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Oregon Department of Education

JUNE 2006



From the desk of Susan Castillo State Superintendent of Public Instruction

Summer's almost here and it's a good time to look back on the year and ahead to the year to come. It has been a big year—from the events of Hurricane Katrina to student-led immigration rallies to the OSAA classification dispute. It has also been a very good year—our test scores showed improvement in every grade and subject, and we made good progress in closing the achievement gap that holds some of our students behind.

I want you all to know that I am proud of the hard work you do everyday for the students in our schools. You have the most difficult and most important job in the state, and I am honored to work with you to make every student and every day a success. As I look at next year, there are five goals I have on my to-do list:

1. **Closing the achievement gap.** Our future economic success depends on higher academic achievement for all children. We must remain focused on this goal because we all need to help our schools make progress with children that are sometimes more difficult to reach. We are seeing progress, and I do not want to lose any of that momentum.
2. **Full-day kindergarten.** I am asking you all to join me in working with the Legislature to fund full-day kindergarten and Head Start in every school that would like to provide it. We know that when you start early, society and kids get a huge return on our investment. It is worth every penny.
3. **Restoring cuts in key areas.** I support Governor Kulongoski and his efforts to restore funding to begin restoring the arts, PE, and music programs that have been cut in our schools. Our students need a full school year and reduced class sizes. These are basic building blocks for education, and we need to make sure the Legislature knows that it is time to start rebuilding our school programs.
4. **Raising the graduation bar.** We have work to do to make the high school diploma more rigorous and relevant for the 21st Century. I ask everyone to join me in the discussions to redesign Oregon's high school diploma. There will be plenty of opportunities to get involved, and we need to ensure that our students and their families understand how important it is to achieve at higher levels.
5. **Accountability.** Support our efforts to track financial and academic data in our schools and districts. A system as complex as the education enterprise is going to have some areas where focused attention, evaluation and targeted intervention help produce better results.

Have a great summer! I always welcome your comments and feedback, 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.

Susan Castillo

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In order to protect student confidentiality, do not send e-mails containing SSID numbers and the student's name and/or birthday attached. For these transmissions, please use the District Secure Transfer site, <https://district.ode.state.or.us/apps/xfers/>.

Summer Reading Program

The Oregon Department of Education is sponsoring the 29th Annual Summer Reading Program.

The Summer Reading Program has been successful in motivating students to read during the summer vacation. We have seen a steady increase in the participation of Oregon's students in the Summer Reading Program. The success is due largely to the excellent job promoting the program in your schools and school districts. It is our hope that you will continue to encourage teachers, school librarians, and parent groups to publicize the program.

Here's how it works:

- Students who read at least ten books can receive a certificate. Books must be read between May 15 and Sept. 15.
- Students write a letter including their name, return address, titles of the books read, and the signature of the parent or guardian. Letters may be sent to you or to ODE.
- ODE will distribute certificates to those students who send letters to us. In order to promote more local involvement, ODE will send you certificates upon request so that you can distribute them to students who submit letters to you.
- The ODE contact for the Summer Reading Certificates is [Pat Bruebaker](#), 503-947-5600, fax 503-378-5156.

Nominations are Open for Oregon Teacher of the Year

Every year, each of the 50 states names a teacher of the year. The Oregon Teacher of the Year Program started in 1955, and the current Teacher of the Year is Allan Bruner of Colton High School.

Who will be the 2007 Oregon Teacher of the Year?

Candidates for Oregon Teacher of the Year should be exceptionally dedicated, knowledgeable, and skilled educator in grades preK-12 (administrative responsibilities should be of secondary consideration). The candidate should be planning to continue in an active teaching status.

In addition, candidates for Oregon Teacher of the Year should:

- inspire students of all backgrounds and abilities to learn
- have the respect and admiration of students, parents, and colleagues
- play an active role in the community as well as in school
- be a poised and articulate representative of all Oregon classroom teachers

Beginning with the 2007 Oregon Teacher of the Year, we are making a change in the application process to bring the state's program more in line with the National Teacher of the Year program and Oregon state administrative restrictions.

