Welcome – Alicia Morissette
Alicia thanked everyone who played a part in bringing John Medina to campus specifically Mo Copeland, Kim Bissell, Kristen Bradley, Marty Jones (marketing), and Jordan Elliott who invited the Oregon Islamic School and Valley Catholic. It was a very successful evening.

Head of School Report -- Mo Copeland
Mo also thanked everyone for supporting John Medina’s visit to campus. The support of parents in organizing an event like this is essential. Mo especially thanked Kristen Bradley for all her work and for handling so well the conflict presented by University of Oregon’s National Championship game. As a result of the “Duck Bomb”, we were able to draw people in from outside the community.

There are some transitions happening currently at OES. Jenny Strode is moving to Colorado and Tom Berridge is retiring. OES has a commitment to growing and developing talent and, along those lines, Scott Hardister is moving to Marin Country Day School. Scott has grown the Middle School in tremendous ways and his shoes will be hard to fill. But the new position is a great opportunity for Scott.

Mo thanked everyone for participating in the Strategic Planning survey. The Strategic Planning committee includes parents Alka MacLennan and Carey Killian. The committee gathered some great data from the survey which will be shared at the State of the School presentations but some of the highlights include: parent satisfaction rate 93% (high and v. high) (in 2012 it was 89%). The areas that are important to parents include the OES climate, culture and values, and the small class size. The areas in which parents feel that OES is doing less well include library resources and technology. We need to look into the data carefully to understand what this actually reflects.

High school students also participated in the process and overall 95% of the students surveyed are very satisfied with their experience at OES.

In February, Mo will make her annual “State of the School” presentations. She asked PCL for input on what parents may want to hear about. Responses:
-- Tuition increase – how to keep school affordable as kids move up in grades;
- Update on building plan – what will the children’s everyday experience be like during construction?
- Library resources – one suggestion was whether FOESL could use marketing resources to help advertise what is going on through the libraries (for example author visits, etc.)
- Hazing and bullying issues (have been an issue at other schools – how is this handled at OES).
- LS PAL Chair suggested that for the LS PAL meeting Mo should focus on what is going well at school.

The “State of the School” will be presented both at morning meetings and one evening meeting. Alicia Morissette gave a special plug for the evening meeting.

**Hiring Update -- Chris Schuck**

Chris focused on the 2 positions that are currently open: (a) Middle School Head; and (b) Athletic Director.

Middle School Head: One person in the school community has declared themselves as a candidate. Chris has met with the Middle School leadership teams to discuss the strengths and direction of the Middle School and to hear individual thoughts and opinions. Chris has also met with Mo to discuss fundamental strengths and areas of growth and improvement for the next head, as well as the needed personal and professional qualifications. Chris will meet with a panel of parents who know the Middle School and get their input. Scott has chosen not to be part of the conversation. The Middle School faculty wants to continue with someone like Scott who is highly relational, and committed to the middle school age group. Chris plans to meet with the Middle School faculty at the end of the month to bring them the “plan for the plan.”

Director of the Athletic Department: Chris is engaged in a similar process. He has more people to meet individually for input including all the full-time teacher-coaches. He has met with a number of parent, faculty and administrators as well as a panel of parents of student athletes. He has collected names of about 2 dozen candidates from search firms and interviewed 2 outside candidates over the phone. Right now we have a pool of semi-finalists and one finalist. The plan is to go through the finalist process and then look at semi-finalists if we need to.

Chris will make an announcement about the hire as soon as the decision is made.

Casey Knopik has just been hired as a replacement for Tom Berridge. He comes from Eastside Catholic near Seattle.

**The Administrative Team Reports**
The 3 heads want to thank everyone, especially Kristin Bradley, for bringing John Medina to campus. He led a special session with faculty. They will each use that training as a backdrop to reflect on what is happening in the respective divisions.

**Scott Hardister:** Middle School has been using concepts from “Brain Rules” for the past 4-5 years. Scott also uses the principles found in Brain Rules with his students in Health class. The data presented by Medina is very powerful and the Middle School uses that data when they are thinking about if and when changes are needed. It was great to have him here on campus.

