



OSBA EVENTS

www.osba.org

OSBA Board and Legislative Policy Committee, nominations open
Aug. 22, close Sept. 30

OSBA Board Meeting
Sept. 16-17, 2011

Fall Regional Meetings
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Finance Campaigns
Five regional workshops,
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Annual Convention
November 10-13 – Portland



Gov. Kitzhaber will address convention

The future holds enormous promise and Oregon schools must prepare students with the skills they will need in a rapidly changing world. Come to the OSBA convention and discover new ideas and insights to help lead our schools into a bold tomorrow.



Gov. John Kitzhaber

We are delighted to announce Governor John Kitzhaber has accepted our invitation to address the general session on Saturday, Nov. 12. He will share important and timely information about the progress of the Oregon Education Investment Board and his vision for serving our students, 0-20, and the important role of school boards in implementing his vision.

Find more information and registration online at www.osba.org/AC.

What boards need to know about CCSS

When the idea of national common-core standards took root, the goal was to design a system to bring greater efficiency and accountability and a stronger set of standards to our educational system. Key to the curriculum shift within the common core state standards was an increased focus on higher-order thinking skills, to build on existing basic skills.

Excitement over reforming the system reached critical mass when representatives from 41 states met under the auspices of the National Governors Association and the Council of Chief State School Officers in April 2009, to work on establishing a common guideline for math and English language arts.

Nearly every state in the country has now adopted these standards aimed at better preparing our students for work and college. The new guidelines lay out fundamental changes in the knowledge and skills students are expected to achieve. It is now time to begin the journey from understanding the standards to fully implementing them in the classroom.

The Common Core State Standards (CCSS) will replace Oregon's current English language arts and literacy and mathematics academic content standards. These new standards have similarities to current stan-

dards but the content has shifted to ensure college and career readiness by the end of high school.

The switch to CCSS has benefits that make this the logical next step in the evolution of Oregon's standards-based curricula. In addition to focusing on college and career readiness, the new standards align curricula with internationally benchmarked standards to help students who move between states and prepare students to compete for good jobs in a knowledge-based economy.

Curriculum, instructional resources and assessment are shared among states, therefore, economies of scale are anticipated. As a member of the SMARTER Balanced Assessment, Oregon shares the cost of developing and implementing a common assessment with 30 other states.

Until the SMARTER assessment is designed and piloted, the Oregon Department of Education (ODE) will continue using the Oregon Assessment of Knowledge and Skills (OAKS) to assess students in math, reading and writing. OAKS will be used to assess science and social science. SMARTER Balance assessment drafts are available on the ODE website, www.ode.state.or.us/go/commoncore, for review.

ODE working groups are preparing re-

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Fall regional meetings: New laws and advocacy strategies for 2012

This fall, the OSBA legislative team takes to the road to update you on what happened in the last legislative session. These evening meetings are your opportunity to talk face-to-face with OSBA's executive director and legislative staff to review new laws, strategies for advocacy and the impact the Oregon Education Investment Board may have on schools.

Also on the agenda, you will meet regional candidates for the OSBA board and Legislative Policy Committee.

Prior to each meeting, OSBA is again offering free, one-hour workshops. Your ESD will determine if there is enough interest and choose the topic: legal hot topics, collective bargaining or executive sessions.

Meetings are scheduled in cooperation with your ESD. Dates and locations for meetings listed below have been confirmed. Ad-

ditional meetings and location details will be listed online as information is available, www.osba.org.

Date/Day	City
September 19, Monday	The Dalles
September 20, Tuesday	Condon
September 26, Monday	Pendleton
September 27, Tuesday	Enterprise
September 28, Wednesday	Vale
October 3, Monday	Eugene
October 4, Tuesday	Cannon Beach
October 12, Wednesday	St. Helens
October 17, Monday	Redmond
October 18, Tuesday	Paisley
October 19, Wednesday	Burns
October 26, Wednesday	Roseburg

Common Core – from page 1

sources to help districts with CCSS implementation. By 2013-14, the transition to CCSS content will be complete, with full implementation by Spring 2014. The first statewide SMARTER Balance assessment will be Spring 2015.

