

# P. THE SUPERINTENDENT'S Pipefine

Oregon Department of Education

APRIL 2007



## ***From the Desk of Susan Castillo*** State Superintendent of Public Instruction

The good news this spring is that the Oregon Department of Education has signed a contract with American Institutes for Research (AIR) to host the state's Technology Enhanced Student Assessment (TESA) online testing system. Having TESA back online next school year means immediate feedback and faster results for our students and teachers, and TESA has been a benefit to Oregon because of the way it quickly delivers the information classroom teachers need.

The new vendor has proven experience in assessment, and they will be able to deliver an improved version of TESA for Oregon. They plan to provide TESA with a user-friendly interface for students and teachers, which should ease the transition from the existing system. They plan to have a demonstration site up this summer.

In addition, AIR will be able to support us as we move beyond the TESA basics of multiple-choice items to offer drag-and-drop, simulation and other item types. Finally, AIR will enhance TESA's reporting capabilities to provide more student reporting options.

The loss of TESA this year and the decision that all Oregon schools would have to use paper-and-pencil tests in math and reading has been hard on Oregon teachers and schools. I know how difficult this *has* been. I understand the disruption this has caused, and I have heard from many of you. I appreciate you taking the time to let me know.

We are talking with the US Department of Education about the potential impact of the change in testing on student performance this year. We have expressed our concern that moving from TESA to paper-and-pencil may cause student scores to decline and school ratings on AYP and Oregon's report cards to suffer as a result. We have asked for their assistance in helping us understand our options for flexibility and accommodation in reporting the results.

We believe paper-and-pencil testing will produce a reliable test score. That's not in question. We will continue to press for cooperation from the US Department to ensure that Oregon's students, teachers and schools are treated fairly, given the magnitude of the disruption this spring.

Finally, the change to paper-and-pencil tests has generated a number of questions, and I want to make sure that you have all the information you need as we prepare for testing in May. Our one-stop shop for questions and answers can be found at: [TESA to Paper-and-Pencil](#). The page has FAQ's and links to important documents, and I believe you will find the information helpful.

As always, I welcome your thoughts and suggestions. Please contact me at [superintendent.castillo@state.or.us](mailto:superintendent.castillo@state.or.us).

Sincerely,

A handwritten signature in black ink that reads "Susan Castillo". The signature is written in a cursive, flowing style.

## **IN THIS ISSUE**

TESA to Paper & Pencil  
ODE Job Opportunities  
CTAG Banquet & Conf.  
AYP Policy Changes  
Chinese Language Program  
Child Nutrition Program  
New Performance Standards  
Summer Institute  
Feasibility Study on OSB & OSD  
Child Abuse Prevention  
Perkins State Planning  
History Teacher of the Year  
Summer Reading Program  
Special Ed Report Card  
Youth Advisory Team  
Superintendent of the Year  
OSLIS Usage  
County Payments  
Youth Suicide Prevention

## **Background on the Switch from TESA to Paper-and-Pencil**

As you know by now, the Oregon Department of Education announced that schools will switch to paper-and-pencil assessment tests in math and reading for the remainder of the 2006-2007 school year. I understand the disruption this change will cause. I understand the extra work and frustration you all will face. I want to lay out the facts, openly and thoroughly, to explain why and how we arrived at this difficult, but necessary, decision.

The choice to drop online testing is the result of an ongoing dispute with our contractor, Vantage, and comes only after exhausting all other options. Vantage has been ODE's testing contractor since 2001. Beginning last spring, Vantage, whose contract with us was set to expire June 30, 2007, made numerous inquiries to the department about bypassing the competitive bidding process to renew its contract. Because ODE is required by state law to solicit bids for contracts, we declined Vantage's repeated requests.

Soon after, Vantage officials began to raise the possibility of past-due invoices that would be dropped if their contract were renewed. Vantage failed to provide any proof of the invoices. We learned later that these invoices, totaling millions of dollars, were based on language included in the original contract that was amended several years ago. ODE does not owe Vantage the money that the company claims.

ODE continued to communicate with Vantage, but the company refused to negotiate in good faith. ODE offered to go to mediation, Vantage refused. ODE asked Vantage to sue if they thought they had a valid claim, Vantage refused. When Vantage would not go into mediation or file a lawsuit, ODE went to the east coast to meet with Vantage.

As communication continued early this year, schools started to experience technical difficulties with the testing system. By February, the system was crashing regularly, refusing to allow users to log in, bumping students off tests, and losing data for thousands of students. We received hundreds of calls from school administrators and teachers complaining about problems.

ODE was left with a choice between two evils. We could drop testing for the year, becoming the only state in NCLB history not to complete its requirements – a decision that could cost our schools millions in federal funding. Or we could move to paper-and-pencil testing for the spring. We chose the latter option because it would allow districts to continue receiving federal funding and to maintain year-to-year assessment data.

