



OSBA EVENTS

www.osba.org

Summer Board Conference

July 15-17, 2011 – Bend

Annual Convention

November 10-13, 2011
Portland

Extended! Convention workshop proposals now due June 1, 2011

Convention entertainment proposals due June 3, 2011

Building a brighter day



OSBA Summer Board Conference

July 15-17, 2011 in Bend



Friday, July 15: Choose one of three pre-conferences.

Between a rock and a hard place

The economic realities of the past year have forced school districts to make difficult and emotional decisions and have resulted in some creative solutions to stay in business. **Between a rock and a hard place** addresses some of the tough choices and options being tried around the state. We'll ask "what do we know?", "what works?" and "what doesn't work" on everything from charter school conversion, program reductions and school closures, to foundation income and activity fees. This workshop also explores what we still have to learn and what can and can't be done to stay on the right side of the law.

Continued on page 2

OEIT works to identify goals and streamline pre-school programs



The Oregon Education Investment Team (OEIT) continues to make progress toward identifying improvements to Oregon's education system. The legislation to establish the Oregon Education Investment Board (OEIB), Senate Bill 909, has seen

several amendments and is still proceeding through committees. It is uncertain whether it will move quickly enough to see a vote in the full Senate and move through the House before the current legislative session ends, but it is a sure bet that the idea won't go away. Governor Kitzhaber is committed to improving the state's education system.

As we reported in last month's *School Leader News*, the essence of the proposal

is the OEIB – one twelve-member board, appointed by the governor and chaired by the governor or his appointee – which will administer the entire education continuum, from early childhood through college.

Kevin McCann, OSBA executive director, has been attending the OEIT meetings and reports that a lot of the focus has been on the programs currently providing services and assistance to pre-school age children. Many of these programs are funded through separate agencies, services overlap and accountability and success measures vary across the spectrum. The expectation is that by managing these programs under one over-arching board, efficiencies will be found, services will be streamlined, clear measures for success will be defined and data will guide the allocation of resources in the future.

Continued on page 4

Federal court absolves district from paying private school tuition

Last June, the United States Supreme Court, in its opinion on a dispute over reimbursing a student's parents for the cost of private education services, held that the Individuals with Disabilities Education Act (IDEA) authorized reimbursement for private services when a public school fails to provide a free and appropriate education (FAPE) and the private school placement is appropriate. That ruling gave greater leeway to parents in determining what education is appropriate for their child. The case was sent back to the 9th U.S. Circuit Court of Appeals for consideration.

The specific case, *Forest Grove School District v. T.A.* (the student), dates back to 2003, when T.A.'s parents filed a complaint claiming the district had not fulfilled its legal obligation under IDEA and sued for reimbursement of \$5,200-per-month tuition for a private residential program for their son. Now, five court rulings later, the federal appeals court ruled in favor of the Forest Grove School District, absolving the district from paying the tuition bill (totaling \$65,000) and the nearly \$500,000 in attorney fees for T.A.'s family.

This latest decision, by the three-judge panel, asserts that the original district court ruling, in favor of the school district, was correct in determining that T.A.'s parents enrolled their son in the private program because of drug and alcohol problems, not because the school failed to provide FAPE.

T.A.'s family could still appeal the ruling, requesting a rehearing before the entire 26-member 9th Circuit Court, or petitioning for a second hearing before the U.S. Supreme Court.

This latest ruling does not substantially change the impact of the Supreme Court ruling which established that, regardless of whether the student previously received special education services through the public school, if it is determined that he did not receive FAPE, a court could require the local school district to pay the bill for private placement.

Forest Grove School District is still responsible for nearly \$200,000 in legal fees it has accrued so far in this case. OSBA's Legal Assistance Trust provided about \$45,000 in financial assistance to the district over the past several years.

PRESIDENT'S POST

Education stability funds needed now

Fifty cents a day. It's less than I pay for my satellite TV service, much less than for my internet service here on the ranch, but it could make a big difference for our schools.

Fifty cents per school day for each child in Oregon's schools would add up to \$100 million over the next two years.

For my school district, Silver Falls, that investment would provide about \$200,000, enough to fund two or three teaching positions, or two school days. Those are real benefits.

