# APPLICATION FOR RENEWAL
THE SALT LAKE CITY OPEN CLASSROOM CHARTER SCHOOL

December 1, 2011

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A. GENERAL INFORMATION

Name of proposed charter school: Open Classroom Charter School (“Open Classroom”)

Address of proposed charter school: 134 D. St. Salt Lake City, UT 84103

Date application submitted to District: November 2011

Applicant name: The Open Classroom Steering Body of the Salt Lake City Open Classroom.

The primary contacts for this renewal are Katherine Allred, Laura Lockhart, and Chris Gesteland

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Description of group or organization: The governing board for this body will be the corporation’s trustees, the individuals in the school’s Steering Body. The Steering Body is composed of parents and faculty of the Open Classroom, and is further described in Part C.1.c of this application.

Website address: The website for the current Salt Lake City School District Open Classroom School is at www.ocslc.org.

School District: Salt Lake City School District

Date school began: August, 2006.

Grade levels or student ages to be served: K-8

Numbers of students to be served: The total number of expected students, once we are at capacity, will be between approximately 415 and 425. The timing and grade levels for these students is described in Appendix 1.
B. INTRODUCTION

The Open Classroom has operated for 28 years as an optional education program and 5 years as a district supported charter school within the Salt Lake City School District. At the heart of the school are a few principles that have been the foundation of our success:

• Every person in the learning community – every teacher, parent, and child – plays a role in creating and maintaining a meaningful, purposeful learning environment;
• We use small-group collaborative learning that builds on students’ interests;
• Parents assist (“co-op”) in the classroom, which gives students more individualized attention from both parents and teachers;
• Multi-age classrooms encourage students to learn from each other;
• Every child is treated as an individual;
• Every child is treated as a whole child, with his or her social, emotional, creative, cognitive and physical growth and development being considered and nurtured, at the same time academic needs are being addressed.

The Open Classroom philosophy is that students learn most effectively when they are immersed in authentic learning experiences where they can:

• Practice self-reliance;
• Assume responsibility for their own learning;
• Develop positive self-esteem and confidence;
• Experience decision-making opportunities;
• Learn cooperatively in multi-aged settings;
• Receive guidance and support from caring, licensed teachers; and
• Receive guidance and support from parents who actively participate in classroom activities and school operation.

The Open Classroom is a K through 8th grade school.

We have specified procedures and policies in this application that will be reviewed and changed from time to time (e.g., the Student Conduct Code and the Student Dress Code). Those changes will be made in accord with the District’s Shared Governance principles as described in this application (see Part C.1.j).

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 monthly 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.
Alternative Co-oping allows parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. Finally, if any parent is unable to meet participation requirements due to serious economic or personal circumstances, a waiver for co-oping may be granted by the principal.

C. SCHOOL GOVERNANCE

1. Administrative Structure: Describe the governance and administrative structures of the school, including representation of the governing board.

a. Overview – Open Classroom governance and administration

The Open Classroom is currently a charter school within the Salt Lake City School District. It will be governed by all the rules, policies, and contracts that apply to any other public school, except to the extent that we are seeking waiver or other amendment of rules, policies and contracts in this application. The Open Classroom will be directed through an Open Classroom Steering Body that includes staff and parent representatives as further described below. A quorum of the membership of the Steering Body must be present to make a decision, and decisions are made through the process of consensus. When consensus cannot be reached, decisions are made using parity procedures consistent with the concepts outlined in the District’s Shared Governance Guide. If a decision still cannot be made, the Review and Adjudication procedures specified in the District’s Shared Governance Guide will be used.

b. Salt Lake City School District Board of Education and Superintendent

The Salt Lake School District Board of Education (“School Board”) will be the governing board of the Open Classroom. Authority and responsibility ultimately rest with this Board. The Board establishes Open Classroom policy, and is responsible for the selection of Open Classroom administrators, and instructors.

c. The Open Classroom Steering Body

The Open Classroom Steering Body will be the Board of Trustees for the Open Classroom governing body, the Open Classroom of Salt Lake City, Inc. The Steering Body will be responsible for management of the Open Classroom school. The Steering Body will, in coordination with and subject to the approval of the District:

- 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 (this is not currently anticipated); and
  • Manage all other aspects of the school.

The Open Classroom Steering Body will consist of the Principal, the Open Classroom School Improvement Council (“OCSIC”), the Steering Executive Committee, and classroom Steering representatives.

The Open Classroom Steering Body’s parity groups will be:
  • A staff parity group, consisting of the Open Classroom School Improvement Council (“OCSIC”) and faculty members not on the OCSIC; and
  • A parent parity group, consisting of all Steering Body members, but not including any current Open Classroom faculty or staff.

In the event parity groups are used and consensus is not reached within the staff parity group, that group will further break into two parity sub-groups, the principal (“principal parity sub-group”), and all other members of the staff parity group (“staff-only parity sub-group”).

The following rules will apply to the parity groups:
  • A two-thirds vote is required for the parent parity group to report a decision to the Steering Body;
  • Consensus is required for the staff parity group to report a decision to the Steering Body without breaking into parity sub-groups;
  • If the staff parity group breaks into parity sub-groups, a two-thirds vote is required for the staff-only parity subgroup to report a decision to the staff parity group.
  • Two “yes” votes are required from the staff parity sub-groups for the staff parity group to approve an action.
  • Two parity group “yes” votes are required for the Steering Body to approve an action.

The Steering Body will delegate many of its authorities and responsibilities to the Principal, to the OCSIC, the Open Classroom Student Services Council (“OCSSC”), and the Open Classroom Steering Executive Committee. In instances where neither the Open Classroom Steering Body nor the Open Classroom Executive Committee may, as a matter of law, be permitted to review private student, faculty or staff information, delegation to one of these groups will be mandatory.
d. **Open Classroom Principal**

The principal will be the chief administrative officer, and will be responsible for the day-to-day operation of the Open Classroom. The Principal will also be the manager and supervisor of the teachers and staff of the Open Classroom. The Principal will execute policy on behalf of the Open Classroom and will make and interpret policy as needed and authorized.

As for any school, the success of the Open Classroom charter will depend in a large part upon the principal and upon his or her understanding of and commitment to the Open Classroom’s philosophy. It is also important for the District to have a principal who will be responsive to the District’s needs and requirements. For these reasons, it is critical that the District and the Open Classroom mutually agree on the employment of the person who will fill this role.

For these reasons, this application requests important revisions and interpretations of the normal hiring and continuation processes outlined in the Salt Lake Association of School Administrators’ Written Understanding (“Written Understanding”):

- The “Procedures for Vacancies and Transfers” outlined in Part X of the Written Understanding, will apply, except that the selection team will include representatives of the Steering Body, as designated by the Steering Executive Committee, and the recommendation to the School Board, under Part X.6 of the Written Understanding, will be made by the Steering Body.
- The School Board will not hire any candidate for principal of the Open Classroom other than a candidate recommended by the Steering Body unless it first notifies the chairs of the Open Classroom Steering Body of the name and qualifications of its preferred candidate. The School Board may proceed with the hiring if it does not receive, within the lesser of six school days or fifteen calendar days of that notice, a notice indicating the Steering Executive Committee’s disapproval of the proposed hire. If the School Board does receive such a notice, representatives of the School Board will meet with representatives of the Steering Executive Committee to attempt to resolve differences.
- The Open Classroom Steering Executive Committee may request to the School Board that the current Open Classroom principal be reassigned. If that occurs, representatives of the School Board will meet with representatives of the Steering Executive Committee to attempt to resolve differences. If differences cannot be resolved, the District will invoke Paragraph IV.A.3 to reassign the principal. Alternatively, at the School Board’s option, it may initiate termination of the principal.

This application also acknowledges the authorities the District will have under Utah Code Annot. § 53A-1a-509 to appoint an interim director in specified circumstances.
e. **Head Teacher**

The head teacher serves in a support role for the principal, teachers, parents and students. He or she helps co-ordinate committees and their activities, develop tasks for parent volunteers, address co-oping issues, assist new and existing teachers with instructional practices, assist teachers in supporting struggling students, and other appropriate duties.

f. **Open Classroom Teachers**

The Open Classroom teachers are now and will continue to be responsible for instruction in their classroom. They will be responsible for implementing and enhancing the state core curriculum, and for directing and coordinating the activities of co-oping parents. They will assess student progress and provide information about that progress to parents.

g. **Open Classroom School Improvement Council**

The Open Classroom School Improvement Council ("OCSIC") will be identical in composition to the School Improvement Councils described in the District’s “Shared Governance Guide,” as will be the OCSIC’s parity groups. The duties, however, will differ somewhat, as described in Paragraph C.1.j.

h. **Open Classroom Steering Executive Committee**

The Open Classroom Steering Executive Committee is composed of at least seven members: two Co-chairs, at least two Vice-chairs, and the head teacher. The Teacher Representative will 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.

i. **Committees, Chairs and Members**

Much of the work to support the Open Classroom is done by committees of parents and teachers. Although the committee structure changes from time to time depending on current needs and circumstances, we expect that the Open Classroom will continue to use a committee structure much like that used currently and described below.
Parents may choose which committee to join. Committee members elect a committee chair annually.

- **Classroom Committees** are those that directly support classroom activities and curriculum. These might include the Arts Committee, the Language and Culture Committee (working on introduction to other languages and cultures), the Sports Committee, and the Curriculum Committee (working on language arts, math and science curriculum), which help plan events and provide additional resources to enrich the curriculum. Classroom committees also includes the Co-oping Committee, which includes representatives from each class that help manage co-ops and other classroom needs, and the Parent Education/New Families/Philosophy Committee, which is responsible for the ongoing education of the Open Classroom community. The Classroom Committees work under the supervision of Open Classroom teachers.

- **School Committees** are those that organize and administer activities and programs that support the Open Classroom, but are not directly related to in-class instruction. They might be: the Fundraising Committee, the Minority Affairs Committee, the Publicity Committee, the Registrar's Committee, and the Celebrations Committee. The School Committees work under the supervision of the Open Classroom Steering Executive Committee.

