

Liability For Student Searches

By: Harben, Hartley and Hawkins, General Counsel

The question of whether our schools are safe for students and staff is an issue that continues to confront school administrators. A necessary tool in the battle to ensure a safe learning environment is the ability to search students for weapons, drugs, or other items prohibited by the school's code of conduct. Although the parameters for conducting student searches have been defined by the courts for a number of years, a recent decision by the United States Supreme Court provides further guidance—and limitations—on how student searches are to be conducted by administrators. Because the question of whether a search is legal and appropriate is always dependent on the facts of the situation, such as the nature of the item in question and the age of the student, administrators must be fully informed of the facts of the situation they confront and the legal issues that may be applicable before they make a decision to search students.

First, the recent Supreme Court decision has not changed the fundamental requirement for conducting student searches. In its holding in *New Jersey v. T.L.O.* (1985), the United States Supreme



Court first decided that the Fourth Amendment's prohibition against unreasonable search and seizure does apply to searches conducted by school administrators. However, the Court concluded that, unlike law enforcement officials, a school administrator did not need either a search warrant or "probable cause" before searching a student. Instead, the Court determined that before the person of a student may be searched by a school administrator, the administrator must have reached an "individualized reasonable suspicion" that the student is in possession of an item which is "illegal or against school rules."

Continued on page 2

**GSBA Risk Management Fund
Member Meeting**
Where: Macon, Georgia
When: October 15, 2009
Details Coming Soon!

Member Highlight: Paulding County Schools

Paulding County recently discovered just how important it is to train employees in CPR and the use of defibrillators (AED's). During graduation ceremonies, a spectator suffered a heart attack as graduates were walking into the football stadium. Thanks to individuals in the crowd including, Paulding County Health Occupations Teacher Pat Pace, Paulding County coaches Adam Carter and Matthew Desjarlais, the right steps were taken to save the woman's life. According to David Colvard, risk manager at Paulding County Schools, "CPR was begun immediately once the woman went into cardiac arrest. One of the safety officers asked if there was an AED nearby and Coach Carter and Desjarlais ran to the Scoggins Gym to retrieve the AED." Because of the quick action of school personnel and others, and the proper use of CPR and the AED, this frightening situation had a happy ending.

Continued on page 3

GSBA RMS

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Student Searches, Continued from page 1...

The Court also required that a search that is lawful in inception must not be “excessively intrusive” in light of the age and sex of the student and the nature of the infraction. Therefore, before searching the “person” of a student, an administrator must answer two questions: do I have a reasonable belief this particular student is in possession of contraband and how far or to what degree may I search or cause to be searched the “person” of the student before the search becomes “excessively intrusive.” The answers to these questions are entirely dependent upon the facts of the situation.

In T.L.O. the Supreme Court held that it was reasonable to search the purse of a 14-year old girl who had been observed smoking in the girls’ bathroom and who denied smoking at all. The trial courts that have applied T.L.O. have found a variety of activities to give rise to a reasonable suspicion: information from student informers, anonymous callers, or outside parties; police tips; furtive behavior; flight; concealing objects to avoid their inspection by teachers; student’s presence in a bathroom without a pass, coupled with nervous behavior, when the bathroom had been the scene of drug activities; unusually heavy use of a public telephone by a student with a record of misconduct; odor of marijuana on a student; and suspi-

cious behavior by a student with a record of possession of a weapon. In supporting the decision to search, the determinant consideration is the ability of the administrator to articulate the elements that would lead a reasonable administrator to suspect a student was in possession of contraband.

When may a student be required to remove clothing or submit to a search of his/her undergarments? Strip searches, because they so clearly compromise students’ privacy interests, are the most difficult type of searches to justify. Indeed, they are high-risk, litigation-producing endeavors, as seen by the most recent decision by the Supreme Court in *Safford Unified Sch. Dist. #1 v. Redding* (June 25, 2009), which held that a strip search of an Arizona student violated her Fourth Amendment right to freedom from unreasonable search and seizure. In *Redding*, a student at the middle school told school officials that plaintiff and her friend were distributing prescription drugs on campus and turned over a pill he said he had received from the friend. A search of the friend’s pockets and wallet turned up some pills, including over-the-counter medication she said she had gotten from plaintiff. Confronted with the friend’s admission, plaintiff denied all allegations but eventually was made to disrobe in front of a school nurse in a fruitless search for pills.

The Court concluded that the circumstances of the case gave rise to a reasonable suspicion that justified a search of plaintiff’s backpack and outer clothing. However, the Court found that the strip search involved both subjective and reasonable societal expectations of personal privacy “requiring distinct elements of justification on the part of school authorities.” Utilizing the standard set out in T.L.O., the Court considered the age and gender of the student and the nature of the infraction in determining whether the scope of the search was permissible. The Court found that the nature of infraction posed a “limited threat” because of the limited quantity of the drugs and the limited danger of prescription Ibuprofen. The Court reasoned that the assistant principal “must have been aware of the nature and limited threat of the specific drugs he was searching for, and while just about anything can be taken in quantities that will do real harm, ... [he] had no reason to suspect that large amounts of the drugs were being passed around, or that individual students were receiving great numbers of pills.” The Court also concluded that the administrator did not have any reason to suspect plaintiff of concealing the pills in her undergarments. Thus, the Court held that the “combination of these deficiencies was fatal to finding the search reasonable.”