The solution is imperfect, but we have no other choice in the matter. We are in communication with the U.S. Department of Education to mitigate any possible negative impact to Oregon. ODE still believes in online testing. We are confident that with our new contractor, we will have a cost-effective, flexible, and responsive testing system. We know that testing this spring will be a challenge. We ask for your patience and support as we move forward. Remember that we are in this together, as we all strive to do what's best for Oregon's school children.



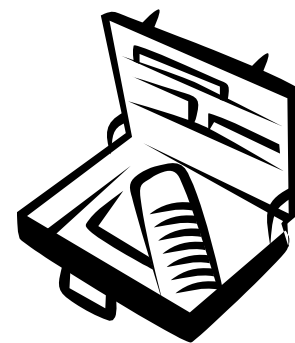
Ed Dennis  
Deputy Superintendent of Public Instruction

## **Job Opportunities at the Oregon Department of Education**

The Oregon Department of Education has announced the following job openings:

- **Mathematics Assessment Specialist** with Underfill Opportunity, Education Program Specialist 2, LEED7011
- **School Psychologist** - Oregon School for the Blind, Teacher, Special Schools, LEED6107
- **Education Program Specialist 1** - Student Learning & Partnerships, LEED7007A
- **Office Specialist 2** - Assessment & Information Services, LEED7017
- **Principal Executive/Manager F** - Director, Oregon School for the Deaf, LEED7016

Contact [Liz Snook](mailto:Liz.Snook@ode.state.or.us), (503) 947-5627 for more information. To see a complete listing of job announcements, go to: [www.ode.state.or.us](http://www.ode.state.or.us) - click on "Jobs" under menu options. This site is regularly updated.



*The Oregon Department of Education is an affirmative action equal opportunity employer and encourages qualified women, persons of color, and persons with disabilities to apply for these openings.*

## Inside the Department

# Building Leadership Capacity in Oregon

By Kali Thorne, Operations and Policy Analyst,  
Office of the State Superintendent of Public Instruction

### A Look Back

For the last six years, Leadership has been a priority for State Superintendent, Susan Castillo. This is made most evident through the ongoing work of Oregon's State Action for Education Leadership Project (SAELP). SAELP is part of a nationwide effort committed to increasing student learning and achievement through education leadership.

Funded by the Wallace Foundation, this initiative operates from the premise that leadership has a powerful effect on student learning. To this end, effective school, district, and state leadership includes not only enhancing the knowledge and skills of leaders, but also improving the working conditions and systems in which they work.

The Oregon SAELP vision is to significantly improve student achievement by strengthening the performance of education leaders and improving the conditions for their success at all levels of Oregon's education system – classroom, school, district, and state.

For more than half a decade, this vision has been realized through the drive of SAELP director, Rob Larson, several outside stakeholders (TSPC, COSA, OEA), and the dedication of a cadre of school and district administrators representing Eugene, Beaverton, Portland, Springfield, Nyssa, Bend, South Lane, Salem, Hillsboro and Lincoln County School Districts. They have implemented strategic initiatives driven by research, policy and practice questions such as:

- What leadership skills, knowledge, and expertise are essential to improve student learning and to close the achievement gap?
- What conditions promote or impede effective leadership at the school and district level?
- What strategies are most successful for transforming leadership for culturally competent practice and improving K-12 literacy at all levels of the education system?
- How can Oregon design a *sustainable* professional development system for school and district leaders?

By February 2007, the time had come to take a step back, assess progress thus far and determine how best to move forward.

### A Look Ahead

*"Today is about taking the work further- assembling the people to help us do that. We need to be open, honest and candid in conversations about how to best support school leaders and get the student performance that we want."*

So began Susan Castillo's opening address at the 2007 **Invitational Leadership Summit** held in Salem, Oregon and hosted by SAELP.

On February 26<sup>th</sup>, education leaders from Nyssa to Portland gathered to participate in facilitated discussion and work sessions on how school leadership can be propelled to the next level. Over the course of the day, led by Springfield superintendent Nancy Golden, principals, superintendents, ESD directors, state administrators and university deans sat along round

tables to reflect and strategize on what an "aligned system of leadership development" would look like.

Topics and activities during the day addressed the following questions:

- What are key components of a school and district leadership development system?
- How do we get to the next level of leadership development?
- What is needed from stakeholders to support a strong leadership system?
- What roles does each stakeholder play in aligning the system?