- The **Community Support Committee** represents the will of Open Classroom parents and students to the Steering Body and the Steering Executive Committee. As such it organizes events, meetings, ballots and etc., so that parents’ and students’ opinions, ideas and concerns can find a voice within the Open Classroom and can be acted upon. The Community Support Committee works directly under the supervision of the Steering Body.

### j. Consistency with District’s Shared Governance Guide

The roles of each governance participant will be similar to those outlined in the District’s “Shared Governance Guide,” with the Open Classroom Steering Body serving as the School Community Council (“SCC”). However, because the Open Classroom will be a charter school, a few departures from that Guide are necessary:

- The principal shall draft site goals and objectives, as described in the Shared Governance Guide, for approval by the Steering Body.
- The principal shall draft a budget for review and approval by the Open Classroom Budget Committee and then the Steering Body.
- Hiring of teachers will be as described in Part E.1
- The Steering Body may select additional assessment tools to evaluate student achievement. A decision to use additional assessment tools shall be research-based or otherwise appropriately supported.
- The SIC shall provide notice of its decisions to the Steering Body, which may choose to consider and vote on any such decision.
- The duties of the "councils," e.g., in the descriptions of the responsibilities of the SIC and the SCC, will instead be the duties of the Steering Body. Note that members of the OCSIC also serve on the Steering Body.
- The Steering Body may consider and vote on any issue that is delegated to another body, provided that privacy concerns will not be violated.
- All participants will decide all issues on the basis of “what is in the best interest of the students.”

2. **Governing Board**: Describe the selection process for the charter school governing board, including how often the members are chosen and terms of members. Describe the criteria or contributions or both used by the applicants to designate parents as founding members and provide a certified list of founding members.

The governing board of Open Classroom of Salt Lake City, Inc. (the school’s governing body) will be the school’s Steering Body. The Open Classroom Steering Body will consist of the OCSIC, each member of the Open Classroom faculty, the Steering Executive Committee (further described below), the chairs of each Open Classroom standing committee (elected by the committee members), Community Support Classroom Representatives from each classroom (selected by each teacher for his or her classroom), and one to three "at large" parent representatives (elected by vote of the entire parent body). The term for standing committee chairs, Community Support representatives, and “at large” parent 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 two co-chairs, 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 and of the “at large” members of the Steering Body begins with ad hoc nominating committees.
3. **Chief Administrative Officer:** Provide the name and describe the qualifications of the chief administrative officer.

The Chief Administrative Officer will be the Principal of the Open Classroom Charter School, and will be recruited using criteria and procedures the District has established for hiring principals, as modified under Paragraph C.1.d above. The Principal will be recruited and hired by the Steering Body, with the approval of the District’s School Board or its designee.

4. **Parent Involvement:** Describe how parents will be involved in establishing and reviewing policies, procedures, and programs, including the school’s curricular and instructional program.

Parents have, in coordination with faculty, acted to strengthen, enrich and enhance the classroom curriculum at the Open Classroom since 1978. In addition, the Open Classroom Steering Body has participated in the development of classroom and school policy.

Parents of Open Classroom students will continue to be involved in the Open Classroom school in three ways: participation on an Open Classroom standing committee, attendance at monthly parent meetings, and co-oping in the classroom.

**Participation on an Open Classroom Committee:** Parents are able to choose from any one of a number of committees they might be interested in serving on. Committees address issues ranging from curriculum to physical education to the arts to building and grounds.

Parents are also invited and encouraged to attend Open Classroom Steering Body meetings, where policies, procedures, curriculum and instruction are regularly discussed.

**Monthly parent meetings:** Each classroom has a monthly parent meeting. One purpose of those meetings is to give parents an opportunity to learn about and discuss policies, procedures, and curriculum. Part of each monthly parent meeting is devoted to review, seeking feedback from parents about these matters. Concerns and suggestions raised in the monthly parent meetings are brought to the Open Classroom Steering Body for consideration. This information will also help guide discussions of our yearly School Improvement Plan.

**Parent Co-oping:** Parents generally co-op in the classroom for three hours each week (see Part N.1 for more information about co-oping). This allows parents to
see for themselves how the curriculum is working for their students. This level of involvement in turn fosters parental involvement in curriculum matters.

5. **Communication with Parents:** Describe the procedures for notifying parents of their opportunities or obligations for involvement as well as the procedures for filing complaints.

Communication with parents regarding their opportunities for involvement is extensive and multi-layered. Following are descriptions of some of the more significant methods:

- The **application process** itself begins a family’s orientation. Tours, evaluations, and agreements assure that parents understand their opportunities, their obligations for involvement (in the absence of a waiver; see Part N.1), and alternatives available to them.
- The **Open Classroom Handbook** is provided to parents near the beginning of each school year. The Handbook outlines the general expectations and opportunities for parents to participate in school governance and committees. The handbook includes a section entitled “Being Heard and Getting Involved at the OC.”
- **New family orientation meetings** are given for each new family welcomed to the Open Classroom. These orientations include information about school policies, co-oping, committees, and other opportunities to participate.
  - **Bulletin boards** at school provide some of the same information that is in the kid faxes.
  - The **Open Classroom Community News** is the newsletter provided to parents electronically or by paper. Updated twice a month, the newsletter contains information about the Open Classroom, including Steering Body activities, upcoming events, and the Open Classroom budget.
  - **Regular parent meetings** allow for discussion of this information.

The procedures for making complaints are described in the Open Classroom Handbook under the title “Problem Solving Procedures.” See additional information below.

6. **Complaints:** Describe the procedures for receiving and responding to parent complaints.

The Open Classroom’s Problem Solving Procedure is outlined in the Handbook provided to each family at the beginning of the school year. The Problem Solving Procedure gives concerned parents a number of options for addressing any dissatisfaction. The Procedure suggests taking the following steps in order, but
also allows parents to go directly to whomever they need when problem solving. The Problem Solving Procedure suggests that parents:

- Address the problem directly with the relevant person;
- Contact the Community Support Representative;
- Depending upon the nature of the complaint, contact the Steering Co-Chairs (names are provided in the handbook), the Head teacher, or the Principal; and
- Address the Steering Body.

In addition, comments about any concerns that parents have are actively sought during parent meetings. Classroom community support representatives discuss any matters that arise in that context and determine how to take action or, for larger issues, bring the matter to the Steering Body. Any parent may at any time make a proposal for changes to policies that will be considered by the Steering Body.

Finally, parents will be urged to bring any concerns, including concerns about personnel and legal matters, only to the principal if there are privacy interests involved.

D. STUDENTS

1. **Notification:** Describe how potential students and their families will be notified of the opportunity to attend the new school, the procedure for applying, and efforts to attract a student population that represents the district as a whole.

   a. **Notification:** The Open Classroom Publicity Committee has worked in partnership with the District to prepare, translate and distribute fliers to places where children and their parents gather, including libraries, recreation centers, pre-schools (including Head Start), local businesses and multi-cultural centers. The Publicity Committee has also prepared and submitted advertisements to free community based newspapers for publication. See also Appendix 3, described below.

   b. **Procedure:** Applicants for the Open Classroom must fill out an application form. A prospective applicant’s parent is asked to attend a tour of the Open Classroom. (If a parent cannot attend a regularly-scheduled tour, alternative arrangements will be made.) The applicant child and his or her parents will then generally meet with an Open Classroom teacher. (See additional information in response to the next question.) During the application process an effort is made to help families decide if the Open Classroom style of learning is a good fit for the student, and that parents understand the Open Classroom philosophy and the level of commitment for Open Classroom families.
c. Outreach to representative students: The Open Classroom is in the process of reviewing and building on existing outreach efforts in order to reach a diverse audience and attract a student population that represents the district as a whole. The Outreach Plan is included as Appendix 3.

For special needs applicants to the Open Classroom, we will also coordinate with the District to ensure that each student’s individual needs are met and that appropriate plans are in place and followed.

2. Selection: Describe the admissions selection process, including any preferences given at admission.

a. Non-discrimination

The Open Classroom complies with federal and state law, the implementation of these laws by the District and other District policies and procedures with respect to the selection and admission of students into the Open Classroom. The Open Classroom does not discriminate on the basis of race, ethnicity, religion, country of origin or other protected classes.

b. Selection

If there are more applicants than there are spaces, the Open Classroom admits students based on the following, in preferential order:

- Existing Open Classroom students are admitted as they move from one grade to the next. There is no such thing as "space availability" for existing students. Once a student is in the Open Classroom school, space is made available by the District and school for a student to continue in the school.
- Siblings of existing students are admitted next. If space is unavailable to accommodate siblings, a lottery is conducted.
- Students whose parents or guardians are employees of the Open Classroom faculty are admitted next. If space is unavailable to accommodate these students a lottery is conducted.
- A lottery is conducted for all remaining students who are then offered positions as they arise.

3. Standards: Describe the standards that will govern student conduct, dress, and performance, how and when those standards will be communicated to students and parents, and how they will be enforced.
The conduct and dress standards currently in the Salt Lake City School District Elementary School Handbook will be applied at the Open Classroom Charter School. Copies of these policies are included in Appendix 4. The free handbook provided to each Open Classroom family at the beginning of the year will include a description of these standards.

Unless a student’s behavior is dangerous, destructive, or raises other very serious issues, it is part of the Open Classroom’s philosophy to help students recognize and manage their own conduct problems. Open Classroom teachers are given significant discretion to accomplish this, and will act in consideration of the problem being raised and the personality of the children involved. Among the tools an Open Classroom teacher may use are questions (“Why are you doing that?”), Problem Solving Circle (a small group discussion with the children directly involved), and Circle Talk (a large group discussion for matters involving many children).

When a student’s behavior is dangerous, destructive, or raises other very serious issues, the matter will be referred to the Principal for appropriate action.