Anyone may nominate a candidate for the Oregon Teacher of the Year. Districts are encouraged to nominate their district teachers of the year. A candidate cannot nominate him/herself. Go to the Department of Education's website and fill out the "Talent Pool Recommendation" at www.ode.state.or.us/search/results/?id=228. At the end of the talent pool recommendation, click the box to nominate the individual for the

Oregon Teacher of the Year.

For the first time, candidates for the Oregon Teacher of the Year will be selected from the talent pool. A Blue Ribbon Panel consisting of Legislators, former Teachers of the Year, business leaders and key education organization leaders will select the finalists. The finalists will be interviewed by representatives of the State Superintendent's office. State Superintendent Susan Castillo will select the Oregon Teacher of the Year.

Know a great teacher? Nominate them!

The deadline for nominations is Aug. 15. The 2007 Oregon Teacher of the Year will be announced at the end of September. For more information:

- www.ode.state.or.us/groups/teachers/awards/teacheroftheyear/
- [Gene Evans](#) at 503-947-5737

Healthy Kids Learn Better Summer Institute

Healthy Kids Learn Better Partnership is offering its third annual Healthy Kids Learn Better Summer Institute: a FREE professional development opportunity for administrators, curriculum specialists, school health educators, physical educators, parents, community partners, prevention specialists, and more.

Some workshops include working with immigrant families, teen depression, physical education assessment, health education assessment, sexuality education, suicide prevention, and much more. To find out more, see the flyer at www.hklb.org and register for this event at www.ode.state.or.us/news/events. Scholarships are available for travel, lodging, and food, as well as graduate credit through SOU and PSU. For more information, contact [Jess Bogli](#) at 503-947-5659.

High School Seniors: Are you Getting a Federal Pell Grant for College?

Congress just created a new financial aid program for low-income college freshmen and sophomores starting this fall. Eligibility depends on attending college full time and having finished a rigorous high school program—and being eligible for a federal Pell Grant.

The new Academic Competitive Grants (ACG) will be from \$750 to \$1,300. This is in addition to the regular Federal Pell Grants. The program makes available \$790 million in the 2006-07 academic year and \$4.5 billion over five years to provide aid to low-income college students who meet general Pell Grant program guidelines, as well as additional specified criteria.

Accelerated Learning Course Titles Reporting and Transcription

High schools and their district data coordinators need to be sure that course titles and NCES Codes are being used accurately to describe certain accelerated learning classes. Some schools identify and transcript all of their more rigorous courses as Advanced Placement or AP. This is no longer acceptable.

Beginning in 2007, only schools that have completed the AP Course Audit process with The College Board will be authorized to transcript AP courses, and those courses should lead to students taking an AP Examination. The College Board offers 35 courses in 20 disciplines.

For more information about the AP Course Audit go to <http://apcentral.collegeboard.com/>. For information about Oregon's Advanced Placement programs, go to <http://www.ode.state.or.us/search/results/?id=118>.

Here's how it works:

These new grants will be awarded to first- and second-year college students who are Pell-eligible (based on data provided on the 2006-07 Federal Application for Student Financial Aid), are U.S. citizens, and are enrolled full time at a two- or four-year degree-granting institution of higher education.

Students must also have successfully completed a rigorous high school program:

- 1) A rigorous course of study that included four years of English, three years of math (including algebra I and a higher level course such as algebra II, geometry, or data analysis and Statistics), three years of science (including at least two courses from biology, chemistry or physics), three years of social studies, and one year of a foreign language. The program of study must be completed with passing grades.

— OR —

- 2) A minimum of two Advanced Placement (AP) or International Baccalaureate (IB) courses in high school and a minimum passing score on the exams for those classes. Students must score 3 or higher on AP exams and 4 or higher on IB exams.

If you are eligible for a Pell Grant and have completed a rigorous high school program, you should ask your college or university financial aid office about the Academic Competitive Grant. Remember, this is for freshmen who will start college in 2006-07 and current freshmen who will be sophomores in 2006-07. For more information, check out the website at www.ed.gov/news/pressreleases/2006/05/05022006.html.

Administrative Rules for Expanded Options (SB 300) Adopted by State Board

The State Board of Education adopted Administrative Rules for the new Expanded Options program at their May 18 meeting. Expanded Options promotes accelerated college credit opportunities beyond current programs for high school students. Students eligible for Expanded Options can attend an eligible post-secondary institution either full- or part-time to complete their high school diploma. Eligible post-secondary institutions include community colleges, institutions in the Oregon University System, and the Oregon Health and Sciences University.