Discussion was ripe throughout the course of this eight hour work session and people left feeling that the discussion was paramount and couldn't be timelier. At the crux of the perspectives shared was an understanding that the system was in need of a changed perspective based on current conditions, and that through: outside-the-box thinking, a willingness to partner and an unwavering focus on instruction, necessary growth and change could take place. As the day came to a close, participants were reminded: " You lent a hand to the state of Oregon today. Today was a collaborative point for us to come together as a system, and to stay in the work-applause for everyone."

For those interested in learning more about Leadership work occurring in the state, we urge you to attend this year's "Closing the Achievement Gap" conference on May 11<sup>th</sup>, 2007 where two strands will be dedicated to delving deeper into district SAELP work. Please visit our website as well at: <http://www.ode.state.or.us/search/results/?id=220>.

## AYP and Report Card Policy Changes for 2006-07

A comprehensive list of AYP and Report Card policy changes for 2006-07 is available at: <http://www.ode.state.or.us/search/page/?id=1193>. Note that some of the changes are subject to approval by the U.S. Department of Education of amendments to Oregon's Accountability Workbook. 2006-07 Policy and Technical Manuals for AYP and Report Card are posted on the ODE website.

**Key Dates for Accountability Reporting:** A complete schedule of key dates in April through October for district data submission, data validation, and accountability reporting is available at: <http://www.ode.state.or.us/search/page/?id=1193>

ODE intends to strictly adhere to this timeline in order to meet reporting requirements under NCLB. **Failure to validate or submit data in a timely manner may cause a school or district not to meet AYP or to receive inaccurate ratings on the Report Card.**

Reminder: Prior to the public release of the Preliminary and Final AYP Determinations and School and District Report Cards, schools and districts will be given a courtesy preview of their ratings and report cards. During this short preview period, data will be changed only if the Department has made an error in generating the report.

**Data Sources for AYP and Report Card:** AYP and Report Card use a number of data collections to calculate values used in the reports. Some inputs are lagged one year (prior school year collection: 2005-06) and other data collections will be used from the current school year (2006-07). Schools and districts are advised to review the [Schedule of Due Dates](#) and the [Key Dates](#) document to ensure sufficient staff are available for submission and validation of

A list of data elements reported in the report card, the collection source, and due dates for submission and validation is available at: <https://district.ode.state.or.us/apps/info/docs/RCDataValidationscheduleposted.xls>

Definitions of data elements to assist districts in the validation process are available at: <https://district.ode.state.or.us/apps/info/docs/ReportCardValidationHelp-Doc0607.doc>

### Schools Receiving Report Cards and AYP Designations:

A list of schools and districts that will receive report cards for the 2006-07 school year, grades offered, and whether or not a school received Title I funding will be posted as part of the spring validation window for report card data elements. Please verify this information is correct.

### Boundary or Program Changes:

If 40% or more of a school population is newly attending the school because of boundary, program, and/or grade level changes, the school may be considered a new school in 2006-07 and will not receive an AYP designation or an overall rating on the school and district report cards. The population change must be a result of boundary, program, or grade level changes and not due to mobility.

**Letter Requirement:** If boundary, program, and/or grade level changes have occurred, districts must notify the Department via letter. The letter must include details of the boundary or program change, the amount of population shift, and the school year when the changes occurred.

A boundary change calculator is available to assist districts at <http://www.ode.state.or.us/search/page/?id=661>. The letter must be signed by the superintendent and postmarked on or before May 24, 2007. Please address the letter to Jon Bridges, Office of Assessment and Information Services Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203.

If you have questions about any of the above, please contact [Jon Bridges](#), 503-947-5828 or e-mail <mailto:ayp.reports@state.or.us>.

## Opportunity to Explore Implementation of Chinese Language Program

Are you considering a Chinese program for your school or district sometime in the near future? If so, you may be interested in a workshop offered by the Asia Society and the Oregon Chinese K-16 Flagship. This workshop will provide an opportunity to discuss "issues such as finding highly qualified teachers, garnering community support, seeking future funding opportunities, and how to find technical assistance."

The following link provides a summary about the workshop and the information you need to register a team from your district. The Oregon Department of Education will cover the \$300.00 registration fee for the first 10 participants from Oregon school districts: <http://casls.uoregon.edu/workshop/index.php>

For further information please contact [Carl Falsgraff](#), University of Oregon, 541-346-5699 or [Rendy Jantz](#), Oregon Department of Education, 503-947-5695.

## **New Web System for Child Nutrition Programs**

The Oregon Department of Education Child Nutrition Programs is implementing a new web system for managing data for USDA child nutrition programs. Program administrators will use the system to apply for program participation, renew current participation and submit claims for reimbursement. New features of the system are: site-level reporting, flexible navigation, on page revision tracking, one stop site for downloading program forms, and acceptance of claim data uploads. The system has four components - National School Lunch Program, Child and Adult Care Food Program, Summer Food Service Program and Commodity Food Distribution.

