



OSBA EVENTS

www.osba.org

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

Fall Regional Meetings

Sept. 19-Nov. 1

Finance Campaigns

Five regional workshops,
Sept. 29-Nov. 4

OSBA Board and Legislative Policy Committee, vote Nov. 14-Dec. 15

Annual Convention

November 10-13 – Portland

New OSBA Board and Legislative Policy Committee, take office Jan. 1

Sustainable Schools Conference:

Bonds to Buildings

Feb. 1-2, 2012, Salem



What happens when you bring together 30 people dedicated to improving schools?

Take 30 Oregonians – teachers, principals, administrators, superintendents, community college and university leaders and instructors and business representatives. Meet three days a week, over four weeks. Add expert facilitation, innumerable markers, flip charts and PowerPoints.

The result: LearnWorks – a diverse group invited together by Duncan Wyse from the State Board of Education and the Oregon Business Council, funded by donations from business and charged by the Governor to apply their “best thinking and experience to the challenge of redesigning and transforming our educational system to meet the needs of Oregonians in the 21st Century.”

Together we researched, debated, learned from each other and put meaning to the skeleton created by the passage of *Senate Bill 909*.

Quality education for all

We recognized Oregon must design publicly funded learning environments that address the needs of all learners and the needs of Oregon’s economy. The highest priority of a successful public education system must be equity and opportunity for all learners, regardless of socio-economic status, learning needs, geography, gender identity, sexual orientation or native language.

LearnWorks presented recommendations to Gov. Kitzhaber and his education team late in August. These are very much a work in progress, not a final product, but will help frame the conversation as the Oregon Education Investment Board (OEIB) starts meeting this fall. (Learn more about the *Governor’s Education Agenda* and the OEIB, governor.oregon.gov/Gov/OEIB/OregonEducationInvestmentBoard.shtml.)



Beth Gerot
OSBA past-president

The OEIB, chaired by the Governor, will help create and oversee a seamless, unified system for investing in and delivering public education from early childhood through high school and college. They will gather input from students, parents, teachers, administrators and school board members before making decisions and recommendations for changes in policy, budgets or statute.

The recommendations

LearnWorks’ recommendations were based on the goals defined in *Senate Bill 253*:
Continued on page 2

Fall regional meeting dates added

OSBA’s fall regional meetings continue and several new dates have been added. Each meeting includes an update from OSBA’s legislative team on what happened in the 2011 legislative session and some insights into new laws. You can talk face-to-face with OSBA’s executive director and legislative staff on strategies for advocacy and the impact the Oregon Education Investment Board may have on schools.

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

These are evening meetings and dinner or dessert is included. To register, have your district superintendent contact your ESD. (In Linn, Benton and Lincoln counties, please contact Jenny Fedler, jfedler@osba.org, to register.) Time and location details are online at www.osba.org.

Date/Day	City
September 26, Monday	Pendleton
September 27, Tuesday	Enterprise
September 28, Wednesday	Vale
October 3, Monday	Eugene
October 4, Tuesday	Seaside
October 11, Tuesday	Albany
October 12, Wednesday	Hillsboro
October 13, Thursday	Salem
October 17, Monday	Redmond
October 18, Tuesday	Paisley
October 19, Wednesday	Burns
October 24, Monday	Bandon
October 25, Tuesday	Medford
October 26, Wednesday	Roseburg
November 1, Tuesday	Portland

Early-bird discount ends October 10

Save \$50 for each attendee – log into My OSBA and register now.



This year’s convention is packed with opportunities to gain insight and knowledge on technology and education. We’ve made changes to add value, convenience and more time to network:

- Friday General Session - new time
 - New vendor showcases
 - New reception Friday evening
 - Hot Topics discussions on Saturday
 - Full program on Sunday morning
- Visit the “schedule-at-a-glance” online to learn more, www.osba.org/AC.

LearnWorks – from page 1

“By 2025, 100 percent of Oregon students will earn a meaningful high school diploma, and 80 percent of those students will continue on to earn a degree or credential that links to good jobs.” All learners, not just those who are easy to teach, must be included. The path must be seamless and centered on the student from birth through postsecondary education.