Any problems with student dress will ordinarily be addressed first by a teacher discussing the matter with the student. If that is insufficient, the teacher, student and parent will discuss the matter. The Principal may then be brought into the discussion if the matter is not resolved.

Because parents are part of our classroom environment, they will also be expected to comply with dress and conduct standards.

4. Dismissal: Describe the procedures and processes that will be used to suspend, dismiss, or expel students from the charter school. Describe how information will be shared with the student’s resident district in the event of a suspension, dismissal or expulsion.

The Open Classroom will use the procedures and processes consistent with Salt Lake City School District policies for suspending, dismissing, or expelling students. See Appendix 4. The Principal will ordinarily notify the District in writing before he or she issues any decision suspending a student for more than one week. In any event, he or she will notify the District in writing within 24 hours of issuing such a decision. The District will always be given notice before any student is expelled or dismissed for violations of conduct requirements.

The Open Classroom has and will maintain a policy for students whose parents or guardians do not fulfill their co-oping or other commitments to the Open Classroom (including failure to follow through on approved alternative or limited co-oping) and have not received a waiver (see Part L.1). Every effort will be made first to meet with the parents or guardians to discuss the problem, to
explain the importance of the commitments, and to determine whether there are any obstacles to resolving the problem that the school can help address. The parents or guardians will also be notified on the availability of a waiver. If this effort is unsuccessful, the parents or guardians will be notified by letter of the possibility that their student will be exited from the school, and invited to speak with the child’s teacher, a representative from the Steering Body, or the principal. If these steps do not resolve the problem, a conditional “exit recommendation” will be made by a consensus of the Open Classroom SSC. The faculty will then appoint one of its members to talk with the family and the family and student are given a one-term “improvement period” with specific guidance for improvement. The “exit recommendation” along with the terms and results of the “improvement period” are turned over to the Open Classroom SSC, which makes a final decision about whether a student should be dismissed from the school.

E. STAFF

1. Screening and Selection: Describe the procedures used to determine the qualifications and fitness of employees for assignments.

Open Classroom teachers, principal and other staff will be District employees; therefore the District’s procedures and requirements will apply with additional requirements described below and in Part C.1.d of this application.

When there is a vacancy for a teaching position, a Selection Committee made up of the principal, staff and parent representatives will interview the applicants. A final recommendation to extend an employment offer will be made to the School Board by the Steering Body. If the Steering Body cannot agree on a recommendation, the principles in the Shared Governance Guide will be used.

Because the Open Classroom teaching environment is different from that in other schools (e.g., parent co-opers are present), the teaching job is also different. In recognition of those differences, the Open Classroom requests the use of additional criteria for evaluating teachers, beyond those specified in the “Educator Collaborative Assessment Program” used by the District. The specific additions requested are included in Appendix 5. These additional criteria will also be used in the context of employee remediation and termination, and will be recognized as “prerequisites” under SLTA Written Agreement, paragraph 12.2. Finally, the Open Classroom requests the following addition to the remediation and termination procedures outlined in the SLTA Written Agreement: if the principal initiates remediation or termination, the Steering Executive Committee chairs will be notified, and will be given an opportunity to provide comments before any final decision is made by the District.

Selection of a principal is described in Part C.1.d of this application.
The Open Classroom does not currently anticipate having any separate employees. If non-district employees are hired, the Open Classroom will use notification and job qualification requirements currently used by the District unless otherwise approved by the District.

2. **Qualifications:** Describe the minimum acceptable qualifications for professional staff.

Because the professional staff will be District employees, the District’s and the State’s minimum acceptable qualifications will generally apply. The Open Classroom may also elect, with the District’s approval, to use teachers with alternative certification as authorized by the Utah Charter School law, Utah Code Annot. § 53A-1a-512.4.

3. **Staffing Patterns:** Describe the anticipated staffing pattern, including whether students will be in self-contained classes, in multi-age groups, or rotated among different teachers, class sizes, roles of classified support staff and other pertinent aspects of the staffing pattern.

Classrooms are configured for multi-age classes. Configuration will vary from year to year, depending on student numbers and needs of children. These configurations are determined by the faculty, with parent input. The configuration for 2011-2012 is provided as an example in Appendix 6.

Ordinarily, each classroom has a single teacher, although some teachers work under a job share arrangement. For classrooms with more than one teacher, a lead teacher is designated by consensus of the faculty.

Teachers work with the support of several parent co-opers each day. Classified support staff will also be used as they are at neighborhood schools.

Class sizes for elementary grades will be similar to current class sizes; see Appendix 6.

4. **Teaching Schedule:** Provide a copy of the anticipated teaching schedule for staff members, including provisions for preparation, consultation with students and parents, and professional development.

An annual calendar, which will include specific times for professional development, for consultation with students and parents, and for student testing, will be prepared in accordance with District instructions, just as it has been in the past. This year’s calendar is attached in Appendix 7.

The daily schedules for all students K-8 vary depending on curricular needs, access to support personnel, and the needs of the students and teachers at
grade level blends. Class schedules are developed collaboratively amongst the teachers in an effort to provide the most effective learning environment.

F. CURRICULUM AND INSTRUCTION

1. Purpose: Explain the school’s purpose, mission, and goals specifying the factors that set it apart from other educational entities currently available in the area.

The Open Classroom’s Mission Statement reads:

The Open Classroom Community, through a cooperative environment, will empower children to become responsible, life-long learners.

The Open Classroom’s Vision Statement reads:

We are an innovative school that invites children, teachers and parents to collaborate as a community that inspires and celebrates the adventure of learning.

At the heart of the program are a few principles that have been the foundation of our success and that set the program apart from other schools:

• Every person in the learning community – every teacher, parent, and child – plays a role in creating and maintaining a meaningful, purposeful learning environment;
• We use small-group collaborative learning that builds on students’ interests and is reflective of the state core curriculum;
• Parents “co-op” in the classroom, which gives students more individualized attention from both parents and teachers;
• Multi-age classrooms encourage students to learn from each other;
• Every child is treated as an individual;
• Every child is treated as a whole child, with his or her social, emotional, creative, cognitive and physical growth and development being considered and nurtured at the same time as his or her academic needs are being addressed.

The Open Classroom philosophy is that students learn most effectively when they are immersed in authentic learning experiences where they can:

• Practice self-reliance;
• Assume responsibility for their own learning;
• Develop positive self-esteem and confidence;
• Experience decision-making opportunities;
• Learn cooperatively in multi-aged settings; and
• Be supported by active parental participation and involvement in classroom and program operation.
• Receive guidance and support from caring, licensed teachers; and
• Receive guidance and support from parents who actively participate in classroom activities and program operation.

The Goals of the program are:

1. To create a child-centered, parent-supported and teacher-directed public school that emphasizes instruction that builds on students' interests in a collaborative way, where some of the learning activities are planned by children and parents under the guidance of the teacher. Additionally, parents provide enhancement activities to support a teacher-directed, child-centered curriculum.

2. To educate the whole child, addressing individual students' academic, social, emotional, creative, cognitive and physical growth and development.

The District Performance Results are integral components of the Open Classroom philosophy and goals. The Open Classroom learning environment is constructed to foster students in becoming:
• complex thinkers and problem solvers
• effective communicators
• cooperative group participants and leaders
• contributors to the community
• quality workers and producers
• self-directed learners

The Open Classroom provides an excellent environment for self-direction, communication and cooperation.

2. Curriculum: Describe the curricular and instructional program to be used in the school; specify compatibility with the State Core Curriculum and graduation requirements.

The curriculum and instruction at the Open Classroom is set apart not by its content – which follows state core curriculum – but by the way that content is implemented.

Explanation of unique teaching/learning strategies

The Open Classroom is a community of learners. Students, parents, and teachers share the roles of teacher and learner.
The diversity of backgrounds and experience that students, parents and teachers bring to the classroom enrich the entire Open Classroom community. Classrooms are not isolated from the learning of the community. Multi-age classrooms collaborate with each other. Collaboration between students, parents, teachers and other community partners is an essential element of what makes the Open Classroom program unique and strong.

Observing and asking questions are key elements of how students, parents and teachers approach teaching and learning. Open-ended questions allow learners the opportunity to actively reflect on their learning or behavior, rather than passively receiving information. Students and parents are encouraged and taught to ask questions, make requests, and propose ideas for learning activities that interest them or that they wish for the whole class. Students and parents are encouraged and supported to be active in their learning.

Parents as teachers

Parent co-oping helps make the Open Classroom program unique. Parents generally commit to spend a specific block of time each week in their child’s classroom.

Parents in the Open Classroom are not given the responsibilities of professional teachers. They are however, integral to the learning environment. They supplement and enrich the curriculum under the direction of the classroom teacher. Many parents have vocational or professional knowledge and talents. Bringing this into the classroom contributes to student learning significantly beyond what the teacher alone would be able to accomplish. Below are some of the activities performed by parents in the classroom:

- Parents plan and teach mini-courses involving small groups of students based on the interest of the students, the talents of the parents and the curriculum requirements envisioned by the teacher.
- Parents facilitate small group learning activities.
- Parents collaborate with teachers to plan, organize and teach curriculum in a variety of ways to meet individual student styles and needs.
- Parents share expertise and professional experience through their roles as co-opers, bringing "real life" experience to the classroom.
- Parents provide homework support, particularly for the upper grades;
- Parents support curricular enrichment, e.g., drama, music and sports.

Parents will be trained about the importance of maintaining confidentiality of private information they learn about students as they work in the classroom.
Students as teachers

Students are also integral to the creation of a unique, child-centered learning environment and often help select the manner in which curriculum is implemented. Under the direction of the teacher and parents, they supplement and enrich the curriculum. Below are some of the activities in which children are engaged.