**David Lowell:** David added his thanks for bringing John to campus. He is an inspiring speaker and has the ability to convey a complicated message in simple terms. The Lower School is a little later to the conversation but they are learning from the Middle School particularly with the help of Cindy McEnroe. A couple of messages resonated with David: (1) sleep and screen time – we are doing so much more work using screens and sleep is about learning not resting; (2) executive function – the essential competencies puts great demand on executive function and this gives us data on why we are doing what we are doing.

**Jordan Elliott:** Medina reinforced principles that are already important to the Upper School; we may not have learned anything new, but his training was a good reinforcement. OES has been sending teachers to the “Brain” conference for years. For example, Liz Weiler wants to take the entire Math Department because the conference emphasizes the importance of hands-on math and science. The rotating schedule in the US and the Thursday late start are all as a result learning about how the brain functions.

**Scott Hardister:** Understanding the brain is particularly important in terms of boys’ social and emotional life. Some physiological responses are hard to control, and some can be trained. Boys in Health class are learning about this through the concept of mindfulness. It is also important for parents to understand this piece of the adolescent brain so they can understand adolescent behavior.

**David Lowell:** David was struck by Medina’s opening comment about what the brain has evolved to do. The LS Walk for Fun days involve children whipping around the track. As teachers take more advantage of our campus, Brain Rules provides a great rationale for what is happening. The brain is wired for exploration.

**Board of Trustees Report – Kate Lieber**
Kate was invited to talk to PCL to try to demystify the Board, and share their current projects. Kate has been at OES for 9 years. About 6 years ago she was conflicted about what going on at school and so began talking to Board members and began to find out what role the Board played. She joined the Board largely because she was interested in participating in guiding the school.
PCL is “boots on the ground;” the Board looks at the school from the 30,000 ft level. The Board hires, fires and most importantly, supports the head. The Board sets the strategic direction of the school – what do we want the school to look like in 5 years. Right now we are in a great place -- parents are happy, we are financially secure, we are turning away students, and we have raised more money in the past 2 years than ever before at one time. The Board worries about when times are not so good and sets strategy to prepare for those times.

The Board has a number of committees:

(a) Audit -- oversees the outside audit of financials and sets financial controls;
(b) Finance -- approves budget and sets tuition; this is a difficult thing to do while maintaining financial sustainability – we could maybe not raise tuition for a year or two but we would eat into our financial cushion;
(c) Governance -- includes the PCL chair; finds new trustees; determines what core competencies we need on the board; makes sure by-laws make sense;
(e) Development -- oversees auction and OES Fund; sets the strategic direction of the school regarding philanthropy; we have tuition and philanthropy -- tuition does not cover our costs so we rely on raising money; we have been developing a culture of philanthropy;
(f) Operations -- run by Chair and provides a sounding board for Mo; this committee meets if there is a big issue that may put the school at risk such as being sued; this committee does not meet monthly;
(g) Endowment -- we have a $25 million endowment; our endowment has grown thanks to the work of this committee – most of the amount is in growth; the Endowment Committee tells the Finance Committee how much we can draw from the top of the endowment to put in the budget; in summary, operating expenses equals tuition plus endowment plus philanthropy.

The Board is currently comprised of 22 people, although there can be anywhere from 15-25. The Board is comprised of people with a financial background, people connected to the school, and people not connected to school. There is also a requirement that the Board has a certain number of trustees from the Episcopal tradition. The Administrative Team attends Board meetings.

The President is a 2 year term. Kate has served her first term and was voted in for another one year term so is currently in her 3rd year. Board members are elected for a 3 year term. A member can be elected for an additional 3 year term, after which that member must go off the Board, although they can be reelected following at least a year away.

Being a Board member involves a financial commitment. There is no specific dollar amount but the expectation is that the Board members will donate an amount that is significant to his or her family.

There are 6 board meetings a year and they are open to the public.
The Board voted on the Capital Campaign right before Kate became President. We will put a shovel in the ground this year, but we still need to complete the fundraising to 80% of the goal. In the first year of the campaign, the Board members have donated $3 million.

