



## OSBA Events

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

### 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 2012

July 13-15, 2012

### Fall Regional Meetings

September 17-November 2, 2012

### 66th Annual Convention

November 8-11, 2012

## OSBA provides help with achievement compacts

OSBA has updated its online Achievement Compact [Resources](#) page with up-to-the-minute information on fulfilling the requirements of the achievement compacts the legislature created with passage of Senate Bill 1581.

The most recent addition is the Oregon Education Investment Board's new set of questions and answers to help districts develop content for the achievement compacts. The list includes 39 questions that OSBA, the Confederation of School Administrators and the Oregon Education Association submitted on behalf of their respective memberships. The Q & A contains general information—as well as detailed answers—about process, development and outcomes. The OEIB set April 5 as the date by which K-12 districts should have received their compacts with pre-filled baseline data.

In addition to the Q & A, the Resources page includes a link to the OEIB's latest draft of the actual narrative introduction to the compacts and updated working drafts of the K-12 and ESD achievement compacts. Finally, the Resources page contains the new administrative rule the OEIB adopted on March 27.

## Anne Schuster is newest member of OSBA's Board of Directors

Anne Schuster has joined OSBA's Board of Directors, representing the Linn/Benton/Lincoln region (Position 10).

The mother of two grown daughters, Anne serves as chair of the Corvallis School Board. A former research scientist at North Carolina State University and Oregon State University, she brings a strong background of community involvement to OSBA, having worked with the Corvallis Sustainability Coalition, Leadership Corvallis, Oregon Green Schools, the Benton County Solid Waste Advisory Board and the Sustainable Oregon Schools Initiative.

Anne holds a B.S. in Botany and a doctorate in Plant Molecular Biology from the University of Nebraska. She loves painting with water colors, gardening and reading.

## PACE helps South Coast ESD recover from fire

Early on Tuesday, March 13, a fire ravaged the headquarters of the South Coast Education Service District in Coos Bay. By the time the fire was out, 20 percent of the building lay in ruin.

The dedicated staff of the South Coast ESD swung into immediate action, according to *The World* newspaper in Coos Bay, and set up shop in a mobile office in the rear parking lot of the building.

They worked literally around the clock to maintain their commitments to the schools that depend on them.

Acting-superintendent Tenneal Wetherell said that the ESD staff, despite the obvious hardship the fire had caused, maintained its focus on serving the students,

their families and the school districts within the South Coast ESD's service area. She was also upbeat about the future, *The World* reported. She vowed to restore the damaged facility to a condition better than it was before the fire.

Based on her recent experience, Wetherell offers the following advice to ESDs, school districts and community colleges that suffer fires or similar disasters.

"It is imperative that you call your insurance representative immediately, regardless of the time of day," she says. "I credit where we are today with an immediate response to my 5-a.m. phone call to our agent who put us in touch with Horizon Restoration. Within an hour we had people

on site helping us to evaluate the damage and prioritize a response."

Wetherell says the first hours and days after a fire are overwhelming. "There are many decisions to make, and you meet a lot of new people who have different roles. It is important to designate key decision makers in both the insurance and restoration arenas and establish methods of communication. As a group you can determine how to move forward. This will save time, assist with decision making and reduce confusion during an extremely stressful time."

Traumatic as this event was for the staff and the board members of the South Coast ESD, it was no financial catastrophe, thanks to the district's insurance coverage with PACE. The claims-management staff at PACE guarantees a 24-hour response time

See 'PACE,' page 4



## OSBA updates and revises Budget Committee Handbook

OSBA has updated and revised its popular Budget Committee Handbook, and has made it available to association members for \$3 each, or \$2.50 each with orders of 10 or more copies.

Aimed specifically at school districts' and education service districts' budget committees, the handbook provides a relevant and readable "how-to" for managing the critical budget committee process. It covers a wide range of topics, including duties and responsibilities, the makeup of the budget committee's membership, public meetings and many others. In addition to a useful checklist that will help your budget committee do its job effectively, the handbook contains an extensive FAQ and a glossary.

Order the "Budget Committee Handbook" [online](#), or call OSBA at 503-588-2800.

## ODE issues special-ed report cards

On April 4, State Superintendent Susan Castillo released the 2010-11 Report Cards for Oregon Special Education and Early Intervention/Early Childhood Special Education programs. The reports, which are a requirement of the federal Individuals with Disabilities Education Act (IDEA), provide valuable information about how well local special education and early intervention programs are serving students.

The Oregon Department of Education also released the 2011-12 Special Education Child Count, which gives details on the current number of special education students, sorted by disability. According to the report, the number of special education students in Oregon continues to increase, and now represents more than 13 percent of the state's student population.

