



OSBA Events

www.osba.org

2012 NSBA Leadership Conference
February 4-5, 2012

2012 NSBA FRN Conference
February 5-7, 2012

Labor and Employment Regional Meetings
February 6-13, 2012

McGrath SUCCEED
February 23 & 28, 2012

OSBA Board and Committee Meetings
March 16-17, 2012

NSBA 72nd Annual Conference
April 21-23, 2012

OSBA Budget Committee Meeting
April 27, 2012

OSBA Legislative Policy Committee Meeting
April 27-28, 2012

OSBA Board and Committee Meetings
June 29-July 1, 2012

Summer Board Conference
July 13-15, 2012

Fall Regional Meetings
September 17-November 2, 2012

66th Annual Convention
November 8-11, 2012

OSBA sees 'achievement compacts' as important tool

This month, the legislature will consider Governor John Kitzhaber's proposed "education achievement compacts" as a means of enabling Oregon's schools to measure students' achievement and set targets for improvement—a proposal that brings OSBA and local school boards to the table for decision-making.

Because local governance of schools continues to be a statewide community priority, OSBA has begun exploring ways to help school boards ensure that these important tools serve local districts.

OSBA believes the compacts should allow flexibility and creativity at the local level, giving individual school boards the latitude to preserve their own unique character in setting goals.

How the compacts work

By signing the achievement compacts, school districts and other public education entities would enter into agreements

with the state to define key measures for success. The agreements would set goals for students' progress, beginning in the 2012-13 school year. The governor's proposed legislation, SB 1581, (<http://tinyurl.com/ORSB1581>) would enable school districts to specify their own goals, outcomes and targets for achievement, in addition to meeting requirements set by the state.

- *Measuring progress, setting common goals.* By measuring progress and uniting institutions' efforts toward common goals, the agreements would help improve high school completion rates and raise the percentage of Oregonians who achieve college degrees and associate degrees. They would also provide two-way accountability between the state and the various education entities, while enabling local school boards and education leaders to coordinate their

See 'Achievement compacts,' page 2

OSBA ramps up effort to push legislative priorities

With the launch of the 2012 legislative session, the Oregon School Boards Association has dialed up the intensity of its efforts to achieve its legislative goals.

"Our priorities emphasize the ongoing fight to restore a sense of urgency over the condition of public education in Oregon," said **Kris Howatt**, president of OSBA. "Statewide, a third of our students fail to earn high school diplomas after four or even five years of high school. Many school districts struggle to maintain their programs in the face of ever-tighter budgets. In short, our sense of urgency is both real and justified."

Priorities for the 2012 session

The association's legislative priorities fall into three categories:

- *Student achievement.* OSBA will vigorously advocate legislation that supports progress in student achievement, Howatt said. "We need to make sure every student is ready for college, apprenticeship, a career

and productive citizenship." Raising the high school graduation rate leads the list of OSBA's goals, she added.

- *Shared accountability.* OSBA will continue to urge the governor and the legislature to join local school districts and education service districts in sharing accountability for student achievement. "We're all in this together," Howatt said, "and we all need to acknowledge our respective roles in helping students succeed in their academic careers."

'We're all in this together.'

Kris Howatt

- *Funding.* Adequate, stable funding continues to be among OSBA's primary legislative goals. For the current legislative session, OSBA's chief objective is to ensure that any budget rebalancing does not reduce funding for K-12, Howatt said. Over the longer term, OSBA will urge the legislature to ensure that schools have the resources to meet their responsibilities. "We also see an urgent

See 'Legislative priorities,' page 3

PRESIDENT'S POST

Embracing the challenge of change

"By changing nothing, nothing changes." Tony Robbins

Change is afoot. The Oregon School Boards Association has new leadership and the legislature is back in session with a full agenda of legislation that will affect K-12 education throughout the state.

Senate Bill 1581

High on Governor Kitzhaber's list is a bill that would change the way school districts set goals and measure students' achievement, SB 1581 (<http://tinyurl.com/ORSB1581>). The state has applied for a waiver of the test-based standards of the federal No Child Left Behind Act, hoping to replace them with the governor's proposed achievement compacts, which spell out ways school districts can serve students' needs and meet the public's expectations. OSBA's board has resolved to help craft SB 1581 and the language that provides for achievement compacts, with the goal of ensuring flexibility for districts and accountability to their communities.

Watch "Daily Updates Legislative Blog" on OSBA's website for late-breaking information on the progress of SB 1581, and use our online feature (<http://www.surveymonkey.com/s/sb1581r>) to notify OSBA if your school board enacts a resolution of support. When final enactment of SB 1581 occurs, we will issue an "Achievement Compact Toolkit" that will help districts fulfill their obligations under the bill.

