

September 2013

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## OSBA Events

### *2013 Fall Regional Meetings*

September 19-October 30

### *OSBA Board of Directors Meeting*

September 27-28

### *67th Annual Convention*

November 14-17

## OEIB strategic investments mark change from theory to practice

Gov. Kitzhaber gathered together state educational leaders Aug. 13 to celebrate the signing of bills creating strategic investments toward Oregon's 40-40-20 goals.

Though largely ceremonial, the event marked a watershed point: Two years after the creation of the Oregon Education Investment Board (OEIB) and setting out the 40-40-20 goals, the state was finally making the transition from theory to practice by identifying areas of concentration and making nearly \$75 million available to pay for them.

"We have come an extraordinarily long way," Kitzhaber said that day. "We have put in place most of the structural and policy elements we need to move toward our 40-40-20 goals – now we need to shift the focus from policy and planning to getting these on the ground."

Many school board members around the state have embraced the concept of 40-40-20 – graduating 40 percent of students from a four-year college, 40 percent from community college and 20 percent from high school by 2025. But they are struggling with transitions and wishing there were more funding to put the reforms into action.

**Debbie McBee**, chairwoman of the Pendleton School Board, said the district is paying particular attention to work around early childhood education and expanding opportunities for high school students. A November bond issue holds the promise of an Early Childhood Education Center if approved by voters.

As reforms move forward, she said it will be important for local districts to identify their own paths to implementing the strategic initiatives.

"We may have different priorities and needs in rural Oregon as compared to bigger districts in larger communities," she said.

She also said that districts need time to make adjustments in local achievement compacts – while at the same time dealing with tight budget scenarios.

"Our district – like most others – is dealing with the changing state and federal requirements, which are significant, while also dealing with budget limitations, reduced staff numbers, students coming from families with less resources and support systems, and a community business environment that is hurting economically as well," she said. "These are excellent goals, but resources are tight on every level. We will continue to persevere and are proud of the multitude of successful changes we are making for our students and their education in Pendleton schools."

Two of the bills signed that August day – House Bills 3231 and 3234 – broadened the responsibilities of the Oregon Department of Education. But the other two, House Bills 3232 and 3233, have garnered the most attention from school districts.

HB 3232 contains three initiatives: Connecting to the World of Work, mostly for STEM and High School College Credit grants; Oregon Early Literacy, to improve kindergarten readiness and third-grade reading proficiency; and Guidance and Support for Post-Secondary Aspirations, to improve dropout rates and keep ninth-graders on track to graduate. The Legislature funded the bill at \$29.3 million, down from the \$33 million requested.

HB 3233 established the Network of Quality Teaching and Learning. Funding was reduced from the requested \$120 million to \$34.3 million. An additional \$11.3 million was targeted for the Network of Quality Teaching and Learning contained in Senate Bill 5518.

Most of the funds identified in HB 3233 will go to education service districts for educator mentoring, educator evaluation and effectiveness systems.

Nancy Golden, the state's new interim education chief, says that now that the OEIB has worked with the Legislature to create the strategic initiatives contained in the two bills, it will be up to the state Education Department to carry out that work (see accompanying interview with OSBA's Betsy Miller-Jones).

"We think of the 'what' and they figure out how to do it and they make sure it gets done," she said.

A potential bump in the state's educational overhaul arose last month when the federal Education Department announced that Oregon was among three states in danger of losing its waiver from the No Child Left Behind Act. The department put Oregon, Kansas and Washington on "high-risk" status and said they had until the end of the 2013-14 school year to create a teacher-evaluation system tied to student growth.

Golden says Oregon is trying to persuade federal authorities that the unit of measurement on achievement should be at the school level – not individual classrooms.

"We're working with the federal government to let us do a research study around that," she said.

In the meantime, Golden said the state will remain on course to meet its 40-40-20 goal for 2025.

