

**CITY OF BROOKINGS
COMMON COUNCIL MEETING MINUTES
City Hall Council Chambers
898 Elk Drive, Brookings, OR 97415
October 22, 2001
7:00 p.m.**

I. CALL TO ORDER

Mayor Bob Hagbom called the meeting to order at 7:00 p.m.

II. PLEDGE OF ALLEGIANCE

Led by BHHS Senior and recent honored Homecoming King Matt McVay

III. ROLL CALL

Council Present: Mayor Bob Hagbom, Council President Larry Curry, Councilors Frances Johns, Lorraine Kuhn, and Rick Dentino, a quorum present.

Council Absent: none

Staff Present: City Manager Leroy Blodgett, City Attorney John Trew, Fire Chief William Sharp, Pool Supervisor Jeanne nelson, new Accounts Receivables Clerk Vicki Bailey, and Administrative Secretary Sharon Ridens

Media Present: Jeff St. Peter, Curry Coastal Pilot

Other: Eleven very special members of the Brookings Fire Fighters Association and approximately 17 other citizens, including BHHS Student Matt McVay

IV. CEREMONIES/APPOINTMENTS ANNOUNCEMENTS

A. Appointments

1. Appointment of City representative to the Curry County Recycling Committee

Mayor Hagbom suggested Councilor Frances Johns be the new liaison to the Curry County Recycling Committee.

Councilor Kuhn moved, Councilor Dentino seconded, and the Council voted unanimously to approve the appointment of Councilor Johns as the City's liaison to the Curry County Recycling Committee.

B. Announcements

1. New Employee - Vicki Bailey / Accounts Receivable Clerk
City Manager Blodgett informed Council of the recent staff changes within the Finance Department and the resulting short-staffed environment. This is causing them to work a lot of overtime and they are getting tired. Interviews for the Accounting Clerk were held a few weeks ago and another new employee, Vicki Bailey. Bailey was introduced to the Council. Her first day was October 15, and the Finance Department and staff could not be more pleased. She and her husband, Harold, come to us from Fresno, California, but she makes all of us mindful she was born in Portland, and grew up in Gresham.

Brookings Harbor High School Student Matt McVay was present to report on the recent BHHS Senior Class "Bruin Day" and their participation in the new Charter Education Program through Azalea Middle School. He asked Council to join as a Character Education Partner with Azalea Middle School, which would mean they present themselves to the youth in our community, especially Azalea Middle School, by being the best role model of ethics and character possible. The following, included in the October 2001 letter from Darrell Erb, Dean of Azalea Middle School, to Character Education Partners, and included in these minutes, was handed out to Council.

- ✓ Prominently display the "Character Education Pyramid" poster. Become familiar with the enclosed document that lists "Related Words, Concepts, or Ideas" in order to move your understanding of the Nine Core Traits to a deeper level
- ✓ Be in touch with Darrel Erb or Bette Moore, if you have ideas or questions about the program. Azalea Character Education Program is a "work in progress" and we welcome your input.
- ✓ It is certainly not required that you partner with the school in any programs or projects. However, if you would like to do so, please let us know about your plans so that we can arrange for whatever support and press coverage we can manage.
- ✓ Don't be afraid to approach young people around town! Smile. Make eye contact. Be friendly. Show interest in who they are and what they are doing. Make it a point to know the first names of a few young people you see regularly.

- ✓ If you have time, become involved with the school. Attend games, concerts, and performances. Volunteer in the classroom. Become a mentor.
- ✓ Remember, however, that to be an Azalea Middle School Character Education partner, nothing is required except to display the poster and, to the best of your ability to model the traits.

Council signed individually and accepted to participate in the Charter Education Program through Azalea Middle School.

City Manager Blodgett confirmed "Bruin Day" activities in which McVay and other students were involved, including approximately forty (40) students who cleaned up areas of Azalea Park and some who washed City Vehicles at City Hall. Their hard work was appreciated.