During the rule making process, modifications were made that expanded the definition for "at risk students" and clarified the definition for "extreme financial distress," which is a criterion for requesting a waiver of the 50% ADMw funding provision.

Legislative text of Expanded Options, Administrative Rules, resource documents and guidance are available on the Department of Education's Expanded Options page at www.ode.state.or.us/search/results/?id=350.

Contact:

[Cliff Brush](#), 503-947-5790

Private Schools & Specialized Programs Specialist, Alternative Learning Opportunities

[Jim Schoelkopf](#), 503-947-5697

Secondary/Postsecondary Transitions Specialist, PTE and Perkins Grant Administration

[Susanne Daggett](#), 503-947-5713

Secondary/Postsecondary Transitions Specialist

ODE and Districts Learn from the Revised CIP Process

Last October districts throughout the state submitted their two-year plan outlining the goals and strategies used to further district and school improvement efforts. Over the years, the Oregon Department of Education and districts have worked together to combine federal grant and state planning requirements within the biennial Continuous Improvement plan. The plans were reviewed by Oregon Department of Education, district, and ESD staff across the state. Data from these reviews is being used to guide future planning both locally and at the state level.

What We Learned—In January the Department of Education invited the CIP reviewers to brainstorm ways to make the process more meaningful. The reviewer's feedback prompted some redesign of the CIP including further integration of the State and Federal Check List.

Successful improvement efforts often depend on in-depth analysis, evaluation, and strategic planning to attain authentic growth and improvement. Clearly some districts are masters at strategic planning and have their fingers on the pulses of their schools and communities. They make decisions based on data from several different sources highlighting where significant factors promote or inhibit progress.

These districts are seeing positive impacts from their improvement efforts. High quality professional development is coordinated to provide educators with the tools and skills needed to engage students in rigorous curriculum and relevant instruction. Supplemental and differentiated instruction, early intervention strategies, and targeted assistance are paying off in improved student learning. Many Oregon educators are doing a great deal of really good work.

Throughout this planning process the Department of Education listened for ways to continue to assist and support improvement efforts. We have just completed eight regional workshops where staff members from districts and ESDs were able to get updates and answers to questions from different program specialists in one location.

Moving Forward—The continued conversation among our Educational Enterprise partners help to guide the professional development offered this summer at the 2006 Strategies for Student Success Institute and a training of trainers' seminar on Developing Data Facilitators. Even as this school year is winding down we must plan for the next one. We anticipate learning more from one another through the continuous improvement efforts and appreciate your candid collaboration in making high quality education accessible so our goal of "every student, every day—a success" can be realized.

Test Fee Program Funded for 2006-07

The Oregon Department of Education is pleased to announce that the Test Fee Program, that pays Advanced Placement and International Baccalaureate examination fees for income-qualified students, has been funded by the U.S. Department of Education for the 2006-07 school year. Since 2003, the Department has provided over 4,000 examinations for students that might not otherwise be able to afford them.

For more information about the Test Fee Program, go to www.ode.state.or.us/search/results?id=118, or contact [Andrea Morgan](mailto:Andrea.Morgan@ode.state.or.us), 503-947-5772.

Alternative Education Programs: Annual Evaluations Required

Each school district must give each of its alternative programs a written evaluation at least annually. This includes each program the district operates or contracts with. See ORS 336.655 and OAR 581-022-1350(2) at www.ode.state.or.us/teachlearn/specialty/alt/altedors.aspx. An evaluations toolkit is at www.ode.state.or.us/teachlearn/specialty/alt/toolkits.aspx. Additional resources are at www.ode.state.or.us/search/results?id=78.

Registered private alternative programs must apply to renew their annual registrations by Sept. 30, 2006. The application includes a request for copies of written evaluations from each contracting school district. Please provide evaluations for the private programs you contract with in time for their renewal applications. Please direct questions to [Cliff Brush](mailto:Cliff.Brush@ode.state.or.us).

Districts have asked these questions about the annual evaluations:

Q: Which programs do we evaluate?

A: Each program your district reported in the 2005-06 Alternative Education Survey and each alternative program your district school board approved since the survey.