Continued on page 3

Student Searches, Continued from page 2...

It is clear from this recent decision that a strip search is valid only when there is reasonable suspicion “of danger or of resort to underwear for hiding evidence of wrongdoing.” In other words, reasonable suspicion of the possession of contraband may allow for a search of outer clothes and backpacks. But before students can be made to expose intimate parts, there must be other specific, reasonable suspicions that the concealed object poses a real threat to student safety and that it is being hidden in such places.

It should be noted that even in the rare cases where a strip search might be permissible, the basic reasonableness required by T.L.O.

must be observed. Thus, the search should be conducted in private by officials of the same sex as the suspect student, with as much concern for the dignity of the student as is feasible. Most importantly, the least intrusive method of search should always be employed. The student should be questioned and his or her personal effects searched with a strip search only conducted as a last resort. The student should be asked to remove only as much clothing as necessary to attain the objectives of the search. Physical contact should be avoided.

In today’s school environment, students may need to be searched in order to protect other students and staff and to ensure a safe environment. The prudent school administrator will limit the number of those authorized to search

students and will see to it that every administrator who has been granted that authority understands the legal parameters for conducting those searches. The use of standardized procedures in all instances will help protect school administrators from allegations that administrators violated the rights of students. Common sense and a desire not to transgress the dignity and privacy of any student, except when the interests of other students and staff are at stake, will ensure that searches are perceived as made in good faith and within the authority of the school administration. ■



“...reasonable suspicion of the possession of contraband may allow for a search of outer clothes and backpacks. But before students can be made to expose intimate parts, there must be other specific, reasonable suspicions that the concealed object poses a real threat to student safety and that it is being hidden in such places.”

Paulding County Continued from page 1...

Paulding County School District has gone the extra mile when it comes to training and educating its staff on the importance of AEDs and CPR. According to David Colvard, “Our district is very fortunate to have AED’s in all of our schools.” In addition, the District’s Nurse Coordinator developed an AED training video and it is placed on the intranet so that all employees can receive the training and become familiar with the use of these important devices.

For more information on Paulding County School District’s program, please feel free to contact David Colvard at dcolvard@paulding.k12.ga.us

Congratulations Paulding County for being this month’s Member Highlight!

GSBA Risk Management Services is Member Focused and Quality Driven

As we begin what may prove to be the most challenging school year in recent history, the GSBA Risk Management Services staff would like to thank you for your membership and pledge to you our continued support. The Fund welcomed several new members during FY 09-10, including *Chattahoochee, Lincoln, Crisp, Jenkins, Middle Georgia RESA, Screven* and *Trion City* to the Workers Compensation Fund and *Franklin, Pelham City, and Jefferson County* to the Risk Management Fund. This brings our total membership to 78; 49 districts in our Risk Management Fund, 20 districts are members of both funds and 9 districts are members of our Workers Compensation Fund only.

Our Member Advocates are *Elaine Horne, Ricky Brantley, Lori Sours, Roger Mathews* and *Olan Hembree*. They are your direct link to the Funds and should be the first person you call if you have a question about your coverage, property schedules, or if you need assistance of any kind involving your policy service. As you probably already know, each of the MA's has assigned territories but will be more than willing to help in the absence of your Member Advocate. The Member Advocates also direct the work of the Risk Control Advocates, *David Magouryrk, Conni Whitten,* and *Andrew Wichers*, in developing and monitoring a safety and loss prevention plan for your district. And while *Adriane Highfill* is

based in the GSBA office, she provides direct support to the Member Advocates and ensures member access to Certificates of Insurance and other documents, often on short notice.

While the Risk Control Advocates also serve assigned members, because of their specialized skills and expertise they may also provide support to any member on various projects as needed. The primary function of the Risk Control Advocate is to assist in establishing a framework for safety and loss prevention in your district. This is done through a systematic approach to structuring a system level safety and loss prevention committee, mirrored by a similar safety and loss prevention committee at each school site. When this framework is installed, losses are analyzed, accidents are investigated, and root causes determined in order to reduce losses related to accidents. Training needs are identified and appropriate support provided by staff or consultants contracted by GSBA. The Risk Control Advocates rely on *Nakya McClendon*, based in the Lawrenceville office, to maintain a linkage to the office and each other.

Olan Hembree, Claims Manager, is available to assist members in the handling of claims. His work includes working collaboratively with US&C, our Third Party Administrator. While our members probably already know the US&C staff by their first names, please allow me to



Trudy Sowar
GSBA Director of
Risk Management

introduce them again - *Butch Walker, Scott O'Brien, Alan Schulman, Ben Chester, Michael Collins, Sheila Ulrich, Debbie Stephenson*, and others. Any claim, either auto accident, liability or Workers Comp should be reported immediately to US&C at 888-245-4722 (Toll Free) or 678-376.0003. Please do not wait until you have all the facts. The earlier we become aware of the claim, the sooner we can begin to control costs and support you, our member. Please make a special note on your calendar regarding our webinar on "Return to Work" scheduled for Tuesday, September 23, at 11:00 am. You do not want to miss this.