V. ORAL REQUESTS AND COMMUNICATIONS FROM THE AUDIENCE

A. Committee and Liaison reports

1. Chamber of Commerce

There was no representative present.

2. Brookings-Harbor 17C School District

There was no representative present

3. Council Liaisons

Councilor Dentino advised he had completed the grant application process for funds from the Oregon Arts Commission to light the Azalea Park Bandshell and area. He also attended an economic development conference in Seaside Oregon last week called, "The Challenge of Change." - With speakers qualifying a general consensus of "It all depends upon the economic impact of September 11th." He learned from the conference that Oregon ranks 50th (dead last) in job opportunities nationally. And further, breaking those figures down for the state by its 26 counties, Curry sits third from the bottom. Dentino also attended a Harbor Sanitary District Board of Directors meeting, where he learned of a plan to drive a new sewer line under the Chetco River bed instead of through the bridge to increase capacity to the wastewater treatment plant.

Councilor Kuhn will be attending the SWOCAC meeting in Bandon, which includes working with Headstart programs and poverty issues in Curry County.

Councilor Johns attended a 3.75 hour school board meeting, which primarily pertained to the site overview committee and their concerns. She advised School Board member Mary Anderson is going to be the School District's liaison to the S.A.Y. Committee.

Council President Larry Curry reported on his attendances to the CPACT meeting in Reedsport and OCZMA, where Senator Ken Messerle and Representatives Berger and Krieger made presentations about the last legislative session and recent rulings on Coho fisheries.

Mayor Bob Hagbom reported the Rogue River is full of Coho so claims ODF&W; the SWACT-STIP has \$1,000,000 to pave some of Carpenterville Road; and gasoline prices have decreased 9 cents in nation, with Hawaii being the highest. He asked Council and staff to wear red ribbons for the Elks Drug Awareness Week program and read from the Elks' "The Star Fish" statement.

B. Unscheduled

Don Nuss of 808 Pioneer Road, Brookings, Oregon presented his request for repal of the business license ordinances. A copy of this request is included in these minutes. Discussion ensued. Blodgett recommended the Council not appeal the ordinance, however a review would be in order. He also explained the current rules regarding businesses licenses, and offered City staff's time and energy to review reasons to continue or to change the business license ordinance

VI. STAFF REPORTS

A. City Manager

1. Authorize voting delegate and alternate for League of Oregon Cities Annual Conference and Business Meeting
City Manager Blodgett explained reasons for authorizing voting delegate and alternate for League Of Oregon Cities Conference (LOC).

Councilor Johns moved, Councilor Kuhn seconded, and the Council voted unanimously to appoint Mayor Hagbom as the voting delegate and Council President Curry as the alternate.

2. Pool Summary – 2001
Pool Superintendent Jeanne Nelson asked Council to review the report provided in the packet and informed Council of a new chlorination system being installed, which will bring the pool in line with state requirements.

City Manager Blodgett stated discussed establishing a separate department for just the swimming pool in regards to the budget, since it is difficult to tract the revenues and expenditures. He advised Jeremy McVeety, our new RARE employee is going to review the costs of a covered vs. non-covered pool, which is what we have now.

3. Needs and Issues

City Manager Blodgett explained each year cities, counties, ports, and special districts have an opportunity to submit projects through the “needs and Issues: process. Projects are then prioritized on a county-wide bases. It is not an application process or any guarantee for funding. Nevertheless, state and federal Lead Agencies, along with some foundations and trust, may draw from projects submitted through the Needs and Issues Inventory process to further develop projects and invite application for specific funding. Blodgett proceeded to review his list of recommended projects:

City Parks master Plans	\$50,000
City Hall/Fire Department Building	\$2,800,000
Water System Upgrade	\$2,800,000
Water Storage	\$2,500,000
Infrastructure to service north UGB	\$3,000,000
Covered Swimming Pool/Activity Center	\$2,000,000
Public Works Shop	\$500,000
Azalea Park Concession/Rest Rooms	\$80,000
Azalea Park parking lot	\$60,000

Councilor Kuhn moved, Councilor Dentino seconded, and the Council voted unanimously approve the above list to be submitted in the Needs and Issues Inventory process.