"One of the best moments in my whole life was when my daughter graduated from college," she said. "I think people hold that dream. So we're just going to stay focused on the very important work we have and the possibility it holds for students."

#### Strategic Investments resources available online

The Oregon Department of Education has created a Strategic Investments webpage with tools to help board members and districts understand House Bills 3232 and 3233. It includes copies of the bills and timelines for grant applications, plus contacts and additional resources.

**More information:** ODE's Strategic Investments webpage (<http://bit.ly/1a0IRz9>); progress made on OEIB objectives in the 2013 legislative session (<http://1.usa.gov/17t3yRb>)

## Oregon's new interim education chief helps chart path for pre-20 system

Nancy Golden, who has led Springfield schools as superintendent for the last decade, took over Aug. 1 as Oregon's interim education chief.

The task is enormous – overseeing the entire public education system from preschool through college. But Golden has held an integral position in Gov. Kitzhaber's public schools overhaul from the start, first as his education adviser, then as alternate chair of the Oregon Education Investment Board.

OSBA Executive Director Betsy Miller-Jones sat down with Golden in late August for a question-and-answer session about the OEIB, school funding and the role that local school board members play in Oregon's education



Nancy Golden  
Interim Education Chief

reform movement. Answers have been edited for brevity and clarity. A video segment from the interview can be seen at [www.osba.org](http://www.osba.org).

**Q.** *What do school board members need to know about the Oregon Education Investment Board and its work?*

**A.** There are basically three things the Oregon Education Investment Board does: First, they create the pre-20 system. The second is that they manage the transitions along the pathway – how do we make those transitions as smooth as possible? If there are barriers, how do we overcome those? The third thing is identifying the strategic investments we should make so that all students, young and old, can successfully move along the pathway.

**Q.** *How can board members best be informed about and support the work of the Oregon Education Investment Board?*

**A.** The first is through OSBA – we consider you a trusted, valued partner. We'll be meeting with you on a regular basis; we've already begun that. The second way is what will be a new and enhanced website for OEIB; we're also completing negotiations on a communications person. The OSBA convention is another great place. I'll be presenting there and I know there will be other people there from OEIB as well.

**Q.** *The governor presented recommendations for immediate strategies for the Oregon Education Investment Board, quite a list of them in fact. What is the main purpose of these strategies?*

**A.** The governor has a sense of urgency around this work, as do a number of us. We use August as a time to reflect on how to launch the new academic year. We have a few key things: The first is again making sure that we complete the creation of the pre-20 system, and then we make sure people fundamentally understand that and we really work with our communities to be excited and enthusiastic about what the dream holds. The dream is that we can reach 40-40-20: That 40 percent of our students get four-year degrees, 40 percent two-year degrees and 20 percent are career and college ready. I think that's a big dream that all parents want for their children, so the governor wants to make sure that people are enthusiastic about this. Also there's the power of the regional achievement impacts. The governor likes problems to be solved at the community level and we like that as well. So he sees with the regional achievement compacts that we can bring together people from early education, people from K-12, community college, higher ed, the business world. And they can really say, 'How do we reach those targets on the achievement compacts and, if there are barriers, how do we break down those barriers together?' I would say that's the one I'm most excited about and I think it's the one he's most excited about too.

**Q.** *What are the regional achievement compacts and what is the timeline for putting them in place?*

**A.** The real purpose is to come together as a pre-20 system to get joint ownership around every place along the pathway to 40-40-20. What that means is a university

president is as concerned about kids reading on a first-grade level as are parents and first-grade teachers. It's really about saying we're all committed to the pre-20 system and we're working together on it.

