

AGENDA

✿ We Believe In Public Education ✿



Ed Week Declares Achievement of National Education Goals Iffy

Not much is reported on the National Education Goals drafted in 1989 by President Bush and the nation's governors, nor on the "Goals 2000: Educate America Act" enacted in 1994 by President Clinton. At the heart of both of these initiatives are the eight education goals established in 1989 under President Bush. A January 13, 1999, article in *Education Week* examined where the country stands on the goals. (See the listing of the eight goals below.)

According to *Education Week*, its staff used data from the panel given oversight authority on the eight goals. That data suggests that the nation will not meet the goals by the year 2000, but that progress has been made in some areas. Goal 1 (All children in America will start school ready to learn) has seen more improvement than any of the other seven goals. There also have been slight gains in mathematics achievement.

But most of the other goals either have no available data for comparison or showed little or no measurable improvement. The article, "With 2000 Looming, Chances of Meeting National Goals Iffy," takes a look at what has happened to the program. The author quotes U.S. Secretary of Education Richard Riley and others who have been involved in the National Education Goals. Acknowledging the likelihood of failure to reach the goals by 2000, most say the program nevertheless has been useful in focusing education efforts on student achievement. The article quotes Secretary Riley as saying, "Without [the goals], we'd have an awful lot of interest in education but not much direction."

Problems cited in the article as reasons the goals can't be met include lack of resources at the federal level, too much emphasis on what the schools have to do and not enough emphasis on what students and parents have to do to reach the goals, and political maneuvering regarding national standardized tests, standard-setting at the federal level and other "hot" issues. The biggest problem for the National Education Goals may be that states are setting their own academic standards and measurements leaving it difficult to compare "apples to apples" across state lines.

What's next for the National Education Goals?

Several scenarios are given including President Clinton convening a new summit, scrapping the National Education Goals and trying something new, and a call for emphasizing local control and accountability as a way to improve student achievement. The article also calls upon Harvard historian Patricia Alberjerg Graham to give insight. She says the goals have focused the nation on student achievement as the final movement in the history of U.S. education in the 20th century. She goes on to say that the institution of public education has made tremendous strides during the century – from assimilating immigrants into society to the integration of the schools. The article closes with this quote from Ms. Graham, "Whatever we've wanted our schools to do in the past, eventually the schools have done. We'll muddle our way through to having a higher fraction of students learning academic material. Each of these other stages took 20 or 30 years; this one will too." ✿

For a look at *Education Week's* complete report, visit their web site at www.edweek.org. Use "The Archives" to find 1999 articles on "National Education Goals."

National Education Goals

Goal 1) All children in America will start school ready to learn.

Goal 2) The high school graduation rate will increase to at least 90 percent.

Goal 3) All students will leave grades 4, 8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

Goal 4) The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Goal 5) United States students will be first in the world in mathematics and science achievement.

Goal 6) Every adult will be literate and possess the knowledge to compete in a global economy and exercise the responsibilities of citizenship.

Goal 7) Every U.S. school will be free of drugs, violence, and the unauthorized presence of firearms and alcohol.

Goal 8) Every school will promote partnership that will increase parental involvement and participation in promoting the growth of children.

The Newsletter of
the Georgia School
Boards Association.

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From the Executive Vice President...

The Focus Remains on Student Achievement

By Gary Ashley

A recent study by the American School Board Journal and Virginia Tech profiled the demographics of school board members in the U.S. and included a top-ten list of “Board Members’ Worries.” The list contrasted the top worries of board members during the years 1987-88 and 1997-98. The most telling difference was highlighted by the top response. The number one worry of board members in 1987 was “lack of financial support.” The worry most often cited in 1997 was “student achievement.” Lack of financial support was number two on the 1997 list.

This should give us all a reason to pause and gauge where we are in this continuum. How much time do we spend discussing student achievement versus school finance? How much headway are we making on basing decisions on student achievement issues instead of funding issues? Both are important and weighty issues.

As an association, GSBA has had to struggle with these kinds of questions as well. It’s much easier to talk about the need for more resources and much, much more difficult to talk about how we will improve student achievement. Look at our cover story on the National Education Goals. The goals have definitely helped to position student achievement as our top national education priority. No one is sure what is the best way to improve student performance. Because there is so much guesswork involved, it’s a difficult issue with many possible roads to take in finding solutions. But that doesn’t lessen the need to focus on the issue as we continue to search for the right way to go.

I’m proud of the fact that GSBA has made, and continues to make, every effort to focus discussions on how to improve student achievement. It takes some practice. After all, we’ve put so much heart and soul into the funding issues. But with the public perception of public education being what it is – mostly negative, and with increased competition for resources at a state and local level, it is time we change what we’re talking about into what people want to hear about. They are tired of hearing from educators about not having enough money to do the job. They are ready to hear about how we’re using resources to improve the product. The irony is that our main job always has been, and remains, to heighten student achievement. We just haven’t talked about how we go about it.

