

School Board Work Session  
Wednesday, April 6, 2022 5:30 PM

Kalmiopsis School Library  
650 Easy St  
Brookings, Oregon 97415

## **Agenda**

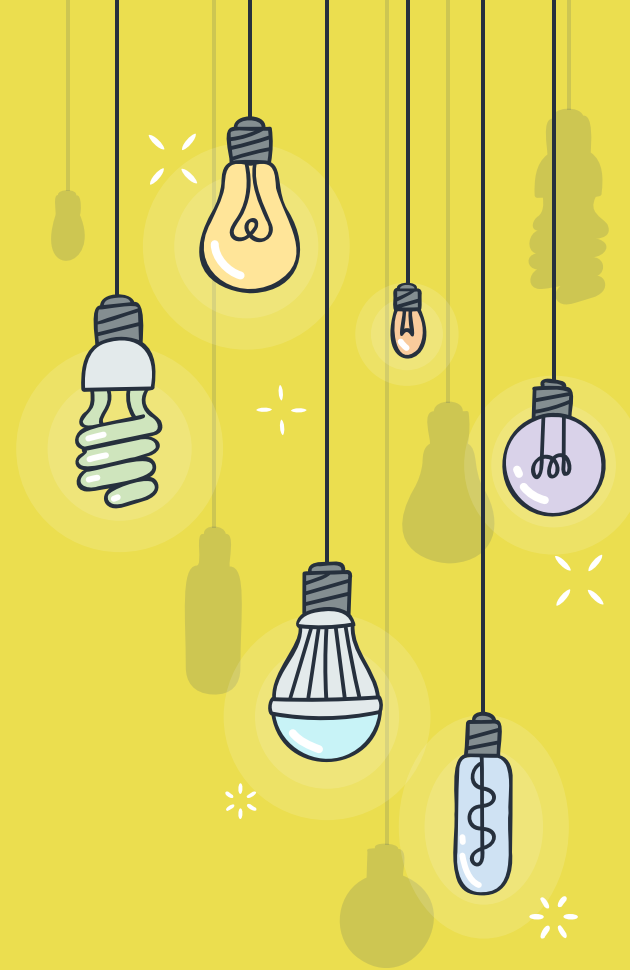
1. Call Meeting to Order
2. Pledge of Allegiance
3. Building Report: Azalea Middle School (Presenter: Marco Thorson, AMS Vice Principal)
4. District Projects Report (Presenter: Jess Beaman, Facilities Director)
5. Policy Discussion/Updates
  - 5.a. JEBA Admission to Kindergarten and First Grade
  - 5.b. IKE Promotion and Retention of Students
  - 5.c. IKFB Graduation Exercises
6. Board Priorities
  - 6.a. Student Success Priority
7. Adjournment

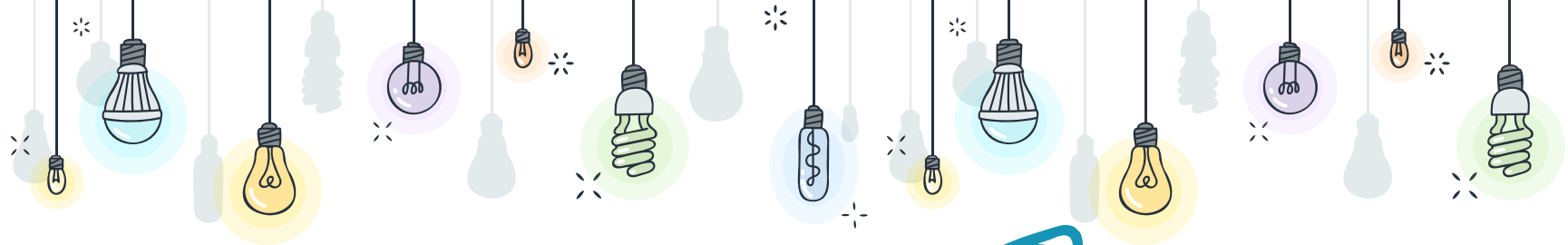


# AZALEA MIDDLE SCHOOL BOARD PRESENTATION 2022

“ A relationship with the one you are trying to teach, lead, or love is where all the power lies.”

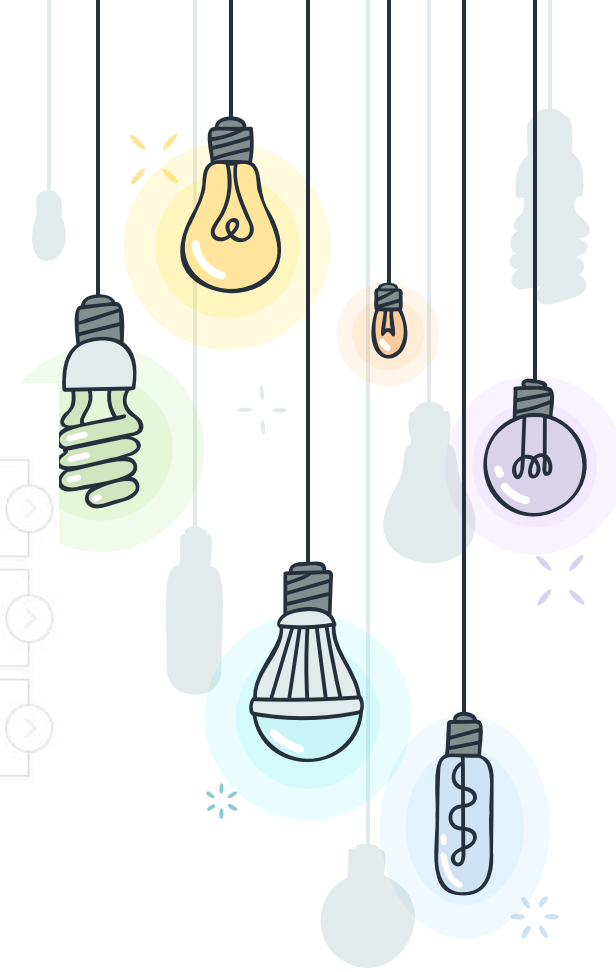
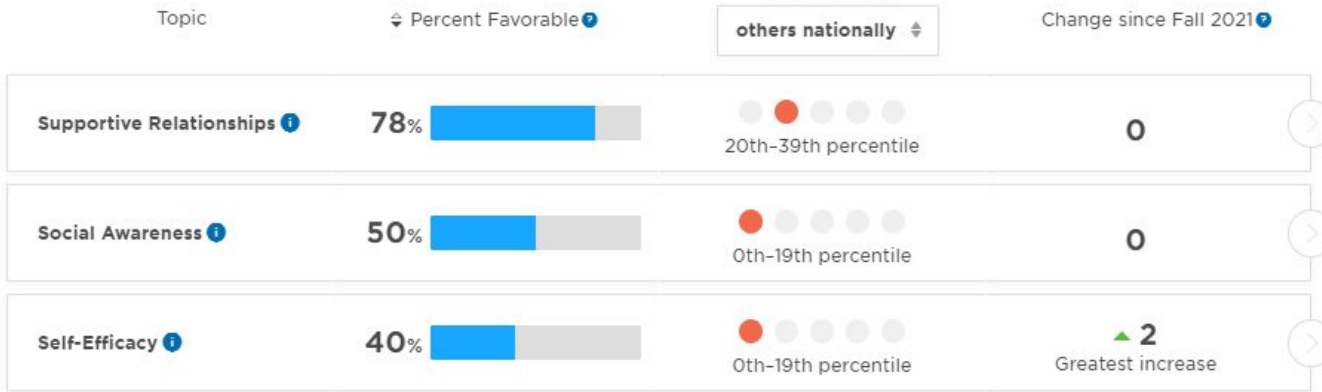
~Dr. Jody Carrington





