More just a presentation what Title I is and the docs we send out to people, not necessarily the funding – Karen: We already approved the funding with the SIP – We do need to approve the presentation and the policy. How much do we get in Title I? 28K. That's why every year school asks parents to fill out the free and reduced form?: That's correct. Any idea if families may qualify? If they're coming into the office, Nicole is good at catching people.

Information Items

Discussion Items

Voting Items

A. Approval of minutes from last meeting: 10/19: unanimously approved 11/3: unanimously approved.

B. Title I Part A
   a. Presentation: unanimously approved
   b. Policy: unanimously approved

Any Other Items

Next Meetings
Confirm dates for next three SEC meetings

A. December 14, 2022
B. January 11, 2023
C. February 15, 2023

Adjourn Tim / Karen: unanimously approved

OC   **OC Treasurer <treasury@ocslc.org>**

[Exec] Documents for SCC on 11/9
1 message

Karen Holman <Karen.Holman6@slcschools.org>   Fri, Nov 4, 2022 at 11:26 AM
To: Steering Execs <exec@ocslc.org>

Hi All,

Here are some additional documents for you to review for the upcoming SCC meeting on 11/9/22. These are related to the Title 1 agenda item that will be voted on in the meeting.

We needed to update our compact to include signatures so that is the only adjustment made to the current compact. We will have parents sign these at the next PTKs. We also needed a school policy, in addition to the district policy, relating to parent engagement so I've attached the policy for review/discussion/approval.

Karen Holman
Open Classroom Principal
Salt Lake City School District
Office: 801-578-8144
www.ocslc.org
Follow our school: FaceBook   Instagram
Excellence and Equity: every student, every classroom every day

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2 attachments

📄 **2022-2023SchoolandFamilyCompactOpenClassroom (1).pdf**
151K

📄 **Open Classroom Parent Family Engagement Policy.pdf**
210K

TITLE I PRESENTATION

OPEN CLASSROOM

November 2022

WE ALL WANT

The best for our children;

• A better future; Success in school and life;

• To be happy;

• To have the best quality of life.

• To be a good citizen;
• To be respectful, honest, and hard-working; and

AGENDA

What is Title I and How Does It Help Our Students?	Title I Program Overview	Plan for Student Achievement	Title I Parent Engagement Policy
Title I School Parent Engagement Policy	Title I School-Parent Compact	Title I Funds for Parent Involvement	Parent Rights under Title I

EVERY STUDENT SUCCEEDS ACT (ESSA)

Enacted December 2015

Grants Flexibility and authority for states around:

Accountability systems, interventions, student supports, educator evaluation and support systems, Use of federal funds, Assessment Systems

Prohibits any U.S. Secretary of Education from requiring states to adopt specific standards, assessments, teacher evaluation methods, or other key policies

ESSA requires state standards aligned with college and career skills

UTAH STATE academic standards are in compliance with ESSA

WHAT IS TITLE I

Title I is a federally funded K-12 program that provides additional academic support and learning opportunities for students.

The intent of the program is to provide additional resources so that all students meet state academic standards.

OPEN CLASSROOM is a Targeted Assistance Program.

TITLE I FUNDS

Funds are distributed to schools based on the number of students eligible for free/ reduced lunch.

Funds must supplement, not supplant, district funds.

One percent of a school's total Title I budget is for parental engagement activities, if receiving over $500,000.

Data Analysis is Required for Title I Programs

- Schools analyze many different data sources:
  - RISE
  - ACADIENCE

- Schools use the data to set goals and align curricula to state and district academic standards.

- Schools adjust instructional practices, professional development, and activities to reach goals based on the findings of the assessment data.

Plan for Student Achievement

- Using the Data Analysis, the school develops a yearlong plan that is organized into goals, actionable steps, and budget needs.

- Student Improvement Plan may be found on the school website.

- It is in this plan that the school determines how best to use its Title I Funds.

- As per our SIP, Title 1 grant money will support our literacy specialist.

Parent Engagement Policy

- Every Title I school, in collaboration with parents, must prepare a site-level parent engagement policy.

- The Parent Engagement Policy describes how the school will involve the parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school.

Parent Engagement

- A school committee provides parents with an opportunity to be involved in the academic program of the school.

- This committee develops, monitors and evaluates the Schoolwide Plan to implement programs and services that support students.

Parental Engagement Funds

Parental Engagement funds are allocated to help parents understand topics that will help in improving their children's academic achievement. The topics are around:

How to include parents in decision making;

Provide information and training to parents;

Build capacity of parents and staff for strong family engagement;

Demonstrating how to monitor their child's progress and work with educators to improve the achievement of their child. [Section 1118(e)(1), ESEA.]