As board members, you need to understand the “what and why” of CCSS and the steps being taken in the transition within your districts. You are key communicators for your schools and need to be prepared to talk to your communities about the new standards and assessments and implementation timelines.

To assist you, OSBA is maintaining a CCSS resource section on our website (www.osba.org/Resources – under Improving Education) with current news and links. ODE’s common core website includes the Common Core State Standards, drafts of SMARTER balance assessment questions, state and district timelines for implementation, fact sheets for both CCSS and SMARTER balance assessment, and more.

CCSS information is included at convention, and our free, on-site board workshop, “*A Systems Approach to Student Achievement*,” includes new CCSS and SMARTER Balance assessment information.

If you have any questions or would like to schedule a board workshop, contact Peggy Holstedt, associate director of Board Development and Policy Services, pholstedt@osba.org, 503-588-2800 or 800-578-6722.

Meet Rachel’s Challenge, Sunday, Nov. 13

Rachel’s Challenge inspires, equips and empowers students, teachers and communities to break down barriers and create a permanent positive culture to counteract violence, prejudice and bullying in schools.



Rachel Scott was the first person killed in the Columbine High School shootings in 1999. Her life and diaries are the foundation of this program to help students make a positive difference in their world.

Rachel’s Challenge teaches students and communities to embrace and respect individual differences, to appreciate individual value, to stand up for others who are being mistreated, to recognize their own worth, to be kind and compassionate and to reach out to help others. The activities are age-specific for K-12 students and include school assemblies, student and staff train-

PRESIDENT’S POST

Technology will help schools reach out to more students and be more effective

What would happen if a school offered a class with 58,000 students in it? Well, we’re about to find out.

Stanford University will be offering the class this fall. The topic will be artificial intelligence, the cost is zero, and the entire course will be taught online. A diverse group of people from over 170 countries – retirees, college students, experts and researchers, and a huge number of high school students – have signed up for this course. At last



David Beeson
OSBA president

count, nearly four times as many students had registered for this offering as were actually attending all classes on Stanford’s physical campus.

The Stanford course is one of many recent experiments in a challenging new field: the use of technology to broaden the reach and increase the effectiveness of education. This is also the focal point of OSBA’s annual convention, coming up November 10-13 in Portland.

ing and community presentations to initiate improvements in the school environment. By replacing bullying and violence with kindness and compassion, schools become safer and more respectful environments for students and better places for learning.

On Sunday morning, Nov. 13, the final day of OSBA’s convention, learn more about this inspiring and very successful program and how to bring it to your district. It is a heart-wrenching and thought-provoking message that addresses the “big picture” issues of suicide, bullying and the positive impact of compassion. As board members, you will be inspired to look for creative and effective ways to address harassment issues within your schools and communities.

Rachel’s Challenge has the power to fundamentally impact school climate and create long-lasting cultural change. Learn more at www.rachelschallenge.org.

One of our scheduled keynote speakers, **Dr. Yong Zhao** of the University of Oregon, is a widely acclaimed expert on the impact of technology and globalization on education. He has written widely about education reform issues, and the revolutionary role of technology. His frequent blogs are well worth the time: www.zhaolearning.com.

Another keynoter, **Ian Jukes**, has written and lectured widely on the ways in which tech-savvy families and technology innovators are reshaping education. You can check out his blogs and discussions with other innovative educators in the ‘21st Century Fluency Project’ at www.thecommittedsardine.com.

In addition to the technology related keynote speakers, the convention will offer, at this writing, 14 separate workshops related to the use of technology to enhance the effectiveness of the work of teachers, administrators and boards of education.

As school board directors, we don’t have to be sold on the benefits of technology to our daily lives. We are among the 70 percent of Americans who regularly use email and online search, and we are likely among the roughly 50 percent of Americans who utilize social networking sites.

