

PTO Meeting Minutes  
January 15, 2019  
6:30pm in the Library

In Attendance: Heather and Aaron Friesen, Karen Olsen, Regina Ligon, Laurie Freeman, Sandra Epple, Yuli Martinez, Lauren and James Whan, Justin Heide, Jen Davis, Bryan and Lynn Kane, Maren LaRoche, Ellen Cabeza, Jason Schanze, Jen Kirkwood, Esther Skilling, Amy Thomas, Jennifer Heuett, Cat Tomlin, Mary Kuhl, Londa Rochholz.

We had the opportunity to be introduced to Oregon's Kid governor, our very own McCornack 5<sup>th</sup> grader Erikka Baldwin. She was recently inaugurated at a ceremony in Salem and will be back at a future meeting to talk more about her platform to help abandoned dogs and cats find their forever homes.

Lynn wanted to let everyone know that the fire that happened at the Churchill Apartments was a McCornack family and there was a card being passed around to sign as well. If anyone would like to contribute to a Fred Meyer gift card that would be much appreciated. The mother is in Portland's burn unit and had her 10th surgery today.

Our guest speaker was Joy Marshall with Stand for Children. The question she posed is, school funding and where does it come from? We want a voice in where it goes. Joy explained how we can participate, and also how important it is for us to have a voice, especially now that legislators will be looking at how to allocate the money. There is a lack of funding, but only 25% of voters have children in schools. Parents can voice what our schools need be it smaller class sizes, more electives, updates. Joy explained that funding for schools comes from taxes. Property and income taxes pay for the majority of our school budget. Education is the biggest piece of the state budget, with healthcare (medicaid), and state public safety making up the rest of the budget. It used to be that some schools were significantly more funded, since the property taxes for the area were higher than other areas, but Oregon equalized it and now divides property taxes evenly to each school across the state. For the schools that used to get more money they have felt the pinch, but overall this is better on the whole for schools. Only 9% comes from Federal, and this money is restricted as to how it can be used.

The Governor is proposing an \$8.9billion increase to the education budget by way of a tax. This would work out to be \$11,000 per student. The breakdown to where that money goes is: 85% pays for staff, the remaining is used for transportation, food, etc. In order for this to pass, it's very likely that they will need to vote on this. The legislators need to take a look at what we are spending as well as cost control. Joy explained how we can advocate/lobby to let the legislators know how important we believe this is. Letters, emails and phone calls are great, but we also have an opportunity to join Stand for Children for their "Day at the State Capitol" Monday Feb.18. All parents and students are welcome, there are free buses available to take everyone and free breakfast, lunch and childcare are provided. RSVP at [www.stand.org/oregon](http://www.stand.org/oregon)

Lynn asked the question, what is the difference between a bond/levy? Joy explained bonds are for

buildings, equipment, books, etc. It can only legally be for repairs and improvements. Whereas a levy is for staffing, lowering class size, a bond is like a mortgage. We use the levy to hire teachers, we don't want to lose our levy and it is coming up to be re-voted upon and we need lawmakers to remember how vital it is. Jen Davis asked the question, what would it take to reduce class size? Joy explained if we pass the tax, there is a portion that would be earmarked to lower class size, but we have to ask the legislators for that. Especially because that's a priority. Joy encouraged us to meet before hand and decide what it is that we want to see legislators consider so that we can be a unified front.

AVID presentation by Karen Olsen, 5th grade teacher walking us through a typical note-taking lesson Recently her students read an article about whether Disney should be able to trademark the phrase “hakuna matata”? The technique they're learning that Karen had us try is a 3 column note form. The first part is finding the essential question, then 3 smaller/follow up questions. Students dissect the article by using arrows, highlighting, numbering the article, circling vocabulary words they're not confident about and underlining things that they think are important. The second column is used for a statement that supports the main idea. And the last area is the conclusion. AVID note taking strategies get kids to know the article inside out. This will help prepare them for high school and the college level. Right now 5th grade is working in a group setting, but eventually they will be able to do this independently. This is an organized way of getting through some challenging text. AVID is currently being implemented at McCornack in the 3-5 grades, but we're planning to take it school wide. Churchill High School has a small group, cohorts is what they are called, in an AVID class. But the AVID principles are being implemented throughout the school. Marin LaRoche asked why this was only for a select few? Karen Olsen explained that the program was originally intended to help first generation college goers, and that it's application based, since there isn't the funding or time in the high schools to implement it into the education.

Our next meeting will be the 2nd Tuesday in February , and we will be having our guest speaker talking about food policies for 4j. Someone from Kid Food Matters will be coming to speak with us and also the Nutritionist with Food for Lane County will be here. Our March meeting will be held on the 3rd Tuesday of the month, due to a conflict with Kennedy's band concert, and this will be our spring Ways and Means meeting so please mark your calendars!