

El Monte Elementary School

Key Items	<u>Robert's rule of order</u>	Bylaws Compact
Vision		

11/20/25

- ☐ Gilberto Parada (Principal)
- ☐ Gabrielle McBride (Teacher)
- ☐ Julie Kennedy (Teacher)
- ☐ June Kirske (Teacher)
- ☐ Wendy Gomez (Parent) second Year
- ☐ Natalie Keogh (Parent)
- ☐ Gidget Perreira (Parent)
- ☐ OPEN (Parent)
- ☐ OPEN (Parent)

Roles TimeKeeper/Guarda Tiempo: Note Taker/Grabador: Translator/traductor: Equity of Voice Champion/Campeón de equidad:	
Meeting Objectives/Objetivos de la junta	
Norms/Normas	<u>Agreements:</u> ● Ground our work in the students and community. ● Step up/step back with an awareness of our identities, including our own privileges and experience level. ● Engage in brave conversations with an open heart, and be comfortable with being uncomfortable. ● Speak from your own individual truth, and own your intentions, impact, and next steps for learning. ● Critical Self-Reflection

Time	Seeds	Facilitator/facilitador	Seedlings/ideas	Next Steps
5 M	Check-In:			
	Review Prior Minutes/Repasar Minutos	June set motion to approve. Julie seconds the motion for approval		
	SPSA Goals/Metas	Looking at the budget there are specific issues with the way that. IXL, and how it can be set, or not.		
	SPSA Budget/Presupuesto	Looking to get an afterschool and fill an intervention time and help. Is there a total academic and goals an afterschool group to do that and if it is wone of the students and being seen everyday. Want to look at the specific details of what software to use.	Kirske motions to approve the spsa as this moment to approve. Julie secons the motion to approve. All approve using the spsa at all of the levels and the mclass.	
	Bylaws	Motion to approve bylaws, and how to utilize.		

		January Date would be the 15th. Clarification about the 80th percent, and the use of the art teacher. Concern is if it is just for supplies, Christian or all. Is it for art teacher or all of them.		
Public Comment/Comentario Publico				
5M		Concern is if it is just for supplies, Christian or all. Is it for art teacher or all of them.	This can be used for the art and music teacher as well.	
Close				
5M	Process And Structure Feedback/Comentarios sobre procesos y estructuras Appreciations and Amends			

	Next			
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10/16/2025

- ☐ Gilberto Parada (Principal)
- ☐ Gabrielle McBride (Teacher)
- ☐ Julie Kennedy (Teacher)
- ☐ June Kirske (Teacher)
- ☐ Amanda Gibbs (Other School Staff)
- ☐ Wendy Gomez (Parent) second Year
- ☐ Natalie Keogh (Parent)
- ☐ Gidget Perreira (Parent)
- ☐ OPEN (Parent)
- ☐ OPEN (Parent)

Roles TimeKeeper/Guarda Tiempo: Note Taker/Grabador: Translator/traductor: Equity of Voice Champion/Campeón de equidad:	
Meeting Objectives/Objetivos de la junta	•
Norms/Normas	<u>Agreements:</u> • Ground our work in the students and community. • Step up/step back with an awareness of our identities, including our own privileges and experience level. • Engage in brave conversations with an open heart, and be comfortable with being uncomfortable. • Speak from your own individual truth, and own your intentions, impact, and next steps for learning. • Critical Self-Reflection

Time	Seeds	Facilitator/facilitador	Seedlings/ideas	Next Steps
5 M	Check-In:			
2:35-	Review Prior Minutes	Minutes were approved.		
	General Academic Data	Information about goals was shared.		
	School Goals	School Goals were shared, There were wonderings about the family survey and metric.		
Public Comment/Comentario Publico				
5M				
Close				
5M	Process And Structure Feedback/Comentarios sobre procesos y estructuras Appreciations and Amends			

	Next			
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9/12/25

- ☐ Gilberto Parada (Principal)
- ☐ Gabriellel McBride (Teacher) 3rd year
- ☐ Julie Kennedy (Teacher)
- ☐ June Kirske (Teacher)
- ☐ Amanda Gibbs (Other School Staff)
- ☐ Wendy Gomez (Parent) second Year
- ☐ Natalie Keogh (Parent)
- ☐ Gidget Perreira (Parent)
- ☐ OPEN (Parent)
- ☐ OPEN (Parent)

Roles TimeKeeper/Guarda Tiempo: Note Taker/Grabador: Translator/traductor: Equity of Voice Champion/Campeón de equidad:	
Meeting Objectives/Objetivos de la junta	•
Norms/Normas	<u>Agreements:</u> • Ground our work in the students and community. • Step up/step back with an awareness of our identities, including our own privileges and experience level. • Engage in brave conversations with an open heart, and be comfortable with being uncomfortable.

		• Speak from your own individual truth, and own your intentions, impact, and next steps for learning. • Critical Self-Reflection		
Time	Seeds	Facilitator/facilitador	Seedlings/ideas	Next Steps
10 M	Check-In:			
	Review SSC Year -Bylaws -Family Compact		How school functions and the way that we support the planning and doing.	
	Membership Update (How Many Years?)		Nomination forms sent out for the other roles and how we engage in them. There are a set of agreed upon bylaws within the group and how we supported it. Rules for governance and mostly about how we spent SPSA work: It is done by the principal and then SSC approves it and what it looks like, etc. And looking at the agreed upon plan etc. October 16th, Nov 13th as tentative date for SPSA approval.	

	SSC Cadence: Time and date, structure?			
	LCFF Funds		In younger grades wanting a pullout, instead of a intervention: wanting to have a trained professional educator Interventionist of the full days and covering the support that they can do, and get any of the flow for that. Joelle for Bylaws, etc. Secretary, was holding a physical binder for Official Positions, Put out for two official for parents etc. Thursday oct 16th	
Public Comment/Comentario Publico				
5M				
Close				
5M	Process And Structure Feedback/Comentarios sobre procesos y			

	estructuras Appreciations and Amends Next			
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