



Gladstone Schools Employee Newsletter

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Celebrations

GHS student work appears in anthology

Lindsey Clark, Erandi Magana, Carl Stephens, and Nadea Wilson are all environmental science students in Kevin Zerzan's class. Their work was chosen from over 1,000 submissions for publication in the 2015 edition of *Honoring Our Rivers*.

The anthology, published annually, showcases student writing and artwork focused on rivers and watersheds. Fiction, prose, and poetry are included with photography and illustrations from youths across Oregon. Publication is expected around Earth Day.

Oregon Symphony performs at JWE

John Wetten third, fourth, and fifth graders had a visit from the Oregon Symphony on April 2 when the musicians held a dress rehearsal at the school.

The orchestra performed Prokofiev's Peter and the Wolf and other classical pieces.

"My son told me about this when he got home from school," said parent Shea Akers. "He thought it was awesome."

"The kids were really into it," agreed parent Scotti Shaner. "It's so important to keep the arts in our schools."

Board approves key school calendar dates

The Gladstone School Board set key dates for the 2015-16 school year. The full calendar will be released later this spring.

Start and End Dates:

- September 8, 2015: first day for students
- June 14, 2016: Last day for students

Non-School Days [not including staff work days or parent conferences]

- November 11: Veteran's Day
- November 25, 26, 27: Thanksgiving [no school for students]
- December 21 to January 1: Winter Break
- January 18: Martin Luther King, Jr. Day
- February 15: President's Day
- March 21 to 25: Spring Break
- May 30: Memorial Day

1st & 2nd graders learn self-calming strategies

In March, first and second graders at John Wetten explored the structure and function of the brain. Child Behavior Specialist Ann Hargraves demonstrated a hand model of the brain developed by Dr. Siegel of UCLA.

Hargraves started by asking where their brain is located, what size it is, and what brains do. She talked about three parts of the brain and showed the students how they could model a "brain" using their hand. They learned the roles of the brain's Stem, Limbic System, and Cortex.

"The goal was to help young students understand that when their brains are lit up with strong and sometimes overwhelming feelings in the Limbic System, the thinking part of the brain, the Cortex, is not available to help problem-solve," said Hargraves. "In order to get back to a calm place and a condition for problem-solving, the brain needs the body to move."

The lesson was part of the effort to develop a school wide Culture of Care at John Wetten, teaching students coping mechanisms for dealing with stress and trauma so they can focus better on learning.

Calendar

Progress Report Day
April 24
School Board Meeting
May 13 @ 6:30 p.m.

Kraxberger students serve at state capital

This spring, Kraxberger students Aleisha Kerr, Kelley Grant, Madison Diggs, and Isabella Dostert got to see the Oregon Legislature in action.

The students traveled to Salem to spend a day serving as honorary pages to Representative Brent Barton.

"We were proud of the maturity these young ladies showed in representing Kraxberger," said Principal Nancy Bailey.

GCCF launches science zones

Thanks to grant funding through a regional STEM program for early learners, the GCCF is creating Science Zones on different topics like movement and water.

The science zones will rotate weekly between the kindergarten, preschool, and Head Start classrooms at the GCCF, so that each class will have time to explore each topic.

Interim GCCF Director Carol Kemhus is leading the project with help from Volunteer Coordinator Theresa Schmidt.

School Board News

From the March 11 Board meeting

Board Members present :

Kristin Eaton, Chair
Sharon Soliday, Vice Chair
Rod Cole
Nicole Couzens
Susan Cronin
Jay Schmidt
Bruce Wadsworth

The Board:

- Heard an update on the Legislative session from Representative Brent Barton.
- Recognized GHS students who participated in winter sports and activities.
- Discussed student work on display from Kraxberger Middle School.
- Discussed the District's Special Education report card.
- Approved key dates for the 2015-16 school calendar.
- Approved the opportunity for inter-district transfers for the 2015-16 school year.
- Approved personnel matters including temporary hires, retirement, and resignations.
- Discussed the monthly financial report.
- Discussed updates to policy on a mother-friendly workplace, staff complaints, non-prescription medicine, and prescription medicine.
- Discussed the Achievement Compact.
- Discussed when to schedule the July Board meeting.
- Discussed plans for Staff Appreciation Week.
- Discussed the OSBA Summer Board Conference.



The Clackamas Bookshelf offers every staff member a free book

The Clackamas Bookshelf is a non-profit that gathers donated books and gives them to low-income kids in Clackamas County. The project is based in a modular on the north side of the Kraxberger campus.

“The research is clear,” said project leader Katy Preston. “The more books a child has to call their own, the better their odds of success in school.”

Since it launched in August, the organization has given over 5,000 free books. They have had multiple book giveaways for preschool and kindergarten students at the GCCF, and also gave a book to every sixth, seventh, and eighth grader at Kraxberger Middle School. In addition, they provided 550 free books to students served by the District's Backpack Buddies program.

To introduce teachers to the organization, the Clackamas Bookshelf has offered a free book to every district employee.

To choose a book and buy more books for 50 cents each, staff members can visit Mondays from 3 to 5 p.m. or Fridays from 10 a.m. to 1 p.m. To arrange another time, email katy.preston10@gmail.com.

Proceeds from the sale of adult books will be used to fund the purchase of children's books to give to students.

Children's book donations and volunteer book cleaners [adults and teens] are needed.

“Public education does not serve a public. It creates a public. And in creating the right kind of public, the schools contribute toward strengthening the spiritual basis of the American Creed. That is how Jefferson understood it, how Horace Mann understood it, how John Dewey understood it, and in fact, there is no other way to understand it. The question is not, Does or doesn't public schooling create a public? The question is, What kind of public does it create? A conglomerate of self-indulgent consumers? Angry, soulless, directionless masses? Indifferent, confused citizens? Or a public imbued with confidence, a sense of purpose, a respect for learning, and tolerance? The answer to this question has nothing whatever to do with computers, with testing, with teacher accountability, with class size, and with the other details of managing schools. The right answer depends on two things, and two things alone: the existence of shared narratives and the capacity of such narratives to provide an inspired reason for schooling.”

— Neil Postman, **The End of Education: Redefining the Value of School**