- "Kid Co-oping": Students plan, prepare and facilitate small group activities with their peers. They learn what it’s like to be a "teacher" and "co-oper."
- Multi-age mentoring: Students have the opportunity to be leaders as the "older" in a multi-aged classroom and model what they know for the "younger" students. Younger students have the opportunity to be coached and learn from their peers through the multi-age experience.
- Directing curriculum: Students have a voice in guiding the direction of the curriculum through conversation with the teacher. Teachers learn from the students what their interests and strengths are, and use this to create student-centered curriculum. Students help to transform the classroom learning so it makes sense to them, and interests them.
- Independent learning centers: Students, with their parents, design independent learning centers to bring into the classroom. These are student-made, student-friendly activities that students in the classroom can choose to do.

Teachers as teachers

Primarily, the Open Classroom teachers advance the State’s core curriculum. They do this however, in the unique learning environment and in the teaching style of the Open Classroom. Below are the responsibilities of Open Classroom teachers.

- Teachers encourage students to practice making responsible choices, with the understanding that they will make mistakes as part of the learning process. Emphasis is placed on supporting students finding their own way, rather than telling them what their way should be. This teaching style requires a lot of conversation and dialogue.
- Teachers encourage and support students to take responsibility for their learning. All students have requirements that are expected each week. Students are taught ways of approaching these expectations and requirements with a goal of becoming self-directed in their learning, problem solvers, responsible with their time, and independent thinkers who can also collaborate with peers and adults.
- Teachers give students the opportunity to help plan and organize parts of their day through the use of daily and weekly planners, individual to each classroom and sometimes to each student.
• Teachers help students work at their own pace and level, through the use of the students' individual planners, to meet their weekly requirements. This allows each student to take the time he or she needs on a specific task, and it also provides opportunity for students who need more challenges.
• Teachers plan their curriculum and approach to teaching/learning from a whole child perspective - seeking to address the academic emotional, social, physical, cognitive, and creative needs of each student.
• Time that teachers spend addressing the emotional and social needs of students is considered to be as important as time spent on cognitive needs. If students are struggling with a friendship conflict that is where their attention is focused until the conflict is resolved. Open Classroom teachers spend time problem solving and teaching students the skills to practice on their own as well. The whole child approach requires flexibility in our daily plans and an understanding that students bring more than their cognitive needs with them to school.
• Because parent co-operators take responsibility for teaching small groups, teachers have more opportunities to meet with small groups of students and with individual students in order to assess individual needs, and address specific lessons and curriculum components.
• The increased opportunities for individual teaching and the multi-age aspects of Open Classroom classrooms allow teachers to consider the developmental needs of students, rather than focusing on strict grade level expectations.
• Teachers play a major role in fostering a sense of community and continuity within the school, e.g., planning annual activities, and supporting new family education.
• Teachers, with the assistance of parents, prepare students for the transition process from the Open Classroom environment to that of a traditional school so students are prepared to succeed throughout their academic career.

Description of educational environment and classroom structure

Educating the "whole child" is the tenet that drives the environment within each classroom and allows for the academic, social, emotional, creative, aesthetic and physical growth and development of each student. The classrooms are all similar in a variety of ways, part of the "common thread" that aligns Open Classroom classrooms with the philosophy of the Open Classroom.

Classrooms are, at all times, "kid friendly" and developmentally appropriate. Classrooms are warm and welcoming. They always display student art work, writing, and on-going as well as completed projects in a variety of curriculum
disciplines. These student artifacts provide evidence of past, current, and sometimes future learning.

Each classroom has a large, open space for gathering, where the entire learning community (students, parents, and teacher) gathers several times each day. Everyone is seated together on the floor, forming a circle, for a wide variety of activities: planning and organizing, business and announcements, sharing, problem solving, curriculum discussions, whole class lessons, read aloud, guest speakers, and presentations by students, parents or guests.

Classrooms each have a separate space, e.g., a loft, that allows students the opportunity to work alone or with others in a smaller, more intimate work space. Some rooms have rocking chairs, old fashioned claw foot bathtubs, and unusual furniture items that add to the kid-friendly environment of the learning space. Rooms have a variety of tables that support small group learning. In addition, each classroom has independent work spaces for either individual or partner work to occur. Because collaboration is a vital and key element of the Open Classroom philosophy, students move throughout the classroom, working with others and seeking help and support as needed. Each classroom also provides teacher and parent space, for announcements, literature, scheduling, curriculum supplies, and community materials.

In tune with the Open Classroom philosophy of being a "community of learners", all classrooms have items that support this sense of community. There are no individual desks. All students work around shared tables. Supplies (paper, crayons, rulers, scissors, compasses, staplers, etc.) are all located in a shared, community space, to be used as needed by anyone. Ideally, each classroom supports a large area, or "kitchen", for cooking and nutrition, science learning, and art. Each student has frequent and easy access to the computers. Students each have a personal mailbox for messages and notes, as well as an individual "cubby", file box, tote tray, or locker for personal books or learning materials. Many times during a school day small groups of students work outside their own classroom in the hallway, sometimes needing more space to spread out, sometimes needing privacy to produce a play or work on a Readers' Theater Workshop. The hall space is considered part of the Open Classroom learning environment.

Learning also takes place outside of the classrooms. Students and co-opers may meet in small groups in the hallway or other public spaces in the school, or outside. Also, many Open Classroom learning opportunities take place off campus. This is facilitated by the presence of parents and other community partners who can assist in planning off-campus activities and in transporting and managing groups of students at a variety of learning venues.
The Open Classroom students produce a variety of projects throughout the school year, as supported by the Open Classroom philosophy that children learn by being actively involved in the learning process. The Open Classroom requires large spaces to store on-going learning projects until projects are completed and shared with classmates, parents, and frequently other classrooms. Parents also need room to store their teaching and curriculum supplies. The Open Classroom has a large and extensive children's library, with multiple copies of books for literature studies. This library is used and shared by all Open Classroom classrooms. The Open Classroom also has a large and extensive parent resource library, supporting parents learning about the Open Classroom philosophy of education, curriculum and co-operating. In addition, the Open Classroom has "all school" storage for large or periodically used items.

Compatibility with State Core Curriculum and Graduation Requirements

The State Core Curriculum provides the basis for all instruction at the Open Classroom. Because the Open Classroom uses multi-grade classrooms, some elements of the Core Curriculum will be addressed in two-year cycles. This may mean, for example, that a student may be taught some subjects from the fourth grade curriculum in his or her third grade and taught from the third grade curriculum in his or her fourth grade. For curricula that are subject to testing, the Open Classroom will assure those subjects are learned in the appropriate year.

Because we serve students only up until the 8th grade, graduation requirements do not apply.

Supporting research base and data

The Open Classroom relies on the active involvement of the students, parents and teacher in the Open Classroom learning environment. In this community of learners the student, parents and teacher engage in learning activities in a collaborative way, with varying but coordinated responsibilities. Among researchers there is growing interest in the community of learners philosophy. These researchers observe that in a community of learners environment, children are more emotionally stable, improve academically and are more self-directed. The research includes the following:

- Boyer, Ernest, writings collected by Carnegie Foundation
- Brown and Campione, "Communities of Learning and Thinking";
3. Calendar: Provide copies of the school calendar and schedule, showing the hours and days that instruction will occur.

The calendar will be prepared in accordance with District instructions, just as it has been in the past. This year’s Open Classroom calendar is attached in Appendix 7.

4. Extracurricular Activities: Describe the plans for extracurricular activities, including whether the school intends to participate in interscholastic competitions and, if so, how that will be done.

Extracurricular activities apply primarily to middle grades.

Students will have opportunities to participate in after-school, extracurricular activities. These activities will be provided by parents who choose to co-op in this way. Some activities will be one-time community events, such as dances and parties. Other activities will consist of on-going experiences where children make a commitment to be part of a team or group, such as sports teams, debate, chess, band, orchestra, etc.

Any extracurricular activities will be done in coordination with the District and in compliance with District policies.

5. Waivers: Name the district polices for which you will seek waivers and the rationale for these requests.

The Open Classroom is seeking waivers from the following policies, to the extent and for the reasons indicated:

a. School Board Policies C-1 and C-1 AP. Although our proposal for school governance largely conforms with School Board Policies, there are some differences. As described in the Governance section, the Steering Body is proposing to share responsibility for management, employee discipline, and hiring, with the ultimate authority and responsibility lying with the School Board.

b. School Board Policy I-17 and I-17 AP: We are requesting a waiver from the prohibition on using students for more than two fundraising activities. Like other activities at the Open Classroom, fundraising is a community activity, and our community includes our students. A student would be allowed to participate in more than two activities only to the extent his or her parents signed a waiver form. No student would be required to participate in any fundraising activity.
c. **School Board Policy G-10:** We seek a waiver to this policy to the extent it prohibits parents from using equipment for their own co-oping, or to the extent it prohibits parents from loaning equipment for independent learning centers. Allowing parents to bring equipment for these purposes will enrich the students’ learning experiences. Parents will be required at the beginning of the school year to sign a document acknowledging that neither the Open Classroom nor the District may be held responsible for loss of or damage to equipment owned by parents and loaned to the school.

d. **School Board Policies I-8:** Academic progress at the Open Classroom is currently monitored through the use of the school district report card in grades K through 5 and the attached report for students in grades 6 through 8 (see Appendix 11). Eighth grade students also have access to Engrade (an online grading program).

e. **School Board Policy C-4:** We seek a waiver of C-4 to the extent it would prohibit holding periodic rummage sales in the school parking lot provided that all proceeds are used to support the school.

f. **Application assurances:** Because the corporation that will be the governing body of the school has not yet been incorporated, appropriate changes have been made to paragraph Y of the Charter School Assurances (Part M) and to the certification required for this application.

g. **Principal hiring and termination:** The requested changes to the District’s procedures associated with employment of a principal are described in Part C.1.d of this application.

h. **Changes to District’s Shared Governance Guide:** The requested changes to the District’s Shared Governance Guide are described in Part C.1.j of this application.

i. **Changes to procedures associated with staff employment:** The requested changes to the District’s procedures associated with employment of teachers are described in Part E. of this application.