The benefits would be real for every other district, as well. For example: In Portland, the money would fund the equivalent of 41 teaching positions or two to three school days. In Roseburg, hold down class size and protect services for students. In Eugene, 16-17 teaching positions or three school days. In Albany, six school days or a badly needed science curriculum. In Klamath Falls, four teaching positions or four school days.

The money to make these badly needed improvements is readily available. It's sitting right there in the state's Education Stability Fund. This fund was created to help stabilize education funding in times of economic crisis. Unfortunately, some legislative budget leaders have said they want to end the current session without further tapping the fund for K-12. In my view, this is shortsighted.

The need for help is real. Legislative leaders are looking at a \$5.7 billion budget for public schools in 2011-13. This figure is \$1 billion less than what is required just to maintain current programs, according to the State School Revenue Forecast Committee. Responsible legislators should be looking for responsible ways to close this gap.

As school board members, we need to let our legislators know that tapping \$100 million in ESF funds is the smart and thrifty thing to do. \$100 million will provide enough funds to save 1,500 teaching jobs or one full week of school statewide. I believe that's a good return on investment.

We need to let our legislators know that tapping the ESF is the fair thing to do. Over the past 10 years, public schools have made repeated sacrifices to protect funding for other state services. The share of the state General Fund and Lottery money spent on K-12 education has dropped from about 45 percent of the budget a decade ago to less than 39 percent today. School days, class

sizes, and vital programs have suffered. Employees have been laid off, furloughed, their pay and benefits frozen to help limit the damage.

We've done our part – again and again. It's time for the Legislature to step up and do theirs.

We also need to tell our legislators that tapping the ESF will NOT limit their flexibility in other areas of the state budget. The ESF was created explicitly to help stabilize education funding in times of severe economic crisis. A withdrawal from the ESF will not affect funding for other important state programs such as human services or public safety.

As the state economist reported last week, Oregon's economic engine seems to be accelerating. It's time for the Legislature to shift its budget car into gear, and tap \$100 million in ESF funds for Oregon's public schools.



David Beeson, OSBA President 2011



David Beeson
OSBA president

KEEPING YOU IN THE LOOP

OSBA in full stride as session end nears

Dear members,

Storm clouds are building as the Legislature nears the final month of the 2011 session. In other words, conditions are perfect for OSBA. We have more than 60 years' experience in these conditions, and we're ready for action.

First and foremost in our minds is the need to push for an additional \$100 million from the Education Stability Fund. Now is the time for members from all corners of the state to contact their legislators. Tell them how those extra funds will help your schools and your community. We have proven time and again: When members call, legislators respond.

Meanwhile, OSBA's legislative team is at the Capitol almost around the clock, working closely with key lawmakers on a wide range of issues. In addition to funding, leg-

Pre-conferences – from page 1

OSBA staff and administrators and board members from several districts will share their experiences. While there will be some discussion of the impact of staff reductions, the primary focus is on district-wide structural changes districts are making to reduce costs, where are real savings realized and how do you get staff and parent cooperation. (For additional information on lay-off and recall, come to the Summer Board Conference and attend *Board Roles in Employee Termination*, Sunday morning.)

Making Meetings Matter – Make the most of time spent in meetings. Evaluate and improve your board meetings; learn the best practices of high-functioning school boards.

Board secretaries' day – Learn tips to keep boards on track, legal and responsive. Get energized for the coming year.

Building a brighter day – The Summer Board Conference on Saturday and Sunday features Dr. Michele Borba speaking on how to teach moral intelligence. There are also five workshop sessions with 14 topics to choose from – everything from fiscal oversight to crisis communications.

Registration and agendas for the pre-conferences and the two-day conference are at www.osba.org/SB11. Pre-conference registration is separate from Summer Board Conference registration.

islators are working on charter school reform, mandate relief, special education changes, public contracting and the Governor's Education Investment Board. I'm particularly proud that our staff provided leadership to craft legislative concepts for charter school reform and mandate relief – concepts that are still in play when many others are stuck in committee.

Our legislative team has ready access to the Ways and Means co-chairs, Education Committee chairs and leadership from the House and Senate. Key decision makers hold our staff in high esteem for their



Kevin McCann
OSBA executive
director

Continued on page 3

In the Loop – Continued

depth of knowledge and integrity. Legislators regularly consult our staff to learn how bills would impact their local school districts. That kind of trust positions us to effectively advocate for what is good for students and oppose those ideas that distract your employees from the job at hand.