Proficiency-based teaching and learning is at the heart of the recommendations to achieve this goal (see below). LearnWorks recommended the full-scale implementation of practices that advance learners through demonstrated learning gains – instead of course enrollment and seat time.

In many cases, this requires changing

culture and changing practice. Clearly aligned and articulated learning outcomes that are known by the student and parents as well as the educator must be defined. It requires students go beyond content knowledge to developing cognitive strategies and learning behaviors that will ensure success. It also requires easing some regulations and mandates to allow educators to more effectively do their work.

Oregon must develop a **statewide longitudinal data system** that is integrated across all institutions, is learner-based, and is easily accessed and understood by both educators and learners. It must provide demographic and assessment information that can be attributed to individual students, from birth through graduate school.

We recommended looking at whole school learning cultures as the unit of change to improve student achievement. Ongoing **professional development** must be linked to the needs of the school and the advancement of individual teachers and administrators. School board members, superintendents, and instructional leaders also need ongoing professional development to understand the drivers necessary to implement transformational change.

An important role for boards

For this to be successful there must be mutual accountability. The state must clearly define the outcomes expected at each critical phase of learning and make strategic investments in those outcomes. The educational entity (early childhood services provider, local school district, community college, university) must determine how to most effectively produce those outcomes. Meeting and exceeding those outcomes should mean greater flexibility at the local level and increased opportunities for innovation. Not meeting outcomes should mean greater oversight and assistance by the state in improving outcomes.

Rather than diminishing the role of local school boards, this makes governance at the local level even more critical. The expectations, goals, policies and allocation of resources set by local school boards will drive success.

What's next

This work is on a fast track – even though confirmation of OEIB members has been delayed – with a report to the Legislature due on December 15, in time for possible action in the February 2012 session.

LearnWorks' recommendations offer a critical jumpstart – but your job, and mine, continues. It is absolutely critical that everyone who will be impacted by this work, including local board members, be engaged in the process and give input to guide decisions. Our voice matters.

Learn more about the *Oregon Education Investment Board* online. You may contact the OEIB by email, at Education.Investment@state.or.us.

Beth Gerot was OSBA president in 2010 and serves on the Eugene SD board.

What is “proficiency-based” teaching and learning?

Proficiency-based teaching and learning practices are intrinsic to the vision for educational reform behind the Oregon Education Investment Board. Based on principles of standards-based achievement, student-centered instruction and assessment techniques, and collaborative professional learning for teachers, these practices hold great promise for ensuring high levels of achievement and an equitable education for all Oregon students. The attributes described below were developed from the best-practices of districts that have already adopted a proficiency-based system.

Principles of proficiency-based teaching and learning systems

1. The primary mission for schools is to prepare students for success in post-secondary education and careers.
2. Curriculum and instruction are aligned to rigorous, well-defined standards for success in postsecondary education and careers.
3. Proficiency-based practices are based on research which defines effective teaching and assessment techniques.
4. Professional development for teachers – both pre-service and in-service – is classroom-centered and focused on student learning and includes individualized coaching or mentoring.
5. The school schedule is designed to support teacher collaboration and provide time for teachers to work together to plan curriculum, develop lessons

and assess student progress.

6. Students are given well-defined targets so they have a clear understanding of the content and essential skills they must master in each course.
7. The role and responsibilities of students as learners expands so that students are active partners in the learning process.
8. A student's progress at all levels is driven by mastery of learning targets. Credit is awarded when students meet proficiency standards rather than for accumulated seat time.
9. Assessments are used to develop learning goals based on what a student already knows and focus instruction on what he/she still needs to learn.
10. On-going assessments monitor each student's learning progress and encourage teachers to adjust instruction. End-of-unit assessments provide information on the student's mastery of key learning targets and help teachers plan learning activities for each student.
11. A flexible school schedule provides time for teachers to work with students who need additional instruction.
12. Grading and awarding credit on the basis of proficiency makes learning straightforward and transparent to students and parents.