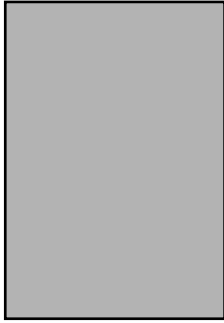
Does this mean we’re not going to talk about the need for federal and state budget developers to consider the unbalanced partnership that exists in funding public

education? Does focusing on student achievement mean abandoning our discussions about school boards needing relief from unfunded mandates and under-funded programs? No. But it does mean that we have to discuss these issues in a different way. In fact, instead of “discussing” we need to have true “dialogue.” We need to open communication by sharing information about student achievement and how funding of certain programs – or under-funding certain programs – can affect student achievement. We need to show results of programs that work and what kind of resources are needed to continue the work. We need to connect in the minds of others the importance of hiring and retaining the best staff – including support staff – to the programs that are offered to help our students learn. We also need to listen to the concerns of others about how our school systems aren’t functioning properly in some areas and how that affects student achievement.

GSBA’s “Standards for Local Boards of Education” is an excellent tool for boards to use to begin a serious quest to discovering the vast implications of focusing on student achievement. This program offers the kind of self-examination that has been sorely lacking. To effectively participate in the program of standards, a board – any board – would have to ask hard questions about its operations and purpose.

As those who govern our local public school systems, it is the local board’s responsibility to create the environment for school system administrators to administer effective programs, for teachers to teach students and for the myriad of other pieces that are needed to have an excellent education system to be put into place. The goal always has to be to get the student to the next level. The “Standards” are a way to get a board moving in that direction. Along with participating in that program, a board has to devote time to becoming knowledgeable about all of the factors that go into student achievement like curriculum development, standardized testing, research on learning styles, teacher development and more. Note that being knowledgeable doesn’t mean micromanagement, it does mean greater understanding on your part of what it takes to improve student achievement and greater skill on your part in communicating this to others.

In our capacity to serve local boards of education in Georgia, GSBA is a stage-setter. We can best assist by providing appropriate models and training to boards so that they can carry on the business of governing the local school system. And that is our pledge to the boards of education in Georgia – GSBA will be the leader in focusing the discussion and action around our number one job of improving student achievement. ☞



Gary Ashley
GSBA Executive Vice President



“The goals have definitely helped to position student achievement as our top national education priority. No one is sure what is the best way to improve student performance. Because there is so much guesswork involved, it’s a difficult issue with many possible roads to take in finding solutions. But that doesn’t lessen the need to focus on the issue as we continue to search for the right way to go.”

—Gary Ashley

GSBA Website - Planning for Tomorrow

By Mark Willis

Few would question that the Internet has changed the way people do business. Its impact has been unlike any other in society and whether liked or not, it effects each and every school board member. Many school board members are avid proponents and users of the Internet and rely on it daily. While others may not use it personally, they more than likely are relying on information from a colleague at work, a family member, the business community or from their central office staff that was obtained from the Internet.

GSBA has always been a proponent for the effective use of technology and has worked hard to incorporate it into every area of the Association. To make technology effective, it requires careful planning and good people. Without these two components, technology can be more of a burden than a benefit. As GSBA has worked to incorporate technology into its services, it has always kept paramount the use of technology as an aid to the personal aspects of providing services rather than a replacement of personal service.

Back in 1995, GSBA was one of the first state school board associations to have its own website. Since the development of that initial site, GSBA has made several enhancements, earning national recognition for its leadership role in the use of technology. Realizing the existing and future potential of the Internet, GSBA has just completed an extensive strategic planning process that resulted in a new design, revised content requirements and improved navigational structure to build a completely new GSBA website. This process, spanning over four months, included extensive discussions with each of GSBA's department heads as well as feedback from the Board of Directors and entire membership. The planning for the new website was featured at the GSBA exhibit booth at the 1998 Annual Conference in December and all participants were encouraged to complete a website survey. Results of the survey were very positive and helped guide the direction for the new site.

With the planning process complete, the GSBA Board of Directors approved at their meeting on February 8, 1999, funding to begin the first phase of implementation. Plans for Phase 1 include imple-

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From GSBA's President...

Non-Partisan Structure Promotes Unity of Purpose for Local Boards of Education

By Ronald H. Hopkins, Sr.

I have always been in favor of having non-partisan local boards of education. I haven't heard any arguments to sway my opinion. I serve on a non-partisan board and believe that the structure supports the idea of putting the students' best interest first. In fact, I urged GSBA to seek legislation to allow all local boards of education to be elected in nonpartisan elections, but I was informed that this legislation would not be considered by the legislature this year.

As the article from GSBA's legal counsel in this issue of *Agenda* shows, any local board of education can become a non-partisan board and I would suggest they consider doing this.

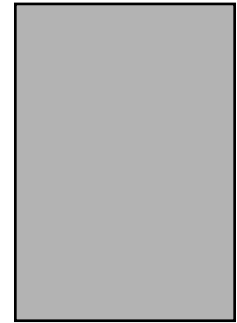
Some politicians argue that since they have to declare a party to run for office, or run as an independent candidate, that candidates for local school boards also should be held to the same rules. I take exception to that argument because I believe that serving public education is different than serving any other interest in our society. As school board members, our priority should be on providing the best education possible to the students and safeguarding the resources under our control that are used to create an excellent education environment. I maintain that there is no place for another agenda—from the left or the right.