We put that same level of expertise at your fingertips on our website, www.osba.org. Look there for useful information about our top priority, the Education Stability Fund. If you want to follow any bills related to education, we provide daily updates on key measures and weekly *Legislative Highlights*. We also offer an extensive bill tracking system. If you haven't used these tools, we urge you to access them from the right side of our home page. And, there is a recording of the May 18 Legislative Update Webinar, if you happened to miss it.

In these difficult financial times, I believe the tension that is often present in the final weeks of a session could be intensified. Our commitment to you is that we will navigate any storms in a way that best serves our members and the children of Oregon.



Kevin McCann, OSBA executive director

Workshop submission deadline extended

OSBA is seeking proposals for workshops to be presented November 11 or 12, at the annual convention in Portland. Proposals can be for a 30- or 75-minute format.

Please complete the workshop proposal at www.osba.org/ac. **The deadline for submissions has been extended until June 1, 2011.** Proposals can be submitted online or print out the form and mail or fax it to OSBA.

If you have questions, please contact Steve Lamb, slamb@osba.org or Jennifer Saldivar, jsaldivar@osba.org, 503-588-2800 or 800-578-6722.



© Oregon School Boards Association

Kevin McCann, executive director
Dori Brattain, deputy executive director, editor

Judy Bennett, graphic designer, copywriter
Bill Dixon, copywriter
Diane Efseaff, assistant
Dan Peterson, printing manager

BEST PRACTICES: *Limiting liability*

Partnership with SafeSchools® offers more training options, greater flexibility



PACE – Property and Casualty Coverage for Education has signed an exclusive partnership with SafeSchools®, a leader in providing online staff training for K-12 and community colleges nationwide. This program has a proven track record of increasing staff and student safety and reducing the severity of property and liability claims.

“We know districts and community colleges are dealing with budget cuts that are really difficult. This is something we can do to reduce losses and keep costs in check – and at the same time provide the best possible safety training,” says Frank Stratton, PACE program manager.

Beginning July 1, PACE members will have free access to 14 award-winning online courses on important safety topics for schools through SafeSchools:

- *Oregon Sexual Conduct (HB 2062)*
- *Oregon Sexual Conduct, Parent Version*
- *Oregon Bullying Primer*
- *Bullying: Complete Course*
- *Boundary Invasion*
- *Cyberbullying*
- *Gang Awareness and Prevention*
- *Online Safety: Threats of Violence*
- *School Violence and Weapons*
- *Sexual Harassment Refresher*
- *Sexual Harassment: Policy*
- *Sexual Harassment: Staff-to-Staff*
- *Sexual Harassment: Student Issues*
- *Sports Supervision & Safety*
- And, coming soon, *Athletic Supervision*

Members who participate may also upgrade to the complete SafeSchools Course Library of 175 expert courses tailored for schools for just \$1.00 per full-time employee – a significant savings over standard rates. Additionally, community colleges get access to SafeColleges, a training program designed for colleges from Scenario Learning.

PACE has always been committed to providing training at little or no cost to members. “We decided to use our Partners in Prevention funds to benefit *all* PACE members this year, by implementing this program with SafeSchools. We can now offer even more courses, taught by some of the foremost safety experts in the country. With courses online, there is incredible flexibility for accessing, scheduling and documenting training – and that saves our members staff time and expense,” says Scott Neufeld, PACE loss control manager.

The SafeSchools program is currently used in over 2,500 school districts across the country. Last year, 45 Oregon districts completed nearly 80,000 online courses. Now, those districts will save money and more districts gain access.

“PACE continues to demonstrate leadership in helping Oregon districts become safer places to learn and work. We are very proud to be working with them,” said Brian Taylor, president of Scenario Learning.

For more information, contact PACE at 800-285-5461 or 503-371-8667 or contact SafeSchools at 800-434-0154. For a complete course list and more about what the partnership with SafeSchools offers PACE members, visit www.safeschools.com.

Gallup polls student attitudes

Could your board make better decisions if you knew what your students believed about their school and their own well-being?