4. Request for easement from Kerr’s Ace Hardware

City Manager Blodgett stated citizen and business owner Tom Kerr was present asking permission for an easement. Kerr, owner of Kerr’s Ace Hardware Building Center explained his request. Blodgett stated if Council would approve entering into an easement agreement with Mr. Kerry, City staff would prepare it. Minimal discussion ensued.

Councilor Dentino moved, Councilor Johns seconded, and the Council voted unanimously to enter into an easement agreement with Kerr and to have City Staff prepare it.

5. Community Pride Month Tallies from Curry Transfer and Recycling
 General Manager Pete Smart
 City Manager Blodgett reported the statistics from Pete Smart and his crew's collections during Community Pride Clean-up Month, with a total savings to our community in the amount of \$23,930 - 2,290 yards. Mayor, Council, and audience applauded Pete Smart's hard work and dedication to this community. Councilor Curry recommended a follow up letter to Smart and CTR would be in order. Council agreed by consensus.

6. Other
 City Manager Blodgett reported on the couplet project status and projections and was pleased to review the process of this project having gone from not even being on the list for funding to 3rd place and now to number 1 place on the funding chart. The Downtown Development Committee will be asking for public input to help us along on the decisions of this project. He reminded Council of only one meeting next month (November 19, 2001) and that the joint Planning Commission meeting on DIA's will be on a separate date not yet decided. And, lastly City Offices will be closed November 12 for Veterans Day and November 22-23 for the Thanksgiving Holiday.

B. Community Development Department

1. Award of contract for true-erosion chlorinator for city swimming pool
 City Manager Blodgett explained the city advertised and received bids for a true erosion chlorinator for the city swimming pool. One bid was received: Emerald Pool in the amount of \$2,180.00

Councilor Kuhn moved, Councilor Johns seconded, and the Council voted unanimously to award the contract for a true-erosion chlorinator for the city swimming pool to Emerald Pool, Eugene, Oregon in the amount of \$2,180.00

2. Awarding of contract for purchase of riding lawn mower for Public Works Division
 Blodgett presented the staff report for advertising and receiving bids for a new riding lawn mower for the Public Works Division. Three were received:

Western Equipment Distributors, Inc.	\$15,595.00
Midland Implement Co., Inc.	\$21,912.00
Turf Equipment and Irrigation, Inc.	\$17,999.00

Councilor Johns moved, Councilor Kuhn seconded, and the Council voted unanimously to award the contract for a new riding lawnmower for the Public Works division to Western Equipment Distributors, Inc. in the amount of \$15,595.00

C. Fire Department

1. Authorize request for bid for fire engine

City Manager Blodgett asked Fire Chief William Sharp to explain his request to solicit bids for a new fire engine. Sharp has been working approximately 8 months just this year to bring this to Council. Blodgett explained we currently have \$270,000 saved, and the truck is estimated at \$280,000, plus Approx \$50,000 for equipment, and presented staff recommendations. Discussion ensued. Chief Sharp stated we do not have a backup truck which is required to maintain our current rating and that we currently are able to comply by relying on the Upper Chetco Rural Fire Dept.'s contract support.

Councilor Kuhn moved, Councilor Dentino seconded, and the Council voted unanimously to authorize the Fire Department to solicit bids for the purchase of a new engine/pumper and the purchase of accessory equipment for the engine.

VII. CONSENT CALENDAR

A. Approval of Council Meeting Minutes

1. Minutes of October 8, 2001, Regular Council Meeting

(end Consent Calendar)

Councilor Dentino moved, Councilor Kuhn seconded, and the Council voted unanimously to approve the consent calendar as presented.

VIII. REMARKS FROM MAYOR AND COUNCILORS

A. Council

There were no further comments by the Council.