Q: Must we use the program evaluation toolkit on the Department of Education's website?

A: No. That format is offered, not required. However, the topics in the template must be included in a program evaluation.

Q: Do we send copies of program evaluations to the Department of Education?

A: No. Give written evaluations to the programs and file copies so they are available on request. Private programs will send copies to the Department of Education with their registration applications.

U.S. Department of Education Puts Oregon at the Front of the Line for an Early Application

State Schools Superintendent Susan Castillo announced that the U.S. Department of Education did not recommend Oregon's application for a growth model. Oregon was one of only eight states eligible for approval; two states will be recommended for the pilot project at this time—Tennessee and North Carolina. Secretary of Education Margaret Spellings announced the growth model pilot program back in November.

In a conference call on Tuesday, Oregon was encouraged by U.S. Department of Education staff to make revisions to its proposal and resubmit by Sept. 15. If approved, the

Oregon growth model would use 2006-07 test data and rate schools on the Adequate Yearly Progress (AYP) report in the fall of 2007. Castillo said that Oregon intends to resubmit the proposal in September.

"I am disappointed in the delay because we put a lot of work into the proposal," Castillo said. "However, today's news keeps us moving forward to a fairer accountability system that I believe will be better for students, parents, teachers, and schools. A growth model will give us better information, and a more accurate measurement system that will help us focus our efforts and resources on the schools and students most in need."

Today's news will require Oregon to continue to use the current system of Adequate Yearly Progress. Schools must get 50 percent of all students to state standard in English/language arts and 49 percent to state standard in math. Schools must also meet an attendance or graduation requirement in order to make the AYP list. Under the Oregon growth model proposal, the state would allow the use of a growth factor based on the progress of each individual student, in addition to the current AYP requirement.

"I support the goals of No Child Left Behind because it works to close the achievement gap—for students in poverty, for students of color, and for students with disabilities," Castillo said. "Oregon has been working steadily on a successful implementation No Child Left Behind, and I am hopeful that a growth model will help us better achieve the results we all want for our students and schools. We will continue to make a good faith effort to comply with NCLB, and we will not step back from ensuring that every student is successful in school."

The Oregon growth model proposal is available online at www.ode.state.or.us/news/. The U.S. Department of Education news release is available online at www.ed.gov/news/pressreleases/2006/05/05172006a.html.

Nominate an Educator Today!

Superintendent Susan Castillo has formed an Oregon Educator Talent Pool to act as a resource for educator recognition opportunities. The Oregon Educator Talent Pool is not in and of itself an award. However, as a collection of information about some of the top educators in Oregon, it is used as a reference for awards, publicity, committee development, and other recognition opportunities, like the Superintendent's weekly Teacher Feature. Talent Pool educators include teachers, specialists, and administrators that are outstanding, innovative, and dedicated to education.

While we are seeking nominations for all outstanding educators, currently we are especially interested in K-5 educators who have been in the profession for 10-15 years.

There are many outstanding educators out there whom we are not aware of.

Please fill out the Oregon Educator Talent Pool Recommendation form located at www.ode.state.or.us/groups/teachers/awards/edtalentpool/talentpoolrecommform.rtf to provide information on your nomination for the Oregon Educator's Talent Pool.

Thank you for taking the time to share your insights and views on one of Oregon's top educators! Questions? Contact [Ed Dennis](#).

2006-07 Oregon School Directory—Information Update Request

We need your help to prepare the new edition of the Oregon School Directory. The directory is widely used by educators and the public to quickly and easily locate information about our public schools. In order for us to make sure that information is accurate, please let us know the changes in your district's listings.

Please carefully review your ESD/School District information at www.ode.state.or.us/pubs/update/6dist.pdf and e-mail **changes** to ann.lucas@state.or.us.

Changes include: new/closed schools, school name changes, contact information, staff titles, or changes in staff.

Submit new or changed information by July 7 to [Ann Lucas](mailto:Ann.Lucas), (fax 503-378-5156).

We appreciate your cooperation and welcome your comments.

Oregon Above U.S. Average, Holding Steady on NAEP Science Test

State Schools Superintendent Susan Castillo announced the release of Oregon's 2005 science scores on the National Assessment of Educational Progress (NAEP). NAEP, also known as the nation's report card, is the best state-to-state comparison of how well students perform. Individual student results and school and district scores are not released in NAEP reports. The NAEP science test was given in 2000 and in 2005 to a sample of Oregon 4th graders and 8th graders. The test scale on the science test ranges from 0 to 300.

