



April 2011

OSBA EVENTS

www.osba.org

Legislative Webinar

Wednesday, May 18 – 8:30-9:30 a.m.

Summer Board Conference

July 15-17, 2011 – Bend

Annual Convention

November 10-13, 2011
Portland

Convention workshop
proposals due May 13, 2011

Convention entertainment
proposals due June 3, 2011

Teacher Appreciation Week
May 2-6, 2011

Building
a brighter
day

OSBA Summer
Board Conference
July 15-17, 2011 in Bend

Discover your strengths, build on shared knowledge, learn new information and find solutions to help you in the year to come. Come to OSBA's Summer Board Conference, July 15-17, at the Riverhouse Hotel in Bend.

Friday, July 15, is a pre-conference day with two board member workshops – one on improving meetings and another on making hard budget decisions – and a workshop for board secretaries.

The conference begins Saturday with a keynote presentation by Michele Borba, *Building students' moral intelligence*. Saturday and Sunday breakout sessions cover an array of topics new and experienced board members need to know. Registration and the complete agenda are at www.osba.org/SB11.

The governor's plan to rethink education



Governor Kitzhaber has proposed a “bold and assertive” plan to rethink the way Oregon budgets for education. Key to the governor’s proposal is the creation of the Oregon Education Investment Board by the Oregon Legislature. Senate Bill 909

and its amendments, which establish the board, is the first step.

The goal is ambitious – to develop and manage a full-spectrum education budget and identify the strategic investments needed to deliver on Oregon’s education goals: by 2020, 70 percent of all children will meet state benchmarks for kindergarten and 100 percent will be ready to read by the time they enter first grade; by 2020, 100 percent of Oregonians attain a high school diploma; by 2025, 40 percent of students achieve at least two years of post-secondary education or training; and 40 percent of all students achieve a bachelor’s degree or higher.

To achieve these objectives, Kitzhaber believes the state must change the governance and funding structure for education to:

- Overcome the divisions of resources and efforts that act as barriers to learning and teaching.
- Change from a funding model based on enrollment to performance-based investments that reward what works.
- Avoid uncertainty and volatility in funding.
- Eliminate inefficient and duplicative early childhood services, currently delivered

through nearly two dozen programs administered by six state agencies.

- Focus on underachievement by at-risk children and limit preventable remedial costs.
- Lower high secondary education dropout rates and increase the percentage of Oregonians with a post-secondary degree or certificate.

The proposal replaces the current system of administering services for Oregon’s young people with an Oregon Education Investment Board chaired by the governor and comprised of an Early Learning Council, a K-12 Coordinating Commission and a Higher Education Coordinating Commission, all appointed by the governor. Ultimately this one board would oversee efforts that are now divided among more than a dozen agencies, from the Oregon Health Authority to the Oregon University System.

The governor charges the Board with developing plans for consideration in the 2012 legislative session, including:

- **Developing an outcome-based budget.**
- **Streamlining and connecting** early childhood services to K-12, and K-12 to post-secondary education programs.
- **Consolidating early childhood programs.**
- **Improving K-12 education outcomes.**
- **Coordinating higher education institutions** with a consolidated budget.
- **Measuring results** with an integrated, statewide, child-based data system.

The earliest districts would be impacted by the OEIB’s efforts is after the legislature acts in 2012.

SUCCESS STORIES from Oregon schools

Gladstone wins national recognition

The Gladstone School District received an honorable mention in the *American School Board Journal's* 17th annual Magna Awards program. Gladstone is being honored, in the less than 5,000 student category, for their Center for Children & Families, which offers educational programs and social services to more than 400 students and families daily.

The Gladstone Center for Children & Families was established to provide education and services that respond to the chang-

ing demographics of the community. In partnership with Head Start; Healthy Start; WIC; the Clackamas Educational Service District; and Clackamas County Health, Housing and Human Services, the center promotes school readiness and boosts parent confidence. The center supports the needs of first-time, expectant and teen parents as well as older adults caring for grandchildren. Services include adult education classes, community playgroup space, toy/

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KEEPING YOU IN THE LOOP

Is there money still on the table?



Kevin McCann
OSBA executive
director

Dear members,

The other day a school board member asked why some members of both parties in the Oregon House voted yes on the education budget while others voted no. There are several reasons, and they may point to further action on this

vital issue before the Legislature adjourns.

Both the House and the Senate agreed to allocate \$5.7 billion for the K-12 budget. The vote in the Senate was unanimous. But some members of the House believe the budget wasn't high enough.

Some in this group want to see if the May revenue forecast goes up or down. Some want more money to be withdrawn from the state's Education Stability Fund and Rainy Day Fund. Overarching these concerns may be a concern about what the majority of their constituents back home support. Should we cut spending more, raise taxes or cut other programs to fund education?

In the end, the prevailing opinion was to get the K-12 budget settled early so school districts could plan for next year. But is this the end of the story? Maybe not.