Having a non-partisan board automatically brings veteran and new board members to the same table. This structure promotes unity and makes it easier to open up lines of communication about all aspects of public education.

I believe having non-partisan elections also makes it easier to attract highly qualified individuals to seek positions as board members. There is no need for holding primary elections, which simplifies the process. It also allows qualified individuals to run for a school board seat without having to either agree or disagree with all the positions of the major political parties. This way the election remains focused on education issues.

Non-partisanship is also increasingly attractive to voters. Voters are interested in getting problems solved and they see the governing body as a whole.

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Ronald K. Hopkins, Sr.
GSBA President

Special Note of Congratulations!

Terry Jenkins has been named to replace retiring Bill Barr as executive director of the Georgia School Superintendents Association. Dr. Jenkins has been serving as superintendent of Troup County and will assume his new position July 1.

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Executive Session: Legal Issues for Board Members

By *Harben & Hartley*
GSBA General Counsel

What Boards Should Know About Changing Local Legislation.

At the beginning of this issue of the Agenda, the President of GSBA urges boards of education to consider local legislation to make elections for the board of education nonpartisan. Many board members may not have known that such an option was available. In fact, it is our experience that most board members are not aware that local laws passed by the General Assembly and applicable only to one board determine many issues relating to local board governance. For instance, the number of members of the board of education set at five by general law can be changed by local law. Whether the board members are elected at large or by districts is determined by local law as are the boundaries of the election districts. The term of office for board members and whether elections are partisan or nonpartisan, while set by general law, may be changed by local law. The method of electing the chair for the board is set by general law but may be changed by either local law or local board policy. Finally, even issues like per diem for board members can be addressed through local legislation.

Prior to 1996, any local act which changed the method of selecting a board from appointed to elected or the method of selecting a superintendent from elected to appointed had to be passed by both houses of the General Assembly and then passed by the voters in a special election or referendum called for that purpose. Since the State Constitution now provides that all boards are elected and all superintendents are appointed, the only change in a school district which must be approved by the voters before it is effective is the consolidation of one school system with another.

Most local board members are not aware of the specific local act or acts which govern such issues and even fewer understand the process whereby such local laws may be changed. All local laws are passed by the Georgia General Assembly and like any other bill must be passed by a majority of both the Senate and the House of Representatives. Given the very large number of bills, particularly local bills, introduced in any session of the General Assembly, it is the custom and practice of both houses to pass any piece of local

legislation which is sponsored by all of the members of the local legislative delegation. In other words, if all of the state senators and representatives representing any area of the school district support a local law, it will pass both houses and be enacted. While local laws are passed by the General Assembly, it often takes the request of the local board of education to get a member of the General Assembly to introduce local legislation affecting the makeup of the local board.

Every member of a local board of education should be familiar with the local legislation which governs these issues. To the extent the school system does not have an available copy, the school district's attorney should be able to locate one in the closest law library. If not a copy can often be found through the local probate judge or election superintendent. If there are no other options, GSBA, through its general counsel, will be glad to provide local legislation to any interested board.

If a local board of education wishes to change any aspect of its local legislation, it should follow this process. First, a unanimous consensus of the local board itself should be obtained. Sometimes, local legislation can be adopted even when a minority of the local board objects to it, but most often, local legislation will only be passed when there is a strong community consensus, beginning with unanimous consent by the board of education, in favor of it. Prior to taking any official action, the board of education should approach the members of the local legislative delegation to determine whether there exists any political opposition to the proposed change within the delegation itself. The goal is always to obtain the unanimous consent of the local legislative delegation. Again, occasionally local legislation is sponsored and passed through the General Assembly even though one or more members of the local legislative delegation opposes the legislation. More typically, opposition from any member of the local legislative delegation makes the legislation controversial and unlikely to pass through both houses of the General Assembly.

Once the political groundwork has been laid, many legislative delegations prefer that the local board of education pass a resolution or motion specifically requesting that local legislation be introduced and specifying the contents of that local legislation. Many times, counsel for the local board of education will actually prepare the legislation, the appropriate notice to run in the local newspaper and any other documents necessary in connection with the legislation. It is very important that the school district's attorneys be

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involved and that they be well-versed in the legal issues not only so that the proposed local act complies with all applicable provisions of state law, but also because most of these changes must be pre-cleared under Section 5 of the Voting Rights Act which requires the assistance of a lawyer working with the Department of Justice. Once the bill is legally in order, one or more members of the local legislative delegation will introduce the local bill in one of the houses of the General Assembly and, assuming all steps have been taken to this point, passage in both houses and signature by the Governor should follow quickly.