# SOCIAL EMOTIONAL LEARNING

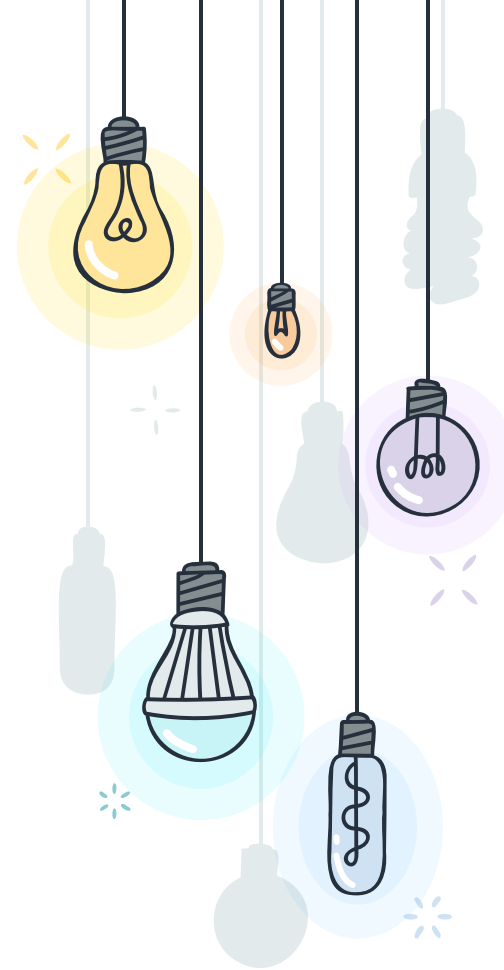
# \* UPDATE ON PANORAMA





## KEY AREAS TO FOCUS ON

- **POSITIVE RELATIONSHIPS:** Building Connections with Students -
  - 56% of students have an adult or teacher they can completely be themselves
- **SOCIAL AWARENESS:** Getting along with students who are different than themselves
  - 51% responded favorably
- **SOCIAL AWARENESS:** Describing one's feeling
  - 25% responded favorably
- **SELF EFFICACY:** Confidence on remembering what one has learned
  - 29% responded favorably



# \* NOW THAT WE HAVE THE DATA WHAT DO WE DO

## Connections

### Positive Discipline Tools

- Individual Time to Connect
- Use “I notice” statements
- Cultivate Mutual Respect

## Social Awareness

### Positive Discipline Tools

- Compliments and Appreciation
- Review Communication Skills -I Messages
- Respecting Differences

## Self Efficacy

### Positive Discipline Tools and Panorama

- Active Listening
- Questioning Prompts

DATA COLLECTION PANORAMA SEL SURVEY SPRING 22



## \* SECOND SEMESTER POSITIVE DISCIPLINE ROADMAP

Calendar with weekly outlines of positive discipline lessons to be covered followed by staff.

Teachers upload artifacts each week

Walk Throughs from Positive Discipline Team next week

**January** - Preparing the ground

**February** - Laying the foundation

**March** - Building the House

**April** - Essential Skills for Class Meetings

**May** - Growing (Review, Revise, Reflect) Class Meeting Walk Through

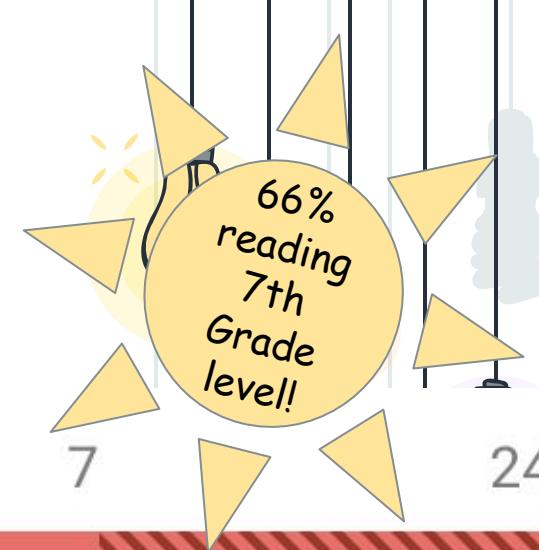
**June** - “ “ End of Year Panorama Survey


**Road Map**



# SUCCESS STORIES FROM THE 8TH GRADE

## Reading Celebrations



 Mid or Above Grade Level

23%

 Early On Grade Level

22%

 One Grade Level Below

22%

 Two Grade Levels Below

7%

 Three or More Grade Levels Below

24%

 Not Completed

0%

# SUCCESS STORIES FROM THE 8TH GRADE

## \* Reading Celebrations

- + **Silent Sustained Reading**
- + **Free Choice Content**
- + **Access to Variety of Content**
- + **Improvement was a grade**