See the Oregon Proficiency Project Report, “Defining Practice, Informing Policy,” <http://www.orbusinesscouncil.org/documents/OPPPPhase2Report.pdf> for more information.



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KEEPING YOU IN THE LOOP

We are all involved in the transformation of education in Oregon

Changes are happening rapidly that will transform education in Oregon. The passage of Senate Bill 909 created the Oregon Education Investment Board (OEIB), which was scheduled to meet for the first time the end of September. Politics in Salem has delayed confirmation of the board, but the legislature is still expected to have new proposals to consider in February.



Kevin McCann
OSBA executive
director

On September 6, I attended Springfield SD's annual opening day of school festivities. Their board and Superintendent Nancy Golden set a positive tone for the year. This year, board members and the superintendent from Eugene were also there to hear Governor Kitzhaber deliver an important "state of education" speech. Several state legislators and representatives from Sen. Wyden's and Sen. Merkley's offices attended. I had the opportunity to talk with Ben Cannon, who was recently named as the Governor's Education Policy Advisor, and laid the groundwork for more extensive conversations with him.

In his speech, the Governor outlined his expectations for the work being done to improve the education system in Oregon. The more I hear, the more my concerns about the "unintended consequences" of the OEIB are put to rest. The Governor continues to stress that we have underinvested in education in Oregon for far too long, and he is working to stabilize base funding and create a system of additional funding in the future that would encourage best practices and new ideas. He has already opened the discussion about the need to change how we finance public services in Oregon.

The OSBA board met September 16-17 and a key part of the meeting was a presentation by **Beth Gerot** (OSBA past-president and Eugene SD board member), **Jim Harper** (OSBA ex-officio and Portland CC board member) and **Tim Nesbitt** from the Governor's Office (in charge of Senate Bill 909 implementation). These three participated in LearnWorks – a group of 30 educators, business people and others charged with "putting flesh to the bones" of the concept of performance-based budget-

ing for the OEIB. The LearnWorks group met three days a week for four weeks this August and accomplished a tremendous amount of work that will help shape Oregon's education system.

We invited Beth to write about LearnWorks in this newsletter so you will better understand the concept of proficiency-based learning at the heart of their recommendations.

On Sept. 21, I met with again with Ben
Continued on page 4

Policy services adds new delivery model

Policies are the life blood that keeps schools functioning smoothly so the needs of all students are met. Establishing and maintaining effective, clearly-written policy is the board's foremost responsibility.

Each year, new legislation and legal issues require updates to policies. OSBA has always been here to assist boards with writing and understanding policies with our regular *Policy Update* (subscription service), manual maintenance and online hosting to help you keep policies up-to-date.

Continued on page 4

BEST PRACTICES: *Limiting liability*

PACE annual reports show continued strength of pooled insurance program

Since its formation in 2006, PACE has continued to grow and remains strong and well-funded. The financial year 2009-2010 saw a jump in investments as the remaining account balances of Oregon School Boards Association's Property and Casualty Trust (PACT) were merged with PACE.

Contributions to the pooled program remained strong – over \$21 million in 2009-10 (the last completed audit). During the same period, total assets increased 34.6 percent and net (unrestricted) assets increased 30 percent. This level of unrestricted assets means the pooled program



remains well over the 95 percent confidence level.

The 2010-11 fiscal year final audit report is expected sometime in October and all indications are that there is continued good news for Oregon schools and districts as assets grow and services to members expand. As the state's largest property and liability risk pool for public education, PACE is unmatched in its pre-loss legal services, grant programs, occurrence-based liability coverage and additional defense coverage.

"Our goal is to keep rates stable. We continue to seek out reinsurers that can offer PACE the best, most comprehensive coverage. We do every-

thing we can to keep prices affordable for our members," says Frank Stratton, PACE manager.

The PACE board of trustees is composed of K-12 and community college risk managers, facility managers, business managers, superintendents and board members. More information is online at pace.osba.org, under About PACE.