School/Parent Compact

The School/Parent Compact describes the responsibilities of the school, the parent, and the student for improved student achievement;

• Developed in collaboration among parents, teachers, and students; • Updated periodically;

• Distributed with school Title I Parent Engagement Policy.

2022-2023 Title 1 Family-School Compact

The primary focus of the Open Classroom is the education of the whole child, which includes academic, cognitive, social, emotional, creative, and physical learning. Everyone at the OC is a learner: the teachers, the parents, and of course our children. Each person in the learning community has a role to play in maintaining a meaningful, purposeful learning environment. Collaboration between children and among children and adults is central to the learning that takes place at the OC.

The learning community works together to help students:

- Build on their interests, needs and prior understanding while engaging in rigorous learning activities to develop a high level of proficiency in math, English language arts, science, and other core content areas;
- Make authentic learning choices; and
- Develop skills in decision making, problem solving, and time management.

As a community, we collaborate to help children become:

- Effective Communicators
- Contributors to the Community
- Self-Directed Learners
- Complex Thinkers and Problem Solvers
- Quality Workers and Producers
- Cooperative Group Participants

Activities to Support Partnerships

Parent-Teacher-Kid (PTK) Conferences: October 25 and 26, 2022: afternoon and evenings appointments using ZOOM or in person February 7 and 8, 2023: afternoon and evening appointments using ZOOM or in person

Report cards will be sent home in November, February, & June with an assessment report sent in April.

Parent Workshops: Co-oping workshops will be held multiple times each year to provide training in curriculum, student support, and learning activities.

Parent Meetings: Each classroom will have parent meetings 4-6 times each year in the evening. These meetings help families learn more about the grade level expectations and how to support each child's success. Please make every effort to attend.

Parent Committees: We offer every family the opportunity to participate on one committee each year in order to support the school in a variety of ways, including traffic, cafeteria, fundraising, philosophy, steering meetings, and more.

Weekly co-oping: Every family may sign up for co-oping (volunteering) in their child's classroom to support small group, hands-on learning and whole child education. This provides the benefit of closer relationships between families and teachers, and a deeper understanding of learning goals in each class.

School Responsibilities

It is important that our children succeed. Therefore, teachers will:

- Maintain a meaningful, purposeful learning environment;
- Use small-group collaborative learning that builds on students' interests;
- Use multi-age classrooms whenever possible;
- Assess student progress and provide information about that progress to parents;
- Provide newsletters to communicate with families;
- Support students in finding their own way, rather than telling them;
- Foster a sense of community within the classroom and the school; and
- Direct and coordinate the activities of co-oping parents.

Parent Responsibilities

I want my child to succeed. Therefore, I will:

- Commit to having my child/ren at school by 8:40am each day ready to learn;
- Support my child with learning at home;
- Consider engaging as a community of learners at Open Classroom in the following ways:
- Co-op (volunteer) in the classroom to ensure more individualized attention;
- Participate in an Open Classroom committee;
- Attend parent meetings;
- Bring my vocational and/or professional knowledge and talents into the classroom

Student Responsibilities

It is important that I learn. Therefore, I will:

- Commit to being a part of my community every day on time;
- Actively participate in and contribute to the learning community through respectful actions and words with a goal of becoming a self-directed learner;
- Follow the classroom and school agreements;
- Work cooperatively with adults and students; and
- Care for myself, others, and my environment.