B. Mayor

Mayor Hagbom reminded Council of attendance to LOC in November and requested Councilors pool resources to allow for only two vehicles to keep expenses down.

IX. ADJOURNMENT

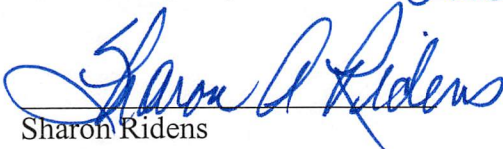
By total verbal consensus of Mayor and Council the meeting was adjourned at 8:17 p.m.

Respectfully submitted:



Bob Hagbom
Mayor

ATTEST by City Recorder this 20th day of November 2001.



Sharon Ridens
Interim City Recorder

OCTOBER, 2001

handed
out
10/22/01
cc
mlg

Dear Character Education Partners,

The horrendous events of last month have catapulted us into a time of decision making more critical than most of us have experienced in our lifetimes. As adults who hope to model ethics and high moral character for our young people, our job has just become a lot harder.

Our children are watching us. They are looking for answers that we do not have. They are forming their own values based upon how they see us searching out answers for our own questions. They are forming opinions about us based upon the questions we are asking.

Many of us feel helpless in the face of the recent events. It is tempting to pull back and just figure that one person, business, or organization can't make a difference. That is simply not true. We hope that our Character Education Program will provide a vehicle for you to feel that you do make an impact on the future by the kind of example you are for young people.

As a Character Education Partner with Azalea Middle School, you are not expected to *do* anything except simply to *be* the best model of ethics and character that you can be.

- Prominently display the "Character Education Pyramid" poster. Become familiar with the enclosed document that lists "Related Words, Concepts, or Ideas" in order to move your understanding of the Nine Core Traits to a deeper level.
- Be in touch with Darrell Erb or Bette Moore if you have ideas or questions about the program. Azalea's Character Education Program is a "work in progress" and we welcome your input.
- It is certainly not required that you partner with the school in any programs or projects. However, if you would like to do so, please let us know about your plans so that we can arrange for whatever support and press coverage we can manage.
- Don't be afraid to approach young people around town! Smile. Make eye contact. Be friendly. Show interest in who they are and what they are doing. Make it a point to know the first names of a few young people you see regularly.
- If you have time, become involved with the school. Attend games, concerts, performances. Volunteer in the classroom. Become a mentor.
- Remember, however, that to be an Azalea Middle School Character Education Partner, nothing is required except to display the poster and, to the best of your ability, to model the traits.

Thank you for your support and interest!

Darrell Erb, Dean – Azalea Middle School
Bette Moore, Community Liaison – Character Education

Azalea Middle School Character Education

Azalea’s Core Character Traits

Core Trait	Related Words, Concepts, or Ideas (Add to this list)
Respect	Polite, Courteous, Peace Maker, Tolerant of Others, Thoughtful, Good Listener, Empathy, Impulse Control, Considerate, Gratitude, Sportsmanship, Understands Personal Boundaries
Responsibility	Conscientious, Organized, Self-Motivated, Punctual, Prepared, Initiative, Perseverance, Positive Goal Orientation, Dependable, Self Management Skills, Resilience
Trustworthiness	Integrity, Honesty, Punctuality, Loyalty, Respectful, Willing to Listen, True to word – to Self and Others, Dependable
Tolerance	Inclusion, Fairness, Empathy, Compassion, Sense-of-Humor, Playful, Positive, Follow-ship*, Community, Willing to Listen, Understanding, Respectful, Patient, Impulse Control, Considerate, Resilient, Cooperative, Forgiveness
Caring	Kindness, Compassion, Empathy, Peace-Maker, Thoughtful, Good Listener, Friendly, Consideration, Gratitude, Cooperation
Courage	Endurance, Perseverance, Self-Motivation, Assertion, Initiative, Leadership, Follow-ship*, Loyalty, Discerning, Patient, Impulse Control, Self Management Skills, Resilient, Assertiveness
Justice and Fairness	Reason, Inclusion, Tolerance, Leadership, Follow-ship*, Loyalty, Discerning, Respectful, Willing to Listen, Patient, Boundaries
Civic Virtue and Citizenship	Cooperation, Dependability, Punctuality, Connection, Involvement, Leadership, Follow-ship*, Community Awareness, Friendly, Loyal, Tolerant, Consideration, Self Management Skills, Gratitude, Sportsmanship
Self Awareness	Self-discipline, Self-control, Centered, Balance, Patience, Connected, Confident, Playful, Self-Accepting, Self-Esteem, Humble, Follow-ship, Community Awareness, Cooperative, Friendly, Loyal, Impulse Control, Consideration, Positive Goal Orientation, Sense of Humor, Self Management Skills, Gratitude, Resilience, Boundaries, Assertion, (Leadership/Follow-ship*)