A final note: while the discussion of achievement compacts continues in the legislature, school board members should work with their superintendents to ensure that budget discussions take achievement compacts into account.

More change on the horizon

At its quarterly January meeting, the Board held in-depth discussions of the role that locally elected boards of directors play in addressing the following concerns:

- Improving and measuring student achievement
- Ensuring equal learning opportunities for all students
- Obtaining adequate funding for public schools
- Managing nuts-and-bolts issues like public contracting, instructional technology and collective bargaining

Based on these discussions, and with your input, OSBA's Legislative Policy Committee will update and revise our Legislative Policies and Priorities for the 2013 legislature.

OSBA's pursuit of excellence

Our association has rededicated itself to its primary goals—improving student achievement, raising graduation rates and closing the achievement gap. We will continue to pursue excellence in the services we deliver, because that's what it's all about—helping school boards succeed. It's not enough to say it; we must show it.

We will strengthen our association's relationships with all stakeholders in the public education community. More than ever, we believe Oregon's school boards must play a leadership role in addressing the challenges facing public schools today—adequate funding, equity, public trust and effectiveness in preparing Oregon's learners for productive lives beyond the classroom.




Kris Howatt
President
OSBA

Achievement compacts

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efforts and expenditures toward ensuring students' readiness for post-secondary education and careers.

- *Sharing information.* In order to compare the results that various schools and educational institutions achieve, parents and students need clear information about their respective schools' performance. Thus, the Oregon Education Investment Board wants school districts to communicate with students, teachers and other staff to define the targets their individual compacts specify.

Oregon's NCLB waiver includes the proposed compacts

Oregon's application for waiver of the No Child Left Behind Act requires a plan for a supportive and flexible accountability system for K-12. The proposed education achievement compacts fill that need, both for setting goals and measuring students' achievement.

Spring sports: things to remember

As school districts prepare for the spring sports season, the safety of young athletes and spectators once again takes center stage.

Role of coaches

Coaches must follow the district's policies and the regulations of the Oregon School Activities Association:

- Provide a safe environment for training and events.
- Plan the activities appropriately.
- Evaluate athletes for injury and ability.
- Provide adequate equipment.
- Warn athletes of the risks associated with the sport.
- Instruct athletes on proper use of equipment and safe procedures for the activity.



See 'Spring sports,' page 4

KEEPING YOU IN THE LOOP

New leadership, exciting times

During these first few, extremely busy weeks as your interim executive director, I have emphasized keeping things running smoothly while addressing issues and making needed changes. My first priority, though, has been meeting members' needs.

I have appreciated your thoughtful comments in response to our online survey, which focused on our work as your association and your work in local school districts. You identified the top issues as funding, student achievement, quality teachers and class size. Why not visit our website and check out the findings of the survey yourself? (Go to <http://tinyurl.com/osba2012survey>).

Having met with all staff members individually to better understand the work they do, I'm excited because we have so many marvelous and innovative staff members. We have posted the position of deputy executive director with the hope of attracting someone who has a strong presence in education, excellent communication skills and the ability to build partnerships and deliver our messages.

I have met with Ben Cannon from the governor's office to express our unshakable faith in the power of local decision making. In that meeting I expressed the determination of Oregon's school boards to lead the way on a wide range of education issues. I've also talked with many of our partner organizations in order to bolster our relationships with them and strengthen our collective voice. I believe our partnership with COSA will be especially productive this year, since we are working to align our goals as much as possible. OSBA's legislative team is working hard with our partners to achieve positive changes for education during the short February session.

On Jan. 22, the OSBA Legislative Policy Committee heard from Ben Cannon and Tim Nesbitt from the governor's office about the administration's plan for reinvigorating Oregon's education system. If the Oregon Education Investment Board and the proposed achievement compacts are to succeed in creating real change for education, OSBA must do more than occupy a space at the table: we must be decision makers. The most brilliant idea in the world will fail if those who must implement it do not buy into the change. You know your communities and schools better than anyone else. Local board members must be part of those changes if they are to be meaningful for students.

Improve student achievement. Increase graduation rates. Close the achievement gap. These are the goals of Oregon's school boards. Now we must work together to achieve those goals. And we must tackle the issues that you—our membership—have identified.

We are ready and able to carry forward this important work. Will you join us?

I'm excited about the year ahead. Please let us know what we can do for you—we're just a phone call or an email away.



Betsy Miller-Jones
Interim Executive Director
OSBA

Legislative priorities

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need to direct resources to fund capital construction for K-12 schools."

- *Mandate relief.* Schools desperately need relief from state mandates for new or expanded programs, services and responsibilities without full funding of the additional costs, Howatt said.