**Q.** *Testing, high stakes testing, the time it takes to test – these issues are receiving a lot of attention and even criticism lately. What are your thoughts on testing?*

**A.** We know teachers like information about how their students do – all great teachers gain formative information that helps them adjust their instruction. We also know that teachers work with other teachers in a team and in a school. So at some level we need data that will inform us how a school is performing relative to other schools like it. I believe deeply that every teacher got into teaching to make a difference for children, so they do need information. In terms of the high-stakes testing, that's a federal mandate and I believe our responsibility is either to implement it or help them think about doing something a little bit differently. With the waiver we just got from the federal government, we've been trying to help them see there are other ways to do accountability – it doesn't necessarily have to be as high stakes to still get the results we need. The reason for giving us the extension is we believe we can look at teachers' performance based on the unit of the school – not based on the test score of individual children. What I would say is we're complying with the federal mandate, we're working hard to make sure teachers have useful information they need to inform their instruction and we're working with the federal government to help them see that maybe they do need to shift what they're doing.

**Q.** *Recently we heard that Oregon is in danger of losing the No Child Left Behind waiver. What obstacles remain toward tying test scores to teacher evaluations and how we can resolve them?*

**A.** The real issue is that we asked for and they granted a waiver for us to spend another year really getting clear about Senate Bill 290, which is the teacher evaluation/administrative evaluation. We piloted that, but it's really different when you roll it out to all of the districts. We want more information from districts. In addition, we really believe the unit at which we should be held accountable is the school. We're working with the federal government to let us do a research study around that.

**Q.** *What is the OEIB's role in implementing HB 3232 (Strategic Initiatives: Early Reading, Post-Secondary Aspirations, and Connecting to the World of Work) and HB 3233 (Network for Quality Teaching and Learning)?*

**A.** Our job is to really make sure that students can progress through the pathway, and to do that you need some strategic investments. OEIB did recommend some strategic investments and they recommended the networking bill. What we're really doing is drawing on expertise that's already out there in the field. Our job is to create the policies, to work with legislators. Once legislation becomes reality it moves over to the Department of Education, which is the implementer of

these policies. We think of the 'what' and they figure out how to do it and they make sure it gets done.

**Q.** *How do you recapture momentum for the task at hand given the circumstances of Rudy Crew's departure?*

**A.** I think what you do is hold onto the dream, and the dream is 40-40-20. One of the best moments in my whole life was when my daughter graduated from college. I think people hold that dream. So we're just going to stay focused on the very important work we have and the possibility it holds for students.

**Q.** *How important is the overall school funding picture in Oregon reaching its 40-40-20 goals?*

**A.** School funding is critical, and the governor has said repeatedly that we have to raise the floor, and the floor isn't high enough yet. The arrow is headed in the right direction now, and we're all very thankful for that. But we all have to continue to work to increase the amount of funding for education. The second piece is we do need to make strategic investments too – not just add funding without thinking strategically, knowing what triggers are there that really make a difference, like all children reading at grade level by third grade. We need to invest in those, because once we do that students can move much more successfully through the pathway.



At an education bill-signing ceremony Aug. 13 are, left to right, Betty Reynolds, an OSBA legislative policy committee and West Linn-Wilsonville School Board member; Gerald Hamilton, interim commissioner of community colleges; Betsy Miller-Jones, OSBA executive director; Rob Saxton, deputy superintendent of public instruction; and Doris McEwen, OEIB's deputy director for curriculum and instruction. Gov. Kitzhaber signed four bills designed to carry out his vision for the Oregon Education Investment Board.

**Q.** *What do you expect school legislative priorities to be in the coming session?*

**A.** We believe we should finish what we've started. We really need to look closely at what legislation has come out, see where we are in the implementation, support that, support raising that floor. Let's make sure we implement the good things we've been given to do. The second thing we need to do is create a longitudinal database – we need good data to measure that these initiatives are really making a difference.



**Q.** Of all these initiatives, which will have the greatest impact on those districts with low graduation rates and low test scores?

**A.** We need data to articulate what districts that look like them are doing better... we can bring teachers together from places that have achieved beyond expectations, and have them work as a collaborative team. Early reading is going to be really critical. A regional achievement compact would be very successful. When you have a group of people like that working together, the students begin to feel that everyone is wrapping their arms around them, and that does lead to increased success.