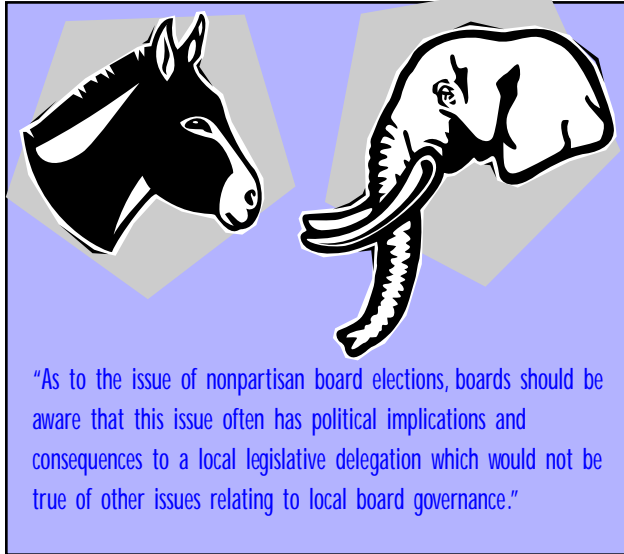
There is one issue which a local board can establish on its own, without the action of the General Assembly, the method for electing the board chair. If there exists no local legislation

governing the issue, then the board may enact a policy determining how and when the chair of the board of education shall be elected and for how long the chair shall serve. This is the only issue relating to the makeup and governance of a local board that can be determined solely as a matter of local board policy. Again though, it is important that the local board determine whether there exists legislation which already dictates this issue.

There are in the state several boards which may find that their local legislation does not define the governing structure of the board. In some cases, a local board of education has been the subject of a federal court challenge, generally pursuant to either the Fourteenth Amendment or the Voting Rights Act, and the court challenge has resulted in a court order which details the voting districts, the number of members on the board, how vacancies will be filled and other issues regarding the governance of the board. In these circumstances, the federal court order controls over the local legislation because federal law preempts state law under the United States Constitution. Many times, the local board has taken steps to insure that the terms of the federal court order are passed as local legislation to insure consistency between state and federal law. However, where there is a governing federal court

order, the board must be very careful to insure that appropriate steps are taken pursuant to the court order to get the permission of the court, where necessary, to make changes in the governing structure of the board.

Finally, as to the issue of nonpartisan board elections, boards should be aware that this issue often has political implications and consequences to a local legislative delegation which would not be true of other



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issues relating to local board governance. For instance, a local legislative delegation may be determined to maintain partisan board elections for the political benefit of the local party where they would have no objection to changing the makeup of the election districts for the local board, the

number of members on the local board or other such issues. Strong community support and the unanimous agreement of the members of the local board of education are always necessary where a board seeks to make this change. In making such a change, the local board should also consider whether it wishes to hold its nonpartisan elections in connection with the summer primaries or the November general election. If held during the summer primaries, the prospect exists for the election of a new board of education which will not take office for almost half a year. On the other hand, if a board election in November results in a run-off, it is unlikely that there will be other races on the ballot for a run-off resulting in additional expense to the taxpayers and a likely low turn out for the run-off elections to determine the member of the board of education.

Every member of a local board of education should be aware of and familiar with the general and local legislation which governs the makeup of the board of education. Similarly, each board of education has a role to play in determining its own destiny. If a board wishes to change any aspect of this governing structure, it should pursue the matter legally and politically in partnership with its local legislative delegation to insure that the citizens, and most importantly the students, of the school district are well represented. ❖

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GSBA's Associate Members demonstrate their commitment to furthering the work of the association.

AAA Modular Buildings

P. O. Box 9083
Columbus, GA 31908

Beers Construction Co.

70 Ellis Street
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P. O. Box 937
Ft. Valley, GA 31030

Coca-Cola

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Atlanta, GA 30301

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2875 Bankhead Hwy.,
Atlanta, GA 30318

Ga. School Age Care Assc.

246 Sycamore Street, Ste. 252
Decatur, GA 30030

Ga. School Equipment

137 A. North 85 Parkway
Fayetteville, GA 30214

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Association News

- The GSBA Board of Directors voted on February 8 to eliminate the GSBA Award of Excellence. The Board based its decision on the fact that the award's scoring does not work well with the Association's revised Professional Development Program. GSBA will be developing a new recognition for board members who successfully complete professional development programs.
- In memory: Geneva Coggin, mother of Sue Ashley, passed away on February 2, 1999.
- Don Rooks, GSBA's legislative specialist, has taken on the added responsibility of policy services specialist. Dr. C.B. Lord, who previously handled the policy services department for the Association still is recuperating from an illness and will not be able to rejoin the Association on a full-time basis. Dr. Rooks and Policy Coordinator Sandy Vanags are on hand to assist boards with policy manual revisions and questions on individual board policies. The department is currently working on 15 policy manual revisions, which is a dramatic increase in this service. Usually, GSBA handles about five or six policy

manual revisions a year. For information about this service contact Dr. Rooks or Ms. Vanags at (770) 962-2985 or (800) 226-1856.