The National School Lunch Program component covers the School Breakfast Program, including Breakfast in the Classroom; Afterschool Snacks; Special Milk Program and Seamless Summer Option. The components will be rolled out progressively from April 2007 through June 2008. The National School Lunch component is the first to be rolled out. It will be followed by the Child and Adult Care Food Program component in Fall 2007.

The National School Lunch Program component will be available in mid-April for districts to begin entering data for the 2007-08 school year. System training will be offered. For more details visit: [www.ode.state.or.us/services/nutrition/nslp](http://www.ode.state.or.us/services/nutrition/nslp) (click on the "CNPWeb Training Registration and CNPweb materials" section).

For more information, please contact [Heidi Dupuis](mailto:Heidi.Dupuis@ode.state.or.us), School Nutrition Programs Team lead, 503-947-5893.

## **The 2007 Closing the Achievement Gap Conference and Celebrating Student Success Banquet**

Registration is open for the Oregon Department of Education's Closing the Achievement Gap (CTAG) Conference and Celebrating Student Success Banquet to be held May 11<sup>th</sup> at the Oregon Convention Center in Portland.

The CTAG conference is a series of professional training workshops on strategies for narrowing the achievement gap. The Celebrating Student Success Banquet honors the top Oregon public schools that have made significant progress in closing the achievement gap.

Registration is \$50 for the day conference and includes lunch. The luncheon keynote speaker is James L. Mason, Ph.D., Director of the Office of Multiculturalism, Oregon Department of Human Services.

Dr Mason is an eloquent speaker on cultural diversity and program improvement across a variety of agencies, including social services, health and mental health services and education. A former professor at the PSU Graduate School of Social Work, Dr. Mason has provided training, consultation and assessment services to a variety of agencies across the country since 1984.

## **State Board Adopts New Performance Standards**

At their regular meeting on March 15, the members of the Oregon State Board of Education voted to adopt new performance standards as proposed by a committee of educators from across the state. The new standards will be applied to testing for the 2006-07 school year in determining student performance ratings. The Board's action is described in [Memorandum No. 013-2006-07](#).

Documents presenting the new performance standards as well as documents comparing the old performance standards with the newly adopted ones are available for review online at: <http://www.ode.state.or.us/search/results/?id=223>.

Registration for the banquet is \$40 for a seat or \$400 for a table of ten. The Banquet emcee is Brenda Braxton of KGW-News. The following schools will be honored at the banquet: Armand Larive Middle School, Gilbert Heights Elementary, Howard Elementary, Keizer Elementary, Metzger Elementary, Prairie Mountain School, Chenoweth Elementary, Cherry Park Elementary, Springfield Middle School, Talmadge Middle School, Vose Elementary, W.L. Henry Elementary Aloha-Huber Park Elementary and Forest Grove High School. ECMC Foundation is the title sponsor for the Celebrating Student Success Banquet.



[ECMC Foundation](#) is the title sponsor for the Celebrating Student Success Banquet. For more information on this year's events please visit [www.ode.state.or.us/go/CTAG](http://www.ode.state.or.us/go/CTAG).

## **Castillo to Review Study on Feasibility of Locating OSB at OSD**

State Schools Superintendent Susan Castillo has received an analysis of the State Schools Study Committee's recommendation to move programs from the Oregon School for the Blind (OSB) to the campus of the Oregon School for the Deaf (OSD). The analysis covers physical space, staffing requirements, special events, safety and environment, and cost/benefit analysis.

"I will thoroughly review the analysis before I make a decision on next steps," Castillo said. "All options about a move are still on the table, and my decision will be based on what best serves our students and the citizens of Oregon. I am committed to the success of these schools as placement options for students."

"One thing is already clear in today's study: Kuenzi Hall on the campus of OSD is at risk in the event of an earthquake. It is representative of the aging infrastructure of the school. We are now aware of issues that need to be dealt with in the near future"

The 2005 Oregon Legislature approved the budget for the Oregon Department of Education with direction to the agency to "provide a report to the interim Senate and House education committees as well as to the Emergency Board during 2005-2007 on the cost-effectiveness of transferring the program at the Oregon School for the Blind (OSB) to the Oregon School for the Deaf (OSD) campus. The review shall include the cost-effectiveness of contracting out of the two programs to a local education agency."

Superintendent Castillo assembled a work group to study the issues and develop a set of recommendations related to them.