President's Post

**It's been an eventful summer**

Summer seems to fly by faster each year, especially as busy as we have been here at OSBA.

I'll be joining Betsy and OSBA's legislative staff for their grand tour of the state known as fall regionals, and will see many of you then. But in the meantime, here is a rundown on some of the summer's events, some of which are affecting future plans:



Terry Lenchitsky  
OSBA President

- Summer Board Conference, held in Bend in July: This was one of the best conferences I have attended in my 25 years as a board member. OSBA staff did an outstanding job in selecting subjects that were relevant to new board members and those of us still seeking to add to our knowledge.
- Governor's round tables on education funding and Public Employees Retirement System (PERS) reform, held in different regions of the state: I spoke at a round table in Happy Valley; school officials and legislators were also in attendance.
- PERS legislation remains a big topic. Jim Green and our legislative staff have been hard at work on PERS reform for months, and we are supporting the possibility of a special session on PERS this month. Your executive team has authorized some financial support to defend Senate Bill 822, the only PERS legislation passed this session. At the upcoming OSBA board meeting this month we will discuss further support for this effort.
- OSBA hosted a dinner in August with members of the state Board of Education and key staff, including Rob Saxton, deputy superintendent of public instruction. Thanks to OSBA Board members **Bobbie Regan, Tass Morrison, Dave Krumbein, Stan Primozych** and **Anne Schuster**, we had a great discussion. Betsy Miller-Jones and Jim Green were there also.

Looking forward to checking in with you at fall regionals, and of course at our annual convention in Portland in November.

**Fall Regional Meetings**

Public education in Oregon is in the midst of its most significant reorganization in a generation. How can locally elected school board members stay in front of these changes? OSBA invites you to learn about the most relevant changes to Oregon's education system and the challenges facing boards and districts across our state.

Fall regionals are a great opportunity to meet fellow board members in your region, exchange ideas and build support for local education initiatives.

To see the agenda, time and location details, go to: [http://www.osba.org/Calendar/Events/Fall\\_Regionals-2013.aspx](http://www.osba.org/Calendar/Events/Fall_Regionals-2013.aspx)

Date/Day	City	Counties
Sept. 19, Thursday	Albany	Benton, Lincoln, Linn
Sept. 23, Monday	The Dalles	Hood River, Wasco
Sept. 24, Tuesday	Vale	Malheur
Sept. 25, Wednesday	Pendleton	Morrow, Umatilla
Sept. 30, Monday	Portland	Clackamas, Multnomah
Oct. 1, Tuesday	Eugene	Lane
Oct. 2, Wednesday	Hillsboro	Columbia, Washington
Oct. 3, Thursday	Salem	Marion, Polk, Yamhill
Oct. 7, Monday	La Grande	Union, Baker
Oct. 8, Tuesday	Monument	Grant
Oct. 9, Wednesday	Enterprise	Wallowa
Oct. 10, Thursday	Condon	Gilliam, Sherman, Wheeler
Oct. 15, Tuesday	Burns	Harney
Oct. 16, Wednesday	Paisley	Lake
Oct. 17, Thursday	Bandon	Coos, Curry
Oct. 23, Wednesday	Seaside	Clatsop, Tillamook
Oct. 24, Thursday	Redmond	Crook, Deschutes, Jefferson
Oct. 28, Monday	Roseburg	Douglas
Oct. 29, Tuesday	Medford	Jackson, Josephine, Klamath
Oct. 30, Wednesday	McMinnville	Marion, Polk, Yamhill

Keeping You in the Loop

## Oregon's challenges have created a Golden opportunity

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Over the past few weeks I've had the chance to examine Oregon's progress in overhauling its education system from both sides of the lens.

First, I had a good conversation with reporter Andrew Ujifusa, who covers state education policy for *Education Week*. He had a lot of pertinent questions about reforms instituted by Gov. Kitzhaber and the Legislature and our state's progress toward meeting the 40-40-20 goals.



