

Beach Site Council Agenda: September 20, 2019, 4:30-6 pm

Members:

Parents: Ana Maria Sonanes, Christina Brown, [Katie Fazal](#), [Melenie Hammond-Reiter](#), [Peter Noordjik](#)

Community Members: Aja McLellan, Jessica Claros

Staff: [Esther Romero](#), [Rigo Aguirre](#), [Jose Siam](#), [Lisa Hawking](#)

Non Site Council Members Present: [Nate Query](#) and [Shannon Shambaugh](#)

- **Notetaker please circle the members present. (Present members are highlighted in blue).**
- **For a full transcript of this meeting, please refer to the audio recording posted in the Beach School Site Council file.**

Check in on our Norms

- Where are you on the Compass, and which of the Agreements are you going to focus on today?

>>Discussion Points:

-Head Thinking, Acting, intellectual and relational.

-Experiencing discomfort, Being Centered.

-#6 on the Six Conditions, staying engaged, school families.

-Experiencing discomfort.

-Emotional.

-Experiencing Discomfort.

-#3 is the hardest of the Four Agreements and #1 of the Six conditions is the hardest for me.

-Intellectual and Relational.

-Emotional/Moral and Intellectual, Numbers 1 and 3 of the Six Conditions, and Numbers 1 and 4 of the Four Agreements.

Norms

Six Conditions:

- Focus on personal, local and immediate
- Isolate race
- Normalize social construction and multiple perspectives
- Monitor agreements, conditions and establish parameters
- Use a working definition of race
- Examine the presence and role of Whiteness

Four Agreements:

- Stay engaged
- Experience discomfort

- Speak your truth responsibly
- Expect/Accept non-closure and agree to do things differently

From August: What does each Agreement look and sound like in our work together?

Action: Choose and write to at least three that you think are important in our work together
-These are our compiled ideas from August. Suggestion that members can add changes or revise anything as we find the need; members agreed.

Stay engaged

Looks Like in our work together as site council	Sounds like in our work together as site council
On Topic and on agenda	Holding each other accountable

Experience discomfort

Looks Like in our work together as site council	Sounds like in our work together as site council
Be aware of my whiteness, be “response-able’ to whiteness in the system	Who is this impacting? What are the impacts? Is this a system we need to create or alter?
Welcoming new things	

Speak your truth responsibly

Looks Like in our work together as site council	Sounds like in our work together as site council
It’s on the Agenda, or it goes in the parking lot	Passion AND willingness to agree to disagree

Expect/Accept non-closure and agree to do things differently

Looks Like in our work together as site council	Sounds like in our work together as site council
Not just talk but action	What are the barriers to a more equitable outcome?
Suspension of certainty	

Review Actions Members prioritized at end of August meeting

- support instructional program
 - sponsor and organize parent nights around academics, community issues, etc.
 - Math Game night; each grade level team puts out a couple games for families to play together. Students can play with each other and teach their parents
 - support bringing in and organizing various parent and community resources
 - Support after school classes with a more academic focus and/or support homework club (SUN)
 - Math Madness
 - Support increasing volunteers and the number of parent volunteers who speak Spanish

- More community events related to academics; more equitable process than Science Fair because not every student has parental support.
 - If Science & inquiry Fair, support class projects and/or older student mentors
- More evening activities to be around academics.
 - Academic Showcase
- support growing in house expertise in the areas where improvement is needed- Professional Development, Conferences
- Support Staff: what do staff need to do their job well, what do staff need to engage and support students

- support Beach Connects events and mixed specials across programs in order to positively impact relationships, achievement, and disparate discipline data.
- community engagement: continue to provide opportunities for bringing people together, interaction, involvement, support for our whole school (both Spanish/English)
- Find sponsors

>>Discussion Points:

-How can we support/guarantee these things are happening?

-Clarifying the relationship between PTA, Site Council, and Equity Team?

-Professional support for our Spanish families. I'll be making those connections and reaching out (Esther).

FIT Data: Family & Community Engagement (attached; copy will be provided at mtg)

- How does this data inform our goals and actions for this year?

-Caring School Community data was collected at Back to School Night. We will continue to collect data from families; this data could inform our thinking.. 90 surveys were collected. Peter will help with Eric Houghton to compile data; Ms. Marquez has the surveys currently.

Additional Agenda items submitted by members at least two days before meeting

- Reviewing any relevant data before meetings so we all are prepared to engage in meaningful dialogue.
- How do we retain diverse staff at Beach? There has been a high turnover of minority staff at Beach and I'm hoping we can discuss what has been done in the past to retain staff, and what the plan of action is for this school year.
 - 2017-18, 2018-19, 2019-20
 - Teachers/Admin hired: 15
 - POC hired: 6 (43%)
 - Teachers/Admin who have departed: 4 (POC: 2)
 - Classified staff hired: 8

- POC hired: 6 (75%)
(Jitendra and other POC pending any + in staffing)
 - Classified staff who have departed: 4 (POC: 2)
- Note taking at Site Council meetings
 - Review purpose of notes (see bylaws below)
 - Idea: use the Agenda; note the major discussion points, questions, decisions made, then scan/upload onto website
 - Continue to audio record; store audio recordings in the site council folder