The State Schools Study Committee made the following recommendations:

- Move OSB to OSD campus provided costs of move do not override current cost of programs and any subsequent savings should be maintained within programs for students who are sensory impaired.
- Instructional and support services/programs continue to be appropriate to needs of student.
- Oregon Department of Education retains responsibility for the education of the students and subsequent program but develops management operations capacity with another public educational entity.
- Strengthen the linkage between schools and regional programs to illustrate a true continuum of services --- better coordination and sharing of resources/expertise between regional, local and state schools.
- Oregon School for the Blind – retains current mission with additional phrase: "by providing unique and intensive vision services". The mission statement would read: "The mission of the Oregon School for the Blind is to provide a model learning environment for students who are blind/visually impaired by providing unique and intensive vision services, so that they can achieve educational success and become lifelong learners."
- Oregon School for the Deaf – retains current mission, adding clarification to entry criteria and emphasis in making the program and the outreach services part of integrated continuum of services along with the district and Regional service models.

In October, Superintendent Castillo announced that contracting out instructional programs to a local education agency was not in the best interest of students at the state schools. She announced that students would be served best by programs continuing to be operated by the Oregon Department of Education. In December, Castillo asked Department staff for a study on the recommendation to move the OSB programs to the OSD campus. The results of the study are attached.

The Oregon School for the Blind was established in 1873 to provide education services for students who are blind. The Oregon School for the Deaf was established in 1870 to provide educational services for children who are deaf or hard of hearing.

### **Discount Government, Civics & History Text Books Available**

A limited number of the **2005–2006 Blue Book** are now available for sale at the reduced price of \$10 per box of 20 books, plus UPS shipping at \$10.00/box. Because some sections such as History, Local Government and Constitution have not changed a great deal, these books make terrific textbooks.

For an online order form please go to: <http://bluebook.state.or.us/>.

**Fax completed order form to: 503- 378-4991.**

To be billed, please fill out the online order with the number of boxes you are ordering, and **fax with your Purchase Order to (503) 378-4991, Attn. Jennifer Friesen**. If you would like to save the shipping charges by driving to the Archives Building to pick up your books, please draw a line through the shipping charge line, and write in "will pick up at State Archives".

If you have questions, please contact [Julie Yamaka](#) at the State Archives, 503-378-5199.

## **Child Abuse Prevention**

*Information provided by Oregon Department of Human Services*

April is National Child Abuse Prevention Month. Child abuse and neglect is an important issue for Oregon families. Sometimes, the idea of prevention can get lost amidst all the discussion of how to best respond to incidents of abuse or neglect.

However, many important child abuse prevention initiatives exist in Oregon. Prevention efforts occur on three levels: primary (general population), secondary (families who may be at risk), and tertiary (families with a history of abuse/neglect).

### **What Parents and Teachers can do**

As mandatory reporters, school professionals have a legal responsibility to report any suspicions of child abuse or neglect. To maximize the impact and reach of prevention programs, it is helpful when school professionals are aware of the programs in their communities. Child abuse prevention programs typically focus on parent education, skills-based curricula for children and home visitation.

In a school setting, you are most likely to encounter skills-based curricula programs, which teach kids about safety and how to recognize and respond to inappropriate touching in order to prevent sexual abuse. To find a child abuse prevention program in your area, please check out the list at the Children's Trust Fund of Oregon - [www.ctfo.org/program\\_finder.asp](http://www.ctfo.org/program_finder.asp). To get more information about child abuse prevention, visit the Prevent Child Abuse America web site at [www.preventchildabuse.org](http://www.preventchildabuse.org)

## **2007 Preserve America Elementary (K-6) HISTORY TEACHER OF THE YEAR AWARD**

The Gilder Lehrman Institute of American History and *Preserve America* announce the fourth annual *Preserve America* History Teacher of the Year Award, which honors outstanding teachers of American history across the country. Finalists are selected from each of the fifty states, the District of Columbia, Department of Defense schools, and U.S. Territories. These winners in turn, become finalists for the National History of the Year designation. The national honoree is recognized as the National *Preserve America* History Teacher of the Year. For 2007, **all elementary teachers** who have responsibility for teaching American history, including state and local, are eligible for nomination.

To qualify, teachers must have at least three years of classroom experience in teaching American history in elementary school; a deep career commitment to teaching American history, which includes local and state history; evidence of creativity and imagination in the classroom that address literacy and content beyond state standards; use of primary documents, artifacts, historic sites, and other primary materials of history, including oral history in their curriculum; and evidence of thoughtful assessment of student achievement.

**Nominations must be post-marked by April 16, 2007.** Please submit the following: the nominee's resume; a full letter of nomination that addresses the award criteria and includes quantitative measures of student achievement - nominations can be made by a department or division head, a school director, social studies director, principal or superintendent; a letter of support from a colleague, immediate supervisor, or education professional familiar with the nominee's work.

From this pool of nominations, the state coordinators will select up to five finalists who will be eligible to submit additional materials for consideration. Please submit nomination materials to the state award coordinator: **Andrea Morgan**, Education Specialist, Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310-0203, 503-947-5772.