STATE BOARD RULE R277-491 & HB213

Safe Technology & Digital Citizenship

A new responsibility for School Community Councils
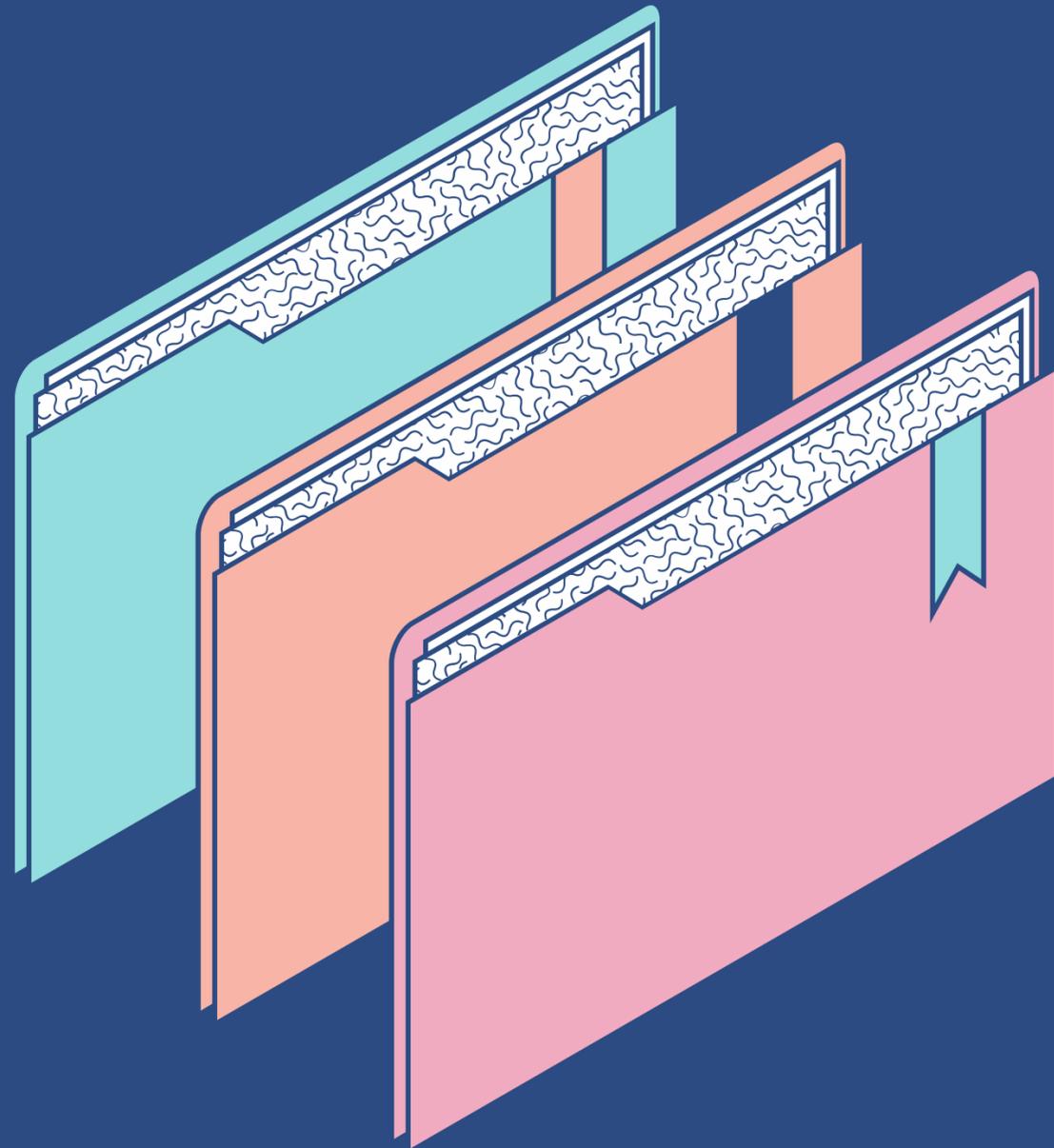
Summary

TO INVOLVE SCC IN AN ON-GOING DISCUSSION ABOUT CREATING A SAFE TECHNOLOGY ENVIRONMENT FOR STUDENTS

- Requires a report from the district and school level administration about the technology and training that is currently in place at your district and school.
- This report provides the background to discuss safe technology and digital citizenship at OC.

The Role of Technology in Learning

TECHNOLOGY OPENS UP THE WAY WE TEACH AND LEARN

Technology helps create opportunities for communication. It can encourage teachers and students to communicate more, share and discuss ideas, and collaborate with each other.

