

Agenda item: Enrollment Transfer **Presenter:** Sarah Taylor

Discussion: Last month (10/24 mins.): "Sarah met with district (Judy Brennan) to show documentation as to where our student body by grade level are at in numbers. Sarah did not feel that Judy recognized the urgency, but that the Director did. Sarah wants the Site Council to draft a letter to the district on behalf of SES to bring the enrollment issue front and center. The core topic of the letter is around the questions of: Can a school that is dedicated to be a special focus school be a neighborhood exclusive school? Being a special focus school is important to SES and the mission statement. Steyn and Mia Yang agreed to draft the letter and send it out via email to site council for review."

This Month (11/21/08)*: Enrollment numbers and classroom projections have been compiled which indicated necessity for 1 more classroom than existing for the 08/09 school year and adding one additional classroom per year until the 2015/2016 school year.

Significant Projections: *data to be available in office.

- 1) adding 5 new classrooms over the next 5 years, one each year beginning In 2009.
- 2) If current trends maintain, our total school population could be 623+ kids by 2012.
- 3) By the time our current 1st graders get through SES, the demographics of the middle school will have changed from the current 24% neighborhood/75% transfer -to- 65% neighborhood/35% transfer. This would seriously compromise or eliminate the successful completion of our mission as currently adopted.

Conclusions: Site Council will draft a letter to the district supporting SES's enrollment issues and asking for a joint effort with the district to solve this problem this year. Included data projecting classroom shortages beginning next year.

----->

*Site Council appears not to be in consensus on the solution of this complex issue, we continue discussion and welcome suggestions at this time of decision making. Sarah and Amy are working on the issue outside of SC.

From Beth Azar: "Site Council continued an ongoing discussion about enrollment and transfer issues at SES. Sarah and Amy need to complete and submit paperwork to PPS in order for the enrollment and transfer office to consider changes to the SES enrollment and transfer process for next year."

Action items	Person responsible	Deadline
✓ Letter to District – <i>Completed but not sent, waiting for data (11/21)</i>	Steyn and Mia Yang	11/21/08
✓ Send Letter and data and resubmission of forms	Sarah, Steyn	12/1/08?
✓		
✓		

Agenda item: Grounds **Presenter:** Rebecca

Discussion: Teachers brought 2 proposals for Grounds

- 1) Genes Farm support from Teachers – staff supports pursuit of leasing farm for research and curriculum support. Lease negotiation of terms taking place with Sarah and land owners preliminary indications look good for \$250/mos. But also would like to extend Sustainability Coordinator position from 4 to 5 days per wk.
- 2) Optimal school/park partnership for SES
 - a) All signs are replaced with signs that indicate a school / park relationship to avoid confusion.
 - Signs indicate that it is for school use from 8-4 (preschoolers and neighborhood daycare to be educated about wise and safe use).
 - b) The neighborhood association could take responsibility for monitoring dog use. This be evaluated.
 - c) Students will work in partnership with parks to take part in service-learning and career activities related to park grounds work.
 - d) All park employees will check in with the school office before working or visiting the grounds during the school day.
 - e) Parks continue with grass, tree and trash maintenance.
- f) SES will care for all garden spaces
- g) SES will document horticulture curriculum for improvement and adoption from other interested schools.
- h) All proposals for improvements will follow PPS process for changes. PPS Facilities department will reference agreement when considering changes.
- i) The SES Principle or designees will attend neighborhood association meetings as requested to report on school activities. SES will contribute to the neighborhood newsletter and share school activities.
- j) SES will not need to obtain park permits when using the grounds.
- k) The parks departments and neighborhood association will work with teachers, parents and students at garden days (community care day.)
- l) SES students will give an annual educational grounds tour.
- m) SES students will respond to invitations to care for the yards of elderly or needy neighbors.

Conclusions: SC agreed in consensus to our position as indicated above recognizing these are our desires. Steyn contacted Jeff (PPR) and Brian (PPS) asking for 1980 agreement redrafting meeting.