*As Character Educators we believe that healthy leaders must also be able to discern when and who to follow.

CHARACTER EDUCATION PROGRAM

AZALEA MIDDLE SCHOOL

Brookings, Oregon

Part I: Goals and Philosophy

In June 1997 the staff at Azalea Middle School was frustrated. Office referrals were on the rise; instances of people treating each other with disrespect seemed commonplace. A chasm between children and adults was widening. While it was the goal of every faculty and support staff member to instill within our students both knowledge and skills, our school didn't have a unifying objective. We needed something to bring us together while improving student achievement. Character Education was our answer.

As we looked at overall character education program development, an "inside-out/ outside-in" approach evolved. We decided to first work *inside* our school by *extrinsically* rewarding our students. Our next step would be to develop the program *outside* our school by involving parents and the community. Our ultimate goal, toward which we would be working all the while, would be to develop our students' *intrinsic* motivation through both explicit and implicit learning models.

Knowing that character development must be a cooperative effort involving the home, school, and community, the Azalea Middle School Character Education initiative is based on a community support model. Our first two "Community Forums," held in the spring of 1998, have evolved into a Parent/Community Advisory Team (P/CAT) and Character Education Partners (CEP's). They form a network of parents and community members who believe in the maxim "It takes a village to raise a child." Together we are committed to the goal of helping each child in Brookings-Harbor reach his or her full potential.

In November 2000, citizens of Brookings-Harbor began to see middle school students wearing T-shirts sporting the imperative: "Know the Good, Desire the Good, DO THE GOOD." While we at Azalea know that wearing a T-shirt will not change a heart, it can be an effective way to increase awareness of how we define exemplary character. Our community has become more cognizant of its role in modeling appropriate behavior. We have shown that it is possible, through a proactive and intentional educational design, to improve student motivation, behavior, and character.

Part II: Implementation:

Since improving the school climate was our first objective, we started with a concrete program the students could easily understand. We adopted the principles from "Give Me Five" (GM5), a program developed by Fern Ridge Middle School and the University of Oregon: *Be Respectful – Be Responsible – Follow Adult Directions – Keep Hands and Feet to Self – Be There/Be Ready*. The principles were posted prominently at Azalea and "GM5 Bucks" were designed for rewards. Within weeks every student at Azalea was able to recite the "GM5's." GM5 lessons are taught twice each year. They are reinforced by staff members distributing *GM5 Bucks*, giving students "high fives," and complimenting desired behavior. Special pink "double" *GM5 Bucks*, are given to our "guest teachers" (substitutes) to use as they work with students. Playground aides, custodians, and office staff are all encouraged to give *GM5 Bucks* as they notice appropriate behavior. The GM5 Bucks serve a dual purpose as adults begin noticing how caring and responsible our students can be.

Our student-operated *GM5 Student Store* stocks school supplies as well as candy and other goodies. Thrifty students can choose to earn "interest" in the student-operated *GM5 Bank*. They can win prizes donated by the community at *GM5 Raffles* or use their *GM5 Bucks* to gain entry into school dances and various seasonal celebrations. Many of our teachers have *GM5 Classroom Menus* which list such things as "Bathroom Pass: 2 GM5's" or "Buy Out Tardy: 7 GM5's".