The Legislature still has some very big budgets to settle with scarce revenue. And, the basic plan that was announced by the co-chairs of the budget-writing Ways & Means Committee includes significant sums left in reserves. The plan calls for including \$100 million from the Education Stability Fund in the \$5.7 billion budget. That would leave an estimated ESF balance at the end of 2011-13 of \$192 million. The state's Rainy Day Fund has a balance of \$102 mil-

lion, and the projected unallocated balance would be an additional \$310 million.

We believe that students will be better served by using some of these reserves. The plan that the Legislature approved will force districts across the state to reduce spending by approximately \$1 billion over the next two school years. That will mean unacceptable cuts in teachers, school days and vital programs for students.

We ask that you join us in the weeks ahead in our work to convince a majority of legislators that our children are worth a higher investment.

Sincerely,

Kevin McCann, OSBA executive director

PRESIDENT'S POST

OSBA board excited by governor's proposal, well, mostly anyway

Governor Kitzhaber has officially unveiled his proposals for sweeping overhaul of Oregon public education in the form of an 'Oregon Education Investment Board.'

At our April regular meeting, the OSBA board of directors was pleased to have as guests Dr. Nancy Golden, chief education advisor to the Governor, and Duncan Wyse of the Oregon Business Council, both architects and proponents of the governor's education reform plans.

To say that this board was keenly interested in the governor's plan is probably an understatement. For several hours Dr. Golden and Mr. Wyse outlined key aspects of the reform proposals, and addressed a multitude of questions posed by this group of education governance leaders from around our state.

The proposals are ambitious, exciting in many respects, and exactly what one should expect from a governor who long ago established a reputation for innovative approaches and complete rethinking of conventional paradigms.

Some of the ideas – for example, the concept of a 'seamless' coordination of our institutions to eliminate barriers to achievement and create an education continuum, or the governor's assertion that public education is woefully underfunded – captured the



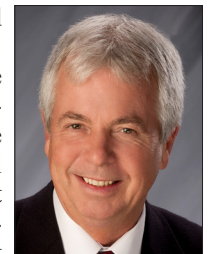
Legislative Webinar

May 18, 8:30 a.m.

Join OSBA's Legislative and Public Affairs team on Wednesday, May 18, 8:30-9:30 a.m., for a live legislative webinar. Learn how key education issues are shaping up at the Capitol and get answers to your questions.

To participate, [sign up now](#) at the OSBA website. The webinar is FREE but you must register to participate. Log-in information and a link to test your system will be emailed to you.

If you missed the March 30 webinar, you can [view the recording](#). Find the link under Legislative Action Network on the OSBA homepage, www.osba.org.



David Beeson
OSBA president

board's imagination and acceptance immediately.

Other facets of the proposed reform package – for example, the idea of a funding model based not on enrollment but on 'performance-based investments that reward what works' – were less understood.

And a major sticking point with the OSBA board, as one might already guess, is the specter of possible forced consolidation of districts to 'create greater efficiencies.' This is an aspect of the governor's reform proposal that is not supported by the voluminous and diverse research surrounding school district consolidations as a means of creating cost-savings. Moreover, it is squarely in opposition to one of our association's central and most cherished values, the belief in locally-elected community-based decision-making in public education.

In my view, the OSBA board found much surrounding the proposed Oregon Education Investment Board to be very exciting, and in particular applauds Governor Kitzhaber's efforts to reenergize the

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OSBA board welcomes Rankin

At the April 1 meeting, Steve Rankin was appointed to fill the vacant Central Region position on the OSBA board. Steve serves on the Jefferson ESD board and will represent the three central Oregon counties – Jefferson, Deschutes and Crook – as well as being a voice for ESDs on the OSBA board.

NEWS BRIEFS

Bond and local option information online

Twelve school districts and one community college are trying to win approval for general obligation bonds and ten districts are trying for local option levies in the May 17, 2011 election. OSBA has updated the election data online www.osba.org/ballot which gives the district name, ADM, amount/length (for local options) and county information. You will also find detailed election results going back to 1997.

Bicycle safety education grants


The Bicycle Transportation Alliance has a grant from the Oregon Department of Transportation to expand its Bicycle Safety Program statewide. BTA's comprehensive curriculum, *Safe Routes for Kids*, teaches

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President's Post – Continued

conversations around public education and to make it our state's highest priority. This leadership at the highest level of state government is long overdue, and feels like a blast of fresh air to school board members of long service.

Overall, the OSBA board expressed a deep interest in the governor's plan. This board also expressed clearly its belief that school board members, as experienced leaders in their respective communities and reflective of the diversity of experience that characterizes our state, have much to contribute. I believe that our board, and local school board members around the state, stand ready to assist at every level in shaping and development, public understanding and acceptance, and ultimately implementation – and want to be included in the conversations surrounding this governor's bold education initiative as it moves forward.



David Beeson, OSBA President 2011

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BEST PRACTICES: *Limiting liability*

How can schools respond to cyberbullying?

Last month, the U.S. Department of Education responded to a letter from the National School Boards Association that asked how schools can address online harassment that begins off campus and whether districts can discipline those responsible. The USDOE's answer makes clear that discipline should not always be the objective because a student's First Amendment right to freedom of speech must be respected. Schools can counsel both victims and aggressors, have school-wide discussions about appropriate online behavior and teach students about civil rights and tolerance, the response said.