Benefits of Technology
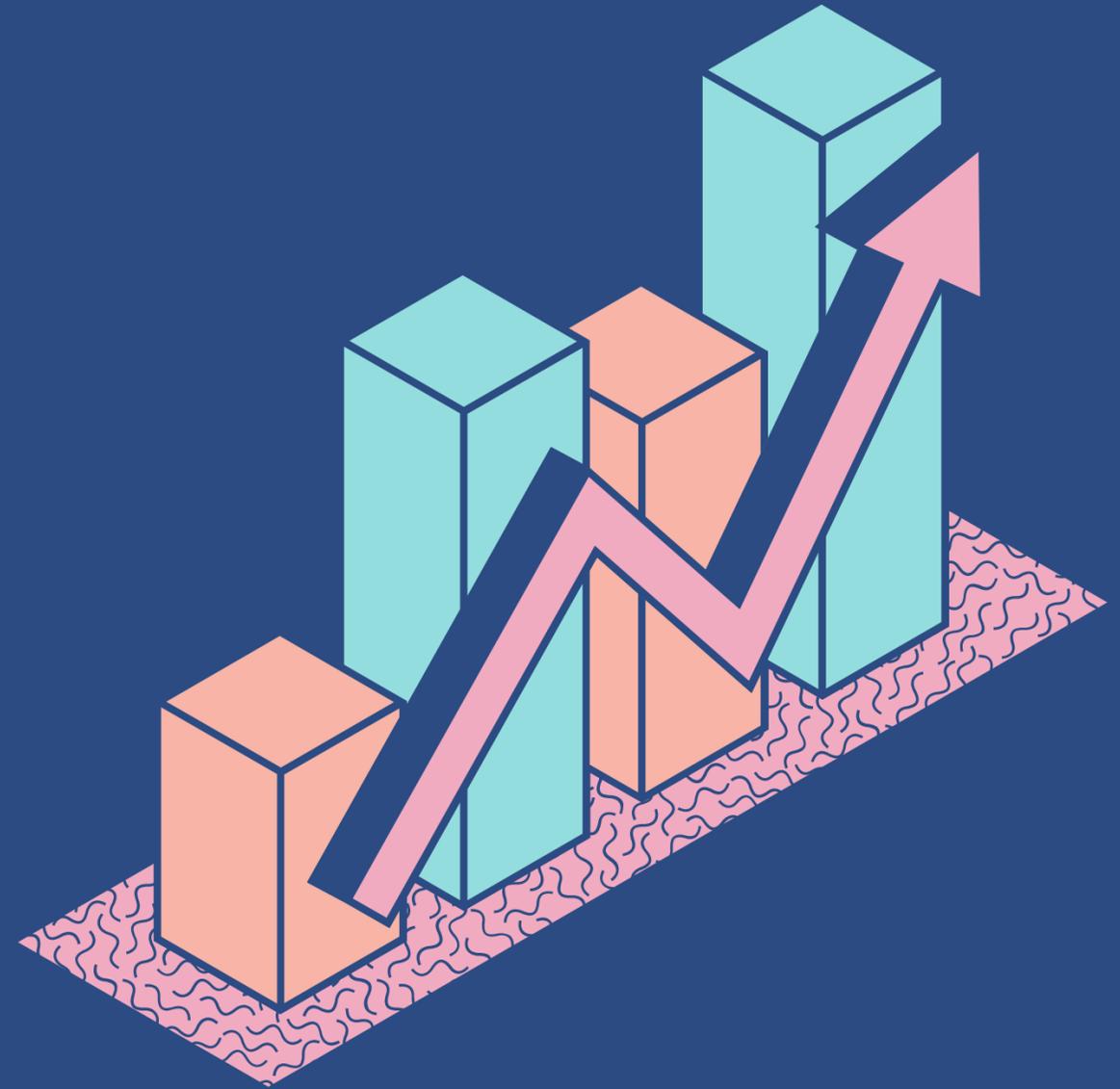
Benefits to teachers

HOW TECHNOLOGY HELPS TEACHERS DO THEIR WORK

Allows teachers to be more flexible

Teachers can use different teaching methods and tools to suit their lessons or students.

Helps teachers connect more with students

Teachers are able to better communicate with their students and support them in their learning

Allows access to more resources

Teachers are able to find additional and updated learning resources that can help them with their work

Benefits to Students

HOW TECHNOLOGY HELPS STUDENTS LEARN

Allows for a more personalized learning experience

Students have more freedom to choose the methods and tools that help them learn best.

Improves students' communication skills

Students have access to different channels where they can communicate and collaborate with teachers and fellow students.

Helps students prepare for the future

Students become equipped to face a highly technological future and will be able to easily adapt.

What filters are being used and how do they work?

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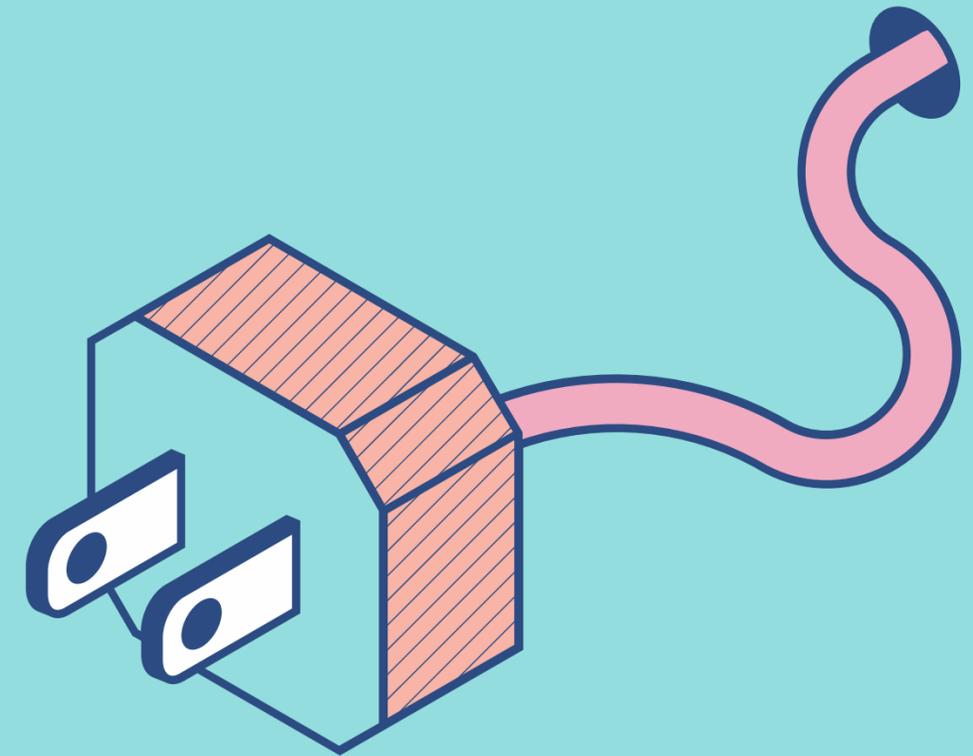
Are there different settings used for different grades and school levels?