Gallup has been researching and analyzing our lives for decades. Now, they are polling students on key drivers in student success. Research shows that hope, engagement and well-being are indicators of a student's grades, achievement scores, retention in school and future employment. Knowing how students feel about these aspects of their school experience should help school leaders, parents and communities drive pol-

icy to improve student success.

The Student Poll is tracking students in grades five through 12. The survey takes less than ten minutes and students are asked to respond to statements such as:

- I know I will graduate from this school.
- I feel safe in this school.

To find out how your school or district can participate – **for free**, you can join in a [free one-hour webinar](#) on June 2, 2011, at 1 p.m. PDT, or listen to recorded webinars anytime. For more information, visit www.gallupstudentpoll.com.

18 graduate advanced leadership class



L to R: Henry Perry, Dick Morley, Adrienne Black, Rick Parady, Linda Dugan, Nancy MacMorris-Adix, Vince Ceriello, Wylda Cafferata, Anna Tavera-Weller, Howard Wand, William Dooley, Charlene Moore, Twinkle Morton, Barbara Orre, Leah Harris, Janeen Sollman, Valerie Tewksbury and Alisa Hampton.

On May 15, 18 school board members from around the state completed *Leadership Oregon*, OSBA's advanced board leadership training course. Over the past five months, they participated in four two-day workshops in Salem to build an in-depth understanding of school leadership, advocacy, decision-making and oversight, school climate and community partnerships.

Congratulations to this year's graduates: **Adrienne Black**, Ridgeline Montessori Public Charter School; **Wylda Cafferata** and **Barbara Orre**, Pleasant Hill SD; **Vince Ceriello**, **Rick Parady** and **Howard Wand**, Rogue River SD; **William Dooley**, Port Orford-Langlois SD; **Linda Dugan**, Warrenton-Hammond SD; **Alisa Hampton** and **Anna Tavera-Weller**, Forest Grove SD; **Leah Harris**, North Lake SD; **Nancy MacMorris-Adix**, Salem-Keizer SD; **Charlene Moore**, Coos Bay SD; **Dick Morley**, North Santiam SD; **Twinkle Morton**, Fern Ridge SD; **Henry Perry**, Glendale SD/Douglas ESD; **Janeen Sollman**, Hillsboro SD; and **Valerie Tewksbury**, Reynolds SD.



"This kind of in-depth professional development required a major time commitment. It signals you are serious about learning what it takes to be outstanding leaders in your schools and communities," Kevin McCann, OSBA executive director, told the graduates. "As school board members, you each have a huge role in setting policy and making sure all students are getting a good education. It's complex and important work."

One member of the graduating class summed up the experience, "Over the past few months I've gotten to know board members from all over Oregon and OSBA staff. That provides a valuable support network. It is a tremendous benefit knowing who to go to with specific questions. And, if our district is facing a difficult issue, I can reach out to other graduates for insight."

For more information on Leadership Oregon, go to www.osba.org/LO or contact Steve Lamb, slamb@osba.org, 503-588-2800 or 800-578-6722.

Education research gets easier to find

The "*What Works Clearinghouse*" is a web-based link to results-oriented, high-quality research on education interventions for K-12 students. The U.S. Department of Education Institute of Education Sciences (IES) has added a new search feature and redesigned the site to make their database much more accessible for visitors.

The "*Find What Works*" tool allows you to sort reports on a given topic by the effectiveness of the program, grade level, student population or other defining criteria. If you

want to find research on the most effective programs for dropout prevention for high school seniors, it's here – and easy to find. Or, you can compare various programs for language development targeting non-English-speaking students – with summaries, intervention reports and technical appendices.

You will also know if a program was implemented one-on-one, in small groups or school-wide, the size of the test group and much more. Check out the site at <http://ies.ed.gov/ncee/wwc/>.

OEIT – from page 1

Underlying the governor's proposal is the idea that "all Oregon children must be supported to achieve key outcomes," and that measurement of these outcomes can be used to drive budget and policy decisions at the state level. The OEIT is trying to define the outcomes that serve as *evidence-based* predictors of student success. The preliminary list of outcomes for all students includes:

- Entering kindergarten with the skills to be successful.
- Reading at grade level at the end of the third grade.
- On-track for graduation in the ninth grade.
- Earning college credits in high school.
- Graduating from high school on time.
- Earning a college or career-ready diploma.
- Enrolling in post-secondary education within one year of high school graduation.
- Retention to second term – staying in a post-secondary program.
- Earning a degree or certificate of economic value.
- Employed, earning at least a living wage.