**All School Service Learning**

**Lower School**

Jenny Cleveland is the Lower School Coordinator of Service Learning. She quoted the poem “A More Beautiful Question” by EE Cummings – “always the beautiful answer who asks a more beautiful question.” She showed the video made by the 5th Graders celebrating the International Day of the Girl as an example of Lower School Service Learning. [https://www.youtube.com/watch?v=Y24NaKM8BAw](https://www.youtube.com/watch?v=Y24NaKM8BAw)

As an overview, in the Lower School there is an assumption that children want to discover and find out what matters; they want to engage in meaningful activities; they are curious. The children identify local and global issues and begin to think about real needs not from their own perspective but from the perspective of the person in the situation. The Lower School is working on providing appropriate opportunities that weave into the curriculum and fit with service learning national standards. The Lower School curriculum is inquiry-based and as a result we may not know particular projects for events such as Mount Hood Climb Service Day until very close to the event because the children are developing interests. Last year, the OES wetlands were a big focus in the curriculum, in science, math and art. Much Service Learning came out of work done in the Wetlands.

Jenny pointed us to various resources including the Lower School Service Learning blog set up by Laurie Price (OES sle.com) and the book “A More Beautiful Question” by Warren Berger.

**Middle School**

Anna Rozzi is the Service Learning Coordinator for the Middle School and she presented along with Gracie Mosscrop, a student currently on the Middle School SLICK committee (Service Learning Is Cool and Kind). Anna presented the following Power Point:

[http://prezi.com/4ydsk-z275ud/?utm_campaign=share&utm_medium=copy&rc=ex0share](http://prezi.com/4ydsk-z275ud/?utm_campaign=share&utm_medium=copy&rc=ex0share)

The Middle School uses Service Learning to develop student leadership. Once a student has been exposed to service, his or her world changes so Middle School has a goal to get children out into community to engage in service.
Service Learning in the Middle School is intentional, reflective, and curriculum driven.

Middle School also follows Service Learning best practices as established by the National Youth Leadership Conference. The Middle School develops the Essential Competencies in asking the children to reflect – what, so what, now what.

Gracie Mosscrop presented as a member of the SLICK committee. The committee meets once a week and brainstorms new ideas. Gracie joined because she wanted to help the community in a different way. This year the committee raised awareness of the plight of girls by celebrating the International Day of the Girl. The Middle School also engaged in Operation Gratitude, collecting candy right after Halloween and writing notes to send to people serving in the military; the Giving Shelf; and food collection from the socials.

Gracie’s goal for the Middle School is to establish more service days for students to go out into the community.

This is Gracie’s second year on SLICK. There are around 9 people on the committee from all different grades and 5 more people who want to join. The committee includes boys too!

Anna thanked Ruchi Prakash for organizing the drivers and all parents who drive for the Middle School.

**Upper School**

Robin Schauffler is the Service Learning Coordinator for the Upper School. It has been an exciting 2 year period for the Upper School. Over the past 5 years they have been working on changing the Service Learning program – deepening and lengthening service opportunities. As with the other divisions, the Upper School follows Service Learning best practices as established by the National Youth Leadership Conference.

The 4 major changes to Service Learning in the Upper School are:

- More meaningful service
- More youth voice
- More curricular connection
- Better reporting of student records

Service Learning in the Lower School and Middle School provide a good foundation for the Upper School but there are also many new students in the Upper School and they can be new to the concept of Service Learning but also bring in some new ideas which is exciting.
In Upper School, the Service Learning Action Committee ("SLAC") meets once a week and runs events such as Giving Tree, etc. The goal is for students to get other students involved. We now have more students leading Mt. Hood Climb Service Day activities and we recently sent 4 students and faculty to the national Service Learning Conference in Washington DC.

In the Fall, SLAC ran a Service Learning showcase – 30 students were involved and ran the whole event.

We now have seniors involved in mega-projects:
- Carl Felstiner works at Clay Street breakfast – he is now often in charge, he opens and runs the kitchens and works on Wednesday night dinners;
- Ted Morissette is building a “tiny house” for Dignity Village;
- Lisa Le Feber collects prom dresses for Abby’s Closet and now sits on the board;
- Greg Henionen volunteers regularly at the Center for Medically Fragile Children.

We now have a Service Learning connection in every academic department, for example the math department runs a tutoring program.

Robin showed the video made by Ted Morissette about Carl Felstiner at Clay Street.

**Auction - Lisa Kellogg**
Lisa reminded everyone that the auction is March 14th and the theme is Mission Possible. She encouraged everyone to RSVP early because seats sell out fast!

Alicia Morissette closed the meeting at 9:30am.