



## OSBA Events

**Fall Regional Meetings**  
September thru October 2012

**OSBA Board and Committee Meetings**  
September 21-22, 2012

**66th Annual Convention**  
November 8-11, 2012

[www.osba.org](http://www.osba.org)

## Common School Fund provides critical support to public schools

Since Oregon became a state in 1859, the Common School Fund has provided hundreds of millions of dollars for the state's public schools, as a fact sheet from the Oregon Department of State Lands clearly shows.

Money from the fund means a lot to school districts. The Eugene School District, for example, received more than \$1.6 million in 2011, an amount that would support at least 18 full-time teaching positions. Bend-La Pine's allocation from the fund would support 15 teaching slots, while Medford's would account for 12.5.

The act of Congress that brought Oregon into the Union granted sections 16 and 36 of every township for the use of schools. An area roughly the size of Connecticut came under state ownership, about 3.4 million acres.

At the time, state officials believed private ownership of these lands would yield more for schools through property taxes and other economic benefits, and they sold off much of the land. As a result, only about a quarter of Oregon's original acreage remains in state ownership.

The State Treasurer and Oregon Investment Council invest the Common School Fund, which has earned a 13-percent average annual return from 2008-11. Market conditions affect the fund's total value, which is now about \$1.0 billion. The State Land Board (the governor, the secretary of state and the state treasurer) allocates only the earnings from the fund to schools, keeping the principal intact.

The Department of State Lands earns money for the fund by leasing state-owned rangelands and waterways, and

harvesting timber on Common School Fund forestlands. In addition, the department holds all unclaimed property (money) the state receives in the Common School Fund until the state can locate the rightful owner.

As the Common School Fund grows, so do distributions to Oregon school districts. Since 2000, distributions have ranged from a low of \$13 million in 2004 to a high of \$55.4 million in 2008.

Distributions in the 2011-13 biennium will total \$101 million. The following list illustrates the significance of Common School Fund allocations to districts of varying size:

District	Distribution	Equal to*
Astoria	\$168,224	2 teachers
Bend	\$1,318,516	15 teachers
Coos Bay	\$276,473	3 teachers
Eugene	\$1,602,521	18.5 teachers
Hood River	\$296,646	3 teachers
Medford	\$1,088,163	12.5 teachers
Pendleton	\$240,711	3 teachers
Portland	\$4,461,315	51 teachers

*\*Based on the annual statewide average of \$86,745 per teacher for salary and benefits; figures are rounded and represent full-time positions.*

For more information about the Common School Fund, visit the Oregon Department of State Lands' website at [www.oregonstatelands.us](http://www.oregonstatelands.us).

## KEEPING YOU IN THE LOOP

### Make your voice heard in OSBA

Jim Green, Deputy Executive Director

It's election time again throughout the state and the nation. While the media will focus on national and state-level elections over the coming months, the Oregon School Boards Association will also elect its board of directors. If we receive proposed resolutions from our membership or from the Board, we will hold an election to approve or disapprove those resolutions.

As you know, OSBA is organized as one general state association with up to 21 elected representatives across 14 geographic regions.

The upcoming OSBA Board of Directors election is critically important, not only to the membership of our association, but also to the public education community in Oregon. Over the past seven months, OSBA itself has embarked on a journey of change by reorganizing its executive staff

## Heat stroke is major cause of death among athletes

All too often, it seems, the news media carry stories about athletes who suffer serious injury or death as the result of participating in their chosen sport. Tragically, many such stories involve student athletes.

Among the three leading causes of athletics-related death is “exertional heat stroke,” or EHS, the same condition that killed Minnesota Vikings offensive lineman Korey Stinger in the summer of 2001. EHS is a deadly-serious medical condition that happens when intensive physical activity causes a rise in core body temperature. It’s the leading cause of death in the summer months.

Though EHS is most likely to strike in hot, humid conditions, it can happen anytime in all kinds of weather. An athlete’s tolerance for heat can relate to body hydration, fitness level, the length and frequency of rest periods, acclimatization and illness. Another major factor—and one of the most critical—is



whether coaches and supervisors know how to respond to a heat-related medical emergency.