Cyberbullying is a devastating and sometimes anonymous attack on an individual through electronic communication. It is a form of harassment that defames or intimidates the victim and can include insults, threats, revealing private information and outright lies. It is intended to harm or humiliate another person in a deliberate, repeated and hostile manner. While it often takes place outside the school environment, the effect cyberbullying can have on a student or staff member and the disruption it may cause in a learning environment has made it an issue districts cannot ignore.

Districts need policies and procedures in place to address all forms of harassment. Staff must report and officials must respond any time they are aware of any form of harassment or bullying – including cyberbullying. District officials need to gather information, document details and determine a response based on a child's

Magna awards – continued from page 1

book lending library, a community garden, access to technology and a summer program with meals. Most recently, the center opened the Gladstone Community Clinic; and this spring, the Family Stepping Stones relief nursery will also become part of the facility. As the hub of the community, the center offers volunteer opportunities for residents and students.

Since 1995, the Magna Award program has featured outstanding examples of school district leadership to showcase practical solutions to pressing problems and programs that advance student learning and encourage community involvement in schools. This year, three grand prize, 15

PACE assists member districts



in managing potential lawsuits and provides protection once a claim is brought. Unlike traditional insurance policies, your PACE General Liability Coverage does not exclude **coverage** for harassment and discrimination or internet-related bullying issues. Contact Underwriting@sdao.com, for more information. For **legal advice** relating to a specific situation in your district or to arrange in-district **training** for administrators and staff on how to respond to cyberbullying and other forms of harassment, contact Lisa Freiley, lfreiley@osba.org, 800-578-6722 or 503-588-2800.

age and accepted best-practices. Offering counseling to students who may be victims or perpetrators (usually not face-to-face) is always appropriate, as is involving parents, but discipline is a much more complicated issue.

In 2009, a federal court in California found that a *YouTube* video peppered with vitriolic insults towards another student did not constitute a true threat or a substantial disruption to schooling and ruled that the school should not have suspended the student who posted the video. The same year, a federal court in Connecticut found that a school did not violate the

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first place and 15 honorable mention winners were selected from more than 350 submissions from small, medium and large school districts in 40 states. This year's grand prize winners are the Moreland School District in San Jose, California, Joplin (Missouri) Schools and Pasco County (Florida) Schools.

Winners are featured in a special supplement to the *American School Board Journal*, posted on the Magna Awards website and added to the searchable *best practices* database at www.asbj.com/magna.

For additional information visit the Gladstone School District website, www.gladstone.k12.or.us.



School Leader News

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Bicycle safety – continued from page 3

fourth- through seventh-grade students to travel safely on a bicycle with in-class lessons as well as on-the-bike training.

Learn more at www.bta4bikes.org. School districts interested in the Bicycle Safety Program can apply for grant funding; contact LeeAnne Ferguson, leeanne@bta4bikes.org. BTA is also coordinating **Walk+Bike to School Challenge Month** this May. Information on participating is at www.walknbike.org.

Leadership Oregon studies finance issues

The third two-day workshop for Leadership Oregon, OSBA’s advanced leadership class, was April 15-16 in Salem. The agenda included in-depth sessions on policy, legal and human resources issues and extended sessions on financial oversight and building public support for schools.

“Understanding district budgeting, the board’s role in financial decisions and issues involved with seeking voter-approved funding are key to good governance,” says Steve Lamb, OSBA leadership development and policy services specialist.

Cyberbullying – continued from page 3

First Amendment rights of a student when she was barred from running for class office after she posted vulgar messages and urged other students to disrupt school on a blog. In 2000, a federal district court in Washington ruled that schools may not punish “off-campus, nonschool-sponsored speech” unless they can substantiate a disruption of educational process.

In 2007, the Oregon Legislature mandated specific reference to cyberbullying in school policy handbooks (http://www.osba.org/Resources/Article/Board_Policy/Sample_policy_JFCF.aspx). The laws also expanded the boundaries of what constitutes cyberbullying to include actions which “substantially interfere” with the education of the young person.

Francisco Negron, Jr., NSBA’s general counsel, underscores that schools should take action whenever cyberbullying causes safety issues for students or faculty members. There have been news reports of students committing suicide after being the victim of cyber-attacks. Parents, politicians and civic leaders are pressuring school leaders to “do something.” Educating staff,

students and parents is part of the answer, coupled with a clear and unequivocal response from school administration.

An example from Pennsylvania illustrates this last point. The administration was alerted to an online poll some students had created to rank the “hottest” girls in school. Comments posted about appearance, gender and sexual orientation were negative and harassing. The school wanted to shut the site down. The technology director determined that some of the comments had been posted from inside the school and blocked access to the site from school grounds. Administrators identified the students who had posted comments and those targeted and immediately contacted those students and their parents. The school’s response sent a strong message that such behavior was not acceptable.

For information, policies and resources for educating students, staff and administrators on cyberbullying, contact Joe Wehrli, OSBA associate executive director of Board Development and Policy Services, jwehrli@osba.org, 503-588-2800 or 800-578-6722.