6. **Replicability/Sustainability:** Describe your plan to inform the Salt Lake City School District Board of Education of the ability of the Charter School to be replicated in other locations and its ability to sustain its program over time.
The Open Classroom was established in 1978. Given its longevity, the school’s sustainability is not in doubt. The school is expanding and past and present demands suggest expansion will also be sustainable. In any event, the Open Classroom will commit to keeping the School Board and the Superintendent’s Office informed about the status of the Open Classroom’s prospective student applications.

Although we are interested in replicating the Open Classroom in the future, we do not anticipate making any such move for several years since it is critical first to make sure the expansion succeeds. If the Open Classroom has more applicants than positions for three successive years, it will commit to informing the School Board and the Superintendent’s Office in order to initiate a discussion of the need for replication.

Because a large part of the success of the Open Classroom is attributable to its culture, shared community understandings, and traditions, we believe successful replication will require a period of nurturing with the existing program.

G. STUDENT ASSESSMENT

1. Instruments and Procedures: In addition to participation in the statewide public education assessment program and end-of-level core curriculum assessments, describe the instruments and procedures for assessing student performance.

As part of our philosophy, we teach the “whole child,” which includes their cognitive, social, emotional, physical and creative development. Our assessments are used to measure individual student progress within those five developmental areas. In addition to District, State, and Federal mandated testing, we use the following to assess student progress:

- Math, reading, and spelling inventories
- Anecdotal records
- Teacher observation
- Rubrics and self assessments
- Teacher created performance assessments
- Student Portfolios
- Parent/Teacher/Kid Conferences
- Math and Literacy continuums

Intended student outcomes are referenced through the six District Performance Results. These Performance Results provide a framework for identifying student proficiency on a developmental continuum.
2. Reporting and Use: Describe how information obtained from assessments will be reported to parents and how it will be used in the management of the educational program.

Assessment information is shared with parents and students at semi-annual Parent/Teacher/Kid conferences. Information about student progress is also shared in the following ways:

- Monthly parent meetings;
- Individual conferences as requested by teachers and/or parents; and
- Parent presence in the classroom.

If assessments identify needs that apply to the whole classroom, the teacher will address those needs. If assessments identify needs that apply to more than an individual classroom, the faculty as a whole will be responsible for identifying and addressing those needs.

In addition, the Open Classroom conducts an annual mid-year evaluation. This evaluation is used to identify the strengths of the school and will be used in the future to inform the annual School Improvement Plan to address any requests and ideas. If classroom or school-wide needs are identified through assessments, those needs may be managed through the mid-year evaluation and School Improvement Plan process.

H. FINANCES AND REPORTING

Revenues and Expenditures: Submit a financial plan for the school including sources of revenue and anticipated expenditures by category (salaries, benefits, facilities, utilities, materials, etc.) and sources of ongoing revenue.

- The Open Classroom Charter School will comply with all Federal, State and Salt Lake City School District financial requirements and procedures. The Open Classroom Charter School will be subject to an independent financial audit on a yearly basis, and will submit all required reports to the applicable entity.

- Funding for the Open Classroom Charter School will be made available through the State Office of Education based on the current allocation formulas. Funds will be transferred on a monthly basis from the State Office of Education and reported on the Monthly Allotment Memo.

- The Open Classroom will maintain insurance coverage through State Risk Management.
I. SUPPORT SERVICES

1. Transportation: Describe provisions, if any, for student transportation.

Parents of Open Classroom students will be responsible for providing all student transportation to and from school. Transportation for field trips will usually be provided by parent volunteers, but District busses may be used on occasion.

2. Food Services: Describe provisions, if any, for food services.

The Open Classroom has developed its own food services program. It is run by a kitchen manager and staff. The manager reports to the principal regarding budget, hiring, and general food service related issues. The program is fee-based and free and reduced lunch is available to families who qualify.

3. Health and Safety: Describe provisions for ensuring that health and safety requirements are met and that facilities are maintained in a clean and safe condition.

The Open Classroom will comply with District Policy G-10. The Principal and head custodian are responsible for continuous monitoring of the condition of the building and grounds to maintain them as free from accident hazards as possible. The Open Classroom's facility is subject to the guidelines outlined in the Facility Services Procedure Manual for the purpose of providing a physical environment that is safe, clean, sanitary and conducive to learning.

4. Contracted Services: Describe the contracted services you will request from the district. If this is a conversion of an existing school, describe the services that you expect the district to provide.

The Open Classroom contracts with the district to provide ongoing maintenance.

5. Emergencies: Describe provisions for dealing with emergencies, such as student injury or illness, fire, and natural disasters.

The Open Classroom Emergency Procedures are included in Appendix 9.
J. FACILITY PLAN

1. Facilities: Describe the location of the facility, classroom space, and other pertinent information regarding the facilities used for students.

The Open Classroom is requesting to continue to be housed at 134 D Street under our current lease agreement with the district.

2. Provide playground space or the equivalent open space for physical education.

The current facility has playground space.

K. EVALUATION

1. Describe the methods by which the school’s progress toward achieving its goals, as set forth in the charter, will be assessed. The evaluation should include but is not limited to an assessment of student outcomes, school governance, staffing, curriculum and instruction, and support services.

The Open Classroom conducts an annual mid-year evaluation. This evaluation will be used to identify the strengths of the school and to make a School Improvement Plan to address any requests and ideas. The mid-year evaluation and School Improvement Plan will both address assessment of student outcomes, school governance, staffing, curriculum and instruction, and support services.

The Open Classroom Steering Body will be responsible for implementing and tracking the implementation of the School Improvement Plan. The School Improvement Plan may be modified at any time based on new needs or information.

Sources used to inform the School Improvement Plan process include:

- Teacher, parent and student surveys associated with the mid-year evaluation;
- Student assessment, as described above
- Parent/teacher/kid conferences and monthly meetings; and
- Interviews with families that voluntarily choose to leave the school.
L. OTHER

1. Parent participation at the Open Classroom: Parent participation is an essential feature of the Open Classroom; it is probably the most important distinctive feature of the Open Classroom and the feature that most makes it amenable to becoming a charter school. Open Classroom parents are ordinarily required to co-op in the classroom for three hours per week per student (for a maximum of six hours), staff school committees and attend monthly class meetings. Parent participation provides important resources to the school. It also keeps the parents informed about their child’s education. We have also found that elementary aged kids thrive on having a parent or other adult they know in the classroom helping them and their friends.

For these reasons, parent participation is ordinarily a requirement of enrollment and continuation in the Open Classroom. The Open Classroom has created some flexibility to allow parental participation for those parents whose other commitments do not offer the opportunity to be in the classroom for a long block of time. Flexible co-oping allows parents to fulfill their three-hour-a-week commitment by participating in the classroom for shorter periods of time. Alternative Co-oping allows parents to participate in assisting the teacher or the school with assignments that are performed outside of the classroom. Finally, if any parent is unable to meet participation requirements due to serious economic or personal circumstances waivers for co-oping and/or other participation requirements may be granted by the principal.

2. Teacher contracts: All Open Classroom teachers will remain under contract with the District and all Open Classroom teachers accrue seniority and all other benefits that inure to teachers at neighborhood schools.
APPENDICES
Appendix 1

Estimate of Students Numbers by Academic Year

Open Classroom Charter – Current and estimated future enrollment

The 2011-2012 enrollment K-8 of 415 - 425 students fits both the building capacity and minimum school program budget projections to support our 18 FTEs and other staff. We are looking to maintain a similar enrollment number for the foreseeable future.
Appendix 2

Open Classroom K-8 Education Plan

The education of the whole child remains a cornerstone of who we are and what we do. By providing students the opportunity to learn in a variety of ways, with a variety of teachers, using a variety of approaches, we are able to address the student’s academic, social, emotional, creative, cognitive, and physical growth and development. Classroom teachers, parent co-opers, and cross-grade groups provide our students numerous perspectives and opportunities to learn from and with a variety of individuals. Through whole group, small group, and individual instruction students are given the opportunity to experience the many facets of group and individual learning. Curriculum is offered through a variety of different modes including but not limited to mini-courses, short and long-term projects, direct instruction, and discovery experiences.

The Open Classroom K-8 model continues to grow and evolve. What started with a rather distinct division between the lower grades and upper grades has evolved into a more connected and collaborative model of instruction across all grade levels. We have maintained some distinct and separate activities and learning opportunities for our sixth through eighth grade students. These include, but are not limited to: ongoing project-based learning, exploration classes that provide opportunities for extended learning in all academic areas, and service learning projects. Our goal is to provide a consistent and comprehensive academic, social, emotional, and physical learning environment across all grade levels.

Through a collaborative effort between our teachers, counselor, and local high schools, students will have the opportunity to learn about options for high school. Students in grades 6 through 8 have the opportunity to choose certain classes, work with the school counselor to learn about and explore future educational paths and career opportunities.
Appendix 3

Open Classroom Plan for Outreach and Recruitment of Minority Families

The Open Classroom Steering Body believes that the most significant obstacle in preventing the student body of the Open Classroom from being more racially and ethnically diverse is the fact that advertising and recruitment to the Open Classroom is largely “word-of-mouth”. The district-sponsored Choice Catalog includes information about the Open Classroom and is distributed to homes as well as being available online.

In addition, the Open Classroom has been seeking to identify other ways in which it can be proactive in removing barriers to minority involvement. The Open Classroom Steering Body has created a Diversity committee to address barriers to minority recruitment and participation at the Open Classroom.

The Committee will determine its own activities, but will be asked to start with the following list. Diversity will be expected to work with the specified committees to coordinate the listed tasks.

A. ACTIVITIES (with occasional review)

To the extent any of these tasks requires translation resources, report the nature and timing of that need to Diversity.

