

OGMS Site Council Meeting Minutes 2/28/18

Goal 1: Increase caregiver engagement

Goal 2: Support instruction

Goal 3: Adoption of OGMS Site Council bylaws, with elections Spring 2018

Attendance

- Paula McCullough
- Karl Logan
- Julie Maus
- Jeff Johnson
- Kersten Green
- Kate Mann
- Emily Wever
- Rose Murdock
- Gabrielle Bolivar
- Kelly Bawden
- Temmecha Turner
- Zarahi Soto
- Demetria Booth

*=add to google group

Agenda

- Announcements *20 minutes*
 - Principal search update
 - Teacher on leave update
 - Protest investigation update
 - Parent night information and discussion
- Presentation by Karl Logan *20 minutes*
- Review last month's action items *20 minutes*
 - Locker painting (Lisa Belt)
 - School-wide calendar and newsletters (Rebecca, Jane, Paula)
 - Middle School Month
 - Survey report action items
 - Pilot group for student feedback loop/class evaluations (Kate, Zhari)
 - Direct-to-Student communication:
 - Morning Announcements?
 - A/B day signs?
- Site Council Elections and Teacher/Classified involvement (Emily) *10 minutes*
 - Teacher outreach?
- Surveys and Assessments *40 minutes*

- Site Council Survey Report - finish review and create new action items (Jeff, Temmescha)
- Approval by council
- Dissemination plan
- Set agenda and meeting date for next meeting

Notes

- Conversation with Sr. Director Karl Logan
 - Principal search update
 - 2 candidates - 1 internal, 1 external
 - Background checks are now in process for both candidates, including social media/digital and checks with their current schools
 - Have already completed 2nd step in process which is meeting with community panel that includes parents, teachers, community members from across PPS schools (not associated with schools with openings)
 - External candidate is from outside the state of Oregon
 - 1 candidate has Middle School and High School experience
 - 1 candidate has k-8 experience (out of Oregon candidate)
 - Neither candidate has visited the building yet, will happen before offer is extended
 - Part of the interview process is telling them that the expectation is staying here 5 years
 - Other applicants
 - Position remains open so other applicants may come in and as a safeguard against being left with no candidates.
 - Other applicants in the pool are being reviewed this week
 - Worse case scenario, if everything were to fall through, Paula would like to stay
 - Ask is that they start 4th quarter. This is more likely if the person selected is the internal candidate.
 - New this year: Candidates will interview with Yvonne Curtis and Guadalupe Guerrero
 - Communication
 - Request from Jeff to have better communication with community as process proceeds
 - Request from Kate that teachers also be better communicated with. This makes a big difference in retention of staff
 - Hope is that announcement is either the week before or after spring break, more likely that happens if internal candidate
 - Concerns

- Concern voiced by many about repeated trauma of changes of buildings, changes in staffing, etc
 - All agree that it is very important that this person has a passion for this particular community and our particular kids;
 - They should want to be here rather than anywhere else and not see this as a stepping stone
- Admin team for '18-'19
 - Jane Harold - staying
 - Terry Sing - going to Tubman for special ed support
 - David Jamison - staying
- What are the plans for the 5th grade visitation?
 - Teachers unclear about the plan
 - Students should be involved
- Problems with poor PR and persistent negative messaging about OG
 - Internal messaging from PPS has been improving slightly (i.e. PPS Pulse) but our students are not the ones being highlighted at board meetings
 - Public-facing messaging from PPS communications is poor to non-existent, allowing major news media to be at school and report lies that feed our “bad” reputation, no effort at correction
 - Karl is going to ask communications for a dedicated communication staff for Ockley with request that effort be made to change the narrative
 - Jane will send our weekly eNewsletter to feeder schools, neighborhood associations
- Question about possibility our staff getting “sucked away” into Tubman and RWH
 - General teacher shortage across the board
 - Middle grades are historically more difficult to staff
 - Principals get staffing allocation tomorrow
 - Funding formula is changing at the district level which should allow for more equitable distribution to middle grades programs
 - PAT agreement gives existing k8 teachers from feeder schools first right to new positions at Tubman and RWH, so unlikely we’ll see our staff moving
- Protest update
 - Active investigation critical questions
 - Was it was student-led?
 - At what point and under what circumstances can a teacher leave campus with students?
 - There is the why and the how of the protest, it’s the how that is being investigated
 - There has to be a space for students who disagree with any given cause (what if this was a white nationalist walk out?)

- Students need to learn the ins and outs of protesting (i.e. getting permit, promotion on social media, having speeches ready for media, etc)
 - Community frustrated by the lack of positive follow-up with students about lessons learned, history of protest, etc. This is a missed learning opportunity.
 - No reports of injuries, concern is the many “what ifs” of the day. Day could have been very, very bad.
 - Belief that student protest is the new norm, what can we do to ensure the safety of all students? Need to make sure it is student-led and that everyone is making an informed decision
 - Example given of students who are themselves immigrants or come from immigrant families. Their cultural differences mean that they didn’t necessarily fully understand everything that was happening. Also, in participating they may have placed their families at risk for deportation or other involvement with ICE.
 - Lessons already learned
 - Walking field trip permission slip - what does it mean? There is a systemic misunderstanding across the district of what exactly it means. Varies from building to building and among staff within any given building
 - March 14th will have district support for on-campus demonstrations, but students who leave campus will be treated as any student who left the campus on a “regular day.” K5 students will be stopped, 6-12 will not.
 - There should be a protocol in place for when protest starts that involves communication to parents
 - There is a wide range of experiences from that day among students. How do we come along side of our students to support all of them?
 - Opposition to the word “investigation”
 - has a negative connotation
 - is racially coded
 - Is criminalized language
 - would be better to frame it as “lessons learned”
 - District protocol motivated the investigation, not parent complaints
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- Other pressing agenda items will be discussed via email
 - Will vote to approve survey report
 - Will continue to move elections forward
 - Next Meeting 3/21/18 6pm

Parking Lot

- 6th grade bonding event
- Girl-on-girl bullying
- Paula setting up meet and greet? Mid-year open house?
- Reminders for meetings: give 1 week before and then day of
- Parent coffee: different themes to cover, instructional, climate, etc.. different times of the day to accommodate more parents
- Laughing Planet owner has reached out to be involved
- Growing Garden - Rashae
- Culinary Arts program - Kate
- Social worker in the building - Temmecha