SUCCESS STORIES FROM THE 8TH GRADE

# \* Substitute Training

- + Positive Discipline - Trauma
- + Building Trust and Community
- + Games and Lessons

*14 SUBS; 8 HOURS OF TRAINING; 1390 STUDENTS IMPACTED*



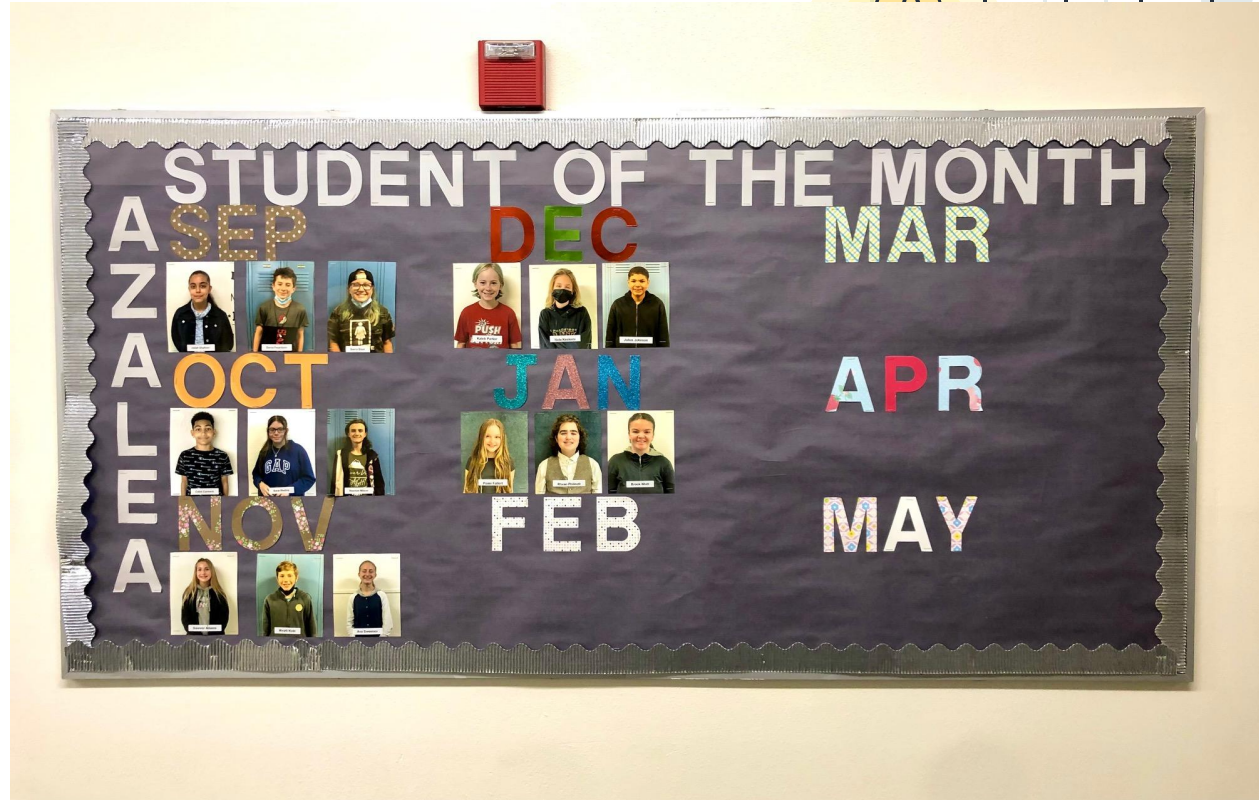
# STUDENT OF THE MONTH AWARDS



Grade Level teams decide on winner

Consider academic excellence, effort, behavior, student growth

Winners receive certificate, custom water bottle, bumper sticker, \$5 gift certificate, Name on reader board, winner wall and website





ACADEMIC ENGAGEMENT

# UNIVERSAL DESIGN FOR LEARNING



Universal Design for Learning (UDL) gives all students an equal opportunity to succeed while meeting the learning target and/or standard. *UDL is based on brain science and evidence-based educational practices. It also leverages the power of digital technology.*

## 3 Main Principles

- Engagement
- Representation
- Action and Expression

Provide multiple means of <b>engagement</b>	
<b>How can I engage all students in my class?</b> <ul style="list-style-type: none"><li>• In what ways do I give students choice and autonomy?</li><li>• How do I make learning relevant to students' needs and wants?</li><li>• In what ways is my classroom accepting and supportive of all students?</li></ul>	<b>Examples:</b> <ul style="list-style-type: none"><li>• Survey students about their interests, strengths, and needs. Incorporate the findings into lessons.</li><li>• Use choice menus for working toward goals.</li><li>• State learning goals clearly and in a way that feels relevant to students.</li></ul>
Provide multiple means of <b>representation</b>	
<b>How can I present information in ways that reach all learners?</b> <ul style="list-style-type: none"><li>• Have I considered options for how printed texts, pictures, and charts are displayed?</li><li>• What options do I provide for students who need support engaging with texts and/or with auditory learning?</li></ul>	<b>Examples:</b> <ul style="list-style-type: none"><li>• Make it easy for students to adjust font sizes and background colors through technology.</li><li>• Provide options for engaging with texts, such as text-to-speech, audiobooks, or partner reading.</li></ul>
Provide multiple means of <b>action and expression</b>	
<b>How can I offer purposeful options for students to show what they know?</b> <ul style="list-style-type: none"><li>• When can I provide flexibility with timing and pacing?</li><li>• Have I considered methods aside from paper-and-pencil tasks for students to show what they know?</li><li>• Am I providing students access to assistive technology (AT)?</li></ul>	<b>Examples:</b> <ul style="list-style-type: none"><li>• Provide calendars and checklists to help students track the subtasks for meeting a learning goal.</li><li>• Allow students to show what they know through a variety of formats, such as a poster presentation or a graphic organizer.</li><li>• Provide students with access to common AT, such as speech-to-text and text-to-speech.</li></ul>





## An Era of Reform Graphic Novel Project Rubric

Students are going to create a graphic novel strip based on one of the reforms we studied from the 19th century. You will research your topics from your textbook, the assignments we have already completed and from the internet. You will be able to have some time in class to research and work on the project.

Requirements: 1. A creative presentation using the website Pixton to create a graphic novel strip. This strip will have at least six panels. These panels will be able to describe the historical figures that were significant to your topic and the methods they used to further the reform.