State winners will be announced and honored at local ceremonies. The Gilder Lehrman Institute of American History honors each state winner with an award of \$1,000 and a "History Teacher of the Year" plaque in a ceremony in their home state. The Institute also presents their school with an archive of primary historical materials, named in honor of that teacher.

### **Perkins State Planning Update**

Oregon's 2007-2008 Carl D. Perkins Career and Technical Education IV Transition Plan draft was presented to the State Board for first reading in March. The State Board will take action on the transition plan at their April 20-21<sup>st</sup> meeting. Taskforce membership is being finalized for the planning of Oregon's 5-year Perkins IV State Plan (2008-2013). Information about the Perkins taskforce work will be posted on the ODE Perkins IV webpage <http://www.ode.state.or.us/search/page/?id=480>.

For additional information regarding changes to Perkins and Oregon's plans for career and technical education please contact **Jim Schoelkopf**, CTE & Perkins Grant Administration, 503-947-5697.

## Superintendent's Summer Institute, Aug. 6-8, Register Now!

The 2007 Superintendent's Summer Institute: Strategies for Student Success, designed for **teams of teachers/leaders grades 4-12** is **August 6-8, 2007**, at the Oregon Convention Center, Portland.

United under the theme "Leadership for Literacy and Learning," COSA, OEA, OSBA, and ODE are partnering to further professional development for Oregon teachers, leaders, and school board members through this professional development event featuring evidenced-based practices and, for the first time this year, in-depth training for teachers and leaders. The Institute will also feature "Nuts and Bolts" sessions on timely topics.

**A Team registration form can be downloaded from the [2007 Summer Institute webpage](#).**

The registration fee is \$175 per person. Team planning grants of up to \$3,000 per team will be available to offset travel and staff costs for attendance at the Institute; priority will be given to teams with five or more members, including at least one administrator. **The grant application is located in the registration packet.** Mail completed registration and grant applications to ODE; team grants will be awarded on a first-come, first-served basis. State rate is available for this event from hotels near the Oregon Convention Center.

For highlights of this year's event, download [the institute flyer](#). Daily team planning time with consultants will again be a feature. Watch this site as the agenda and details of this event are posted!

- In-depth training for teacher leaders
- Team planning time
- Daily 'Nuts and Bolts' sessions
- Leadership development for school board members and school administrators
- Grants available to offset travel expenses and staff reimbursement

Contact [Teresa Schneiderman](#), 503-947-5648 for registration and grant information or [Julie Anderson](#), 503-947-5613 for program information.



## State Superintendent and State Librarian Co-Sponsor Summer Reading Program

Oregon students are invited to take part in Oregon's Summer Reading Program, co-sponsored this year for the first time by the State Superintendent and the State Librarian who will BOTH sign the certificates of completion. This year's theme is "Get a Clue @ Your Library."

As with the ODE summer reading program of past years, the certificates will be available at both public libraries and through the Department of Education. Students may receive a certificate when they have read 10 books between May 15<sup>th</sup> and September 15<sup>th</sup>. Current research confirms the importance of children reading during the summer to alleviate learning loss; what is more—it's just plain FUN!



Students may receive certificates by mailing their lists of completed books signed by a parent, guardian, or teacher to [Pat Bruebaker](#), Oregon Department of Education, 255 Capitol St. NE, Salem, OR 97310. or they may take them to their public libraries. **A teacher may also request the Oregon Department of Education to send certificates for a classroom or for a school.**

The Oregon Summer Reading Program is a partnership that includes the Oregon Library Association and the Oregon Education Association in addition to the Oregon State Library and the Oregon Department of Education.

For more information about the program, please contact [Julie Anderson](#), 503-947-5613.

## State Releases First Annual Special Education Report Cards

The Oregon Department of Education has publicly released report cards for Oregon Special Education and Early Intervention/Early Childhood Special Education programs. The Special Education report cards are aimed at giving parents of students with Individualized Education Plan or Individualized Family Service Plan (IEP/IFSP) information pertinent to their program at a district level.

Special Education and Early Childhood report cards are available online at: <http://www.ode.state.or.us/data/reportcard/spedrc.aspx>

**Know a Future Leader?**

**Superintendent Castillo Seeking New Members for Youth Advisory Team**

Superintendent Castillo's Youth Advisory Team, a diverse group of Oregon students who play an active role in changing and improving public education in the state, is seeking new members. Superintendent Susan Castillo embraced the idea of giving students a way to voice their concerns about Oregon's educational future and past members have spoke highly of their experience on the team. We are recruiting 10-12 new members for the 28-member team.

We are looking for a diverse group of students (preference will be given to 11th and 12th graders, but 8th grade thru college freshman are allowed to apply) ready to take on the challenge of advising the Superintendent of Public Instruction.