As schools’ athletics teams begin preparing for the coming fall sports seasons, coaches must know the signs and symptoms of heat-related illnesses and what to do if a heat-related medical emergency occurs. The Oregon School Activities Association can provide critical information about these signs and symptoms, as well as guidelines for hydration, practice models and heat index calculators.

Visit <http://www.osaa.org/sportsmedicine/fallpracticemodel.pdf> to learn more about what you can do to safeguard the lives and health of student athletes during these warm-weather months. You will also help your school or district avoid the financial liabilities that could otherwise result from a tragedy caused by heat-related illness.

## Bobbie Regan rejoins OSBA’s Board of Directors

**Bobbie Regan** has rejoined OSBA’s Board of Directors, representing the Multnomah Region. She is a member of the Portland Public Schools Board of Education.

After earning her B.A. in Political Science, Bobbie served as a legislative assistant in Washington, D.C. She has 20 years of business experience, specializing in marketing communications.

Volunteer work is a big part of Bobbie’s life. She has served as a classroom volunteer, PTA president at two schools and as vice president of Community & Parents for Public Schools. She has helped lead several local school funding campaigns and co-founded HOPE, which successfully lobbied for the nation’s only county income tax to support schools.

In 2009, Bobbie was elected to the OSBA Board as President-Elect. She received appointment to a statewide virtual schools task force.

A resident of NW Portland, she has two sons, both graduates of Portland Public Schools.

## Use OSBA’s Policy Plus to manage your policy manual

Your board is short of money and short of time. Every time you turn around, someone demands you do more with less. To make matters worse, you’re behind on your *Policy Update* revisions, despite your vow to stay current after the latest policy rewrite, which was years ago. Talk about stress!

Fortunately, OSBA can help. The association’s Policy Plus is a new subscription option that not only keeps your board policy manual updated, but also gives you the option of receiving a desk rewrite at the end of four years.

If your district, community college, ESD or public charter school has used OSBA services to complete a policy rewrite within the past six years, and if you have a current subscription to manual maintenance or online web-hosting, you’re qualified to receive this service. To participate in the program, subscribers pay a monthly fee and enter into a four-year contract for services with OSBA. Over the life of the contract, you must continue to subscribe to OSBA’s manual maintenance service and web-hosting for your policy manual. You will then receive the following help from OSBA staff:

- **Updated manual.** After issuance of each *Policy Update*, OSBA staff will send you a packet that contains your current

updated policy manual, with all the revisions ready for your board’s review and adoption. That means no more cutting, pasting, downloading or reformatting. OSBA does all this for you, and you receive clearly depicted revisions of your own policy, with shaded text or strike-out of the revised policy language.

- **Desk rewrite.** During the final quarter of the contract period, you may request and receive an optional desk rewrite from OSBA.

Suppose your board has not done a rewrite within the past six years. Can you still get in on this deal? Absolutely. To bring your policies up to date, OSBA will give you a one-time desk rewrite, with no meetings, and extend to your board the full four-year subscription to Policy Plus. The cost is just \$4,000, along with your board’s subscription to OSBA’s annual policy manual maintenance service or online web-hosting subscription, and the monthly four-year Policy Plus plan.

To receive more information about this important service, contact Policy Services at 800-578-6722 or 503-588-2800.

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and reinvigorating its leadership role as a champion for students and the boards of school districts, education service districts, charter schools and community colleges. We have begun laying the groundwork for aggressive advocacy during the upcoming legislative session.

The public education community as a whole has also entered into a period of profound change. The governor has launched major offensives in student achievement and the governance of public education from pre-K through grade 20. OSBA has played a pivotal role in these initiatives, and the importance of that role will grow in the months ahead.

Strong leadership on the OSBA Board of Directors is essential to our association, the education community and the students we serve. Take time to think about the open positions on the board and our policies and priorities. Consider

running for a position yourself. And by all means, participate in this important election.