You can use technology to enhance your convention experience right now. Comprehensive information about the November convention and all that surrounds it is available on the OSBA website. You can register online (save 15 percent or more if you register prior to October 10). And, you can preview all of our keynote speakers on *YouTube* and other online sites.

The education community hungers for practical information on the uses and benefits of technology in the educational process. The November convention will offer much in this realm, as well as portholes into the future of a continuing, if not accelerating, revolution in the way that information and learning are shared and disseminated.

We may not see a 58,000-student class in Oregon just yet, but we will begin to look at teaching and learning in Oregon through a very different lens.

David Beeson, OSBA President

KEEPING YOU IN THE LOOP

School board reps on OEIB and CCSS



Kevin McCann
OSBA executive
director

OSBA is in the thick of work on two long-term education initiatives this summer. I met recently with Tim Nesbitt, who was hired by Governor Kitzhaber to roll out implementation of the newly formed Oregon Education Investment Board (OEIB). Five OSBA board members submitted applications to serve on the OEIB and I urged Tim and his team to seriously consider having a school board voice in the mix. We also talked about the appointment of an interim Education Investment Officer while a national search for a permanent person is made. The Governor's office is taking recommendations for that position, too. Tim will meet with the OSBA board in September to discuss OEIB and we will con-

tinue to help shape this initiative.

OSBA Past President **Beth Gerot** is working with LearnWorks, which is part of OEIB. Beth has committed incredible time and energy to this group and is representing school boards very well. She, too, will report to the OSBA board on this work and we will share that information with members.

OSBA is also heavily involved in the implementation of Common Core State Standards (CCSS). **Linda Brown**, OSBA board and Lake Oswego board member, and **Peggy Holstedt**, OSBA staff, are both serving on the Common Core Implementation Stewardship Team. Additionally, our staff is monitoring developments and timelines so they will be prepared to inform local boards about new requirements.

Watch for more on these initiatives soon.

Kevin McCann, OSBA executive director

BEST PRACTICES: *Limiting liability*

Review district concussion policies



Last year, Max's Law (OAR 581-022-0421) went into effect

requiring all Oregon school districts to implement concussion management guidelines for student athletes. Coaches must receive annual training in recognizing the symptoms of concussion and must remove any student suspected of having a concussion from play. Students must be examined by a properly trained medical professional and only return to play when 1) all symptoms have resolved, 2) at least one day has elapsed since the injury and 3) the student has obtained a medical release.

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Five more finance campaign workshops are scheduled this fall. These will cover the basic principles of bonds and local option levies, understanding voter profiles (we provide your district's data) and applying the information to your constituency. OSBA Honors Partner D.A. Davidson, along with DHM Research and The Ovation Group, will present.

Dates and locations:

Sept. 29, Portland; Oct. 7, Oregon City; Oct. 14, Baker City; Oct. 21, Redmond; and Nov. 4, Hillsboro.

Registration is free and lunch is provided for those who pre-register. Register online, http://www.osba.org/Calendar/Events/Finance_Campaigns_Regional_Workshops.aspx.

SUCCESS STORIES

Respect and Leadership Initiative

An example from Tennessee may have lessons for Oregon schools

The school district in Sullivan County, Tennessee, succeeded in fostering a positive atmosphere in schools and increasing student achievement through their Respect and Leadership Initiative. The program began in 2003, after the U.S. Justice Department mandated the district take steps to address bullying and harassment following a lawsuit over a peer-to-peer racial incident in one high school. Results have been so striking in some schools that the district continued the initiative even after the mandate was lifted.

The Sullivan County district is a suburban K-12 district that is overwhelmingly white. From 2003 to 2006, the district conducted three surveys asking questions about race relations, harassment and student-adult relationships. Over time, the surveys showed that two-thirds of schools had significant improvement in school climate, and data showed a positive correlation between an improvement in school climate and rising test scores.

The first survey identified problem areas. Responses showed that white, college-bound students generally had a positive outlook on their school's climate, but many other groups did not, and students felt least

safe during changes between classes. The district increased teacher presence in the halls and began to highlight historical and cultural information for minority groups in curricula and activities.