OSBA's priorities and the governor's proposals

Governor John Kitzhaber's legislative priorities for the current session correspond generally with OSBA's. On the governor's behalf, the Oregon Education Investment Board has proposed legislation (SB 1581) that would call on local school boards and other public education entities to sign "achievement compacts" with the state. Presented as a replacement to provisions of the federal No Child Left Behind Act (NCLB), the compacts would set planning goals for student achievement and require collaboration in preparing students for post-secondary education (see accompanying story: "OSBA sees 'achievement compacts' as important tool").

"If the legislature passes SB 1581, it will help move the ball the forward toward achieving OSBA's priorities," Howatt said.

The leadership of OSBA encourages members to contact their local legislators to stress the importance of enacting the association's legislative priorities, Howatt added. "This is a critical time for public education," she said. "Many schools are barely holding on because of tight budgets and scarce resources. Never has our legislative agenda been more important."

Visit <http://www.leg.state.or.us/findlegsltr/> to find contact information for your state senator or representative.

Board members take OSBA's message to Washington

Kris Howatt, president of the Oregon School Boards Association, will lead a delegation of OSBA's board of directors to Washington, D.C., to urge congressional action on important education issues.

In addition to Howatt, the board members are **David Beeson** (past-president of OSBA), **Dave Krumbein** (secretary-treasurer), **Karen Cunningham**, **Laurie Adams** and **Sam Lee**.

The board members will meet on Feb. 7

with the state's congressional delegation to stress the importance of Oregon's proposed waiver of No Child Left Behind. Just as important, they will urge action to prevent damage to rural schools if Congress lets federal funding of the Secure Rural Schools Act run out on June 30.

If Secure Rural Schools funding expires on schedule, Oregon's counties stand to lose \$250 million in income paid by the federal government to compensate for

vast tracts of federal land that generate no property taxes. An end to SRS funding would mean the loss of about 4,000 jobs in Oregon and \$400 million in business sales, according to a recent study by economists at Oregon State University.

The OSBA delegation will point out the devastating impact that loss of SRS funding would inflict on many rural school districts in Oregon—districts that have already suffered severe budget reductions.



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Spring sports

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- Know first aid and the school district's emergency procedures.
- Supervise the activities at all times. Failure to supervise is often the leading reason injuries occur.

The school district's role

The school district has a duty to give students a safe environment for athletic activities. Use the following guidelines in managing your athletic program and facilities:

- Establish a school district policy that defines the duty to provide a safe environment for students. Then enforce this policy.
- Inspect and test all equipment and facilities before use. Repair or replace damaged equipment. Implement an equipment maintenance program that outlines procedures for inspection and repair. Check the facility regularly to maintain a safe and proper playing environment.
- Implement a complete training program for all student athletes that includes conditioning, nutrition, exercise and drills.
- Enforce mandatory supervision of

all activities. Supervision is key to ensuring student safety during athletic activities. It is also one of the top issues cited in liability claims.

- Establish a medical procedure for coaches and student athletes. Require coaches to receive first-aid training, and require physical examinations for all participants as a condition of registration.
- Hold meetings before the start of the athletic season for parents and students to explain the district's expectations for safety. Require parents to sign consent forms that authorize their children's participation in athletic activities.

- Implement a standard injury-reporting process for coaches and students for use in all athletic programs. These reports can help to determine trends with specific coaches, pieces of equipment or activities.

PACE can also help you develop an effective risk-management program for your district.

Contact information:

<http://pace.osba.org/about/contact.htm>
Call: 503-670-7066 / 800-305-1736
Email: underwriting@sdao.com

ORVED may offer solutions

As school districts face more budget cuts, Oregon Virtual Education (ORVED) promises to keep kids in brick-and-mortar public schools while providing a personalized education that makes use of Oregon's pool of talented public school teachers.

This is the message that James Sager, superintendent of the Northwest Regional Education Service District, brought to the OSBA board of directors at its meeting in Salem on Jan. 21.

The ORVED model offers a new type of charter school, Sager said—one created by Oregon educators for Oregon public schools.

- Intergovernmental agreements. Unlike for-profit virtual education alternatives, ORVED is a partnership among public school entities. Operating according to intergovernmental agreements, it's a new way of doing business. Registration and enrollment in ORVED require authorization by the school district.
- Oregon teachers. The program uses part-time instructors who individually determine which courses and how many students they want to teach. Teachers receive pay per student.
- Shared proceeds. ORVED's fee structure and dividend concept enables districts to share in the proceeds from coursework fees.
- Course offerings. A wide range of subjects is available to students through ORVED, including mathematics, science, social sciences and languages. College courses in writing and history are also available, along with a long list of electives.



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