McCann stresses this is not a final list of goals, but that one step in improving the current education system is figuring out what needs to be accomplished. Then the detailed examination of the "delivery system" for education makes sense.

The real challenge, once outcomes are agreed upon, is to identify how to improve on the outcomes – and do it with the money we have. The role of schools – providing quality education, defined by community interests and state outcomes – will not change. The role of the state, specifically of the Education Investment Board if it happens, will be to drive improvement based upon Oregon's goals for student success and hold the state and schools accountable.

New model student/ staff handbooks

The 2011-12 *Model Key Dates Calendar*, the *Model Student Handbook* and the *Model Staff Handbook* are available now to help your district stay on track with board and administrative activities and comply with the most recent changes to Oregon law.

These essential tools can be purchased individually or bundled together to save money. Each product comes on disk in digital format, allowing you to customize it to meet your district's needs. Order at www.osba.org/pubs or contact Jennifer Saldivar, jsaldivar@osba.org, 503-588-2800 or 800-578-6722.

Protect your good name

As individuals and as elected officials, there are things you should do to make certain your actions are above reproach. Your reputation for fairness and honesty probably had a great deal to do with your getting elected to the board. To be sure that your good name remains intact, pay attention to the five areas where board members are most likely to put their reputations at risk:

- Violating public meetings law.
- Violating travel expense policies.
- Providing or influencing jobs for relatives.
- Holding financial interest in district contracts.
- Neglecting to ensure that adequate records and minutes of meetings are kept and open for public inspection.

OSBA publishes [Public Meetings Law, Board Meetings and Executive Sessions](#), available at www.osba.org/pubs. For more information on Oregon Ethics Law and how it applies to board members, OSBA has compiled a series of frequently asked questions you can find online, www.osba.org/EthicsFAQ.

OSBA also offers online courses on [Ethics](#) and [Public Meetings](#). These courses each take less than an hour and cost \$45 for a single participant, \$135 for a board of five or \$185 for a seven-person board. Find information on Online Learning Center courses at www.osba.org/pubs.

TANPool rate lowest in 20 years

OSBA's TANPool program recently sold \$8,055,000 of tax anticipation notes and is set to close June 1. Districts were able to secure a rate of 0.42 percent, the lowest in the 20-year history of the program. "The combination of achieving the highest short-term credit rating from Standard & Poor's and a very favorable market helped the participants borrow at the lowest rate ever," said Carol Samuels, senior vice president at Seattle-Northwest, the program underwriter.

TANPool is OSBA's short-term borrowing program. It allows school districts, education service districts and community colleges to pool with other schools to minimize the issuance costs of loans and gain access

Crisis: Preparing, responding, recovering

Prevention (also referred to as mitigation or intervention) is the first of the four cycles of crisis planning identified by the U.S. Department of Education. Schools are encouraged to consider the full range of what can be done to avoid a crisis. Think about how to decrease the potential need for a response in addition to thinking about how to deal with a situation once it occurs.

Preparedness is the second cycle of crisis planning and should ensure that all response and recovery needs will be met and resources are effectively deployed. When a crisis strikes it is typical to have to attend to immediate and multiple demands that are outside of normal routines. This can be overwhelming. Being prepared requires having specific response plans that clearly define roles and responsibilities.

Good crisis management preparation includes partnerships with public safety agencies, including law enforcement, fire, public and mental health and emergency services. Establishing personal relationships with key people in local response organizations can be important to smooth oversight, management and communication in crucial situations.

The third cycle, **Response**, requires quick assessment and decisions on the most appropriate response. Evacuation, lockdown or shelter-in-place are immediate responses depending on the incident. Contacting emergency responders, first aid, triage, deploying a crisis team and preparing communications are critical action steps in an effective response. This requires having a plan, knowing who is responsible for

decisions and having an integrated organizational structure that can respond to the demands of complex or multiple incidents.

The last step is **Recovery**. The goal is to return to normal as quickly as possible, but in that process, it is important to focus on the needs of students and staff and provide a caring and supportive school environment. Reactions to crisis are both immediate and long-term and may be observed months or even years after a stressful event.