Betsy Miller-Jones  
Executive Director

Then a couple of weeks ago I sat down with Nancy Golden, Oregon's interim education chief. But this time I had the opportunity to ask the questions, while Dr. Golden patiently mapped out progress being made by the Oregon Education Investment Board.

I think those conversations, both in the answers produced and the questions that remain, say a lot about the state of education in Oregon today. To get the full picture, you can check out Andrew's blog post from our conversation (<http://bit.ly/1bD1GEB>) and see Golden's [question-and-answer in video form](#) on our website or in text in this issue of *School Leader News*.

Here is how Andrew introduced his piece: "Oregon is grappling with major changes to its K-12 finance system and potentially big trouble with its No Child Left Behind waiver, following the exit of its prominent education czar after about a year on the job."

So the challenges are there. But as Andrew noted later in the article, I see the addition of Golden to the picture as a hugely positive move. Golden is an experienced, hands-on Oregon educator who understands the strengths and the difficulties of our current system of education.

She believes in collaborative work, with results, and has demonstrated her ability to make real changes impacting students in the Springfield School District. Her answers to some of my questions (yes, finances count; and yes, we need measurable data on teaching to make good decisions about the education Oregon students receive) show her pragmatic side. She recognizes that we need tools and resources to support our dreams of reaching 40-40-20.

STEM (Science, Technology, Engineering and Math), Career/Technical education, and the fundamentals of the initiatives passed in House Bills 3232 and 3233 all provide an encouraging – even exciting – direction that meets the expressed educational desires of our local Oregon communities. We have a lot to be hopeful about beyond just the focus this last legislative session placed on education.

We also have board members, administrators, teachers and communities talking about what they can do to implement changes that will make a real difference. Working with the OEIB we can make sure that the direction and requirements put in place help, and don't hinder, what is taking place in our classrooms.

As board members our role is to keep that conversation alive, and not accept excuses. Every child can learn and achieve and we need to maintain our laser-like focus on making sure that it happens. Look at the data with a critical eye, find where the gaps are and work to close them. Don't be sidetracked by adult issues, concerns over blame or the excuses many fall back on. We all want students in our districts to learn, we need to make sure that ALL Oregon students have the support and resources – and high expectations – to learn, graduate and succeed.

## Oregon enacts law restricting employer access to employees' social media accounts

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Oregon has enacted legislation that prohibits employers from requesting access to the social media accounts, such as Facebook or Twitter, of their job applicants and employees. The new law, an amendment to ORS 659A, designates such a request as an unlawful employment practice. Specifically, these acts are deemed unlawful employment practices:

- Requiring, requesting, suggesting or causing applicants or employees to disclose or provide access to a social media account through their user names or passwords;
- Compelling applicants or employees to add the employer or an employment agency to a contact list associated with a social media website;
- Compelling applicants or employees to access social media websites in the presence of the employer in a manner that enables the employer to view the contents;
- Taking, or threatening to take, disciplinary action, including discharge, against employees for their refusal to disclose or provide access to a social media account or to add the employer as a contact to a social media website;
- Failing or refusing to hire applicants because of a refusal to disclose or provide access to a social media account or to add the employer as a contact to a social media website.

Note that the law permits employers to have access to social media accounts, or to otherwise request access to such information, in other ways. For instance, an employer may require employees to disclose user names and passwords for employer-provided or employer-owned social media accounts or the employer's internal computer

or information system. The law also permits employers to conduct investigations to comply with applicable laws, regulatory requirements, or work-related employee misconduct rules, based on the employer's receipt of specific information about an employee's activity on a personal social media account or service. Pursuant to such an investigation, an employer may also request that an employee share content that has been reported to the employer that is necessary for the employer to resolve a factual dispute in such an investigation. Moreover, recognizing that a variety of information may be available to the public online, the law also permits employers to discover public information about employees or applicants that is accessible through an online account.