- GSBA has trained a number of educators to serve as members of tribunals for local boards of education. With the abolition of the Professional Practices Commission, local boards no longer have an option of asking it to select a tribunal to hear personnel cases involving the proposed termination of an employee under contract or the non-renewal of a tenured employee. A local board can choose to select a tribunal, as the law provides, consisting of "not less than three nor more than five impartial individuals possessing academic expertise," either from GSBA's list or select other individuals not on the list, or some of each. Upon request, GSBA will make the list available to local boards. Local boards must negotiate directly with any person selected as to compensation and travel expense.
- Gil Parrish, GSBA's deputy executive director, was recently named by *Convention South* as one of the "99 Meeting Professionals to Watch in 1999." The individuals were selected by representatives of Convention and Visitor's Bureaus, hotels and other meeting sites. ☺

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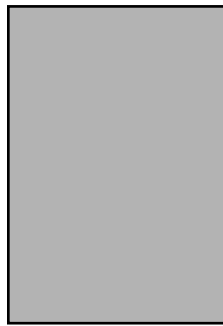
New Partnership Introduces EDvancenet Resources: Valuable Tools to Guide Policy Decisions

The Consortium for School Networking (CoSN), the National School Boards Foundation, and MCI WorldCom have formed EDvancenet, a new partnership that has created tools to address education technology in the context of major policy issues. The *Leader's Guide to Education Technology*, presentation materials and the EDvancenet website are now available to local school board members and other policymakers. These tools are designed to help policymakers and school leaders ask the right questions to ensure that technology supports – and helps achieve – educational goals.

GSBA Deputy Executive Director Gil Parrish serves on the Board of Directors for EDvancenet and was instrumental in the development of the *Leader's Guide to Education Technology* and the EDvancenet website.

“EDvancenet is committed to helping policymakers and school leaders make sound decisions about technology’s use in schools,” said Gil Parrish. “CoSN, the National School Boards Foundation, and MCI WorldCom came together for this project because of our belief that state and local policymakers don’t have to become technology experts to make intelligent decisions, but they do need information and resources to help them ask the right questions so that technology is used to support educational goals. By providing resources for policymakers and school leaders and creating a network of knowledgeable decision-makers, EDvancenet strives to ensure that our national investment in education technology enables students to succeed in the new age of information technology,” Parrish concluded.

Around the nation, decision-makers are embracing the EDvancenet tools. “The EDvancenet materials are a valuable addition to presentations before local school board members in Massachusetts,” said Michael Gilbert, technology director of the Massachusetts Association of School Committees. “With these resources, I’m able to effectively convey both the benefits and challenges of using technology in schools.”



GSBA Deputy Executive Director Gilbert E. Parrish serves as an EDvancenet advisor. He also received special acknowledgement for his contributions to the “Leader’s Guide to Education Technology.”

And in New Mexico, Kurt Steinhaus, EDvancenet advisor and assistant superintendent in the New Mexico Department of Education reports, “School administrators are telling me, ‘These EDvancenet resources are great! Finally someone prepared a set of tools that address technology in the context of our major policy issues.’”

The Consortium for School Networking is a broad-based membership organization that advocates the use of telecommunications in K-12 classrooms to improve learning. CoSN members include school districts, state education agencies, national education agencies and private organizations.

The National School Boards Foundation was established in 1995 to identify new solutions and approaches to the most pressing challenges facing the nation’s schools and their boards. The National School Boards Foundation is dedicated to preparing school board members to be catalysts for systemic reform in the public schools.

MCI WorldCom is dedicated to broadening the education of America’s children and families with cutting-edge technology. MCI WorldCom has formed partnerships with national organizations to help facilitate and support the effective integration of technology in the classroom. Through the MCI WorldCom Foundation, MCI WorldCom has provided the funding to administer the EDvancenet project. ☞

Copies of the EDvancenet Tools are available via the EDvancenet website at www.edvancenet.org. Additional tools with up-to-date information are scheduled for release in spring 1999. For additional information, contact Robin Kaczka, EDvancenet manager, at (703) 838-6200 or at rkaczka@nsba.org.

*Associate Members,
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Gwinnett Chamber of Commerce
5110 Sugarloaf Parkway
Lawrenceville, GA 30043

H + M Construction Co.
P.O. Box 200
Jackson, TN 38302-0200

Heery International
999 Peachtree St., N. E.
Atlanta, GA 30367

M. B. Kahn Construction Company
P. O. Box 1179
Columbia, SC 29202

Marriott School Services
200 Continental Drive, Suite 400
Newark, DE 19713

National Teacher Associates, Inc.
5220 Spring Valley Rd., Ste 400
Dallas, TX 75240

Parrish Georgia, Inc.
221 Industrial Drive
Perry, GA 31069

Phillips Cook & Atry
1200 Harris Tower
233 Peachtree Street, NE
Atlanta, GA 30303

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2849 Paces Ferry Rd., Suite 640
Atlanta, GA 30339