Members must attend eight to ten quarterly meetings in Salem over a two-year period, and should have

an interest in using their personal experiences to advise the Superintendent and other state leaders, students, educators, and community members.

Application Process and Requirements: Please see application materials on the Department of Education's Website at: <http://www.ode.state.or.us/superintendent/yat/> . Applications are due by **June 1st, 2007**.

For more information contact [Diane Roth](#), Oregon Department of Education, 503-947-5791.



**South Lane Superintendent wins National Award**

Krista Parent, superintendent of South Lane School District in Cottage Grove has won the distinction of National Superintendent of the Year from the American Association of School Administrators. The Superintendent of the Year Award is presented annually to recognize chief administrators who exemplify excellence and achievement in educational leadership.

"I was totally amazed," Parent said. "I was not expecting to win. I was just honored to be there."

Superintendent in South Lane for six years, Parent serves 2,900 students in a district that has been a state leader in literacy, mathematics, and technology, despite the fact that approximately 55 percent of its students are economically disadvantaged, 17 percent qualify for special education services, and more than 200 students receive support as homeless students.

Parent has been a very active and successful Superintendent in the Oregon Department of Education's State Action for Education Leadership Project (SAELP). SAELP focuses on improving conditions of practice and leadership development to increase student achievement. As an active leader in the SAELP Institute Planning Committee and in the State Action for Education Leadership Project, she is known for her superb leadership in improving K-12 literacy.

"More and more, it is clear that student success and academic achievement can be explained by the quality of the leaders in the classroom, in the building and in the school district. The national recognition Krista has received only reinforces what we here in Oregon already knew – that she is one of the best," said Susan Castillo.

**Second Cycle Order Dates for the April Distribution of Commodities**

**Second Order Cycle dates:**

- Allocation** – opens 8 a.m. April 2; closes 1 p.m. April 4
- Entitlement Surplus** - opens 1 p.m. April 4; closes 8 a.m. April 5
- Bonus Surplus** – opens 8:05 a.m. April 5; closes 2 p.m. April 5

If you have entitlement dollars you want to spend on surplus items, you must allocate and order them between 1 p.m. on the third day of your order cycle and 8 a.m. on the fourth day of your order cycle (see "Entitlement Surplus" date and time above).

Bonus items may be ordered from surplus from 8:05 a.m. until 2 p.m. on the fourth day of your order cycle (see "Bonus Surplus" dates and time above).

This is the last opportunity to spend your 2006 - 07 commodity entitlement.

Commodity information is at: [www.ode.state.or.us/services/nutrition/cfdp](http://www.ode.state.or.us/services/nutrition/cfdp)  
Determine your order cycle by clicking on "Ordering Cycles by Counties".  
Find ordering instructions by clicking on "Ordering Procedures".

Contact: [Beverly Hassell](#), 503-947-5896 or [Mary Erickson](#), 503-947-5912.

## Qualified Zone Academy Bonds Extended

The U.S. Department of Education has announced the extension of Qualified Zone Academy Bonds (QZABs) through 2007. 2005 QZABs allocations will expire at the end of this year.

QZABs are bonds subsidized by the federal government which can be used for rehabilitating and repairing school facilities (but not new construction), purchasing equipment, developing curricula, and training school personnel. QZABs can help schools save up to 50% of the cost of financing allowable activities, and states are not required to submit an application to the federal government before using QZABs.

Most of Oregon's authorization has been allocated for this cycle. Of the \$8,950,000 authorized for Oregon for 2006 and 2007 (\$4,475,000 for each year), \$8,000,000 has already been allocated to school districts. There is still approximately \$950,000 available.

This funding would be ideal for smaller capital projects, like roofs or windows that can produce long term energy savings.

For more information and to see state allocations of QZABs for 2005-2007 please visit: <http://www.ed.gov/policy/elsec/guid/secletter/070301.html>.



## Large increase in OSLIS usage—better literacy skills for Oregon's students!

So far this school year, students and staff have conducted 2.4 million searches on the Oregon Student Library Information System (OSLIS) website at <http://www.oslis.org>.

The largest monthly increase occurred between January and February—from 467,131 to 608,784 searches. This data indicates that students are engaged in more research than previously.

Access to the EBSCOhost databases through OSLIS gives students opportunities to become skilled in research; engaging in research also hones students' reading and writing skills. To that end, the Oregon Department of Education purchases the yearly site license for K-12 EBSCOhost databases for every school in the state, and the Oregon State Library supports the OSLIS interface.

The Student Research Center for grades 5 and above is the most used OSLIS interface. Through this set of databases, students and staff can determine which content sources—magazines, newspapers, biographies, maps, images, film & video—they will include in their searches. Limiting searches according to Lexile reading levels, searching by topic heading, using an online dictionary and encyclopedia, and exploring the top searches of the day are just some of the searching capabilities using OSLIS!

