



The ESD SOURCE

The Newsletter of Southern Oregon Education Service District

February 2005

Networks @ Risk

By Mike Prinslow—SOESD Network Specialist

Spam, "viruses," "trojans," "malware," and "spyware" are attacking schools' computers and networks on a daily basis! Network security has become a major concern for Southern Oregon ESD as well as for our local school districts. We have increased staff in the ESD's Network Support Services department to help address these issues and others. One of the things SOESD has done to protect school districts' computer networks is to send our "security person," Israel Mathewson, to an extensive PIX class training. This specialized training allows us to offer Cisco PIX firewall management as a service to our schools. So far, four districts are utilizing this service, including SOESD. In late 2004, we also purchased "Spam" and "Virus" filtering services for any school district that wants to use it. Seven school districts are using this service at no cost. Licenses to use our Web Filter from Secure Computing are not free but are shared among the five districts that use it. All of these services help reduce the number of "rogue incidents" on all of the schools' networks.



Southern Oregon ESD contracts with NERO (Network for Education and Research in Oregon) at the University of Oregon for ISP (Internet Service Provider) services. The ESD pays for this service for all of the schools in our ESD service area. NERO scans all outgoing Internet traffic and issues a daily report if it finds any "rogue traffic" emanating from the Southern Oregon region. This helps the ESD identify and eliminate problems for schools' networks before they escalate into major problems. Typically, the ESD receives at least one notice a month of an infected computer network somewhere in our regional WAN (Wide Area Network). We have even been contacted by the FBI more than once about incidents on schools' networks!

At our last JackNet Meeting of school Technology Coordinators, SOESD Superintendent Steve Boyarsky asked the attendees what level of network support they needed/wanted from the ESD. Attendees indicated that they did not want to lose any of the current services and would like to see an increase in network infrastructure management and help with identifying "rogue" or unwanted traffic on their internal computer networks. We are pursuing both of those objectives. We hope to identify software packages to use for network "intrusion traffic." Hopefully, that system will be operational in the near future. Five school districts have asked the ESD to manage their network infrastructure support. Sometimes this involves sending staff to a school to fix a problem, and sometimes the problem can be solved remotely over the network itself.

All of these actions help make our schools' networks safer and more reliable for the students and staff.

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Physical and occupational therapists form an alliance with assistive technology

By Michael Friedl, Department Chair, Regional Program for Orthopedically Impaired

This fall, SOESD physical and occupational therapists joined forces with Kris Davis, assistive technology specialist, to collaborate on evaluations and interventions in several school districts. Sharing ideas and brainstorming solutions for students who use assistive technology on a regular basis has been very successful. The IEP teams in the local school districts have welcomed the extra input and benefited from the combined viewpoint of these disciplines.

Physical and occupational therapists focus on positioning and adaptations that help a student access a device. Kris has the expertise in the type of devices that are appropriate and the software that can help a student benefit in his/her present education placement.

See POI, third page

Source: Cynda Rickert



Leadership Matters

Leadership not only matters: it is second only to teaching among school related factors in its impact on student learning. So concludes a comprehensive review of the available evidence on school leadership by researchers from the Universities of Minnesota and Toronto. As school leaders, this probably doesn't come as a surprise. It's probably not a surprise to our staffs, our students, or our communities. So how do we really feel about this fact? Is this the good news? Or is this the bad news? Most likely, depending on the time of day, we could answer that this fact about leadership is the good AND the bad news!

So what exactly is leadership? How do we develop leadership throughout our system? Past chairman of the Gallup Organization and the Gallup International Research and Education Center, Donald Clifton, states, "a leader is a person who can rally support to move forward." Clearly, leaders exist in all levels of our system. Traits that demonstrate leadership according to Clifton are: the ability to relate to people; a drive to execute; a capacity for feeling ownership; and high ethics.

"Increasing effective leadership throughout our system increases our students' chances for success. We must take the time to grow and practice..."