Key findings from the report are listed below:

- Overall, Oregon 4th and 8th graders scored above the national average on the NAEP 2005 science report.
- Oregon's 4th graders scored an average of 151; the national average was 149. In 2000, Oregon 4th graders scored 148. 68% of Oregon 4th graders scored at or above *Basic Proficiency* on the test; the national average was 66%. In 2000, Oregon 4th graders scored 66%.
- Oregon's 8th graders scored an average of 153; the national average was 147. In 2000, Oregon 8th graders scored 154. 66% of Oregon 8th graders scored at or above *Basic Proficiency* on the test; the national average was 57%. In 2000, Oregon 8th graders scored 68%.
- Oregon's 4th grade Hispanic students showed significant improvement from 2000 (114) to 2005 (127).
- Oregon's 4th grade African American students outscored the national average in the percentage of students scoring at or above *Basic Proficiency* with Oregon students achieving 51% vs. 38% nationally. Oregon's African American 8th graders

outperformed their national counterparts on the same scale with 38% of Oregon students at or above *Basic Proficiency* vs. 27% nationally.

- Oregon students with disabilities outperformed the national average in both 4th grade (139 vs. 133) and 8th grade (128 vs. 120).
- The 2005 NAEP report also broke out scores by city vs. rural schools. City students scored higher than their rural counterparts: 4th grade city schools (151) vs. rural schools (149); 8th grade city schools (155) vs. rural schools (153).

To access the full NAEP 2005 science report, visit <http://nces.ed.gov/nationsreportcard>.

Success in the Middle

National Middle School Association (NMSA) is committed to making the middle grades the pride of the American education system. As an organization, NMSA has established long-standing partnerships with national, state, and local groups interested in improving the lives of young people. But efforts must be matched with financial and policy support from all levels of government. Only by working together can we achieve the ambitious agenda to provide all young adolescents with a quality education that develops their skills and talents to the fullest extent.

Success in the Middle: A Policymaker's Guide to Achieving Quality Middle Level Education shows the steps necessary to implement a coordinated and strategic plan to raise academic achievement and support 10- to 15-year-olds as they move through the exciting but challenging transitions of early adolescence. (www.nmsa.org/Advocacy/PolicyGuide/tabid/784/Default.aspx)

2006-07 Oregon Standards Newspaper Coming this Summer

The 2006-07 *Oregon Standards* newspaper will be distributed to ESDs and school districts twice this summer. Although delayed a couple weeks, an "early" distribution will be in July. It is intended for use in professional development and training events this summer. The second distribution (August) of the newspaper will be for dissemination to each classroom teacher, building administrator, and others (paraprofessionals, volunteers, boards, and parents) who need to know about Oregon's standards, assessments, skill sets, and other curricular news from the Department.

All standards in this year's newspaper are the same as last year except in Second Language. This year the standards are all numbered for easier reference.

Remember, you can access the standards on the web in a variety of forms designed to help teachers:

- Searchable standards
- Online Standards newspaper
- Teaching and Learning Resources

Visit the Resources for Educational Achievement and Leadership (REAL) to learn more, www.ode.state.or.us/go/real.

For information on distribution dates, watch the news announcements on the Department's website (www.ode.state.or.us); select News and Events, and then Announcements) or contact Drew Hinds, 503-947-5799. If you need to order more newspapers, contact [Robin Filley](mailto:Robin.Filley@ode.state.or.us), 503-947-5664.

Oregon Statewide Report Card

State Schools Superintendent Susan Castillo announced that the Oregon Department of Education has posted the *2004-05 Oregon Statewide Report Card* on its website. The 85-page report is an annual publication, required by Oregon state law, can be accessed at www.ode.state.or.us/search/results/?id=126.