2. Writing Requirement Your target audience will be students at the elementary school level, meaning that you must write this graphic novel in a way that would help these students know who these historical figures are, what they were fighting for, why they were fighting for it and how they were fighting for it.



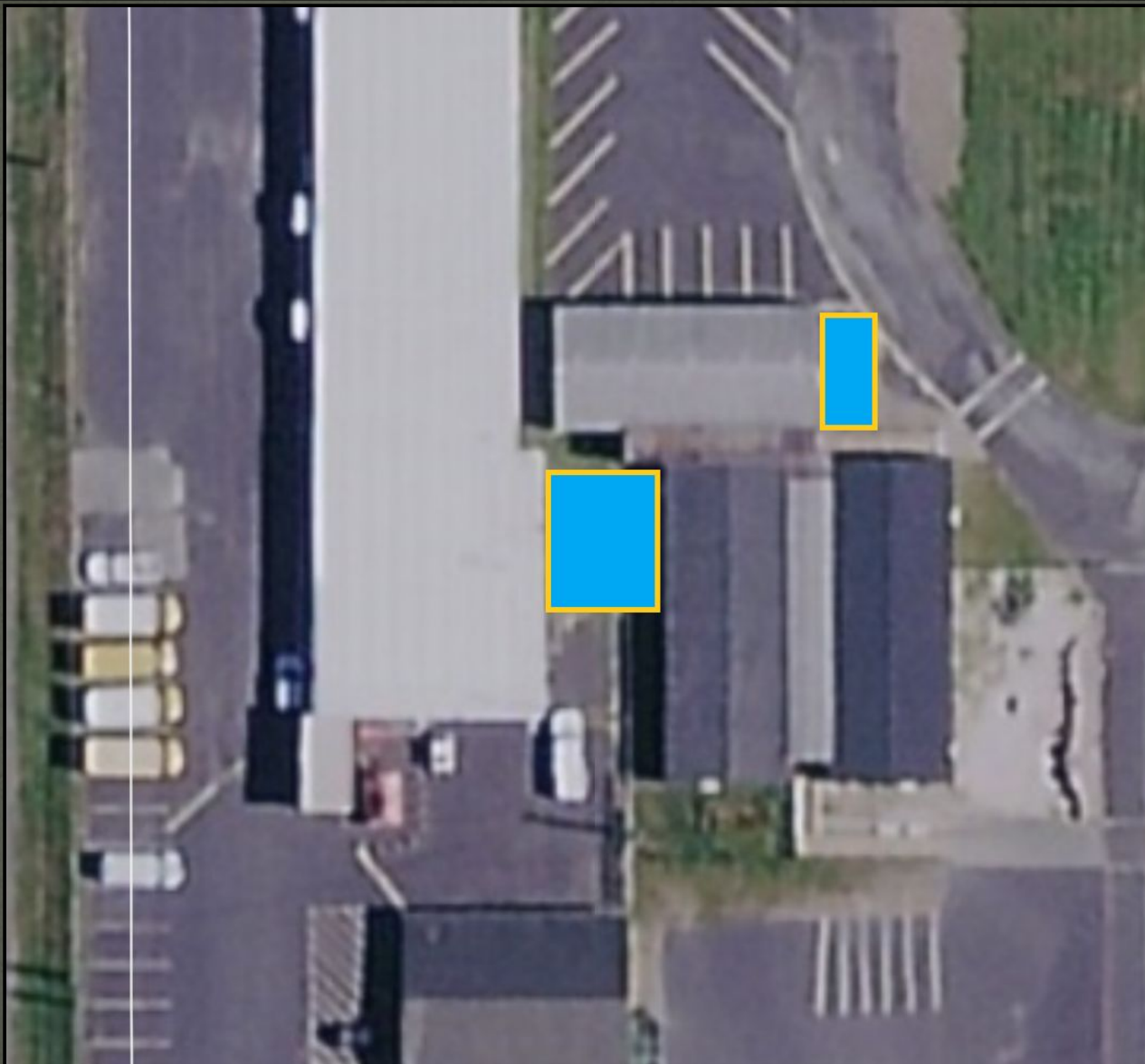
# Brookings Harbor School District 17C

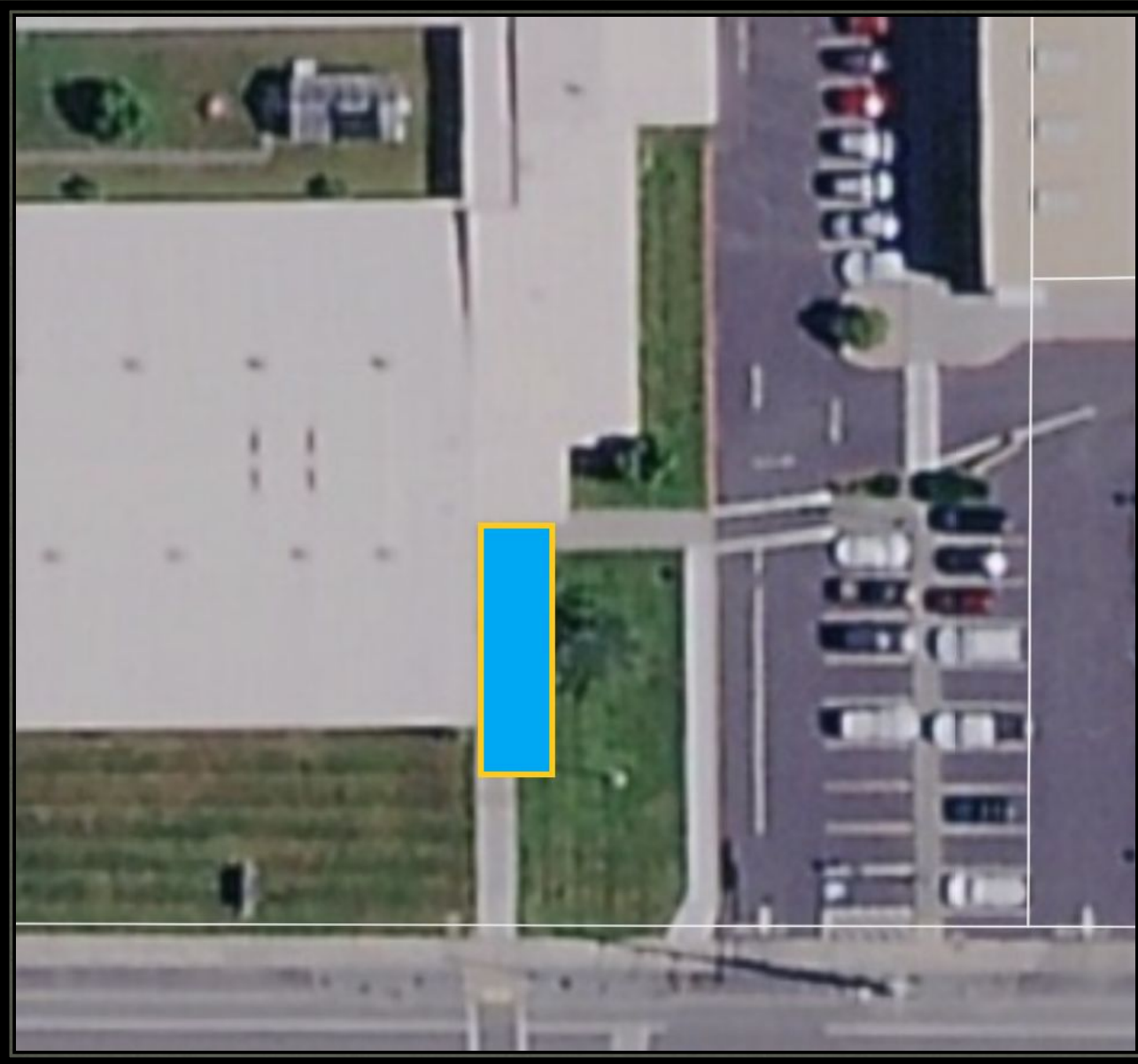
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2022 Projects