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

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

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

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

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

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

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

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

Our school has mobile computer labs that teachers can utilize for whole class instruction. Some classrooms also have classroom computers that students will use during literacy and math rotations.

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

Lexia, ST Math, ALEKS, BrainPop, Canvas, Sphero Edu, Nearpod, Kahoot, Minecraft Edu, PhetLAB, DESMOS, PowerPoint, Say, UEN Online Library, Tux Typing, Code.org, Typing Club

What supervision practices are in place when students are online?

Students are monitored by homeroom teachers, paras, and co-opers.

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

We utilize the district supports to monitor student use and limit access to applications or sites.
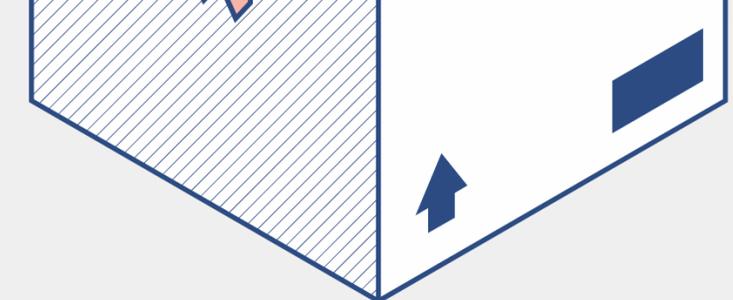
What are the school rules when inappropriate information appears for students, staff and parents? Are there safe reporting procedures for students, staff, and parents so that reporting is safe and encouraged, when it happens?

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

Students, parents, and employees are asked to report any inappropriate content that is accessed through the District's Internet Filter.The websites are then reviewed and blocked. If a student, parent, or employee fail to report inappropriate content and it is discovered, the District Administrator responsible for the student, parent, or employee reviews the material and may remove Internet privileges or impose other discipline. Administration is also notified through the district monitoring systems of any inappropriate content or internet searches. Students are taught nothing on school internet or computers is private and to report issues to avoid losing privileges.

All students have access to technology at the school. Our younger students have access to fewer applications and programs and utilize technology less during the day to support appropriate use at their grade level. Our older students are introduced and trained as their access increases to support their learning.

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

What does the administration see as their greatest threats for your students?

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

Students need to learn how to research and complete work online. It is our responsibility to help students learn how to appropriately use technology as the world will be driven by technology. We provide the opportunity for students to use technology proactively to complete assignments. Students are also provided opportunities to learn constructive ways to utilize technology in other fields, such as science and the use of Sphero Edu.

Interruption to their learning as students are afraid of missing out on the latest tweet/post someone is making and the disruption of constant alerts of a new text.

Online bullying and harassment have become a larger issue as students have more unsupervised time and greater access to the internet. Greater access also increases the threat of students becoming victim to phishing scams or child predators.

Left unsupervised to navigate the internet when they don't fully understand how it is used to exploit, manipulate, and profit from users. Social Media and gaming
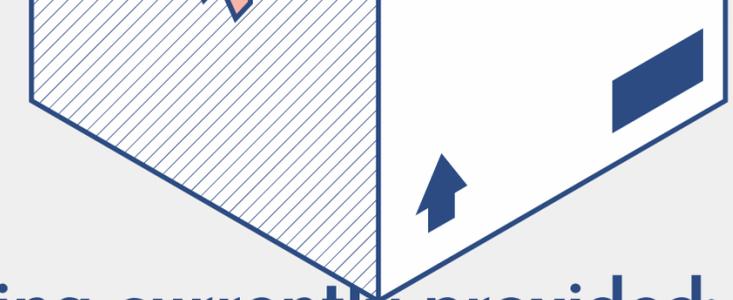
What are the policies in place for devices brought from home – tablets, cell phones, etc.?

We do not allow personal computers. Parents and students are asked to keep phones off and in lockers during the day. Some exceptions are made for students who need to have access to their phones during the day.