The annual report also serves as a summary of Oregon's education system performance, and it identifies and highlights emerging challenges and trends, including:

- Statewide math and reading assessment results for 3rd, 5th, 8th and 10th grade
- Student performance on the National Assessment of Educational Progress (NAEP)
- College admission test results for the SAT and ACT
- Oregon graduation rate, CIM completion rate, dropout report
- Final reports for NCLB Adequate Yearly Progress (AYP), Highly Qualified Teachers, and Persistently Dangerous Schools
- Results of the Oregon school and district report cards
- Student enrollment and demographic data, including TAG, special education, alternative education, homeless and pre-kindergarten reports
- Teacher and administrator demographic data
- Why teachers quit
- School funding report, including salary charts
- Web resources and e-mail directory

This year's report card also contains new information:

- Alternative education services offered by grade level
- Charter school enrollment for the 2004-05 school year
- Why students dropped out of school in 2003-04
- Home school enrollment estimates for 2004-05 school year

Start Planning Now: After-school Meal Programs in the Fall

It may just be spring, but it's not too early to start planning after-school programs for next fall. Children come into after-school programs hungry. It has been hours since lunch and they need a nutritious meal to keep them going through the afternoon. Good news! Money is available through the Oregon Department of Education Child Nutrition Programs.

The After School Meal Program is designed to give school-age children and youth in low-income areas, a nutritional boost and involve them in supervised activities that are safe, fun, and educational during the school year.

Many school districts currently serve after-school snacks, but school districts may want to consider serving a meal instead. The Department of Education provides reimbursement to school districts serving **meals** to school-age children through age 18 who participate in after-school enrichment programs in low-income school areas.

Click here for a list of eligible school areas: www.ode.state.or.us/services/nutrition/cacfp/afterschool/2006_eligibility_list.pdf.

For more information or to sign up for the July 20 training, contact [Darcy Miller](mailto:Darcy.Miller@ode.state.or.us), 503-947-5899.

Operation Backpack—A Great Success

When Hurricanes Katrina and Rita wreaked havoc on the Gulf Coast areas—leaving most students, teachers, and their families without possessions and their homes and schools destroyed—the Oregon Department of Education, in partnership with the Oregon National Guard, organized the relief effort, "Operation Backpack." Hundreds of Oregon students, teachers, and community members put together backpacks filled with school supplies.

The response from elementary, middle, and high school students, and their communities was extraordinary. Oregon's students collected [more than 4,000](#) student and teacher "backpacks," mostly new, filled with supplies. The weight of the backpacks and supplies combined amounted to



more than 50,000 pounds, and required the equivalent of at least three 53 ft. trailers to transport to various regions in the Gulf Coast.

All the supplies were distributed to those in need. The majority of supplies were delivered by the 41st BCT of the Oregon National Guard directly to two high schools and two elementary schools in New Orleans. The delivery was a huge success and the students were very thankful and excited.

ELPA Window Closes June 9

The Oregon Department of Education has tested over 20,000 ELL students since the window opened in April. New record set for ELPA completed in one day on Monday, May 22: 1,559 tests.

ELPA starters need to finish: As the number of completed assessments has grown, so has the number of open tests. These are tests started by a student, but not yet complete. We currently have 2,046 tests started but not complete.

Please check your open tests in the ELPA system. The ELPA help desk can help if you don't know how to check on the names of students who started the test, but did not finish it.

Please call the ELPA ESD Help Desk for questions about ELPA administration between 7 a.m. to 4 p.m.

Electronic Grants Management System News

It is imperative that all EGMS customers keep their generic e-mail addresses active. Currently, the BusMgr@ (or modified version of) addresses are used fairly regularly. The Superintendent@ and AgencyHead@ addresses are not used as often. This will change in the near future. The award documents will be sent electronically through EGMS to the Superintendent@ and AgencyHead@ addresses. An exact date for the implementation of this feature is not known yet.

Before you leave for summer break and when you return, please verify that the generic e-mail addresses your entity set up are operating properly. If you need the EGMS Administrator to assist with testing, please e-mail ODEGrantsMgr@ode.state.or.us.

Oregon Positive Behavior Supports Initiative and the Oregon Response to Intervention Initiative Report Success

The 2005-06 Oregon Positive Behavior Supports Initiative (Or-PBS) and the Oregon Response to Intervention Initiative (Or-RTI) have been a great success this year. The participating ESDs and districts have worked hard to make systems level changes that emphasize prevention and a continuum of supports and that will positively affect the learning environment and services that students receive. Oregon Department of Education is pleased to announce that both initiatives will be available again in the 2006-07 school year.

