

**STEERING-SITE COUNCIL  
MIDDLE SCHOOL SITE COUNCIL MEETING MINUTES**

**May 11, 2026 at 3:30 pm**  
Evergreen Middle School Library

1. **Call to Order:** Principal White called the Middle School Site Council Meeting to order at 3:31PM

2. **Introduction and Greetings:**

3. **Roll Call:** Roll was taken

Members present: T. White, P. Wigno, A. Brouillette, K. Cory, S. Silveira,  
R. Enyart (Virtual), H. Moore

Members absent: J. Martin, J. Collins

Guests: J. Fesler

*(A quorum constitutes a majority of the membership = 5 out of 9 members.)*

4. **Approval of Agenda**

Motion to approve was made by: A. Brouillette

Motion was seconded by: S. Silveira

Voting: Unanimously Approved

5. Approval of Minutes: [April 13, 2026](#)

Motion to approve was made by: A. Brouillette

Motion was seconded by: P. Wigno

Voting: Unanimously Approved

6. School Plan for Student Achievement (SPSA) update on goals (if applicable)

o Academic: Currently, EMS and Bend are State Testing.

o Attendance ( SPSA goal #4 -96%) Current, attendance is at 95.7%

o Suspension: White reports it will be high for next year.

o Parent Engagement:

o [SSC Meeting Calendar](#): Due to conference week, the September 14, 2026 meeting will be cancelled. Next meeting will be on October 12, 2026

7. A) Revise, update, and approve BP 6020.1

Motion to approve was made by: A. Brouillette

Motion was seconded by: H. Moore

Voting: Unanimously Approved

B) Approve calendar for 2026/27 [SSC Meeting Calendar](#)

Motion to approve was made by: S. Silveira

Motion was seconded by: P. Wigno

Voting: Unanimously Approved

C) Review Wellness assessment:

Goal 1: Environment, the baseline was rated as “safe”; however, the current margin was identified as “vulnerable” due to increased rigidity of rules during yard time and the implementation of more punitive disciplinary consequences.

For Goal 2: Academics, the baseline was rated as “solid”; however, the current margin was identified as “overwhelmed,” with concerns that homework demands are contributing to burnout among struggling students.

For Goal 3: Family and Culture, feedback was primarily provided by students from the Bend campus.

Regarding physical environment and psychological safety, students expressed concerns related to privacy in restroom stalls, specifically requesting longer stall doors without gaps, as well as improvements to cafeteria food quality.

In the area of intent vs. impact/student impact, students reported concerns regarding negative interactions with yard duty staff, describing some responses as overly harsh or “mean.” Additional concerns were raised regarding perceptions of racism within the school environment and difficulty maintaining trust with staff when students felt confidential information was shared after assurances of privacy.

For Theme 2: Homework Pressure Valve, students reported difficulty balancing academic demands with extracurricular activities, including sports participation and responsibilities at home such as chores. Students described feeling overwhelmed when attempting to manage multiple obligations simultaneously. Additionally, it was noted that some students struggle with prioritizing academics over social interactions, which may further impact assignment completion and overall academic performance.

For Theme 3: Extremes of Academic Pacing, students expressed differing perspectives regarding academic rigor and instructional pacing. Students who experience academic difficulties reported barriers such as confusion with coursework, feeling overwhelmed by homework demands, and limited access to resources such as computers. Conversely, students seeking greater academic acceleration reported that coursework often feels too easy and expressed a desire for more challenging, higher-grade-level academic opportunities and enrichment.

For Theme 4: Communication Gap, feedback indicated that although EUSD utilizes multiple communication platforms, including newsletters and ParentSquare, families may not consistently engage with or access the information being shared. Students expressed dissatisfaction with current school communication systems, describing communication as ineffective and identifying Aeries as a platform they find difficult to use or engage with. Students expressed interest in more

accessible, user-friendly, and effective methods of communication between the school and families.

For Theme 5: Engagement Barrier Funnel, data suggests that families do participate in traditional school events, including evening dances and school functions; however, engagement is not consistent across all opportunities due to several systemic barriers. These include time constraints related to shift work, structural limitations that may impact access or availability, and cultural factors that can create friction or reduce participation. Collectively, these barriers contribute to uneven family engagement across school events and activities.

For the “Tale of Two Students” theme, findings highlight a clear contrast between connected and disconnected student experiences. Connected students tend to demonstrate stronger engagement with school, increased sense of belonging, and more consistent access to supportive relationships and resources. In contrast, disconnected students often exhibit lower levels of engagement, reduced sense of school connectedness, and limited access to consistent relational or academic supports. This divide underscores the variability in student experience within the school environment and suggests the importance of strengthening systems that promote belonging, access, and consistent adult-student connection.

For the EUSD Blueprint for Action, three primary focus areas were identified to support improvement across systems: Environment and Culture, Academic Flexibility, and Modern Communication.

Within **Environment and Culture**, priorities include auditing physical privacy in student restrooms, specifically addressing concerns related to gaps in stall doors and overall student privacy. Additional actions include implementing a clear and consistent stance of zero tolerance for racial slurs and bias-based language, as well as providing retraining and support for yard duty staff to ensure supervision practices are restorative, appropriate, and aligned with student safety and dignity.

Within **Academic Flexibility**, the focus is on establishing clear “pressure release valves” related to homework expectations to reduce student overload while maintaining academic rigor. Additionally, there is a need to create more fluid and responsive pathways for advanced learners to access higher-grade-level content and enrichment opportunities, ensuring both struggling and advanced students are appropriately supported.

Within **Modern Communication**, the recommendation is to pivot from reliance on long-form newsletters toward more concise, accessible digital communication formats. This includes strengthening timely, user-friendly messaging systems and expanding diverse family engagement opportunities through events designed to accommodate varying family structures, schedules, and cultural needs.

8. Evaluation of the meeting is collaborative and student-centered.
9. Future Agenda Items TBA
10. Next meeting: October 12, 2026

11. **Adjournment:** Meeting was adjourned at 4:05PM  
Motion to approve was made by: A. Brouillette  
Motion seconded by: S. Silveira