And always, take time to evaluate and debrief after an incident. Look for ways to improve, update or revise plans. If teamwork fell apart, maybe drills and rehearsals would improve response in the future.

Luckily, true crises are often few and far between, but that can also mean people forget and relax – and lose some of the skills critical for dealing with difficult situations.

OSBA's [Emergency Response Quick-Step Reference](#) provides an easy-to-use format to help districts and schools build their own crisis plan. Find it at www.osba.org/pubs.

May 17 election: the vote is in

Election results for schools were mixed across the state – in all, 5 of 13 school bonds passed (one is still undecided), while only one (Portland) out of 10 local option levies passed. Obviously, getting people to agree to a tax increase in the present economic situation is a tough sell.

Portland had two very well publicized elections. The local option, which passed, will fund school operations for the next five years and preserves 200 jobs in schools. Portland's bond (the largest ever sought in Oregon), to rebuild eight schools and update the rest, failed. The defeat goes against Portland's history of overwhelming approval for school money measures. (63 percent of voters approved the last local-option levy in 2006). Portland plans to rework the proposal and try again.

Eugene also had a split decision, the bond measure passed, but another measure to impose a temporary personal income tax to support Eugene and Bethel schools failed.

In Newberg, Lincoln County, Bandon and Tigard-Tualatin school bonds passed. In Parkrose, the vote is still too close to call and will likely trigger a recount.

Continued on page 6



School Leader News

1201 Court St. NE, Ste. 400, Salem, OR 97301
PO Box 1068, Salem, OR 97308
503-588-2800 | 800-578-OSBA | www.osba.org
info@osba.org | facebook.com/osba.org

PRSR STD
U.S. POSTAGE
PAID
Salem, Oregon
Permit No. 282

Election – continued from page 5

Election results are posted at www.osba.org/BallotResults – including the results of all the elections since 2003.

Overall, there seemed to be frustration and distrust on the part of voters. Schools must continually work to reinforce a positive view of schools in their communities. If you are considering a bond campaign in the next couple years, plan to attend OSBA’s *Sustainable Schools: Bonds to Buildings* conference next January.

The May 17 election also filled roughly 700 board positions for schools, ESDs and community colleges. Over 885 candidates filed for these positions, with about 56 percent being incumbents.

Sustainability education conference

The *SOSI/COSA Sustainable Solutions Conference, Engaging Students to Meet the Essential Skills*, is June 21 at Gladstone High School. Details at www.sustainable-schools.org/about/conference.htm, or contact Lori Stole, lstole@zerowaste.org or 503-307-4067.

Bang for your buck: the value of membership

Notices have gone out to business managers for renewing your OSBA membership for 2011-12. Again this year, there has been no increase in the dues rate. Invoices are sent out now to give members the option of paying out of this year’s budget. For districts, OSBA dues are based on your average daily membership figures, as supplied by the Oregon Department of Education, and adjusted for charter schools within your boundaries.

OSBA appreciates your support, and we will continue to make every effort to meet the needs of school district, ESD, community college and charter school boards and provide the services you value:

- **ADVOCACY** – OSBA’s legislative team works year-round on behalf of schools and Oregon’s students. We have built relationships of respect and trust with legislators and continually work to represent our members at the state and national level.
- **TECHNICAL ASSISTANCE** – One of your most valuable resources as a board member is access to OSBA’s staff of experts. Whenever you have questions about school governance, the law, dis-

trict operations or policy, a phone call or an email gets you quick answers.

- **PROFESSIONAL SERVICES** – OSBA human resource, legal and policy staff provide assistance in contract negotiations, legal issues, employment and policy development at affordable rates.
- **PROFESSIONAL DEVELOPMENT** – OSBA offers a wide range of training opportunities for board members, administrators and staff – in the district, regionally, statewide and online.
- **NEWS & INFORMATION** – Our daily email newsclips service, newsletters (via email or in print), online resources and a full range of publications keep you current on education issues.
- **FINANCIAL RESOURCES** – Through OSBA you have access to PACE, the best property and liability coverage for schools, and other budget tools.

We recognize that school budgets are strained everywhere around the state. OSBA is your partner, if you have questions or if we can assist you in any way, please contact us at: info@osba.org, 800-578-6722 or 503-588-2800.