You can find out more information about both initiatives by contacting [Jennifer Doolittle](mailto:Jennifer.Doolittle@ode.state.or.us), 503-947-5628, or by visiting the initiatives web pages: Or-PBS: www.ode.state.or.us/initiatives/idea/pbs.aspx; and Or-RTI: www.ode.state.or.us/initiatives/idea/rti.aspx. The applications (and Or-RTI check-

list that each district must fill out regardless of whether they are applying for the grant) are available on these pages.

Significant Events in Report Card/AYP Determination Process

JUNE 10—Extract of data from Spring Student Membership 05-06 and NCLB English Proficiency 05-06 Collection for application to test records and generation of virtual records

JUNE 13—Pre-preliminary school and district AYP data and report card detail data on ODE district secure website

JUNE 30—Due date for Suspensions/Expulsions/Truancy 05-06 and NCLB English Language Proficiency 05-06

JULY 28—Last date for changes to Spring Student Membership 05-06 and assessment test records for inclusion in Preliminary AYP reports. These data will be released to the media and general public. Districts that wish to have final AYP determinations match these preliminary AYP determinations should complete edits to these collections by this date.

AUG. 1—Preliminary school and district AYP reports and preliminary school report card detail sheets on ODE district website

AUG. 4—Public release of preliminary AYP designations for all schools and districts on the ODE website

For more information, please contact [Jon Bridges](mailto:Jon.Bridges@ode.state.or.us), 503-947-5828.

New ODE Phone Numbers

The Oregon Department of Education's phone numbers have changed to a direct dial system. Our main number has changed to 503-947-5600.

Each Department staff person has their own direct line and the old 4-digit extensions will no longer work. The Department's website search-by-name function has been updated.

You can look up individual's new phone numbers and e-mail addresses at www.ode.state.or.us/search/staff/staff.aspx.

Questions? Contact [Gene J. Evans](mailto:Gene.J.Evans@ode.state.or.us), 503-947-5737.

Violence Prevention Summer Institute

With the theme, "Building Safe and Healthy Communities for Children and Youth," the institute will focus on school and community collaboration, and provide some of the latest effective strategies to promote safe schools and communities, and prevent violence and juvenile crime. The Institute will be held at Oregon State University in Corvallis, July 10-13.

Featured keynote speakers:

Clay Roberts is a worldwide consultant and author on numerous topics including developmental in school communities, alcohol and drug abuse, adolescent health, violence prevention, AIDS, and peer-helping programs for adolescents and adults.

Dr. James Mason has applied the cultural competence concept to a variety of service disciplines including: public health, mental health, education, child welfare, maternal and child health, and alcohol and drug treatment.

Register online at www.ode.state.or.us/news/events/. Costs for the conference attendance are: 4 days—\$200; 3 days—\$150; 2 days—\$125; 1 day—\$100. Scholarships will be made available to local teams of community and school representatives through the Oregon Criminal Justice Commission, Juvenile Crime Prevention program. Contact [Linda Haun](#).

For further information regarding VPSI, contact [Phyllis Rock](#) or [Dianna White](#).

Kids and Shots—News You Can Use

For those of you who work with Immunizations in schools, we have some good news. All kids, K-12, will need exactly the same vaccines. The last time this was true was in 1997-98. This means no more working to figure out the correct answer to questions like: "If Johnny is in 6th grade, he needs this, but if he is an 8th grader, he needs this plus that. Has he had the right ones?"

Goodbye to the orange form: A new look for the Certificate of Immunization Status

White Folder: The Certificate of Immunization Status form (CIS) now will come to you as a white folder with a tab for easy identification.

Multilingual: Directions for parents for completion of the form are in both English and Spanish. The page of directions is perforated for easy removal before filing.

Required vs. Recommended: Vac-

cines required for school attendance and those recommended, but not required by school law, are listed on separate pages.

Release of Information: The description of the legal need for the form has been altered to include a statement that the information may be released to the Oregon Public Health Immunization Program or the local Public Health Authority.

Fifteen-year-olds May Sign for Themselves: Students who are at least 15 years of age may now sign for vaccines given or a religious exemption.