The second aspect of our original effort to improve school climate was an anti-violence initiative called "*High Fives*," also developed by Fern Ridge and the U of O. This conflict resolution strategy is taught to our seventh and eighth grade and is echoed by staff as they help students sort out conflicts. The five steps – *Avoid It, Label It, Deal With It, Accept It, and Move On* – are directly taught during advisory period. *Second Step* materials are used in support of the *High Fives*. After first learning the steps at a cognitive level, students apply, practice, and reflect upon them as they face real life issues at Azalea.

In a matter of weeks after we began our character education initiative, our school sounded and acted differently. The teaching and support staff was working together, and our students were receiving our message – loud and clear!

As we moved into a deeper understanding of character development, we began to notice that our program was becoming less dependent upon the *GM5 Bucks*. Students, especially at the 7th and 8th grade level, were beginning to understand that intrinsic reward is far more satisfying. In staff development sessions, Azalea teachers are learning about the "ability model" of emotional intelligence, as opposed to the "mixed model" that relies more heavily on extrinsic reward. Classroom lessons are designed to help students recognize and practice the concepts that Daniel Goleman calls "meta-abilities."¹ Strategies designed to help students learn to motivate themselves in the face of

¹ Daniel Goleman, *Emotional Intelligence: Why it Can Matter More Than IQ*. Pages 34-36.

frustration, to control impulse and delay gratification, to be aware of and regulate moods, and to empathize are built into monthly lessons about our Nine Traits. Each of Goleman's "meta-abilities" fits into one or more of our Nine Core Traits of *Respect, Responsibility, Caring, Courage, Trustworthiness, Tolerance, Justice & Fairness, Civic Virtue & Citizenship, and Self-Awareness*. In addition, every seventh grader takes a six-week "Life Skills" class taught by the school counselor. Teamwork and cooperation are hallmarks of Azalea. Teachers meet weekly in grade level teams that share ideas, design curriculum and discuss issues. Collaborative projects are common place in classes from *WebWeavers* (Advanced Computers) to math, English, social studies and science.

Teachers work in their grade level teams at a half-day CE "Spring Training" each year. Concepts are reinforced in staff newsletters from Darrell Erb, our CE Coordinator. At "Spring Training 2000" teachers discussed ways to infuse character themes into their various disciplines. English teachers have incorporated *GM5* language, *High Fives*, and the Nine Core traits into such units as *To Kill a Mockingbird* and stories from the literature book. One teacher found that a Quaker character in a read-aloud book opened a productive discussion of non-violence. The seventh grade science teacher focused on the trait of *respect* in her sex education class, and a quote from Chief Seattle brought up discussions of *respect* and *responsibility* in social studies. These are but a few examples of how teachers are using our character education themes to strengthen the academic program.

In addition to lessons that are embedded into the regular curriculum, our Site Council has designated every Monday "Character Education Day." Advisory period is dedicated to projects and activity-based lessons that focus on the Trait of the Month. Students participate in skits, make bulletin boards, create scrapbooks, and spend time defining, discussing, reflecting, and writing. Themes of anti-violence, conflict resolution, and empathy are considered as teachers use original materials as well as lessons from organizations such as *Second Step, Ribbons of Promise, and Wise Skills*. With our Nine Core Traits as their focus, it is easy for teachers to find materials that fit their own comfort level and teaching style. A 50-foot long "CE Billboard" depicting a "Yellow Brick Road to Character" reflects one teacher's enthusiasm for the program.

As our *GM5* and *High Fives* programs germinated, we began to look *outside* our school to involve parents and the community in our vision. Two community forums were held in spring 1998 introducing parents and members of the community to our plan. The purpose of these meetings was twofold. Our first objective was to arrive at a "core list" of character traits that would be the focus for each month of school.² From this list we would design a curriculum for use by teachers in their advisory periods as well as for embedding in their own specific lesson designs.