## Kalmiopsis Kindergarten

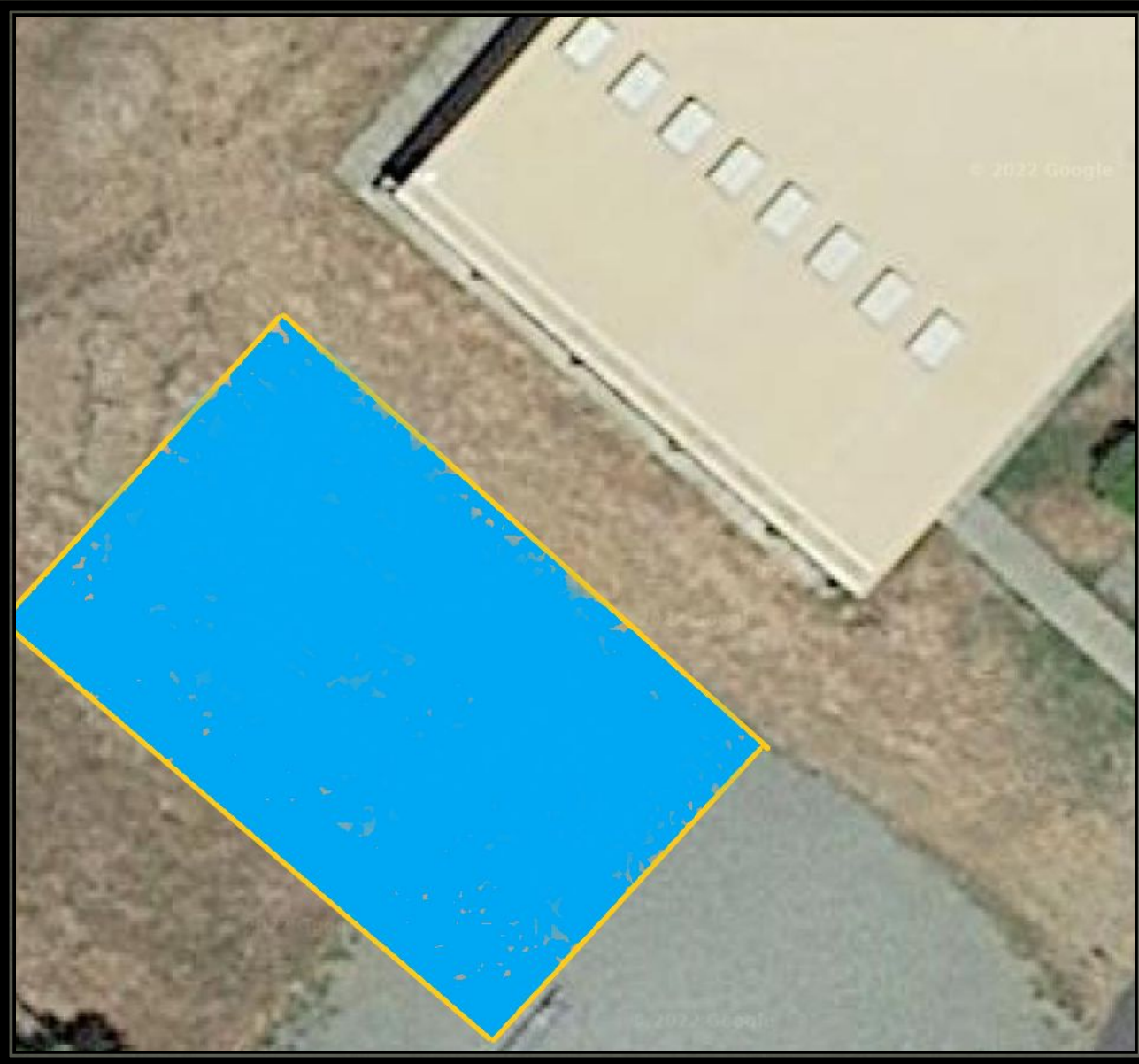
- ❖ Covered Structure made of wood over the current play structure
- ❖ Covered structure added onto the end of the newest modular
- ❖ This will help keep the students dry during inclement weather





## Kalmiopsis Entryway

- ❖ Adding a covered area for students to get dropped off
- ❖ Students will be also be able to stay dry while they are waiting to get picked up



## Azalea Playground

- ❖ Removing gravel and old play equipment
- ❖ Adding covered structure for rainy day playground area
- ❖ Will also be used for an outside learning area