1. Committee: Co-oping

   a. Figure out and document how parents can co-op even if they are not fluent in English. Consider and address barriers and concerns they will have, e.g., inability to talk with the teacher.

   b. Consider writing a new policy on substitute co-oping. Some things to consider as part of a possible policy:

      • Meet with La Raza, Centre de la Familia, Polynesian organizations, churches etc. arrange to get retired persons etc. to be available to be substitute co-opers and to promote the Open Classroom with the organizations.

      • In order to be effective and for the kids to not feel left out, the person who is a substitute co-oper needs to be consistent and needs to be a part of that child's community(church, neighborhood, family friends, extended family) The person
needs to be someone who cares about them already and will continue to be involved in their lives outside of the school day and throughout their life.

- Should families be required to work with the co-oping committee to see whether substitute co-opers are available before a principal co-oping waiver is granted? If so, what help (if any) can we offer families in finding substitute co-opers?

c. Consider whether to allow after-school co-oping, and what that would look like.

2. Committee: Community Support

a. Figure out and document how parents can fulfill parent meeting and committee requirements if they are not fluent in English. Consider and address barriers and concerns they will have, e.g., inability to talk with the teacher.

b. Figure out and document how parents who are not fluent in English can express their ongoing needs for their children if those needs don’t arise in the course of a parent meeting.

3. Committee: Registrar

a. Figure out and document how our application process should be changed for parents who are not fluent in English. Consider and address barriers and concerns they will have, e.g., need for translation at open house and tours, concerns about parents’ inability to talk with prospective teachers and others about what they want for their child.

4. Committee: Publicity

a. Prepare a written recruitment strategy to be used from year to year, unless changed. Some suggestions for a written recruitment strategy:

- Recruit at ethnic neighborhood events;

- Do an "Intro to the Open Classroom" talk for the west-side preschools, particularly Head Start, as well as any others we can get study;

- Focus recruitment where parents are showing a desire and ability to spend school hour time with their kids, such as part-time daycares or enrichment programs, dance and music classes, libraries, parks, recreation centers, community festivals, etc.;

- Find our target audience by working with the Sorensen Center and the Westside Initiative; they can help us by putting us in touch with community leaders, who can hopefully help us with how to present and to whom we can present;
• Solicit additional ideas from the Open Classroom parent body; and

• Find out where parents currently in the Open Classroom heard about it, and consider adjusting strategy as appropriate.

b. Consider marketing the middle school as a way to stay in communication with your teenagers and to avoid typical parent-teen problems. Find research on how spending time with your kids keeps them away from drugs, alcohol, and crime.

c. Consider prepare our message in a way that appeals to Latinos. Leticia Medina, Exec Director of Utah Issues and longtime Latina activist, thinks the Open Classroom would resonate with Latino families if we sell the small group learning, the learning community that is open to embracing cultures, and the idea that they have valuable contributions to make even if they are not fluent in English.

d. As the Committee finishes studying/recommending a name change, consider Spanish and other translations to make sure the name works in other languages. (One person noted that “Open Classroom” does not translate well to Spanish.)

5. Minority affairs

a. Document and figure out how to track all ongoing activities so they don't get lost from year to year.

b. If no Open Classroom name change is made, prepare materials explaining the name.

c. Figure out how to let parents know that we have a minority affairs person/committee, what that person/committee can be contacted for, and how to do that.

6. Committee: Other

a. Exec Steering: Determine whether the District can offer any support for transportation.

b. Exec Steering: Find out what is required to get before and after school child care.

c. Teachers/Community Support/Foreign language: Figure out how to give teachers – and the rest of the community – an opportunity to learn Spanish.

d. Website/ Publicity/ Registrar: Make sure all materials reflect our current policies and decisions made, including those made under this document. Specifically, the following should be included:
   • Information developed under Activities A.1.a and A.2.a.
• Information developed under Activity A.1.b.

• Clear descriptions of flexible co-oping schedules, and alternative co-oping options.

• Clear descriptions of Principal waivers of co-oping and other requirements.

• Information about how many people currently use carpools, and how we provide a listing by zip code to help people arrange rides.

e. **Website/ Publicity/ Registrar:** All of the information available in English should also be made available in Spanish.

f. **Co-oping/Community Support/Registrar:** Consider working together on Activities A.1.a, A.2.a, A.2.b, and A.3.a. since they involve many similar challenges.

### B. ONGOING ACTIVITIES

To the extent any of these tasks requires translation resources, report the nature and timing of that need to Minority Affairs.

1. **Committee: Co-oping**

   a. Implement plans developed and help families look for co-oping substitutes, if that is determined to be appropriate under A.1.b.

2. **Community Support/Publicity/Registrar**

   a. Implement plans developed.

3. **Community Support:**

   a. Find out each year what child care needs of incoming families are and work with Exec and the District to provide it.

4. **Website**

   a. Maintain Spanish language web site
5. Minority affairs

   a. Become familiar with our translation resources, both in the District and within the Open Classroom, and plan for translation needs.

   b. Take concerns about minority recruitment and Open Classroom participation and address them appropriately, e.g., by working with appropriate committee.

   c. As we look for racial diversity, we should also keep our eyes on economic diversity so we don’t end up with just upper and middle class racially-diverse students.

   d. Keep track of our numbers year to year, and report them to steering. Consider whether adjustments to recruitment etc. should be made.

6. Other

   a. Community support: Help with carpools, especially for families with no transportation.

   b. Teachers: In curriculum, offer bus route plans, and field trips to help 6th - 8th graders learn how to use city buses.

   c. Teachers: Work toward recruiting minority teachers and teachers who speak Spanish.
Appendix 4

Conduct and Dress Code

Dress Code

Students, teachers, and staff are expected to dress in a manner that demonstrates they respect themselves and the learning environment (see Policy S-5). Clothing should be neat, clean, and appropriate for learning and weather conditions, and at no time should it cause a disruption to the learning environment. School administrators will determine consequences for students who violate the dress code and will provide appropriate due process. Parents may be called to bring the student a suitable change of clothing. Parents are also expected to observe the dress code whenever they are in the building.

The following would be considered in violation of the dress code:
- Clothing that is low enough to reveal a student's underwear
- Clothing advertising drugs, alcohol, tobacco, acts of violence or lawlessness
- Clothing associated with gangs, illicit drugs, or illegal substances
- Clothing with offensive and/or vulgar language and/or designs
- Clothing which calls attention to the body, including bike pants, spandex, unitard knit tights, body suits, sheer clothing or skin tight clothing
- Clothing with intentional cuts, slashes, fraying, or holes
- Short shorts, running shorts, or miniskirts (as a rule of measurement, shorts hem should reach the finger tips when arms are held loosely at the side)
- Crop tops showing midriffs
- Tube or tank tops or halters

Absolutely nothing will be allowed at school that is intended, recognized, or acknowledged by the Metro Gang Task Force, to signify affiliation with, participation in, or approval of a gang.

STUDENT BEHAVIOR EXPECTATIONS

SLSCD Student Discipline Procedures and Guidelines

Each spring the principal will review the school discipline policies with the School Improvement Council (SIC), students, and the School Community Council (SCC). Copies of the school discipline policies shall be distributed to parents, students, and teachers each year prior to or during the first two weeks of school. Any new student
registering after general distribution shall be given copies during registration. Copies also shall be placed each year in the offices of the superintendent of schools and the Director of Student and Family Services.

Teachers or principals in elementary schools are not permitted to retain students in school during recess or noon lunch periods for any purpose unless the health or educational needs or interests of students warrant such retention.

Parents shall be notified if a student is being kept after school. Students may be detained after school for a short period to complete work missed or to participate in special activities with the consent of the principal and notification of the parents.

Disciplinary action, which may be used by the teacher, includes isolating, ignoring, detaining after school (with principal consent and parent notification), and removing privileges. School employees may not inflict or cause the infliction of corporal punishment upon a student.

Each school administrator and School Community Council (SCC) will develop a school discipline policy that contains expected behavior standards for students in the classroom as well as on the school grounds.

School wide Student Behavior Expectations

OC School wide Expectations

Care: for yourself, others, and your environment

Listen: hearing, doing, and following directions

Ask: questions to clarify and / or understand

Show up: on time ready to learn / teach

Strive: to do your best

OC School Wide Consequences or The 5 R’s

1. **One Reminder**

   Say child’s name “I need you to ________.”

2. **Relocate within same space intervention**
o Sit near teacher, sit at different table
o Sit away from group and others in designated area in classroom.

3. **Removal from class/Reflection**

o Hallway or
o Other classroom
o Give out OC Reflection Sheet
o Call to Carolyn, Chris, or Rose

4. **Return to classroom**

o Follow directions (e.g. get back to activity, address the people the behavior affected, etc.)
o Make call home if needed

5. **Replacement Behavior Teaching**

o Role Play if needed
o Circle reflection time if needed

In order to encourage students to become responsible citizens in our learning community, we have established school-wide student expectations. A positive behavioral management approach is taken to assist students in developing their ability to make good behavioral choices. The needs of individual students are supported through the collaborative efforts of the Student Services Council – a team involving parents, teachers, support personnel and administration. Respecting our personal space and respecting the rights of others is important in any school situation. We want all students to feel comfortable, respected, and able to achieve academically and socially. Anything that can be demeaning, lessen self-respect and esteem, and can limit a student's ability to achieve, will be considered a violation of personal rights.

**Rights and Responsibilities**

- You have the right to personal respect and a safe environment in this school and on its grounds.
- You have the right to be protected from offensive, demeaning comments or behavior.
- You have the right to report any type of harassment immediately to school authorities.
- You have the right to learn in a quiet, cooperative place where you can work and think.
• You have the responsibility to treat others in a kind, understanding and caring way.
• You have the responsibility to conduct yourself in a way that will enable others to learn.