Clifton's seven requirements for effective leadership are:

- **Tend your vision.** Effective leaders should think about the vision/future at least 15 - 20 times a day.
- **Turn your vision into goals.** Effective leaders must turn the vision into reality by taking action.
- **Mentor others toward leadership.** Effective leaders know that the true test of success is if the leader were to leave the organization, the vision would continue through the work of others.
- **Exhibit self-knowledge.** Effective leaders acknowledge their strengths and weaknesses.
- **Conceptualize.** Effective leaders take the time to think and reflect.
- **Share values.** Effective leaders share personal values and beliefs and then practice them consistently.
- **Build a constituency.** Effective leaders know that individuals will be more successful as a member of the team than they could ever be by themselves.

In the daily operation of our schools, it is easy to be caught in putting out fires, pushing papers, and running ourselves to exhaustion. Increasing effective leadership throughout our system increases our students' chances for success. We must take the time to grow and practice effective leadership. Because the good news is leadership matters!



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School Improvement Support Services

POI, continued from first page

This transdisciplinary approach is extremely helpful. Since a therapist may see a student who uses assistive technology on a regular basis, the therapist can make recommendations, keep Kris informed of student performance, and discuss changes that may need to occur for greater success.

The Regional and Statewide Services for Students with Orthopedic Impairments (RSOI) has been a valuable resource in the area of assistive technology. Gayle Bowser, program coordinator, has offered on-line courses on the effective implementation of assistive technology. Several of the therapists have completed some of the 10 week courses that are accredited through Portland State University. Collaborating with Kris has been very helpful for completing assignments and selecting class projects.

In addition to our alliance with assistive technology, the Regional Program for the Orthopedically Impaired recently hired two new occupational therapists. Annette Wilrett joined the team in September. She is doing an excellent job serving students in both Klamath County SD and Klamath Falls City Schools. Karen King joined the team in January. With her expertise in neurological dysfunction, she will contribute yet another dimension to our collaborative approach.

By combining the knowledge, skills and experiences of OTs, PTs, and AT, we believe that services to students and districts have been enhanced.

Learning Matters Takes the Next Step

Learning Matters, the weekly educational news segment airing on KTVL Channel 10 News every Thursday during the 6PM newscast, will be taking the next step by providing a streaming version on the SOESD website in the near future. People logging into the SOESD website will be able to see and hear archived segments of the broadcast after the program airs-24/7!



Computer Support Tech Veronica Francis is coordinating the transfer of the video segments to the website. The Media Production Department will be responsible for updating the new segments using the Site-In-A-Box software.

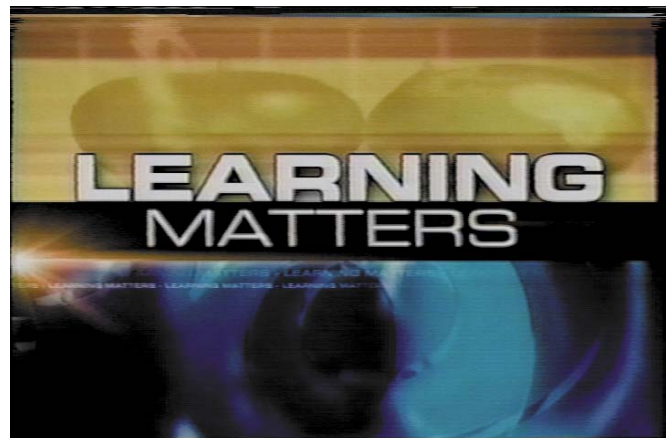
All the *Learning Matters* segments are written, shot, and edited by the Media Production Department. It is delivered to KTVL as part of a partnership to get the word out to the general public about good things happening in education in Southern Oregon. Segments focus on local education issues, profiles of the great teachers in the area, school programs that work, and positive activities of our region's student population.

Eighteen segments have already been produced and aired. Segments have covered a broad range of subjects including the



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Klamath Falls Attendance Initiative, Southern Oregon Online School, Volunteer Opportunities in the Schools, Distance Learning, and Rogue Community College's 2+2 Earning College Credit Program. All the segments will be ready to view by March 1st. You will be able to find the segments by clicking on the animated *Learning Matters* logo in the upper right corner of the SOESD's home page at www.soesd.k12.or.us.