Our second objective was to form a "Parent/Community Advisory Team" that would function in an advisory and support role as our program evolved. Since that time, "P/CAT" has formed a strong community email and telephone network and has sponsored Community Forums to educate and inspire others. We are also developing a program of

² Respect, Responsibility, Caring, Courage, Trustworthiness, Tolerance, Justice & Fairness, Civic Virtue & Citizenship, and Self-Awareness

"Character Education Partners" (CEP's) who will stay informed about our program and support our students. A poster featuring our Nine Core Traits is being designed and will be displayed by businesses, organizations and individuals in Brookings-Harbor. As people begin to see the difference in our students and our school, adult enthusiasm for our program is increasing.

Knowing that extrinsic rewards will not help students develop intrinsically good character, we incorporated community and service learning into our "inside-out / outside-in" approach during 1998. By April of 1999 over 95% of our students had participated in service learning projects that were celebrated at our *Spring Fling Thing*. *Spring Fling Thing* projects are conceived of and organized by our students with guidance from their teachers. During a daily advisory period *Leadership* and *A Sense of Place* advisory groups worked to organize, promote, and complete projects with the rest of their seventh and eighth grade classmates. Students from our *Builders' Club*, *Pride Committee*, *A Sense of Place Class*, and *MOST (More Opportunities for Success Team)* also plan and carry out a variety of service projects. "Azalea Has Heart," a project which led the state in funds raised for Dornbecker's Children's Hospital in Portland; Trick or Treat for UNICEF; "Bulbs of Promise, a colorful project supported by a local tulip bulb company to promote peace; "Coats For Kids"; Alzheimer's patient visits; and park, beach and playground beautification and improvement projects are a small sample. Students, parents, and community came together to create our *Peace Garden* and *Character Gazebo* – tangible symbols of our commitment to Character Education. Seventh and eighth grade students are now designing and creating stepping stones reflective of our nine monthly character traits. These stepping stones will be placed throughout the Peace Garden. From assisting with the community *Nature's Coastal Holidays Exhibit*, to visiting senior citizens or working in conjunction with the Oregon Department of Fish and Wildlife, our students are learning that their efforts *can* and *do* make a difference.

Since our Parent/Community Advisory Team developed the "Nine Core Traits" *outside* our school, we have just begun to introduce them to the faculty and students. Perhaps the most useful tool for the faculty is the "Character Education Plan Book" which features ideas for focusing on each "Trait of the Month." Our objective for 2000 – 2001 is to raise parental awareness of our program and help support them as they work with their children at home. Parents have been surveyed and are active in helping generate ideas to increase home/school connections. A folder of materials and ideas to promote family involvement will be sent home each month. A local video rental store has expressed interest in a program to feature family videos that illustrate the theme of the month. A survey at parent conferences generated wonderful feedback and ideas for us to use as we continue to develop our vision.

Part III: Evidence of Success

As we have focused on helping our students at Azalea “know the good” and “do the good,” we see strong evidence that they are learning to “*desire the good.*” Examples abound of times when students have surprised adults with spontaneous suggestions that reflect intrinsic understanding of character. One recent example involved a class that was planning a party for themselves using money from a magazine drive. The news of a tragic fire in from which a 12-year old Azalea student escaped, but which took the lives of three family members, caused them to reassess their priorities. They decided they wanted to “scale down” their party so they could donate the money to a trust fund that is being set up for the girl’s education.