SIEBE Environmental Control
117A Ravenwood Court
Albany, GA 31701

Southeast Service Corp.
406 Willow Ave., Box 19
Knoxville, TN 37901

Southern A&E LLC
7800 The Bluffs, NW, Ste. A
Atlanta, GA 30168

So. Co. Energy Solutions
121 Ralph McGill Blvd. N.E.
Atlanta, GA 30308

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1800 Peachtree Street., N.W.
Atlanta, GA 30367

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VALIC
200 Ashford Center, N, Suite 100
Atlanta, GA 30338

Wachovia
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Atlanta, GA 30302

Waterford Early Reading Program
404 Half Hitch Court
Woodstock, GA 30188

The Following have been selected to serve on the 1999 Executive Committee of the Georgia Council of School Board Attorneys

- President - [John Taylor](#), Attorney, Lewis, Taylor & Todd
- President Elect - [Vicki Sweeny](#), Attorney, Thompson & Sweeny
- Past President - [Terrel W. Benton, Jr.](#), Attorney, McLeod, Benton, Behnaud & Marshall
- [Sam Harben](#), GSBA General Counsel, Harben & Hartley
- [Robert F. Leverett](#), Attorney, Hodges & Leverett
- [Jerry A. Lumley](#), Attorney, Jones, Cork & Miller
- [Phillip M. Landrum, Jr.](#), Attorney, Landrum & Landrum
- [Jeffrey S. Parker](#), Attorney, The Parker Law Firm

News Briefs

E-Rate Application Window Extended to April 6, 1999

To give you more time to prepare your 1999-2000 E-Rate application, and to increase the chances that you'll have heard a decision on your 1998 application before you need to apply for Year 2, the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) has officially extended the closing date of the Year 2 application window to 11:59 p.m. ET on April 6, 1999. In order to be considered "in the window," you must file Form 470, wait 28 days, and then file Form 471 so that your entire application, including all paper attachments and certifications, is received by SLD by 11:59 ET on April 6. Technically, this means that the last day to file Form 470 and complete the rest of the process within the window is March 9-but you would have to sign any new contracts, complete and sign Form 471, and hand-deliver it to the SLD office in Lawrence, Kansas all on April 6 if you waited that long to file Form 470. For more information, see the SLD web site (www.slcfund.org) or contact the customer service line at 888-203-8100.

ERS Updates "School Administration Under Attack: What Are the Facts?"

In November 1998, the Educational Research Service (ERS) revised its popular publication *School Administration Under Attack: What Are the Facts?*, which provides school administrators and other education decision-makers with the facts necessary to effectively combat the erroneous myths surrounding the size and scope of public school administration.

Harsh criticism continues to be leveled at education administrators by both the uninformed and the misinformed, most notably the public perception that school administration is a bloated bureaucracy diverting critical resources from instruction. "It is a national tragedy to criticize, malign and attack school leaders with untruths. Unfortunately, however, the myths about school administrators too often continue to demean the dedicated professionals who lead our nation's schools. The real facts are based on research and are simple and straightforward for all to see," states John M. Forsyth, ERS president.

The report contains information to support these facts:

- Effective schools research clearly shows that good school management is essential for the development and operation of effective schools.

- The number of administrators in public schools compares favorably to the number of executive and managerial staff in business and industry generally. Education leaders supervise more staff (13.5 to 1) than in other businesses or industries identified by the U.S. Bureau of Labor Statistics.

- The facts show that the number of administrators has actually decreased over the past 35 years, primarily as a result of rapid consolidation of both school districts and individual schools.

- When examining the assertion that administrators are paid too much compared with teachers, two key points must be considered: employment contracts of most school administrators specify a 20 to 30 percent longer work year than do the contracts of most teachers, and salaries in education reflect differences in the level of training and years of educational experience required. With these points in mind, the differences in pay are relatively narrow.

- Over the past 15 years, the average percent of school district budgets allocated for administration has actually declined slightly from 4.7 to 4.5 percent.

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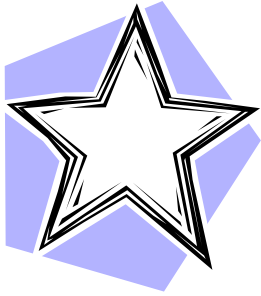
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Leadership

GSBA



Congratulations

to the individuals listed on this page. They are the 1999 graduates of Leadership GSBA. The program, which was revised this year, was developed through the cooperative efforts of GSBA, the Southern Company and Georgia Power. The goal of the program is to provide participants with the enhanced skills to become more effective leaders on their respective boards of education.