Explanation of training currently provided:
To students about digital citizenship and safe use of technology?
To parents and guardians about how to discuss and support digital citizenship and safe technology use with their children and how to report inappropriate content?

Students are provided instruction each year during library on safe use of technology using AU, Digital Citizenship, Reliable Resource, Copyright lessons for K-8, Common Sense Media and other sources such as Digital Respons-Ability.
Training is provided during parent meetings or Zoom using Digital Respons-Ability

Technology is an **effective** tool that can make **education** more meaningful and engaging for teachers and students alike.

"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."

DAVID WARLICK
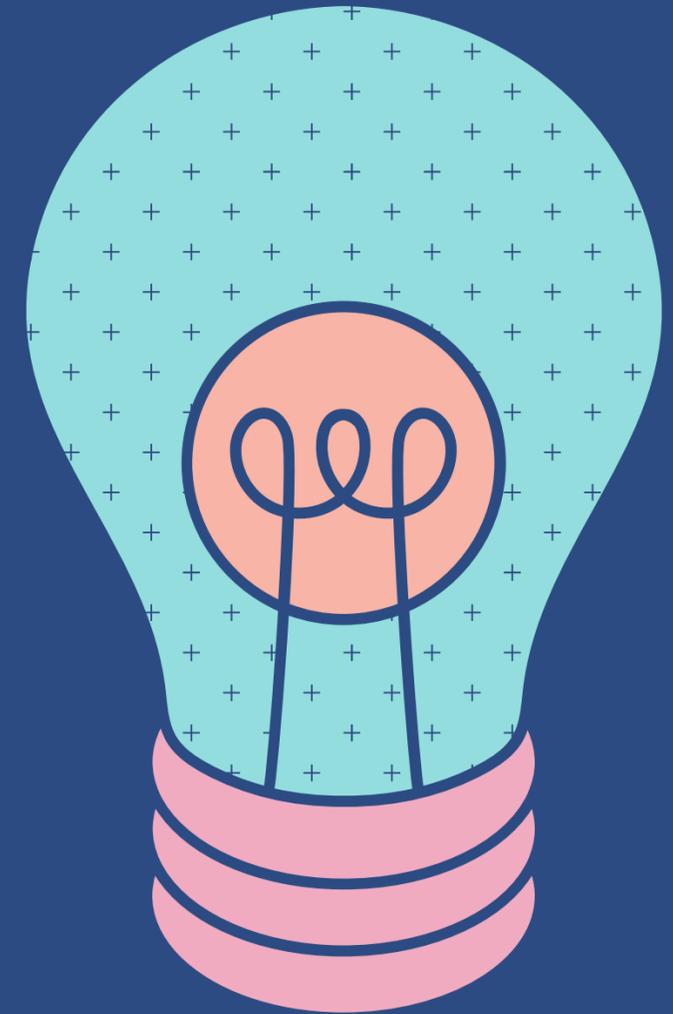
What's Next in Digital Learning

- Online classrooms mean digital learning for everyone.

- A global market for practical courses and credentials.

- Improvement in the quality of blended learning

- Rising demand for skills-based programs.