The Respect and Leadership Initiative used the SafeMeasures program from Main Street Academix, New Hampshire, to conduct surveys and train leadership teams – including principals, teachers and a diverse group of students from each school. Working with adults on the team, the students analyzed data, set goals and developed action plans for improving climate.

Empowering the students and using their ability to connect with their fellow students was part of the initiative's success. The students facilitated collecting survey information and presenting it to teachers and school board members, and they helped with training other students on bullying and harassment.

The initiative also focused on fostering respect between students and teachers. This included recognizing that to be respectful of students, teachers must instruct in a way that acknowledges different ways

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Respect & leadership – from page 3

of learning. Professional development and teacher teams assisted teachers in working with all types of learning styles.

By the third survey, analysis showed significant improvements in school climate and a big jump in achievement scores, although results were not the same for all schools. Of the district’s 27 schools, seven schools actually showed a decline in school climate. Twelve of the schools with improved scores have since seen a drop. But overall, the initiative has produced positive results and the efforts – and effects – are ongoing.

National studies show similar results. The Collaborative for Academic, Social and Emotional Learning (CASEL) analyzed hundreds of studies and found an 11 percent correlation between improved academic achievement and school climate.

More information is at The Center for Public Education, <http://www.centerforpubliceducation.org/Main-Menu/Success-stories/Suburban-success-stories->. For resources on school climate, bullying, data and student achievement, contact Joe Wehrli, OSBA associate executive director of Board Development and Policy Services, jwehrli@osba.org, 503-588-2800 or 800-578-6722.

OSBA nominations

Even-numbered board positions and all Legislative Policy Committee seats are open for the term Jan. 1-Dec. 30, 2012. Nominations close Sept. 30.

Ballots are distributed in mid-October and voting is open Nov. 14-Dec. 15.

Information at www.osba.org/govern.

Concussions – from page 3

Beyond these minimum legal requirements, best practice suggests:

- All school staff, student athletes and their parents should be trained in concussion management.
- Districts should have a clear district-wide policy with explicit guidelines. Clear policy protects coaches, students and administrators from backlash if unpopular decisions are made.
- An individualized plan should be followed to return a student to full activity.

Concussion is a traumatic brain injury caused by a blow, even a mild jolt to the head or body, causing the brain to shift in the skull. Research has shown concussions can have devastating consequences if not identified and treated. A concussion affects how the brain works (its function, not structure), making it difficult to diagnose except by direct observation of

symptoms (it does not show up in an X-ray or MRI). The sudden movement of the brain damages brain cells and creates chemical changes in the brain. These chemical changes result in physical, emotional and cognitive symptoms. Once a concussion occurs, the brain is vulnerable to further injury and it may take three weeks or more to regain normal brain function. Young athletes are particularly vulnerable to effects of concussion and teenagers appear to be more prone to reinjury while the brain is still healing.

Each year in Oregon, more than 1,000 high school athletes experience sports-related concussion.

More on concussion management, including an implementation guide with complete information for administrators, coaches, parents and athletes is available from the Oregon Concussion Awareness and Management Program at www.ocamp.org.

InterMountain ESD holds regional training

Board members and administrators from the InterMountain area met in Pendleton last week for a joint training day. Steve Lamb, specialist, and Betsy Miller-Jones, associate director, OSBA Board Development and Policy Services department, led sessions on roles and responsibilities, ethics, effective meetings and public meeting laws; gave an update on new legislation; and showed a series of video clips which fueled discussions on good board behavior.

Steve Lamb gave a presentation to newly-elected board members to bring them up to speed on their roles and responsibilities.

While outlining the opportunities board members have to make important decisions, he cautioned the group to avoid focusing too much on all the little details. He underscored the board’s value in providing a link to local communities, saying, “The board is a window for the community to see and understand what is going on in the school district.”

ESDs or neighboring districts interested in organizing joint training sessions, or individual districts wanting to schedule workshops, can contact OSBA, info@osba.org, or call, 503-588-2800 or 800-578-6722.