PTE Does it all

Professional Technical Education (PTE) is defined as a program of study that integrates technical and career skill proficiencies with academic content and prepares students for the workplace, for further education and training, and for family and community roles. There are 127 high school PTE programs in SOESD's three-county region, with 59 in Jackson County, 25 in Josephine County, and 43 in Klamath County.

The Southern Oregon Education Service District has a PTE team working with all 21 component district high schools and four regional postsecondary institutions to coordinate career and technical education in Jackson, Josephine, and Klamath Counties. Team members are:

- Greg Fishwick, Regional Coordinator
- Martha Murphy, Career Education Specialist
- Risa Orlik, Bookkeeping Administrative Assistant
- Becky Griffin, Medford Office Administrative Assistant
- Kathy Ayers, Klamath Falls PTE Development Specialist
- Jené Patrick, Klamath Falls Administrative Assistant
- Patti Kramer, RCC 2+2 Coordinator
- Susan Roudebush, Contracted Consultant

The team brings partners together to form the Regional Vocational Planning Alliance (RVPA), which administers nearly \$1,000,000 in Carl Perkins federal funds for PTE. The RVPA is comprised of representatives from the 13 component school districts, Rogue Community College, Klamath Community College, Oregon Institute of Technology, Southern Oregon University, regional employment and training agencies, and local business and industry representatives. The SOESD PTE team also assists schools and districts in implementing Oregon's new Comprehensive Guidance and Counseling Program to assure compliance with revised state high school graduation requirements effective for the class of 2007. The new requirements center on six Career-Related Learning Standards in which students must demonstrate proficiencies:

- Personal Management
- Problem Solving
- Communication
- Teamwork
- Employment Foundations
- Career Development

As a group, secondary students who complete at least two credits in a PTE program are more likely than the high school population as a whole to have met or exceeded the 10th grade academic benchmark standards. One reason for their success is the way academic concepts are incorporated into problem-solving tasks in the typical PTE classroom. "We thought it would be fun to give the rest of the staff a feel for how students 'learn by doing' in a typical PTE classroom or lab," said SOESD PTE Regional Coordinator Greg Fishwick, so the SOESD PTE team demonstrated PTE in action at a recent staff meeting. Staff formed teams to design and build a model car from materials provided. Each team's performance



To get the feel of what PTE students do in their classes, SOESD School Improvement Team staff members built a paper car according to specifications in a scoring rubric. This one rolled off the assembly line ready to hit the road!

was graded according to a scoring rubric provided before the task began. The activity involved CIM standards in English/Language Arts and Mathematics, and staff members described how they demonstrated mastery in one of the Career Related Learning Standards. "We had to use our academic knowledge to solve the problem and communicate our ideas, and we also had to work in teams and take personal responsibility for our roles," said one participant. "What was amazing to me was how quickly we all became engaged in learning—this is the way all classes should be taught!" exclaimed another. And still another summed up the experience by saying, "It's the new 'Three R's' in action: rigor, relevance, and relationships; PTE does it all."

For more information, call the Medford PTE team at 776-8593, the Klamath Falls PTE team at 850-1660, or visit the Southern Oregon ESD website at www.soesd.k12.or.us

Board Notes

The Southern Oregon ESD Board of Directors held a meeting on January 19, 2005. At the meeting members:

- Received thanks from Superintendent Steve Boyarsky for their dedication and contributions to public education.
- Offered temporary contracts to Jeanne Morgando and MaryBeth Morrison, teachers; Karen King, occupational therapist; and Susan McNamara, autism consultant.
- Received the financial report for the period ending December 31, 2004.
- Reviewed the superintendent's schedule for January, February, and March 2005.
- Received copies of a 32-page manual: *Southern Oregon Education Service District Special Education Services 2004/2005*.
- Approved the proposed 2005/2006 resolution services – School Improvement Services, Special Education Services, and Technology/Media Services – for submission to the boards of education of Southern Oregon ESD's component districts.
- Approved a revised organizational chart for fiscal year 2004/2005.