## Kalmiopsis Rooms 34 & 35

- ❖ Remove sprinklers and cap off irrigation lines
- ❖ Concrete grass areas in front of rooms 34 & 35 to match walkway
- ❖ This will create an outside learning area

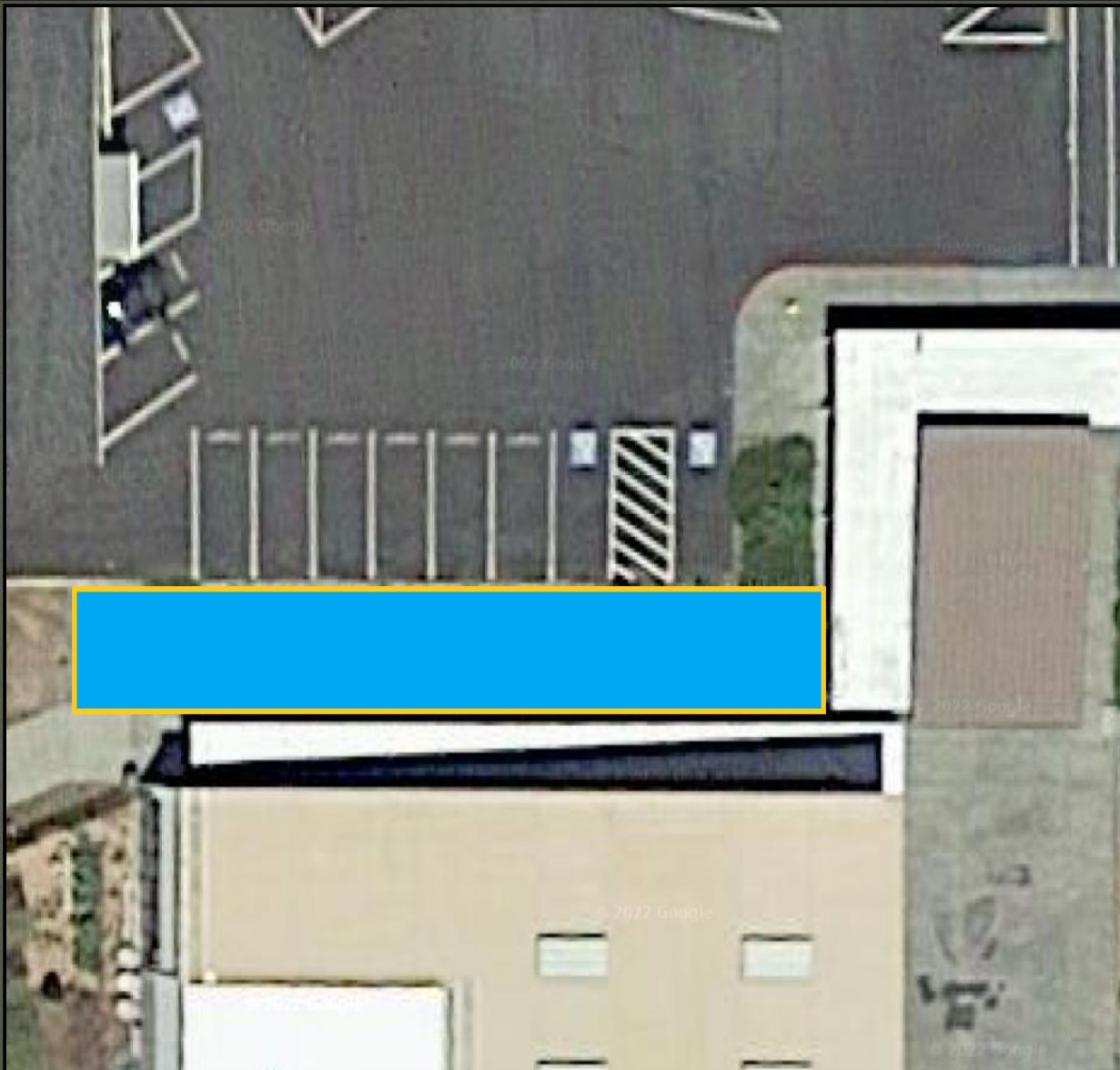


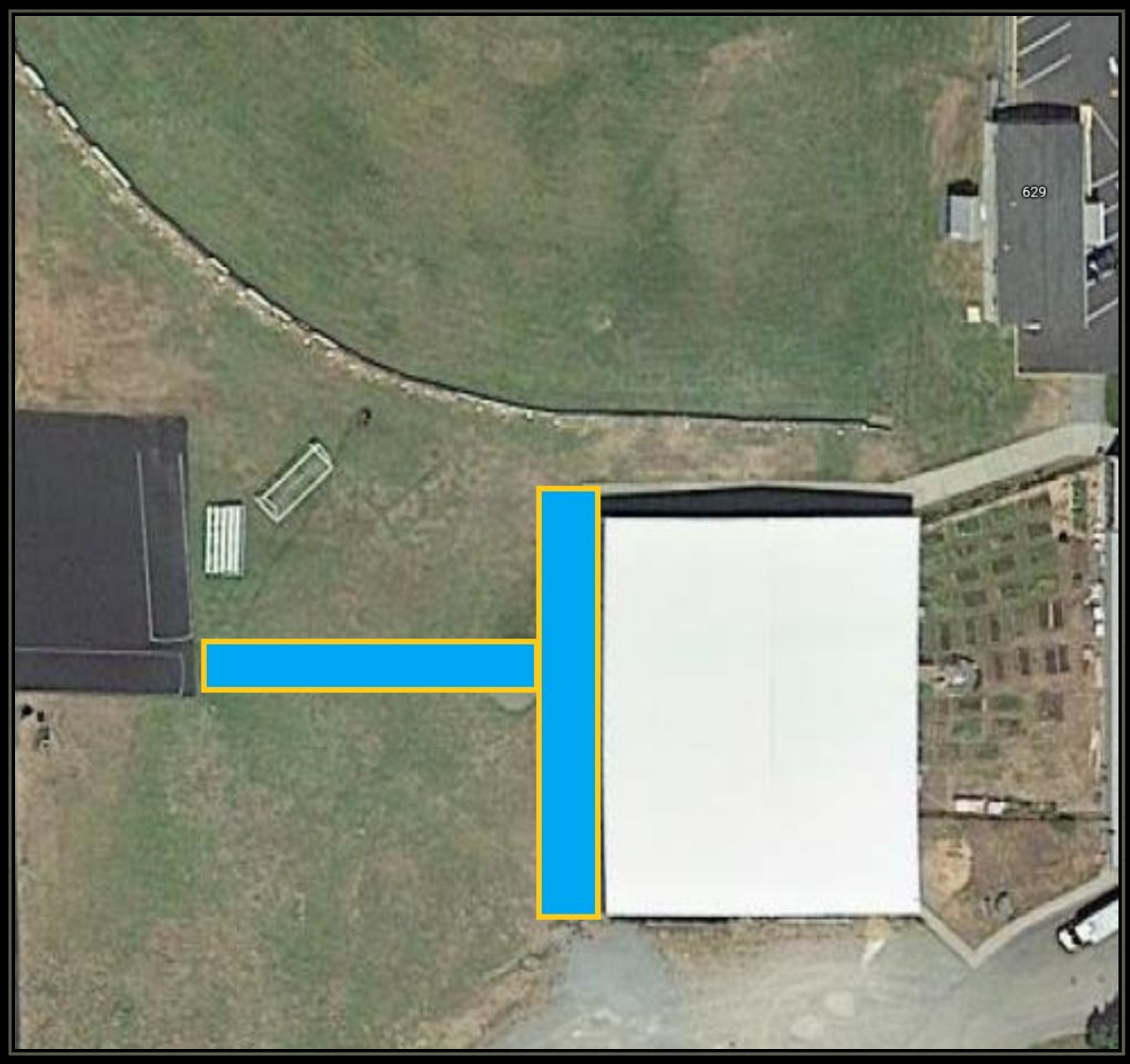
## High School CTE Courtyard

- ❖ Remove existing sprinklers and cap off irrigation lines
- ❖ Concrete grass area to create an outside learning area

## High School Cafeteria Walkway

- ❖ Remove existing plants and bushes
- ❖ Move existing fencing to widen concrete walkway
- ❖ This will provide more area for fire drills and outside tables for lunch





## Track Pathway

- ❖ Make path for students during inclement weather
- ❖ This will help with ADA access for PE classes



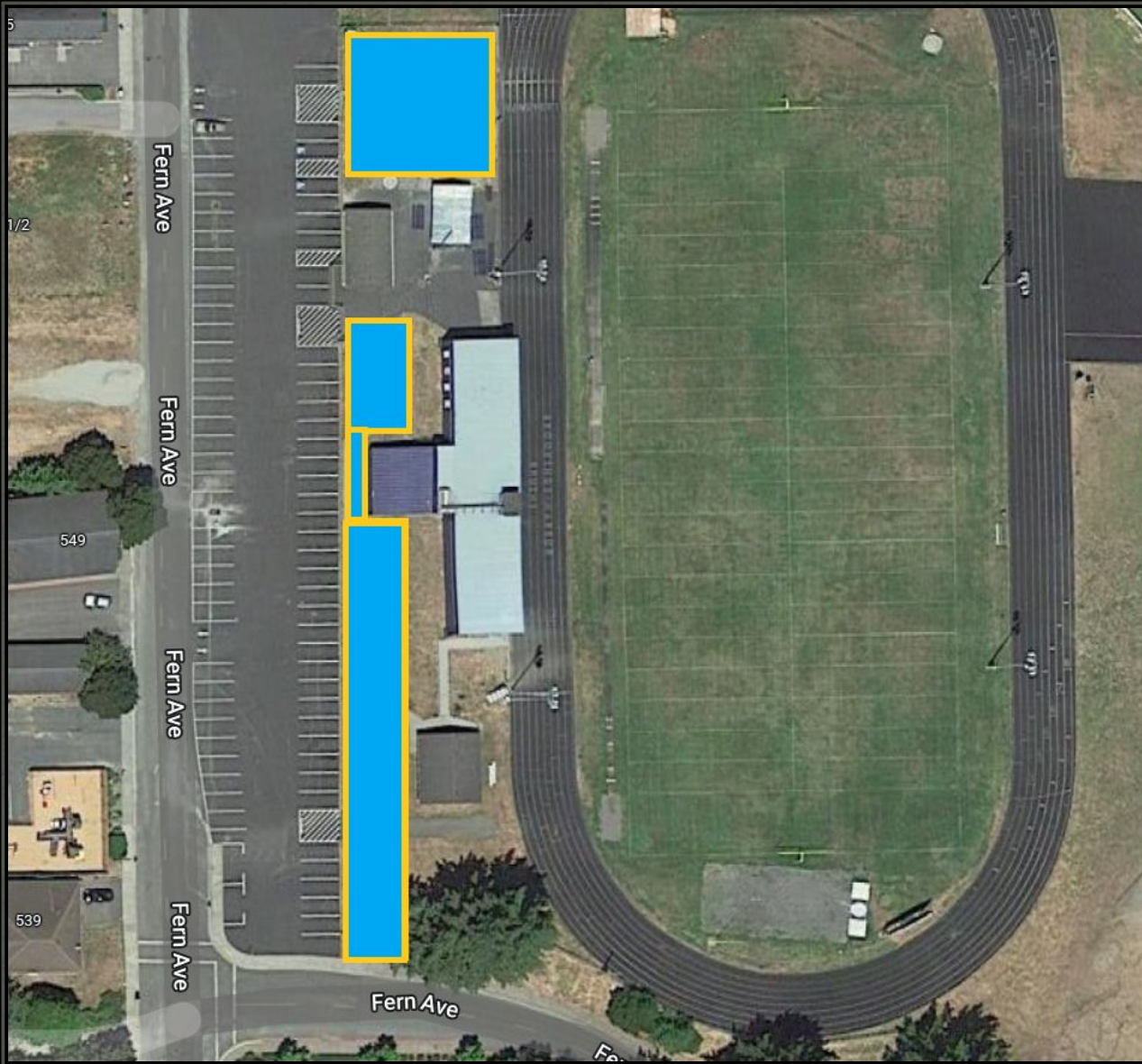
## Grounds Yard

- ❖ Move existing fence in towards fields
- ❖ Paving this area to make easier parking access after sidewalks have been put in



## Bridges Building

- ❖ Making outside learning area for Bridges
- ❖ This will provide a safer and more secure area for the students



## Bankus Stadium

- ❖ Moving existing fencing in towards fields
- ❖ This will make Bankus Stadium parking area bigger in preparation for the sidewalk project

**Brookings-Harbor  
School District 17C**

Code: **JEBA**  
Adopted: 3/18/09  
Revised/Readopted: 6/27/11; 1/21/15

**Admission to Kindergarten and First Grade**

Students are admitted to kindergarten and first grade at the beginning of each school year according to the following criteria:

1. A student must have reached their fifth birthday for Kindergarten and their sixth birthday for the first grade on or before September 1 and must show proof of age within 10 days of enrollment by providing birth certificate, baptismal record or passport or certified adoption papers. The district does not allow for early entry.
2. Students must comply with ORS 433.267 relative to immunizations. It is recommended that a physical examination be completed prior to enrollment.