**Severe Behavior**

The Open Classroom – as a District Supported Charter School - will follow the SLCSD guidelines and behavior policies to insure the appropriate handling of any situation that would place students, staff or patrons in danger. Any student removed from school for a reason or condition that threatens his or her welfare or the welfare of others shall be released to the parent, the parent's representative, or other proper authority, including, but not limited to, law enforcement officers and medical personnel. The school shall make reasonable efforts to notify the parent prior to removing a student from school premises. If the parent cannot be notified prior to the removal, the parent shall be notified as soon as possible after the removal and informed of the reasons for it.

Disciplinary records shall be made available to parents or the student; whichever is appropriate, pursuant to the district's student records policy. Suspension and expulsion records are part of the student's record and shall be transferred with student records when the student transfers within or outside the school district.

**Salt Lake City School District Student Discipline Policies Summary**

**Policy S-3**

**Purpose**
The purpose of policies under S-3 and any other related discipline policies is to foster a safe, positive environment for learning. Please refer to specific policies for detailed student discipline information.
Appendix 5

Additions to Teacher Evaluation Criteria

Each of the following is an addition to the “Educator Collaborative Assessment Program” used the District. These have been written into a format reflective of the ECAP format.

Open Classroom Educator Assessment Supplement (ECAP)
Teacher ____________________________School Year ____________

Domain 1: Planning and Preparation
E. Designing Coherent Instruction
4. Components / Element: Curriculum for a multi-age classroom
   _____ Professional Performance: Teacher designs and plans curriculum to assure that each student in a multi-grade classroom will learn according to required state curriculum.
   _____ Unsatisfactory Performance: Teacher does not plan adequately to assure that required state curriculum will be taught at the appropriate grade level.
5. Components / Element: Planning for using parents in the classroom
   _____ Professional Performance: Teacher designs and plans curriculum in a manner that effectively uses co-oping parents, and provides parents with sufficient guidance about their role to allow the parents to responsibly execute their role. (Since parents are also expected to take responsibility for developing curriculum, this does not mean that teachers must prepare by telling co-opers exactly how they will do their work in the classroom.)
   _____ Unsatisfactory: Teacher planning does not integrate the use of co-oping parents into daily classroom activities effectively, or does not provide adequate guidance to allow parents to co-op effectively.
6. Components / Element: Developing and integrated curriculum
   _____ Professional Performance: Teacher works effectively with other faculty to develop an integrated curriculum to assure that all students are taught state-required curriculum at appropriate grade levels, and to assure that all students receive the benefit of school-wide or multi-classroom additions to the curriculum.
   _____ Unsatisfactory: Teacher does not work well with other faculty to develop an integrated curriculum, students are not taught state-required curriculum at appropriate grade levels, or students do not benefit from school-wide or multi-classroom additions to the curriculum.
Domain II. The Classroom Environment

A. Creating an Environment of Respect and Rapport
3. Components / Element: Teacher interaction with parents
   _____ Professional Performance: Parent–teacher interactions are positive and respectful. If problems with parent-teacher interaction arise that the teacher cannot resolve with the parent, the teacher refers the problem promptly to the administrator.
   _____ Unsatisfactory: Parent-teacher interactions are negative, remain unresolved, or are unreported to the Administrator.

4. Components / Element: Parent interaction with students
   _____ Professional Performance: Parent-student interactions are positive, respectful, and appropriate to development and cultural norms. If problems with parent-student interaction arise that the teacher cannot resolve with the parent, the teacher refers the problem promptly to the administrator.
   _____ Unsatisfactory: Parent-teacher interactions are negative, remain unresolved, or are unreported to the Administrator.

B. Establishing a Culture for Learning
4. Components / Element: Addressing the whole child
   _____ Professional Performance: Teacher evaluates, nurtures and addresses concerns with each child’s social, emotional, creative, cognitive, and physical growth to help assure that child is ready to learn.
   _____ Unsatisfactory: A child’s learning is impeded by unaddressed issues related to social, emotional, creative, cognitive, and physical growth.

C. Managing Classroom Procedures
5. Components / Element: Working with Parent Co-ops
   _____ Professional Performance: Teacher works well with parent co-ops to implement curriculum. Problems with parent co-ops are either resolved promptly or reported to the Administrator.
   _____ Unsatisfactory: Parent co-ops are ineffective in implementing curriculum and the problem remains unresolved and is not reported to the administrator.

Domain IV. Professional Responsibilities
E. Growing and Developing Professionally
3. Components / Element: Mentoring from experienced teachers
   _____ Professional Performance: Teacher is willing to accept and learn from mentoring by teachers experienced with the unique teaching and learning environment of the Open Classroom.
   _____ Unsatisfactory: Teacher is not open to learning from experienced teachers about the Open Classroom’s teaching and learning environment.

5. Components / Element: Responsive to feedback
   _____ Professional Performance: Teacher is open to learning from peer feedback / enhancement exercises, from parent and student mid-year evaluations, and from informal feedback from teachers, parents, and students.
   _____ Unsatisfactory: Teacher is unwilling to consider feedback, and rejects potential changes without justification.

Notes / recommendations:
Table, Current Distribution of Open Classroom Children in Classrooms

2011-2012 Enrollment / Configuration

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st</th>
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<th>3rd</th>
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<tr>
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<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

The distribution / configuration of classes changes from year to year in response to student needs. This flexibility is a key component to the school.
Appendix 7

Calendar and Schedule for Open Classroom
For 2011/2012

Open Classroom Charter School
2011-2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of School</td>
<td>Aug. 24, 2011</td>
<td>Note: Aug. 24, 25, 26 are short days</td>
</tr>
<tr>
<td>First Day of Kindergarten</td>
<td>Aug. 31, 2011</td>
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<tr>
<td>Last Day of School</td>
<td>June 6, 2012</td>
<td>Note: June 4, 5, 6 are short days</td>
</tr>
</tbody>
</table>

School is closed on the following dates:

- Labor Day                        | Sept. 5, 2011|
- Thanksgiving Recess              | Nov. 23-25, 2011|
- Martin Luther King Day           | Jan. 16, 2012|
- President’s Day                  | Feb. 20, 2012|
- Spring Recess                    | April 2 - 6, 2012|
- Emergency Make-Up Day            | May 25, 2012|
- Memorial Day                     | May 28, 2012|

Non Student Days (Set aside for teacher professional development.)

- Sept. 30, 2010
- March 2, 2012

Student / Parent / Teacher Conferences

- Fall (Both days are short days) Oct. 12 & 13, 2011 (October 14 will be a short day.)
- Spring (Both days are short days) Feb. 8 & 9, 2011 (February 10 will be a short day.)

Bell Schedule:

Monday through Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>8:40</td>
<td>First Bell</td>
</tr>
<tr>
<td>8:45</td>
<td>Tardy Bell</td>
</tr>
<tr>
<td>2:50</td>
<td>Ending Bell</td>
</tr>
</tbody>
</table>

Short days
(3 each at the start and end of school, 3 each at PTKs, and 1 in September for back to school)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40</td>
<td>First Bell</td>
</tr>
<tr>
<td>8:45</td>
<td>Tardy Bell</td>
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<tr>
<td>1:15</td>
<td>Ending Bell</td>
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## Appendix 8

Open Classroom Charter School

Estimated Annual Operational Costs

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<th>Open Classroom Budget</th>
<th>2011-2012</th>
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<tr>
<td><strong>Revenue</strong></td>
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<tr>
<td>Local</td>
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<tr>
<td>State</td>
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</tr>
<tr>
<td>Federal</td>
<td>$31,000</td>
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<tr>
<td></td>
<td>$2,008,000</td>
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<tr>
<td><strong>Expenditures</strong></td>
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<tr>
<td>Salaries / Ben.</td>
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<tr>
<td>Supplies</td>
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<tr>
<td>Textbooks</td>
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</tr>
<tr>
<td>Field Trips</td>
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<tr>
<td>Building</td>
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<tr>
<td>Lunch</td>
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<td>Indirect Costs</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Unalloc. Bal.</strong></td>
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<table>
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<tr>
<th>Operations</th>
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<th>Aft. School (Tuition)</th>
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<td>Field Trips</td>
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<td>$90,000</td>
<td>$14,000</td>
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</table>

Actual Unalloc. Bal.
Leaves a 5% cushion
Appendix 9

Emergency Procedures

EMERGENCY INFORMATION

Emergency Drills
As an important safety precaution, fire, earthquake and other emergency drills are held at regular intervals as required by law. Instruction in safety procedures is given in all classrooms by the teacher at the beginning of the school year and reviewed periodically. It is essential that when the signal is given everyone in the building obeys orders promptly and clears the building by the required routes as quickly as possible.

Closing of School
School closures are determined by the District superintendent. Please do not call the school for closure information. If the school is to be closed due to storms, road conditions, etc., information will be broadcast over radio and television stations. Please consult local television and radio stations if you suspect the school may be closed.

Family Plan
It is advisable for each family to have a predetermined plan that children can follow should it be necessary for school to be dismissed early for emergency reasons.

Emergency Preparedness Plan
In case of a major school or city emergency, your child will be kept at school until you come to pick him/her up. Oftentimes parents are unable to be reached when a child becomes ill, injured, or there is an emergency situation. It is important that emergency contact persons, other than parent/guardian, are provided, with current phone and address information. For safety reasons, students will only be released to persons so designated on their registration card.