PACE Financial Summary*

	7/1/07-6/30/08	7/1/08-6/30/09	7/1/09-6/30/10
ASSETS			
Cash	\$12,913,292	\$ 7,331,234	\$ 555,596
Accounts receivable	2,946,782	1,421,012	1,026,958
Prepaid expenses	-	-	36,601
Interest receivable	-	123,541	194,310
Investments	-	10,736,721	24,595,120
Total Assets	\$15,860,074	\$19,612,508	\$ 26,404,585
LIABILITIES			
Accounts payable	42,825	495,102	148,575
Deferred revenue	636,241	561,513	572,477
Claims payable	8,254,744	9,632,355	10,995,730
Total Liabilities	\$ 8,933,810	\$10,688,970	\$ 11,716,782
NET ASSETS			
Restricted surplus	-	-	3,085,450
Unrestricted	6,926,264	8,923,538	11,602,353
Total Net Assets	\$ 6,926,264	\$ 8,923,538	\$ 14,687,803
Total Liabilities & Net Assets	\$15,860,074	\$19,612,508	\$ 26,404,585

* Independent audit submitted October, 2010.



In the loop – from page 3

Cannon and learned more about the Governor’s education plans. The OEIB’s task of deciding what learner outcomes to measure – and eventually fund – is complex and challenging. Cannon and Tim Nesbitt are fully aware that selecting the right measurements is critical and adjustments from year to year will be necessary as we learn more. Moving to a statewide proficiency-based program for learning and teaching (see page 2) is daunting, but holds promise for improving outcomes, increasing flexibility for local districts and controlling costs.

Meanwhile, legislators are gearing up for a February 2012 session in which many want

to address statewide governance of all education. Different views are emerging about the role and function of the State Board of Education and the Oregon University System Board as well as “learning councils” for the various levels of the Pre-K to graduate school educational spectrum and how it will all work together with the OEIB.

Reminder: Governor Kitzhaber is scheduled to speak at the OSBA convention on Saturday morning, Nov. 12. This is your opportunity to hear first hand his vision for the future of Oregon schools.



Kevin McCann, OSBA executive director

Policy services – from page 3

We also worked individually with boards on periodic, in-depth reviews and rewrites.

Some of these services are annual subscriptions, but full contract rewrites – which are needed every four or five years – represent a budget expense of \$5,000 to \$10,000.

Now, OSBA has added a new, comprehensive delivery model for policy services which allows districts to better budget and keep policies continually updated. Instead of annual subscriptions, additional fees for manual maintenance and thousands of dollars every few years for a rewrite, we are offering a continuous plan for \$150 a month for *Policy Update* and regular maintenance. And every four years, you have the option of a full “desk rewrite” of your policies for just \$500. OSBA staff will review your entire policy document and make sure everything is complete, compliant and cur-

rent. This allows districts increased flexibility and control in being able to budget.

To find out more about this new policy service delivery model and how it can benefit your district, contact OSBA policy services staff, 503-588-2800 or 800-578-6722, or email Joe Wehrli, Associate Executive Director of Board Development and Policy Services, jwehrli@osba.org.

“Test drive” BoardBook® online

Paperless board meetings are easier than you think! BoardBook is a proven online application that makes it easier and much less time consuming to prepare board packets, maintain records and distribute information to board members. For a “test drive” and to see just how easy it is to make the switch, go to www.osba.org/BoardBook.

OSBA officers elected

The OSBA board elected officers for the coming calendar-year term at its September meeting:

- President **David Beeson** (Silver Falls SD) serves as past-president in 2012.
- President-Elect **Kris Howatt** (Gresham-Barlow SD) becomes president for 2012.
- Vice President **Terry Lenchitsky** (Clackamas SD) was elected 2012 president-elect.
- Secretary-Treasurer **Lori Theros** (Klamath Falls City) will be 2012 vice president.
- **David Krumbein** (Pendleton SD) was elected 2012 secretary-treasurer.



Learn 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. Presented by OSBA Honors Partner D.A. Davidson, along with DHM Research and The Ovation Group.

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.