Determine Agenda Items for October Meeting

Closing & Adjourn

Supporting Information

2019-20 School Goals

1. A sense of community and solidarity for historically underserved students, as measured by Average Daily Attendance patterns and time in classroom patterns, so the % of HU students with severe and chronic absenteeism decreases from 15.2% in 2018-2019, to 10% by April 2020.
2. By June 2021 each child K-5 will make at least one level of growth in the writing trait "Elaboration" for all 4 genres (Narrative, Informational, Opinion, and additional grade level genre) as measured by one sample per student per genre according to the Lucy Calkins rubric; whether each student met/did not meet this goal will be entered into a shared staff spreadsheet.
3. By June of 2020, 80% of Grade 3-5 students will have met their growth projection according to NWEA MAP Mathematics Student Growth Summary Report. (Spring 2019 results are 66% 3rd grade, 37% 4th grade, 35% 5th grade); comparable measure for K-2 students TBD
4. By June of 2019 each teacher will have used the BAS (a formative reading assessment that involves reading with a child individually, assessing accuracy, fluency and comprehension, then determining individualized goals and instructional plans) for every student not yet at grade level, in both the fall and the spring.

>>Discussion Points:

-Are we labelling students already with a negative, with the term "underserved"? We need to be more inclusive, less labelling..

-The district uses the term "Underserved".

-How does the system become "Institutionalized"?

-Language really matters. What is currently being built in the school day to make these kids feel comfortable?

-Need more volunteers who speak Spanish

- Site council needs to clarify relationship to PTA, school equity group, parent equity group, Admin, staff
- People need whole year schedule, Sun schedule, whole year so they can decide what they are coming to
- Big calendar will help families plan
- Are there any school meetings or events where POC know they have a voice and an impact?
 - (POC hangout?? Black family brunch?? Listening session?)
 - Parents need to know how to connect
 - Families of color, do they have impact on goals or policy?
 - need more spaces for affinity that don't center white comfort, but rather white discomfort
 - separate facilitators for POC and for white people
 - homework around whiteness
- White people need to be more uncomfortable
- POC need to have impact on policy and school goals
- multicultural events say "you're not one of us"
- some recent immigrants have experienced terrifying realities to get here

Beach 2018-19 Equity Team identified a **problem of practice** related to a lack of community and solidarity experienced by some of our students and families. Using Improvement Science, the team identified root causes in an effort to create a school community that fosters solidarity and shared experiences for all Beach students and families. The process of solving the problem includes conversations with multiple stakeholders to determine if the team has identified the right root causes.

>>Discussion Points:

- We want to think about the problem. How do we want to mitigate the problem? Then, a plan of action.
- I went to two Equity meetings as an interpreter but didn't see any families there that spoke another language. We have to empower these families in order for them to get involved.
- When we set school goals, we need to keep in mind the needs of our families. Techsmart, how to connect with parents/families.
- Do things that are more relational and inclusive. Affinity groups, creating space for parents to talk about policy.
- Possibly focus on Improvement Science at our next meeting? We can look at data to help facilitate conversation.

Potential root causes as identified by the Equity Team:

- Impact of holes in our communication system
- Impact of separation across programs, building and grade levels
- Impact of gentrification
- Impact of not interrupting white privilege
- High turnover- both staff and students

- Need for effective, proactive, aligned and consistent discipline systems

[Oregon Educational Act for the 21st Century; Educational Improvement and Reform](#)

Chapter 329 — Section 329.704

Local 21st Century Schools Councils; duties; composition; selection; district site committees

- (a) The development of plans to improve the professional growth of the school's staff;
- (b) The improvement of the school's instructional program;
- (c) The development and coordination of plans for the implementation of programs under this chapter at the school;
- (d) The administration of grants-in-aid for the professional development of teachers and classified district employees; and
- (e) Advising the school district board in the development of a plan for school safety and student discipline under section 5, chapter 618, Oregon Laws 2001.

"(6) All 21st Century Schools Council meetings shall be subject to the open meetings law pursuant to ORS

[192.610 \(Definitions for ORS 192.610 to 192.690\)](#) to [192.690 \(Exceptions to ORS 192.610 to 192.690\)](#)."

(<https://www.oregonlaws.org/ors/329.704>)

The relevant language (<https://www.oregonlaws.org/ors/192.650>) says:

The governing body of a public body shall provide for the sound, video or digital recording or the taking of written minutes of all its meetings. Neither a full transcript nor a full recording of the meeting is required, except as otherwise provided by law, but the written minutes or recording must give a true reflection of the matters discussed at the meeting and the views of the participants. All minutes or recordings shall be available to the public within a reasonable time after the meeting, and shall include at least the following information:

- (a) All members of the governing body present;
- (b) All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
- (c) The results of all votes and, except for public bodies consisting of more than 25 members unless requested by a member of that body, the vote of each member by name;
- (d) The substance of any discussion on any matter; **and**

(e) Subject to ORS [192.311 \(Definitions for ORS 192.311 to 192.478\)](#) to [192.478 \(Exemption for Judicial Department\)](#) relating to public records, a reference to any document discussed at the meeting.