The law takes effect Jan. 1, 2014.

For Oregon School Boards Association members, the months leading up to this law's implementation provide an opportunity to develop or review policies related to social media and harassment, as well as employment and hiring. Some policy considerations include:

- **Policy scope and flexibility:** The law defines social media broadly, beyond the current popular websites and platforms, to include any electronic medium that allows users to create, share or view user-generated content through email, the Internet or other means. Are your policies sufficiently flexible to cover such technological scope and potential advancements?
- **Ownership:** The law identifies personal and employer accounts, but defines and distinguishes neither. Note that your social media account may have a roster of contacts (or friends, followers, etc.) that may fit the definition of a customer list. If the roster meets the definition of a customer list, trade secret laws, such as Oregon's, provide employers with the right to protect customer lists from use by former employees. If you employ social media accounts, ensure that your policies clearly define scope and ownership.
- **Hiring and investigations:** OSBA members, like all employers, should ensure that their human resources personnel, supervisors and anyone else involved in hiring decisions or conducting investigations understands this law. The Legislature recognized the challenges employers face from a variety of tort claims, and specifically exempts employers from liability for failing to request or require disclosure of information that may be contained in social media. This protection may go far in insulating employers from a negligent hiring claim, for instance, but it may not protect an employer for failing to follow up on an investigatory tip involving social media in the context of a workplace investigation that results in violence.

OSBA invites members to address any questions to its Policy or Legal, Labor and PACE Services departments (or Shawn Goodpaster directly at [sgoodpaster@osba.org](mailto:sgoodpaster@osba.org)).

## Districts get ready for another school year with preventive PACE training

The approach of a new school year is always a busy time for the risk management staff of Property and Casualty Coverage for Education (PACE).

During July and August, the six department staff conducted dozens of trainings throughout Oregon as districts readied for classes.

"The goal for most of the trainings is to educate our members on the liability exposures to them and to help them find solutions to prevent and/or mitigate exposures to individuals, districts and the entire insurance pool," said Scott Neufeld, PACE's director of risk management.

One of the most popular sessions, he said, is training in CPR, first aid and the use of defibrillators. Another popular training focuses on student and/or playground supervision.



Troy DeYoung, a PACE risk management consultant, trains teachers and administrators in student supervision at Renaissance Public Academy, a Molalla charter school.

Troy DeYoung, a PACE risk management consultant, did a supervision training last month for two administrators and six teachers at Renaissance Public Academy, a grade 4-12 charter school in Molalla. DeYoung first showed the group some graphic representations of claims paid by PACE. Supervision issues are generally high-frequency but low-severity claims.

"The No. 1 allegation is lack of or inappropriate supervision," he said. "With proper supervision we can prevent a lot of claims from happening."

The basic expectation from parents, he said, is that their children will be returned in the same or better shape. Insurance shields school personnel from liability – provided that they are acting within the course and scope of their duties.

Among the issues DeYoung covered were:



- Good supervisors are consistent. They provide leadership and don't bunch together for conversation.
- More supervision is needed for younger students, athletic activities, special needs children or where an attractive nuisance is present.
- Create written policies and adopt contingency plans. For example, if a playground supervisor is unable to communicate via phone or radio, a simple colored piece of paper sent to the office with a child can indicate an emergency has arisen.

Some pitfalls to avoid:

- Taking an active part in strenuous activities.  
"Some of our worst workers comp claims are supervisors playing dodgeball and blowing out a knee," he said.
- Transporting students in personal vehicles.
- Leaving students unsupervised or watching each other.

"Students like pushing boundaries, to see what they can get away with," DeYoung said.

Instructors should stay visible, move around often and scan the room regularly.



Troy DeYoung, PACE risk management consultant

Teresa Campbell, the school's principal, said August was the perfect time for a refresher course on supervision.