There have been a few changes in the way that a parent would claim a religious or medical exemption. The DHS Immunization Program has an overview of the religious and medical exemption process changes and other useful information for parents and school staff on their website, www.oregon.gov/DHS/ph/imm/school/index.shtml.

Summer Institute, Aug. 7-9, Register Now!

Up to \$3,000 planning grants available to teams

Registration is still open for your middle and high school and/or district teams to enroll in the 2006 **Strategies for Student Success Summer Institute** to be held at the Oregon Convention Center in Portland, Aug. 7-9. Download the Institute brochure, registration, funding information, and updated topic information from the 2006 Summer Institute web page, www.ode.state.or.us/search/results/?id=262.

The theme for the Institute is *Rigor, Relevance, and Relationships—Building a Climate for Student Success!* With the focus on literacy, school and district teams will get a great jumpstart on developing and implementing Comprehensive Improvement Plans.

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

Family Involvement Toolkit

The Oregon Department of Education has created the Family Involvement Toolkit to assist schools and districts in creating and supporting high quality family involvement programs that enhance children and families outcomes, benefit schools, and meet federal No Child Left Behind mandates and state guidelines.

The Toolkit offers research and rationale, and effective and easily-implemented strategies, tools, and activities to support schools in meeting the diverse needs of all students and families. For more information visit www.ode.state.or.us/initiatives/familycommunity/family/familyinvolve.aspx.

State Plan for Adolescent Sexual Health

In early 2005, the Governor approved a proposal for a new permanent, statewide Teen Pregnancy Prevention and Sexual Health Partnership (TPP/SHP) to create a new strategic action plan for Oregon.

The Teen Pregnancy Prevention Action Agenda has provided a comprehensive framework guiding the efforts and success of Oregon's communities from 1997 to the present. The state's teen pregnancy rate has consistently been lower than the national rate and the state has made great progress in reducing it even further over the past decade. Among 15- to 17-year-olds in Oregon, the pregnancy rate fell almost 50 percent between 1990 and 2004.

The TPP/SHP, which includes community and state partners, is charged with developing recommendations for the next phase of teen pregnancy prevention and adolescent sexual health in Oregon by promoting education and services focusing on the state's young people and their overall well-being.

An intensive planning process is underway with the goal of acquiring input from across the state on teen pregnancy prevention and adolescent sexual health. This process will include a strong youth voice. This information will be used as a foundation, along with current research, to develop our new state plan.

There are many opportunities for your involvement and input:

- Take the statewide survey for youth and adults www.hklb.org/involved.asp
- Participate in community forums
- Attend conference and meeting presentations to learn more
- Learn more about local Youth Action Research Pilot Projects in Deschutes, Jackson, and Multnomah counties

We look forward to the opportunity to work and collaborate with our local communities. Together, we can develop comprehensive strategies that reflect the needs of all youth in Oregon. Contact [Brad Victor](#), 503-947-5655.

Summer Food Program: Spread the Word

Kids can have free meals and snacks while school is out this summer with the Summer Food Program. We encourage school districts to spread the word to parents. To locate the nearest meal site call Oregon SafeNet at 1-800-SAFENET (723-3638).

For more information contact [Lynne Reinoso](#), 503-947-5892.

Oregon Mentor Academy

Helping good teachers become *great* teachers at Western Oregon University, June 19–22.

Now more than ever, the support provided to Oregon's new teachers entering the profession is critical. A quality teacher preparation program is essential, as is a knowledgeable and experienced mentor who can anticipate new teachers' frustrations and coach them to their full potential.

For the past four years, Western Oregon University has offered training for mentors who work with student teachers and who are called upon to mentor new teachers employed in their districts. This year, the Oregon Mentor Academy will partner with the Oregon Teacher Recruitment & Mentoring (OTRM) project that targets new teachers and mentor teachers in high-need schools.

To register and for more information please visit www.wou.edu/education/mentoracademy.html.

Numbered Memoranda Overview

Numbered memoranda sent out since the May Pipeline are listed below.

DATE	MEMO NO.	BRIEF DESCRIPTION
May 19	22-2005-06	Clarifies How to Claim State School Funds for Students Who Supplement Home or Private Schooling by Attending Public or Private Alternative Programs Part Time; Sets Effective Date
May 15	21-2005-06	2006-07 Oregon School Directory-Information Update Request

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