The following are our election timetables for 2012:

Election of OSBA Board of Directors holding odd-numbered positions	
Aug 20	Notice of position vacancies for OSBA Board and official nomination forms distributed
Sep 28	Nominations close
Oct 12	Official ballot sent to the membership
Nov 12	Voting period opens
Dec 14	Voting period closes
Jan 1	Newly elected regional members of the OSBA Board of Directors officially take office

### Resolution election

Sep 10	All resolutions to be submitted to the membership for a vote must be received at the OSBA offices
Oct 12	Resolution details, along with an official ballot, will be sent to the membership
Nov 12	Voting period opens
Dec 14	Voting period closes

For more information:

- OSBA Board of Directors: [http://www.osba.org/About%20OSBA/LeftNav/OSBA\\_Board.aspx](http://www.osba.org/About%20OSBA/LeftNav/OSBA_Board.aspx)
- Map of OSBA governance regions: <http://www.osba.org/~media/Files/About%20OSBA/Governance/OSBA%20Map%20of%20Governance%20Regions.pdf>

## Workshop helps boards and superintendents work together

### Who does what?

It's a critical question in any work relationship, and it's fundamental to a successful board-superintendent partnership. OSBA's Roles and Responsibilities Workshop explores all aspects of this question and offers research-based answers.

"I try to make it a guided discussion," says OSBA's Steve Lamb. "We align the training messages with local board policies. That way we can talk about the research with respect to the district's current practice."

The workshop also allows some flexibility, Lamb adds. "We can select specific scenarios or videos to prompt discussion of local issues."

The Roles and Responsibilities workshop is a standard part of OSBA's superintendent search package. The training is especially appropriate for districts that face turnover in their administrations and boards. It's also great for boards that may simply want a refresher.

### A 'silly question'

"How many school board members does it take to screw in a light bulb?" Lamb asks. "It may seem a silly question, but there's a 'best-practice' answer to the question."

The first board member who calls Lamb or emails him with the correct answer—and the reasoning behind it—will receive a free copy of NSBA's book, *The Key Work*

*of School Boards*. You can reach him at 503-485-4809 or [slamb@osba.org](mailto:slamb@osba.org).

The conference version of the Roles and Responsibilities Workshop session is 75-minutes long. The in-district workshop typically runs about three hours. Lamb says the workshop emphasizes goal-setting and features scenarios with discussion of public meetings and community engagement.

To receive more information about this and other OSBA workshops, visit [http://www.osba.org/Resources/Article/Board\\_Operations/Board\\_Development-Training\\_Workshops.aspx](http://www.osba.org/Resources/Article/Board_Operations/Board_Development-Training_Workshops.aspx)



## Oregon Lighthouse Project shows the way

School boards care about student learning and every board grapples with the persistent question, “What can we do to increase our students’ achievement?”

Boards need research-based information and training that enables them to fulfill their leadership role and help students succeed. Fortunately, OSBA offers exactly the right kind of information and customized training to member-boards through the Oregon Lighthouse Project.

### Setting clear expectations

The Oregon Lighthouse Project enables a school board to set clear expectations based on data that identify the district’s greatest student learning need, recognize what supports are necessary to meet those expectations, and monitor progress to make adjustments along the way in order to hold the system accountable.

The board training sessions include the superintendent and as many administrators as the district’s resources allow. The curriculum features 11 modules in three phases.

- Phase 1: “Orientation and Foundational Learning”

- Phase 2: “Defining, Implementing and Monitoring Improvement Work”
- Phase 3: “Embedding the Improvement in the Culture”

Some modules require only one session, while others require more. OSBA’s trainer will work to schedule training sessions to meet your learning needs.

### Proven results

Three Oregon school districts have completed the two-year training with positive results. Training is under way for two more districts, and others are considering making it a part of their boards’ professional development.

We are looking for more participants, so contact Joe Wehrli for more information or if you’d like us to attend a board meeting to answer questions, we can do that too.

The Oregon Lighthouse Project requires a substantial investment of a board’s time, but every board that has received training considers the investment well worthwhile. Additional information is available on our website, [http://www.osba.org/Resources/Article/Improving\\_Education/Lighthouse\\_project.aspx](http://www.osba.org/Resources/Article/Improving_Education/Lighthouse_project.aspx)



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