Examples of students demonstrating unusual respect and “random acts of kindness” have become commonplace. Our veteran teachers have noticed students often offer to open doors for each other and for adults. During a recent visit to our community, Mac Bledsoe, a nationally recognized speaker, told us after his presentation that he’s seldom seen middle school students behave so well. In her closing remarks to our school board in June 1999, Principal Sue Musser ended her Board report with the following comments: “Typically we experience a rash of misbehavior at the end of the year, but this year we experienced quite the opposite. During the last several weeks of school we had three assemblies, a Career Fair, an eighth grade party, and a three-day field trip. I asked the speakers and/or chaperones at each event to evaluate our students’ behavior.” She went on to list such praise as “I couldn’t believe how well behaved your students were. . . . couldn’t have been better!” “It would be an honor to return to Azalea.” Mrs. Musser then said, “I believe all of these comments reflect the proactive character education our teachers have provided for our students.”

In addition to much anecdotal evidence that our program is effectively meeting our goals, we have been doing ongoing action research that has provided a great deal of encouraging data. We have seen a 53% drop in office referrals since we began our character education initiative. Instances of inappropriate behavior, disruptive class behavior, defiant behavior, and insubordination have significantly decreased. The teacher of our Anger Management class reported a measurable reduction in office referrals for her students. These high-risk students responded to an informal survey with comments like “It [the class] worked for me because it helped me notice when an invitation [to fight] is coming. It worked for other people too.” In 1998 our students were given the Search Institute’s “40 Assets Survey” and the same survey was given again in 2000. This data is useful in determining student attitudes about academic achievement as well as the school climate. Significant increases were seen in several areas directly related to Character Education.

Parents were surveyed by our CE Coordinator at Open House. Of the surveys that were returned, we saw overwhelming support for our Character Education initiative. In a recent staff school climate survey (Nov. 2000), 88% of certificated staff and 92% of

classified staff responded that student behavior has improved. Other areas such as academic accountability, student morale and school safety also showed perceptions of significant improvement.

Several teachers have done action research within their own classes. One teacher has begun a study that will establish a baseline as we look at the important question of how our Character Education program impacts learning and academic test scores. Others are looking at ways in which their class meetings improve student behavior and learning. Data on office referrals, school climate and parent surveys, our Oregon Plus and CIM testing, and the Search Institute Assets items that relate to Character Education give us input as we continuously improve our program.

Azalea's Character Education Program is, and will always be, a work in progress. Our timeline is based on a 5-year strategic plan of which we are in our 3rd year. We have already been approached by businesses and organizations in our community who are interested in assisting us with funding to insure that our program continues when our grant funds run out. Each time we meet with parents and community members we are struck by the creativity and enthusiasm they demonstrate. Character Education is truly a community project in Brookings-Harbor, Oregon.

Request for Repeal of Business License Ordinances

Handed
on
10/22/01
CC
mtg

We live in a very different world today, and it's time to recognize it. Our City enacted a business license ordinance many years ago under very different circumstances. We have more out of area vendors competing for our local customers with the creation of the Internet. Corporations have been consolidating and giving the consumers fewer choices in products and services. After a review of the business license ordinance, I request that the City of Brookings repeal all ordinances requiring a business license for the following reasons.

1. For years the City of Brookings has asked out of town vendors to come and make a buck on *taxpayers* property without the costs that local businesses pay. While at the same time waving the required business license fees. This City council has approved of this built in unfairness to local businesses annually during the Azalea Festival.
2. For years the City of Brookings has been writing checks to businesses with out business licenses.
3. For years the Harbor bench has been attracting Brookings businesses out of the downtown area with the advantage of less government and no business license fees.

Summary

The Curry County Commissioners are looking at establishing an enterprise zone in the City of Gold Beach with reduced business license fees or the elimination of the fees.

We need an economic stimulus package in our town. A reduction in the cost of doing business in the City of Brookings is needed today. If you look around town you will find that a large number of small businesses are for sale or going out of business.

A repeal of these ordinances will give the Brookings-Harbor community a more level playing field.

By repealing business license ordinances, City staff will be free to work on infrastructure, police, and fire needs for our local taxpayers.

By repealing this unfair and unenforceable tax, this government can put Brookings Oregon on the map as a friendly town to small businesses with a friendly and fair government.

Don Nuss owner
Coastal Copiers Sales and Leasing
Brookings OR