"We've got some new teachers, and they've all been gone for the summer," she said. "We're here to make sure they are looking for safety opportunities."

## OSBA Board and LPC positions open for nominations

There's still time for your board to nominate someone for all even-numbered positions, Positions 1 and 15 on the OSBA Board of Directors and all Legislative Policy

Committee (LPC) positions. Candidate nomination materials are due in OSBA offices by 5 p.m. Sept. 30.

Board members interested in running for a position on the OSBA Board or LPC need to be nominated by a member board within their region. Nominations require official board action. Sample language is available to assist in making a motion or resolution to stand for election to the OSBA Board or LPC.

You can meet candidates for your region by attending the fall regional scheduled in your area. All candidates are invited to speak at their area's regional meeting, giving you an opportunity to get to know the people who want to represent you.

Election materials and a calendar can be found on the OSBA website. From the home page, click on "About OSBA" and "Election Center."

## PACE sets goals for next year and beyond

PACE trustees held a brainstorming session at their regular July meeting to plan goals for 2014.

Betsy Miller-Jones, OSBA's executive director, facilitated the meeting, which was held in Bend.

"We want to superimpose a 30,000-foot level of focus on the strategic plan," she said. "I want to make it a meaningful conversation. Let's start with these questions: What is the fundamental work of PACE? What does PACE have to do to succeed?"

A lively exchange of definitions followed from board members.

**Phil Wentz:** "Risk management."

**Terry Lenchitsky:** "Preventing losses."

**John Rexford:** "We have to provide a good value exchange for our customers...we have to have the best coverage for the lowest cost."

**Phil Long:** "We have to stay current and use best practices."

And so it went. Board members made lists of PACE accomplishments and discussed how, since PACE is a risk pool, participants need to work together to keep costs down.

"People need to make the connection between the decisions they make and costs," said Lisa Freiley, OSBA's director of legal, labor and PACE services.

Others said PACE needs to emphasize the breadth and quality of its services to differentiate itself from competitors.

Miller-Jones divided the discussion topics into four subject areas: Education/resources, marketing to agents and members, legislation and fiscal stability.

Trustees will measure progress toward meeting their goals over the coming year.

## OSBA convention registration opens, room blocks available soon

If you haven't registered already, now is the time to reserve your spot at OSBA's annual convention Nov. 14-17 in downtown Portland. The theme is **GROWING OREGON'S LEADERS**.

What's next:

- Decide where you're going to stay if you haven't already: Marriott Downtown Waterfront or Riverplace Hotel. Room blocks open up Sept. 16.
- Learn about things to do in Portland (when you aren't learning something new at a workshop, of course). [Travelportland.com](http://Travelportland.com), the city visitor bureau's site, has a restaurant guide and lots of ideas.
- Check out our new scheduling feature that allows you to create your own schedule with the workshops you want to attend. You can even download an app for your mobile device or add the events to your own calendar.

Things to know:

- Valet parking at each hotel is available for registered guests: \$16 at the Marriott, \$22 at Riverplace. If you aren't staying, parking structures and street parking are available adjacent to the Marriott.
- Traveling within Portland on public transportation is easy and convenient. Check out TriMet's website for rates, routes and schedules.
- Each hotel has a concierge ready to help you find an activity, tour or the perfect place for dinner.

Questions? Contact our event staff at [info@osba.org](mailto:info@osba.org), 800-578-6722 or 503-588-2800.



Serilda Summers-McGee, vice chair of the state Board of Education, and Betsy Miller-Jones, OSBA executive director, at an OSBA-hosted reception in Salem on Aug. 14.



OSBA Board Members Dave Krumbain, left, and Terry Lenchitsky visit with Artemio Paz Jr., a member of the state Board of Education, at an OSBA-hosted reception in Salem on Aug. 14.



Anne Schuster, OSBA and Corvallis School Board member, and Miranda Summer, a member of the state Board of Education, at an OSBA-hosted reception in Salem on Aug. 14.