- Greater investment in technology in solving the digital divide

Any ideas on how we can create a more safe technology environment for our students.
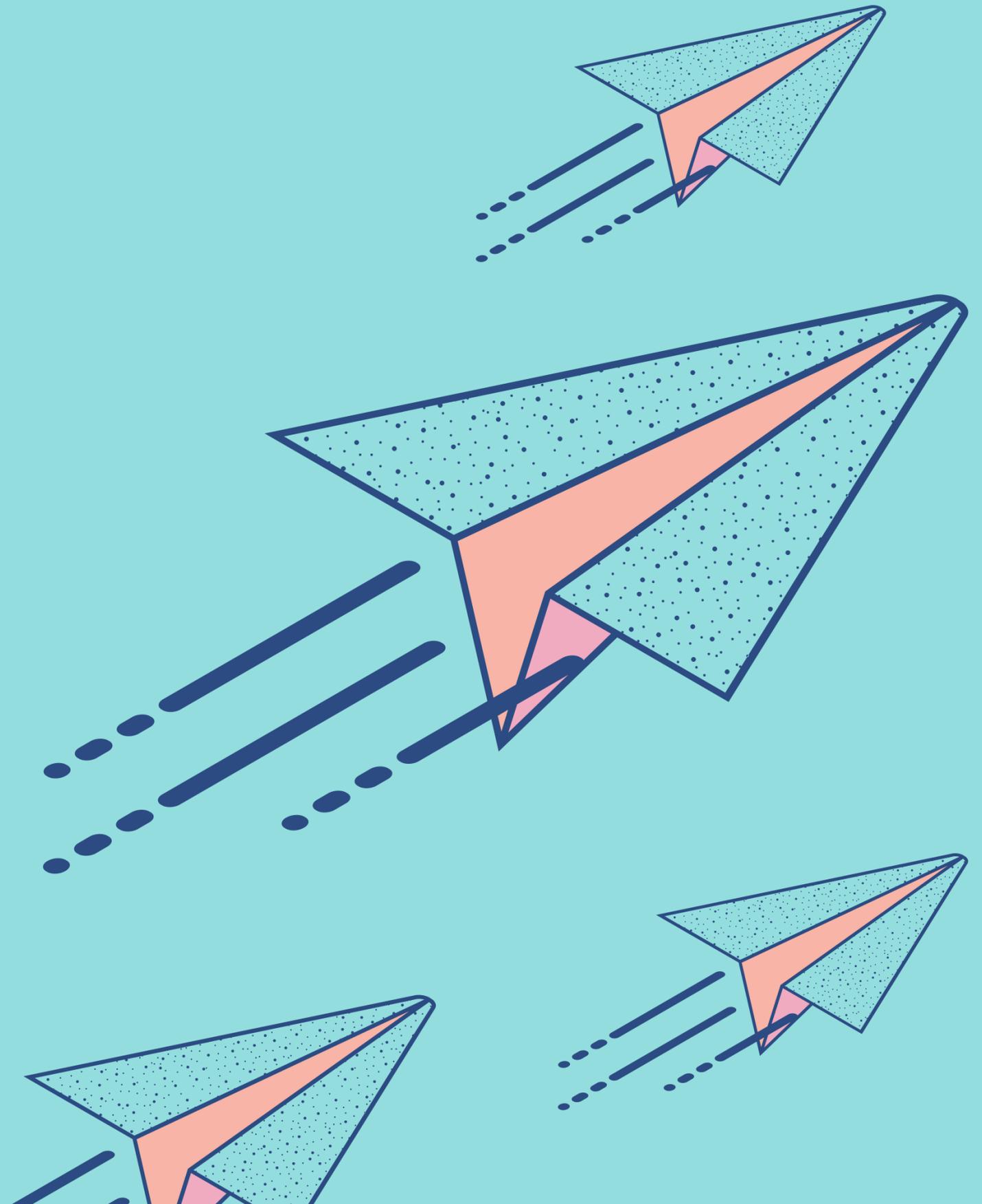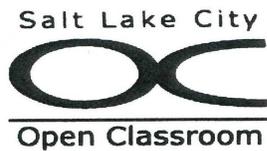
Salt Lake City
OC
Open Classroom

The Open Classroom
134 D Street
Salt Lake City, Utah 84103
Office Phone:801-578-8144/Fax: 801-578-8218

Open Classroom
Parent and Family Engagement Policy

Partnering with students and their families is essential. We value and honor the role of parents and other family members in their children's educational experience. The following engagement policy, developed jointly with parents, outlines our efforts to support this partnership between school and home. This policy will be updated periodically to meet the changing needs of parents and the school.

How will information about parent programs, meetings, and activities be communicated?

Open Classroom will provide meaningful communication with the parents about student progress via email, phone, written notes, Power School, or media apps and in-person at our PTK (Parent Teacher Kid) conferences. Open Classroom will also communicate through Steering Committee Meetings and Parent Information Nights. This information and other parent notifications, as well as this written policy, will be written in a format which parents can understand and made available in multiple languages.

What are parents' rights and opportunities to be involved?

Parents have rights to provide input on school engagement practices and to be active participants and decision-makers in not only their own students' educational experience, but in the development of school-wide initiatives through participating in school committees, serving on our school's Community Council, volunteering/co-oping at the school, receiving information about school programs, and having questions answered in a timely manner.

How will Open Classroom carry out our plans to enhance and improve parent involvement at the school?

On a yearly basis, parents will not only give input on this policy, but also in developing a School Compact that outlines the roles of teachers, students, and parents in academic success. Parents will also be involved in writing and reviewing the School Improvement Plan (SIP) and the school's LAND Trust plans in the School Community Council with support from our Steering Committee. The practices outlined in this document, which is posted on our school website, are supported by building the capacity of each group. For parents, we provide parent evenings which build their capacity to support their children academically. For teachers, we provide professional development to assist them in providing effective instruction and parent outreach. And for students, we provide quality instruction, as well as opportunities for needed interventions. These efforts align not only with best practice, but with the specific academic improvement needs of our school.
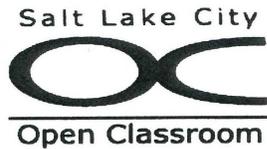
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How will Open Classroom address the targeted needs of students and their families?