This year, the number of Oregon children in special education programs has increased to 84,707, up from last year's 83,967. The number of school-age students in special education (K-21) is 74,454, which is up from last year's 74,099.

## Don't miss OSBA's Summer Board Conference

Many changes are under way in education. State government has launched aggressive reforms that will change the way people think about schools. Soon, the education community will start a new conversation about how to bolster the public's investment in schools. This year's Summer Board Conference features workshops, events and speakers that will keep you informed and prepare you to help lead that conversation.

### Pre-conference and Board Secretaries' Day

Come a day early and attend a full-day pre-conference session on Friday, July 13 (which is also Board Secretaries' Day). During the morning session, OSBA's Peggy Holstedt will lead a presentation of *Common Core State Standards*, emphasizing creation of a baseline of skills to provide a clear focus on student expectations and outcomes.

The afternoon session will feature our keynote speaker, Dr. Rick Brinkman, who will present *Conscious Communication to Bring Out the Best in People and Yourself*, a session that will enable you to upgrade your communications skills, improve teamwork in your organization and enhance performance.

*Making Meetings Matter*, a hard-hitting, day-long workshop by OSBA Interim Executive Director Betsy Miller-Jones, will help you make your meetings effective and productive.

### Saturday/Sunday, July 14-15

On Saturday, July 14, Dr. Brinkman will deliver our keynote address, "Conscious Communication: A Walk on the Wild Side to Bring Out the Best in People at Their Worst."

Dr. Rick Brinkman has toured the nation and the world, conducting training and delivering his message of how to communicate for success. His published works include *Dealing With People You Can't Stand: How to Bring Out the Best in People at Their Worst*, which has sold over a million copies. His clients include NASA, LucasFilm, Sony Pictures, Adobe, the FBI and many others. He has appeared as a featured guest on CNN and has served as a consultant to the *Wall Street Journal*, the *New York Times* and *USA Today*.

Throughout the rest of the weekend, you'll hear from experts on critical subjects like collective bargaining, crisis communications, the do's and don'ts of public meetings, fiscal oversight, PERS and many others.

### The rallying cry

"Lead the Change: the Future Starts Now!" is our rallying cry as we stand at the starting line of a new era in public education. Never have effective leadership, efficiency and thoughtful investment of public resources been more important. Your leadership is key to assuring often skeptical taxpayers that Oregon's public education system is doing the job for them and their children. This year's Summer Board Conference will equip you to meet that challenge.

A child is eligible for special education and related services if a team of professionals and the parent determines that the child has a disability (which the IDEA defines) and needs special education services because of that disability.

The Special Education report cards provide information about school district

and early intervention/early childhood programs, including the academic achievement in math and English/language arts of special education students, participation rates in state assessments, Adequate Yearly Progress rankings, results of the

Summer Board Conference  
July 13-15, 2012

LEAD THE  
CHANGE: the future starts NOW

## KEEPING YOU IN THE LOOP

### Tough questions welcome!

The Oregon Education Investment Board met on March 13 and again on March 27 to formally adopt the partnership agreements called “education achievement compacts,” which the state will enter into with each local K-12 district, community college and university in accordance with SB 1581. Your local districts should have received their copies of the achievement compact by April 5.

The compact form already contains baseline historical data. Your board should work with your district leadership, local educators and community members to determine your district’s goals, targets and indicators for future achievement. You should enter this data into the compact form and return it to the OEIB by July 2.

The compacts give Oregon needed leverage in seeking a waiver from the punitive requirements of the No Child Left Behind Act. At its January meeting, OSBA’s Board of Directors voted to support the concept of achievement compacts, which gave OSBA a seat at the decision-making table during the February legislative session.

Together with the Confederation of School Administrators, the Oregon Education Association and other education organizations, we have provided feedback, suggestions, comments and questions throughout this process, and we have made a real difference in the results. The process, however, has been fast and furious. Whenever things move this quickly, many questions are likely to go unanswered, and all possible scenarios are unlikely to receive full consideration. We have now reached the stage where your district will work to project goals and targets. OSBA wants to make sure you receive answers to all your questions about the achievement compacts process.

The compacts focus on student progress and target setting with core goals to do the following:

- Align the education system toward achievement of the 40/40/20 goal and college and career readiness.
- Focus and inform state investment and local budget and program decisions to achieve these outcomes.
- Showcase best practices and promote collaboration.
- Replace NCLB with a more supportive and flexible K-12 accountability system.

This year, there are very few process requirements. In anticipation of the process required for the 2013-14 school year, however, we suggest you work collaboratively with your staff and community to project future goals and targets as you complete and return this year’s compacts by the July 2 deadline.