For more information, please contact [Julie Anderson](#), Education Specialist, Oregon Department of Education, 503-947-5613.

## HKLB Summer Health Summit

Planning is underway for the fourth annual Healthy Kids Learn Better Summer Summit. In the past, it has been held in Ashland, Newport and La Grande. This year the conference will be August 13 & 14 at Western Oregon University in Monmouth, Oregon.

This summit is designed to offer participants workshops and one or two full day trainings in their field of expertise. It is a great opportunity to network with colleagues, have fun, and take advantage of more intensive trainings, usually offered during the school year.



There will be university credits available for a fee for interested participants. Professional Development Units (PDU) will be provided at no cost to those that attend.

This conference is for Health Educators, Physical Educators, community partners, administrators, school nurses, counselors, prevention specialists, food-service personnel, and pre-service students. This year we are planning to provide opportunities to improve health instruction at the **Elementary level**. There is something for everyone!

Please keep your eye out for more information on this wonderful opportunity! Save the dates of August 13 and 14<sup>th</sup> to be a part of this year's Summit. If you need immediate information or are interested in presenting or exhibiting, please contact [Tanya Frisendahl](#), 503-947-5659.

## Youth Suicide Is Preventable

Information provided by Oregon Public Health Division, DHS

"If we bring up the topic of suicide, it will put the idea in kids' minds." This myth is one of the biggest barriers to preventing youth suicide.

Youth are already thinking about suicide:

- About 3 youth out of every 30 in Oregon 8<sup>th</sup> and 11<sup>th</sup> grade classrooms seriously considered attempting suicide in the last year according to the 2006 Oregon Healthy Teens Survey.
- Nearly 2 of those 30 youth have attempted suicide in the last 12 months.
- Suicide is the **second leading cause of death** for Oregon youth ages 10-24, behind motor vehicle crashes.

### What Parents and Teachers Can Do

1. Learn to recognize signs of depression and suicidal thinking in youth. For example, some signs are:
  - Irritability; hostility, anger or violence; acting out behaviors
  - Loss of interest in activities, friends, family; withdrawal
  - Changes in eating or sleeping behaviors (e.g., insomnia or excessive sleeping)
2. Be able to ask about suicidal thinking – and listen without shock or judgment. Asking directly about suicidal intent lowers anxiety, opens communication, and lowers the risk of an impulsive act. Asking about suicide will not give someone the idea.
3. Get help. Call 1-800-273-TALK (1-800-273-8255) or contact local resources.

Together, we can prevent youth suicide!

Educate yourself and students. For resource information, intervention skills training, teacher, parent, and adolescent brochures, and fact sheets contact:

[Donna Noonan](#), Youth Suicide Prevention Coordinator, Oregon Public Health Division, DHS, 971-673-1023.

## Deal Reached to Extend County Payments

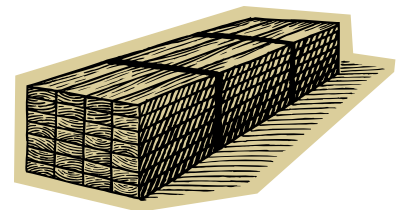
A deal was reached in Washington D.C. to extend the program that grants hundreds of millions of dollars a year to Oregon counties with federal timber lands.

For the past month, Susan Castillo and her staff have been working directly with members of the Oregon Congressional Delegation and the Office of the Governor on support for the reauthorization of the Secure Rural Schools and Community Self Determination Act, often referred to as the "county Payments" law.

This federal law offsets receipts due to logging restrictions. Oregon Schools receive approximately \$33 million a year through county payments.

"I appreciate the bold leadership of Oregon Senators Ron Wyden and Gordon Smith in working to secure an extension of this important revenue source for Oregon schools and communities. Because of their hard work and tenacity, rural Oregon counties will not be faced with making catastrophic cuts in services," said Castillo. "Thanks to the Governor and our Congressional Delegation we have a plan to extend payments and give counties the critical time they need to plan for the future."

Under the 5-year \$4.7 billion reauthorization plan, the county timber payments will be fully funded for the first year. The payments will gradually decline in the following four years.



## Numbered Memoranda Overview

Numbered memorandum sent out since the March *Pipeline* is listed below.

DATE	MEMO No.	BRIEF DESCRIPTION
Mar 16	<a href="#">0013-2006-07</a>	Adoption of New Achievement Standards
Mar 23	<a href="#">0014-2006-07</a>	Match requirements for the National School Lunch program
Mar 22	<a href="#">0015-2006-07</a>	Modifications to Continuous Improvement Plan

If you have questions or comments about this publication, please contact [Gene J. Evans](#), communications director, at 503-947-5737.