Appling County Schools	Mr. Virgil Carter	Harris County Schools	Mr. Robert P. Jones
Baker County Schools	Ms. Myrlene Sheffield		Mrs. Susan F. Knight
Barrow County Schools	Ms. Carol Burbulis		Dr. Jack Stewart
	Ms. Beth Magness	Jeff Davis County Schools	Mr. Duke Campbell
Bibb County Schools	Ms. Betty J. Phillips	Jefferson City Schools	Ms. GuyDean Benson
Bleckley County Schools	Ms. Wanda Barrs		Mr. Ronald K Hopkins
Burke County Schools	Mr. Willie Latimore	Jenkins County Schools	Mr. Carroll E Gay
Camden County Schools	Mrs. Tricia Smith	Jones County Schools	Ms. Deloras T Moon
Candler County Schools	Mrs. Helen Curry		Mr. James T Stone
Carroll County Schools	Mr. Bruce Allen	Laurens County Schools	Rev. Ellis Carswell
Carrollton City Schools	Mrs. Helen Fay Lewis	Lee County Schools	Mr. Larry Hill
Cartersville City Schools	Ms. Linda P Benton		Ms. Wendy Martin
Catoosa County Schools	Mr. Billy Joe McDaniel	Liberty County Schools	Ms. Mattie Hicks
Clarke County Schools	Mrs. Anne Cooper	Lincoln County Schools	Ms. Marcene P. Powell
Clayton County Schools	Ms. Joy Cavin	Macon County Schools	Mr. Eugene Felton
	Ms. Valencia Seay	Marietta City Schools	Ms. Annette Lewis
Cobb County Schools	Mrs. Betty Gray	McIntosh County Schools	Mr. David Karwacki
	Mr. Gordon O'Neill		Ms. Marjorie Washington
	Mrs. Laura Searcy	Mitchell County Schools	Mr. Tommy Hilliard
Columbia County Schools	Ms. Debbi Brooks		Rev. Charlie Williams
	Mr. Ray Hicks	Monroe County Schools	Rev. Ben Taylor
Coweta County Schools	Mr. Harry Mullins	Muscogee County Schools	Mrs. Linda Parker
	Mr. Michael Sumner		Mr. James Walker
Dawson County Schools	Ms. Linda Townley	Newton County Schools	Mr. Don T Floyd
DeKalb County Schools	Ms. Elizabeth Andrews	Paulding County Schools	Mr. Howard Maxwell
	Mr. William B. Bryant	Peach County Schools	Mr. Billy Davidson
	Ms. Terry C Morris		Ms. Rachel Rumph
Dougherty County Schools	Mrs. Jerry Plowden	Putnam County Schools	Ms. Johnnie Y. Penn
Dublin City Schools	Mr. Robert Willis	Randolph County Schools	Mr. Henry Cook
Elbert County Schools	Mr. Steve Howe	Richmond County Schools	Mr. Y. N. Myers, Jr.
Fayette County Schools	Mrs. Debbie Condon	Rome City Schools	Mr. Gene Clark
Floyd County Schools	Mr. George Bevels		Ms. Cheryl Huffman
	Mr. Bryan Shealy	Savannah-Chatham County	Ms. Lori Brady
Forsyth County Schools	Mr. Paul Kreager		Ms. Jessie DeLoach
	Mr. Eddie Taylor		Mr. DeWayne Hamilton
Fulton County Schools	Mrs. Zenda J Bowie	Social Circle City Schools	Mr. Hal W Dally
	Mr. Ron Jackson	Sumter County Schools	Mrs. Lorena Sabbs
	Ms. Karen Weaver	Tift County Schools	Dr. Hal Henderson
Glynn County Schools	Ms. Susan Raikes-Walker	Troup County Schools	Ms. Sheila Rowe
Gordon County Schools	Ms. Amogene Blackstock		Mr. Robert Tatum
	Mr. Jerry Casey	Turner County Schools	Mr. William F. Hobby
	Mr. Bobby E Hall	Walker County Schools	Ms. Jewel Campbell
	Mr. Jack W Miller		Ms. Sandra McKinley
	Mr. William Tyner	Walton County Schools	Mr. Donald E Garrett
Greene County Schools	Mr. Mike M Jones	Ware County Schools	Mr. Clarence E. Billups
Griffin-Spalding County	Ms. Debbie Hudson		Mr. Bryant H Bower, Jr.
	Mr. Tom Ramsey, Jr.	Warren County Schools	Ms. Gwendolyn Tucker
Gwinnett County Schools	Mrs. Louise Radloff	Washington County Schools	Mr. Sammie Lee Knight
Habersham County Schools	Mr. Douglas R. Church	Wayne County Schools	Mr. Martin Proudfoot
Hancock County Schools	Rev. Forrest Lester	Whitfield County Schools	Mr. Mark Fidler

March 1999

- 9 GSBA/RESA Training
Heart of Georgia RESA, Eastman
- 9 School Improvement Panel
State Board Room, Atlanta
- 10 GSBA/RESA Training
Oconee RESA, Sandersville
- 16 GSBA/RESA Training
NW Georgia RESA, Rome
- 17 GSBA/RESA Training
Middle Georgia RESA, Ft. Valley
- 24 GSBA/RESA Training
First District RESA, Hinesville
- 25 GSBA Training - Superintendent Evaluations
GSBA Offices, Lawrenceville

April 1999

- 7 NSBA Executive Directors' Liaison Committee Meeting
San Francisco, CA
- 8 NSBA Executive Directors' Pre-Conference Meeting
San Francisco, CA
- 9-13 NSBA Delegate Assembly and Annual Conference
San Francisco, CA
- 14 GSBA/RESA Training
North Georgia RESA, Ellijay
- 20 GSBA/RESA Training
Griffin RESA, Griffin
- 22 GSBA Executive Committee Meeting
GSBA Offices, Lawrenceville
- 22 GSBA Governmental Operations Committee
GSBA Offices, Lawrenceville
- 27 GSBA/RESA Training
West Georgia RESA, Grantville
- 29 GSBA Workers' Comp and RIMS Trustees Spring Meeting
GSBA Offices, Lawrenceville

News Briefs, continued from page eight...