OSBA has provided a resource page at [www.osba.org/oeib](http://www.osba.org/oeib) to help answer your questions.

In order to make this concept of achievement compacts work, we must continually inform OEIB of our concerns as members of local school boards. If issues develop with the forms or the process for completing them, we must make those issues known. That means we welcome your tough questions.

On April 12, 5:30 to 6:30 p.m., the OEIB will host a Webinar for school board members, superintendents and presidents of local employee associations to discuss the overall process. Bring your questions, concerns and experiences to this online event. Watch the OSBA webpage [www.osba.org](http://www.osba.org) for details and a link to our OEIB resource page.

Remember: We welcome your tough questions!



Betsy Miller-Jones  
Interim Director-OSBA

### ‘Educator quality for equity’—OLN’s Spring Leadership Institute

‘Educator Quality for Equity’ is the theme of this year’s Spring Leadership Institute, presented by the Oregon Leadership Network (OLN), which will take place on April 11. The theme is especially meaningful in light of Oregon law, which now requires the State Board of Education to adopt statewide performance standards to help school districts evaluate teachers and administrators. Such evaluations will figure into employment decisions on compensation, career advancement and continued employment.

#### Ending the ‘achievement gap’

As a sponsoring partner in OLN, the Oregon School Boards Association will participate in the Spring Leadership Institute. OSBA shares the OLN’s commitment to increasing student achievement. Our members appreciate OLN’s emphasis on equity to ensure that all students—regardless of race, economic status or cultural background—receive the benefits of high-quality instruction. And like OLN, members of school boards, education service district boards and community college boards feel the urgency to eliminate the achievement gap that plagues so many districts across Oregon.

As Rhonda Barton and Rob Larson of Education Northwest have pointed out in the March issue of *Principal’s Research Review*:

- Schools [in the U.S.] that primarily served Black students are twice as likely to have teachers with only one or two years of experience, as compared to schools in the same district serving mostly White students (US Department of Education, 2011).
- Leaders must be capable and willing to address persistent gaps in achievement and practices that marginalize students of color and other underrepresented groups (Linda Darling-Hammond, 2010).



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## Special Ed continued

Early Childhood Assessment, percentage of infants and toddlers with Individual Family Service Plans, and much more.

The Oregon Department of Education is in its seventh year of two statewide initiatives designed to improve student performance: Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). RTI is the practice of providing high-quality, research-based academic instruction to all students and delivering increasingly intensive interventions which are matched to student need. PBIS is the use of systemic behavior support systems that allow students to focus on instruction and be successful in school. Click here to learn more about Response to Intervention and the state's efforts to scale up this work.

Since 1975, the federal government has required that all children with disabilities receive an appropriate public education and special services to meet their education needs, free of charge. Special education instruction can occur in various settings: regular classrooms, special classrooms, an

education service district, special schools, home instruction, and instruction in hospitals and institutions.

- For information on special education and early childhood programs in Oregon, visit <http://www.ode.state.or.us/search/results/?id=146>.
- To see historical information and trends on the number of special education students in Oregon, visit the Oregon Statewide Report Card online at: <http://www.ode.state.or.us/search/page/?id=1821>.
- Special Education and Early Childhood report cards (in English and Spanish) are online at: <http://www.ode.state.or.us/search/page/?=1831>.

For more information on the Oregon State Performance Plan for Special Education, go to <http://www.ode.state.or.us/search/page/?id=1813>.

## PACE continued

on any claim, and they focus on resolving claims fairly and appropriately. In fact, they have more experience handling education-related claims than anyone else in Oregon. They are well-versed in state and federal law and backed by the best education law experts in the state.

To get answers to questions about claims, contact a PACE claims staff member at 503-670-7066 or 800-305-1736.

## OLN continued

### Teacher Quality Index

A key presenter at this year's Spring Leadership Institute is Dr. Jeff Duncan-Andrade. His research has generated a "Teacher Quality Index" that addresses cultural awareness and relevance in four critical areas:

- Curriculum
- Relationships
- Classroom culture
- Credibility and improvement

Raising teacher quality in these four areas can produce real results toward closing the achievement gap and achieving true equity for all students.

### Cultural understanding strengthens student achievement

In OLN's March newsletter, Nanci Schneider noted that we must be keenly aware that a self-assessment, much like a formative assessment, should not be a "high-stakes evaluative instrument." Rather, the intended use of a self-assessment is professional development—a simple, but important distinction. Understanding students' culture is an important part of building relationships. This understanding can help bring about greater student achievement.



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