Your children are given the following instructions for each of the specified emergencies:

Bomb Threat: Search by personnel for suspicious packages, evacuation if deemed necessary by person in charge.
Earthquake: Drop, cover and hold; evacuate when instructed; out-of-doors move to open space away from power lines; drop, cover neck and head.
Fire: Students are to exit orderly via assigned routes and remain at school boundary awaiting further instructions.
Flood: Students take refuge on roof when instructed.
Hazardous Material/Chemical Spills: Close windows, await instructions.
Inclement Weather: This is a superintendent's decision; parents should listen to the radio if they are concerned.
Nuclear: Drop behind best heat shield and then go to gym or auditorium as assigned.
Evacuation: If a block caption evacuation plan is not in effect, parents are responsible to claim their children according to check out procedures established at the school, as soon as possible. Your child's welfare ultimately belongs to you, the parents.
Appendix 10

Report Cards (6th – 8th grade)

The 6th, 7th, and 8th grade students receive the following report card at the end of each trimester. Their teachers will also use an online assignment tracking piece to provide information, family support, and an initial experience with high school grading procedures. Parents are also provided an assessment record detailing assessment results that will include district, state, and federal assessments.
Open Classroom Charter School
Report to Parents

Student:  
Grade:  
Year: 2011-2012

Teacher:  
Principal: Chris Gesteland

This report attempts to appraise the individual growth and development of our students. Since no two people grow alike it is felt that comparative scores or letter grades do not adequately report individual progress. We are offering this more comprehensive summary in the place of scores or letter grades.

Six large areas are presented in the report, each with various sub-topics. Favorable development in these areas is the goal we are working toward. Each student will normally move toward these goals at a different rate. The teacher recognizes this and marks accordingly.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>1st</th>
<th>2nd</th>
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Outstanding (growth is exceptional)  
Consistent (growth is consistent and steady)  
Adjusting (growth is up and down - spurts followed by plateaus)  
Parent Support Necessary (student is struggling and inconsistent)

Comments:  

TEACHER COMMENT:  

Student Goal:
<table>
<thead>
<tr>
<th>GOALS TOWARD WHICH WE ARE WORKING</th>
<th>Teacher Observation</th>
<th>Student Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complex Thinkers / Problem Solvers</strong></td>
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<tr>
<td>* Analyze situations and problems and react appropriately</td>
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<tr>
<td>* Recognize the elements of a problem and use a variety of methods in finding solutions</td>
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<tr>
<td><strong>Effective Communicators</strong></td>
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<tr>
<td>* Communicate formally and informally with classmates, teachers and other adults</td>
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<tr>
<td>* Phrase a request, organize ideas, present a point of view and relate an experience</td>
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<tr>
<td>* Present ideas in writing</td>
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<tr>
<td><strong>Co-operative Learners</strong></td>
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</tr>
<tr>
<td>* Participate constructively in classroom discussions, group tasks and other school activities</td>
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<tr>
<td><strong>Contributors to the Community</strong></td>
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<tr>
<td>* Accept personal responsibility for own actions</td>
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<tr>
<td>* Reports to all classes on time</td>
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<tr>
<td>* Respect and care for self, school and others (C.L.A.S.S.)</td>
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<tr>
<td><strong>Quality Workers and Producers</strong></td>
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<tr>
<td>* Create high quality work</td>
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<tr>
<td>* Accept responsibility for assignments (including those missed during absences) and complete them promptly</td>
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<tr>
<td><strong>Self Directed Learners</strong></td>
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<tr>
<td>* Choose to be an independent learner, focus on a task, keep track of work with planner or agenda</td>
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<tr>
<td>* Seek help when needed</td>
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<tr>
<td><strong>Overall Academic Success</strong></td>
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<tr>
<td>* Language Arts - Reading</td>
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<tr>
<td>* Language Arts - Writing</td>
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<tr>
<td>* Science</td>
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<tr>
<td>* Social Studies</td>
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I-4: Renewal Application
District Sponsored Charter Schools

CHARTER SCHOOL SPONSORSHIP RENEWAL APPLICATION

The applicant is the person authorized to act on behalf of the charter school. The Salt Lake City School District will address its correspondence and communication to the applicant as noted below.

Name of charter school: Open Classroom

Date renewal application submitted to district: December 2, 2011

Name of applicant/chief administrative officer/principal: Chris Gesteland

Address: 134 D Street

City: Salt Lake City

State: UT

Zip: 84103

Daytime phone: 801-578-8144

Fax: 801-578-8218

Email address: chris.gesteland@slcschools.org

CHARTER SCHOOL

Please provide the following information about the charter school.

Address of charter school: 134 D Street

City: Salt Lake City

State: UT

Zip: 84103

Phone: 801-578-8144

Fax: 801-578-8144

Website address: www.ocsic.org

Grade levels or student ages currently being served: K-8

Number of students currently being served: 415

Number of years sponsorship is being requested (3-5 years): 5

CHARTER SCHOOL SPONSORSHIP RENEWAL APPLICATION INSTRUCTIONS/NARRATIVE:

Provide a brief written narrative or relevant attachments on the following topics.

Goal Attainment
1. Review the goals written in the charter in the section entitled, Curriculum and Instruction, part 1, Purpose.
2. Describe the ways in which the goals have been met or provide data that addresses each goal.

Fiscal Status
1. Review the budget with the charter school governing board and district business administrator.
2. Submit a current budget summary.

School Improvement Plan
1. Submit the most current School Improvement Plan (SIP) approved by the charter's local board.

Changes or Requests
1. Indicate requested changes to the charter, if any. Explain the rationale and implications.
CHARTER SCHOOL ASSURANCES

Carefully review each of the following assurances and submit with the signature of the chief administrative officer/principal of the charter school.

The applicant charter school hereby assures and certifies to the Salt Lake City School District Board of Education that:

1. The charter school will make provisions for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement and accounting of all funds, including a monthly submission of a financial report of revenue, expenditures, and student enrollment.
2. The charter school will maintain a clear, written procedure and process for auditing school finances as per the requirements of the Salt Lake City School District.
3. The charter school acknowledges that neither the chartering entity nor the state of Utah, including any agency of the state, is liable for debts or financial obligations of the charter school or persons or entities that operate the charter school.
4. The charter school gives the Salt Lake City School District, the Utah State Office of Education, or the U.S. Comptroller General, through any authorized representative, the access to, and the right to examine, all records, appears, or other documents related to all funds, including the submission of reports as may be required.
5. The charter school will provide written evidence of liability and other appropriate insurance coverage, including a description of the levels of coverage and the relationship of the coverage to local and state agency obligations.
6. The charter school will make such reports, including reports of evaluations, in such form and containing such information as the Salt Lake City School District Board of Education or the State Superintendent of Public Instruction may reasonably require to carry out their legislative functions and to determine the extent to which funds have been effective in carrying out legislative purposes and project objectives.
7. The charter school will comply with appropriate rules, regulations, and state guidelines except as specifically waived by the Salt Lake City School District Board of Education and the Utah State Board of Education, and effective control will be maintained over, and accountability provided for all funds, property, and other assets. The charter school will also adequately safeguard all public property and will assure that it is used solely for authorized purposes.
8. All physical assets purchased with public funds become the property of the Salt Lake City School District Board of Education at the termination of the charter school.
9. The charter school will comply with the requirements of the Family Educational Rights and Privacy Act of 1974.
10. The charter school will comply with Title VI of the Civil Rights Act of 1964 prohibiting discrimination in program benefits, participation, employment, or treatment on the basis of race, color, or national origin, and in compliance with the provisions of Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.
11. The charter school assures that no otherwise qualified person will, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives or benefits from local, state, or federal financial assistance.
12. The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
13. The charter school will function under an open admission policy on the same basis as other public schools. If the number of students applying to enroll exceeds the capacity of the school or of programs, classes, or grade levels within the school, then those to be admitted will be chosen at random from among the applicants, within the allowable mandatory and optional preferences specified in Section 53A-1a-506, Utah Code Annotated.
14. The charter school assures that it will not conduct a program of instruction until such time as:
   a. The requisite health and safety standards for the school building have been met according to the local fire and health department inspectors;
   b. Adequate equipment, materials, and guidance and counseling services are available; and
   c. Conditions are adequate to provide for the economical operation of the school with an adequate learning environment.
15. The charter school will comply with all applicable federal and state laws, rules, and regulations regarding the recruitment, screening, selection, and evaluation of all school employees.
16. The charter school will employ the use of the Utah State Core Curriculum as the foundation for the instructional program for the school.
17. The charter school will employ the use of the Stanford Achievement Test Ninth Edition and the Utah State Core Curriculum End-of-Level Tests as a fundamental part of the overall assessment program for the school.
18. The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupancy Plan (SEP/SEOP) for each student.
19. The charter school will operate with a written procedure for students’ suspension and dismissal, including appeal procedures.
20. The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.

21. The charter school will function under the stipulations of a clear, written agreement with the districts of student residence regarding the involvement of students in extracurricular activities and/or interscholastic activities governed by the Utah High School Activities Association, if such programs are offered.

22. The charter school will not charge tuition or fees, except those fees normally charged by other public schools.

23. The charter school will operate under the provision of the Utah Open meeting Law.

24. A copy of the signed charter will be supplied to interested individuals or groups on request.

25. The charter may be modified by mutual agreement of the chartering entity and the governing body of the school. The school will submit an appropriately amended application prior to any material change affecting the purpose, administration, organization, or cooperation of the school.

26. The filing of this application for charter schools status has been authorized by the governing body acting through its authorized representative, identified on the application as the chief administrative officer.

The chief administrative officer of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application is true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body and chief administrative officer of the proposed charter school.

REQUIRED SIGNATURES

Name (type): Chris Gesteland
Title (type): Principal
Signature: [Signature]
Date: 11/30/2011

CHARTER SCHOOL SUPPORT

The following persons endorse the renewal of this charter school:

[Signatures]

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Charter School Chief Administrative Officer or Principal</td>
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<tr>
<td>[Signature]</td>
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<td>Date: 12/1/11</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Charter School Chair of the Governing Board</td>
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<td>[Signature]</td>
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<td>Date: 12/1/2011</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Salt Lake City School District Business Administrator</td>
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<td>[Signature]</td>
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<td>Date: 12/1/11</td>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Salt Lake City School District School Support Team Member</td>
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<tr>
<td>[Signature]</td>
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<td>Date:</td>
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</table>

Page 3 of 3 rev. 6/27/2011 Superintendent's Office
440 East 100 South, Salt Lake City, Utah 84111 | www.slc schools.org | Phone: 801.578.8599 | Fax: 801.578.8685