From Beth Azar :

1) "Site Council has been working with PPS, Portland Parks and the Sunnyside Neighborhood Association to work out some grounds issues, including a way to make the grounds safer for students during school hours. Teachers and staff proposed language for a new agreement between PPS and Portland Parks to give SES more control over the school grounds. In part, the agreement would limit access to the grounds during the school day, except for students and staff. Site Council approved the agreement with some wording changes and it will be submitted to PPS and Portland Parks for review."

2) "SES has been offered the chance to lease Jean's Farm to use as a learning environment. Teachers and staff are investigating the feasibility of this idea and asked Site Council to approve the concept, pending more information on cost and sustainability of the project. Site Council approved the concept but noted concerns about sustainability and cost. If people have any questions or concerns about this can contact Sarah who will present answers and more details at the next Site Council meeting."

Action items	Person responsible	Deadline
✓ Letter from Neighborhood Association	Diana Deumling	11-21-08
✓ Attend SNA meetings	Steyn	ongoing
✓ Share suggestions with PPS	Steyn	12/1/08
✓ Redraft 1980 grounds agreement with PPS	Steyn, Sarah	Pending?

Other Information

Presenter:

Site Council Email list: (please verify for accuracy)

ptjohnso67@hotmail.com
hamiwers@comcast.net
elisabethandbob@q.com
miapisano@yahoo.com
neeley@dnld.net
shtaylor@pps.k12.or.us
akleiner@pps.k12.or.us
nicleary503@comcast.net
steyn_pearson@hotmail.com
robbjenn@msn.com
ses_janz@yahoo.com
miaems@yahoo.com
cmccoy65@msn.com
rebeccawags@yahoo.com
oaksparkrocks@yahoo.com

Resources:

Special notes:

What is a Curriculum Framework?

A curriculum framework is a map of a child's journey through a specific school and its curriculum. At its best, it should provide the staff, parents, students and the community with a clear and compelling vision of their child's educational experience.

A framework is a difficult piece of work to compose as it can not be too rigid and must allow creativity and new expression while gently providing structure and agreements in a way that is useful to all.

Often school systems swing back and forth from too rigid a framework that is created by textbook publishers to no framework at all. These extremes are, in my opinion, expensive and take considerable amount of teacher time. When the pendulum swings too far in either direction, there is fear and a negative reaction by some members of the greater school community.

The best schools have always operated on a system of great teachers who shut their doors and do great things with their students. It represents rugged creativity and individuality. The teachers team with the

other teachers that they enjoy working with and ignore the others. It is often a system of survival. Parents fight for these schools and these teachers with little effort to understand what it is that these teachers are doing well and why. When these teachers leave, there is nothing strong or enduring about the school. There is no purposeful road map for new teachers.

The SES framework hopes to follow a middle path that assures all children a high quality education based on the principles of environmental education while understanding the need to change assignments and classroom projects. All members of the community will have an understanding of the school's philosophy and how it plans to educate children.

The SES framework is looking at strands for each year that will hold true over the years. Teachers will decide what teaching tools and activities they will use to bring these strands into the students lives. The framework also clarifies the schools philosophy and way of living and learning within a year, a day and a season.

It is my goal, along with site council, to examine this carefully and to bring our framework to the curriculum department of PPS and ultimately to the board for approval. I believe that it is important to state what you believe in and what you know works with students. It is the opposite of working "against standardized curriculum and testing." It is saying this is what we have learned about how kids learn and thrive. It is intended to be proactive and practical. It is hopefully built with a strength and integrity that will serve the school well over the years.

To this end, we need to continue to edit, ponder and discuss the document. I need the considerable wisdom of all of you to do this. If you are a parent, a student, an editor, an educator, a wise elder, an alumni please join me in this work.

I hope this is helpful.

We will try to get parts of the framework on the website for everyone to enjoy and give feedback on.

Sarah