During the same period, the budget percentage allocated to instruction has increased from 63.4 to 69.8 percent.

For more information about the report or how to order a copy, contact the ERS at 1-800-791-9308.

Fun Facts About Today's College Freshman

Consider the following facts. Most of the people who started college this past fall after having graduated from high school in the spring were born in 1980, and...

- Black Monday 1987 is as significant to them as the Great Depression.
- They have known only one Pope.
- They can only really remember one president.
- They were 11 when the Soviet Union broke apart and do not remember the Cold War.
- Atari predates them, as do vinyl albums. The expression "you sound like a broken record" means nothing to them.
- The "Tonight Show" has always been hosted by Jay Leno.
- Kansas, Chicago, Boston, America and Alabama are places, not bands. ☎

Mark Your Calendar/Make Your Plans!
GSBA's 1999 Summer Conference and Delegate Assembly is Coming to Jekyll Island June 11-12.

New Board Member Orientation - June 9-10

Communication and Policy Workshops - June 10

You should begin making your hotel reservations as soon as possible. When calling one of the hotels, be sure to mention that you are attending the GSBA Summer Conference and Delegate Assembly.

- Holiday Inn - (800) 753-5955
- Clarion Resort Buccaneer - (800) 253-5955
- Comfort Inn - (800) 204-0202
- Ramada Inn - (800) 853-2110
- Jekyll Island Club Hotel - (912) 635-2600
- Villas-by-the-Sea - (800) 841-6262
- Beachview Club - (912) 635-2256

For those who desire alternative lodging, accommodations also are available at St. Simons Island which is a 20-minute drive away.



As of February 15, 1999, the following boards of education have verified that they are in compliance with the "Standards for Local Boards of Education."

- Ben Hill County Schools
- Bremen City Schools
- Carrollton City Schools
- Cartersville City Schools
- Cobb County Schools
- Commerce City Schools
- Gordon County Schools
- Jefferson City Schools
- Madison County Schools
- Meriwether County Schools
- Newton County Schools
- Thomas County Schools
- Ware County Schools
- Washington County Schools

Publication Policy

Agenda is published bimonthly by the Georgia School Boards Association as a service to its member school boards. GSBA is a nonprofit organization for the state's 180 local school boards, which have joined together voluntarily to improve public education through cooperative effort. The articles published in each issue represent the ideas or beliefs of the writers and are not necessarily the views of GSBA, except where specifically stated.

You are invited to submit articles of 1,500 to 2,000 words dealing with topics of current interest to school board members. The editor reserves the right to determine whether the article is appropriate for the readership. Send manuscripts to Laura Reilly, *Agenda* Editor, Georgia School Boards Association, 5120 Sugarloaf Parkway, Lawrenceville, GA 30043.

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Toll Free: 877 813-1518
FAX: 678 584-2286

GSBA's Web Site: www.com/gsba

Superintendent Searches: The Status of GSBA's Process

GSBA is assisting in superintendent searches for the following school systems. If you are interested in any of these positions, call GSBA for information on application procedures.

Searches Underway

<i>School System</i>	<i>Application Deadline</i>
Murray County*	January 8, 1999
Treutlen County*	January 11, 1999
Ben Hill County*	February 12, 1999
Troup County	April 2, 1999
Screven County	March 19, 1999
Stewart County	April 23, 1999

* In the interview stage (Glynn County and Wayne County also are still in the interview stage.)

Completed Searches

<i>School System</i>	<i>New Superintendent</i>
Candler County	Wendell Christian

President's Message, continued from page three...

This is especially true in public education where the whole board is sure to get the credit or the blame for what's going on with the school system.

As always, the best proof may be in seeing for yourself. Talk to other board members who serve on non-partisan boards. Find out from them what the advantages are, and if they believe anyone has been left out by having a non-partisan board. It never hurts to ask and get information. After all, we're all in this together to improve education and do what is best for the children. ☺

GSBA Website, continued from page three...

mentation of the new design, integration of the Association's database with the website for improved on-line membership, meetings and registration information, press release engine, revised calendar, email listserv, and improved navigation and site administration. The site also will be designed to accommodate future enhancements that will come in later phases.

Please stay tuned as GSBA is working to reveal the new site at the upcoming Summer Conference at Jekyll Island. As always, we encourage continued feedback and input from the membership on this important process. After all, the site will be built to serve you! ☺



Stay on target with the news and information you need about public education in Georgia!

Visit our web site often!

www.com/gsba

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