END OF POLICY

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**Legal Reference(s):**

ORS 327.006  
ORS 336.095  
ORS 339.115  
ORS 343.395

Current  
BHSD Policy

# OSBA Model Sample Policy

Code: JEBA  
Adopted:

## Early Entrance\*\*

(This policy is required if the district allows early entrance.)

[A child will be admitted into a public school if the child's sixth birthday occurs on or before September 1. A child whose sixth birthday occurs after that date may be admitted to the first grade if the child has maintained regular attendance in any grade of a public full-time school during the entire school term.]

[A child will be admitted to kindergarten if the child's fifth birthday occurs on or before September 1, or is a kindergarten student transferring from a public school in another district.]

The early entry into school may be allowed for a child who has not attained the minimum age requirement,[ as per Oregon law,] if the needs of the child would best be met in the school program based on an analysis by qualified professional staff[.] [of the child's: {<sup>1</sup>}

1. Cognitive development;
2. Social development; and
3. Physical development.]

The superintendent [or designee] shall identify screening processes and instruments which will provide a dependable assessment of the preceding criteria.

[Parents are required to pay the cost of the special testing involved.]{<sup>2</sup>}

END OF POLICY

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### Legal Reference(s):

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{<sup>1</sup> District should make sure the assessments being used are administered in the child's native language and are not discriminatory.}

{<sup>2</sup> District should consider the impact charging for testing may have on low income families. This model policy and attached administrative regulation state that testing/evaluation is paid by the parents. Modify language and practice in both if the district has other practices for payment of required testing/evaluation.}

ORS 327.006  
ORS 332.107  
ORS 336.092  
ORS 336.095  
ORS 339.010  
ORS 339.065  
ORS 339.115  
ORS 343.395

**Brookings-Harbor  
School District 17C**

Code: **IKE**  
Adopted: 1/18/88  
Revised/Readopted: 10/22/03; 6/17/15  
Orig. Code(s): IKE

**Promotion and Retention of Students\*\***

The Board is dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially and emotionally.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents.

Final authority for the determination of promotion or retention of an elementary student shall rest with school authorities. Students retained shall be reviewed by the teacher and elementary principal prior to notification of retention to the parent. The basis for the retention shall include the grade level achievement of the student compared to his/her academic potential as well as his/her maturity level. Staff are encouraged to utilize the services of the school psychologist and/or other special services personnel in making an objective determination of the student's academic potential.

END OF POLICY

**Legal Reference(s):**

OAR 581-022-1130  
OAR 581-022-1670

Current BHSD Policy

**Brookings-Harbor  
School District 17C**

Code: **IKE**  
Adopted: 1/18/88  
Revised/Readopted: 10/22/03; 6/17/15  
Orig. Code(s): IKE

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Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved.

Whenever retention or promotion is being considered, the teacher shall confer with the principal and other staff members involved with the child, such as specialist or counselor. A team meeting will be held for school staff and parents/guardians to consider all available information. Parent/Guardians may provide additional information for consideration.

Final authority for the determination of promotion or retention of an elementary student shall rest with school authorities. Students retained shall be reviewed by the teacher and elementary principal prior to notification of retention to the parent. The basis for the retention shall include the grade level achievement of the student compared to his/her academic potential as well as his/her maturity level. Staff are encouraged to utilize the services of the school psychologist and/or other special services personnel in making an objective determination of the student's academic potential.

END OF POLICY

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**Legal Reference(s):**

[OAR 581-022-1130](#)  
[OAR 581-022-1670](#)

Supt  
Marshall  
Proposal  
for Revision

# Brookings-Harbor School District 17C

Code: **IKFB**  
Adopted: 4/17/00  
Revised/Readopted: 10/22/03; 2/17/10; 3/04/10;  
6/17/15; 12/06/17  
Orig. Code: IKFB

Will be  
First Read  
with these  
changes at  
April 20 mtg.

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the high school staff on the date selected by the Board.

The district's valedictorian(s) or others, at the discretion of the principal, may be permitted to speak as part of the district's planned graduation program. All speeches shall be reviewed and approved in advance by the principal or designee.

All students in good standing who have successfully completed the requirements for a regular high school diploma, honors diploma, qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises. Students must earn the required units of credit for their specific year of graduation, and fulfill all district requirements.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear items of cultural significance.<sup>1</sup>

END OF POLICY

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### Legal Reference(s):

<sup>1</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

**Brookings-Harbor  
School District 17C**

Code: **JFCA**  
Adopted: 1/18/88  
Revised/Readopted: 10/22/03; 3/18/15  
Orig. Code(s): JFCA

**Student Dress and Grooming\*\***

The Board encourages students to dress appropriately for classroom and school activities. Neat and clean appearance and clean clothing are highly desirable. The Board is aware that styles of dress and grooming change and this should not be regulated by school rule or edict. Parents and students are expected to exercise good judgment, taste in dress and grooming. "Good Taste" is that which a majority of reasonable people consider appropriate for the occasion.

Decisions relating to dress and grooming are primarily the responsibility of parents and students. However, the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1. A student's dress and grooming shall not interfere with the learning process;
2. A student's dress shall not constitute a health or safety hazard to the student concerned or of other students.

Students participating in extracurricular activities do so by choice, and as such, may be required by the coach or advisor to wear specific attire and may be restricted to certain types of grooming.

END OF POLICY

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**Legal Reference(s):**

ORS 339.240  
ORS 339.250

OAR 581-021-0050 to -0075