Open Classroom will provide timely feedback to students and parents on students' academic and behavior performance. Through school behavior plans and systems of support, each student will be provided motivation to learn and try their best. Students will receive 45 minutes of targeted Social Emotional Learning each week. Schoolwide assessment data is shared with parents on our website, in newsletters, at Steering Committee meetings, and at School Community Council meetings. In addition, Open Classroom sets high expectations for students. Students work with parents and their teachers to set individual learning goals during PTK conferences. Individual progress reports will be shared with parents at the end of each quarter. Teachers recognize the needs of students and provide reasonable differentiation, scaffolds, and student extensions to meet individual student needs. Open Classroom consistently supports parents by updating PowerSchool regularly, by communicating students' needs and the supports being provided, and by offering strategies which parents can utilize to support continued learning at home.

How will parents with limited English proficiency, parents of migratory children, and parents with disabilities, or other special needs have access to opportunities to participate?

Parents will have reasonable access to staff and will have information presented in ways that are timely and in an understandable format. Written communication published on school websites is ADA accessible and can be translated into many languages. Translation for in-person school meetings is available through either in-person or phone translation services. Parents with all language backgrounds and abilities can fully participate in school meetings, school events, in providing input, and in other parent engagement initiatives outlined above.

November 2022

OC Treasurer <treasury@ocslc.org>

I need to get on SSC agenda please

Lena Foster <Lena.Foster@slcschools.org>   Tue, Oct 18, 2022 at 6:06 PM
To: Steering Chair <steeringchair@ocslc.org>, OC Treasurer <treasury@ocslc.org>
Cc: Karen Holman <Karen.Holman6@slcschools.org>

Hi-

To get the fall 23, 8th grade trip going I need to be on the SSC agenda twice. So please let me know when a good time will be. If I can get this on your meeting twice before the end of Dec., that would be ideal. I will be forwarding the i-19D Form tomorrow morning- as it is in my classroom.
Thanks,
Lena

Below is from board policy:
The school community council (SCC) will review and discuss the completed Form I-19D: School Program Request, at least two times prior to making its decision. The principal or the SCC may deny a trip or overnight activity request that is not consistent with board policy, these procedures, or the school's Student Success Plan (SSP) (previously known as the School Improvement Plan (SIP)), or that is determined to be unnecessary or too expensive. 3

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2022-2023 Title I Family-School Compact for Achievement

The primary focus of the Open Classroom is the education of the whole child, which includes academic, cognitive, social, emotional, creative, and physical learning. Everyone at the OC is a learner: the teachers, the parents, and of course our children. Each person in the learning community has a role to play in maintaining a meaningful, purposeful learning environment. Collaboration between children and among children and adults is central to the learning that takes place at the OC. The learning community works together to help students:

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Activities to support partnerships:

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Parent Committees: We offer every family the opportunity to participate on one committee each year to support the school in a variety of ways, including traffic, cafeteria, fundraising, philosophy, steering meetings, and more.

Weekly co-oping: Every family may sign up for co-oping (volunteering) in their child's classroom to support small group, hands-on learning, and whole child education. This provides the benefit of closer relationships between families and teachers, and a deeper understanding of learning goals in each class.

The Open Classroom Family-School Compact is an agreement that outlines the roles that each stake-holder shares in order to help our children be successful life-long learners.

School Responsibilities

It is important that our children succeed. Therefore, teachers will:

- Maintain a meaningful, purposeful learning environment;
- Use small-group collaborative learning that builds on students' interests;
- Use multi-age classrooms whenever possible;
- Assess student progress and provide information about that progress to parents;
- Provide newsletters to communicate with families;
- Support students in finding their own way, rather than telling them;
- Foster a sense of community within the classroom and the school; and
- Direct and coordinate the activities of co-oping parents.

Parent Responsibilities

I want my child to succeed. Therefore I will:

- Commit to having my child/ren at school by 8:40am each day ready to learn;
- Support my child with learning at home;
- Consider engaging as a community of learners at Open Classroom in the following ways:
  - Co-op (volunteer) in the classroom to ensure more individualized attention;
  - Participate in an Open Classroom committee;
  - Attend parent meetings;
  - Bring my vocational and/or professional knowledge and talents into the classroom

Student Responsibilities

It is important that I learn. Therefore I will:

- Commit to being a part of my community every day on time;
- Actively participate in and contribute to the learning community through respectful actions and words with a goal of becoming a self-directed learner;
- Follow the classroom and school agreements;
- Work cooperatively with adults and students; and
- Care for myself, others, and my environment.

Teacher Signature: _____

Parent Signature: _____

Student Signature: _____

This Title I Family School Compact is a living document and we are open to ideas from community members on how to strengthen our partnership for the benefit of all children and the community. If you would like to provide feedback or find out more information, please contact Principal Karen Holman at 801-578-8144 or email to karen.holmam6@slcschools.org