John Shore heads our underwriting department. *Lauren Causey* and *Lorena Correa* work with John to provide member access to loss data, analyze trends and forecast possible changes in coverage needs.

Please don't hesitate to call on my assistant, *Mary Bailey*, and me if we can assist you. We all look forward to seeing you at our Membership Meeting in Macon on Thursday, October 15. We have an exciting program planned and always enjoy your fellowship. Have a safe school year. ■

See you in Macon!



School is starting, students are excited, and it is time to remind the children about safe loading and unloading procedures. Training for drivers and students should be conducted at the beginning of the school year and throughout the year as a reminder. The driver should reinforce all bus safety procedures daily.

Recommended procedures for safe loading and unloading are:

Loading passengers on the street:

1. Engage amber lights.
2. Do not pull up any closer than three (3) feet from waiting students.
3. Shift your bus to neutral and apply parking brake.
4. Open service door to cancel amber lights and activate the red flashing lights, stop arm, and crossing gate.
5. The open door should be the signal for students to load (students who must cross the road may require an additional signal).
6. Load students in an orderly manner. Be sure all students have boarded, check mirrors.
7. Loading in an orderly manner means that drivers should have their passengers:

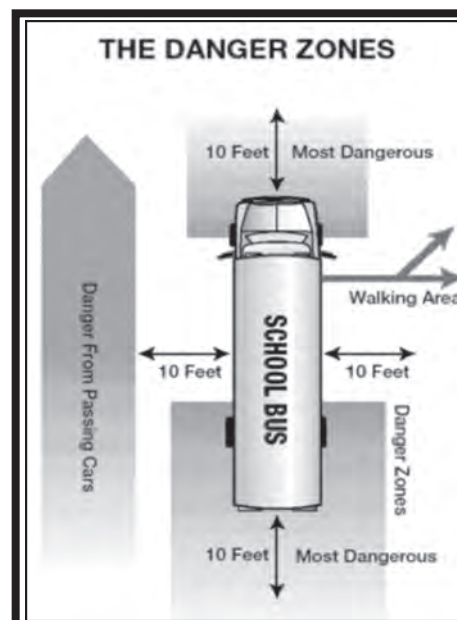
- Arrive on time;
 - Wait in “single file” or in an orderly group;
 - Do not approach bus until the bus is stopped;
 - Use handrails when entering bus; and move directly to their seats.
8. Close door, which will deactivate the stop arm, flashing red lights, and crossing gate.

Unloading the passengers on the street:

1. Follow loading procedure for bringing bus to a safe stop.
2. Check mirrors to make sure traffic has stopped before opening door.

3. Passengers are to remain seated until door is opened.
4. Count passengers as they leave and count them again as they move away from the bus, especially those who must cross the road or street.
5. Passengers crossing the street, upon being discharged from the bus, shall cross approximately 10 feet in front of the stopped bus. Go in a straight line. Students should be instructed NEVER to cross behind the bus.
6. Check right side mirrors for students who do not cross the street.
7. Students should be instructed to move well away from the side of the bus after leaving. One method commonly used is to be 10 feet away from the bus.
8. The students should not get mail from a roadside mailbox until after the bus leaves.

Continued on page 8



The danger zone is the area on all sides of the bus where children are in the most danger of being hit, either by another vehicle or their own bus. The danger zones may extend as much as 30 feet from the front bumper, 10 feet from the left and right sides of the bus and 10 feet behind the rear bumper of the school bus. In addition, the area to the left of the bus is always considered dangerous because of passing cars. The Figure illustrates these danger zones.

School Bus Loading and Unloading,
Continued from page 7...



9. Those students that cross the street should wait for a signal from the bus driver. They should also stop at the traffic side of the bus and look left, right, and left again for themselves.

10. Students should walk straight across the street. They should not return if any item is dropped.

Source: Georgia Department of Transportation Bus Driver Training Manual

The loading and unloading of passengers are the most dangerous tasks of the school bus driver. The importance of training and practice of safe loading and unloading techniques cannot be overstressed. To protect students the driver must reinforce safe practices with their passengers every day. ■



The Risk Management Fund provides Georgia School Districts with a broader range of coverage than is typically found in the commercial insurance marketplace. One example is flood coverage.

The Fund automatically provides a high sublimit of flood coverage. All District buildings are covered for flood subject to their normal property deductible with one exception: buildings in flood zones A and V. Flood zones A and V are higher frequency flood areas and are subject to a deductible of \$500,000 in building value and \$500,000 in contents value or the actual values of the the building and contents, whichever is lower. A federal flood policy can be purchased to fill the gap on any structures found to be located in zones A and V.

How will you know if you have buildings in zones A or V? The Fund, in partnership with our broker Marsh, has established the following four step process:

- 1. Conduct a flood determination for each member District (portables, dugouts, sheds and athletic stadiums are not included).**
- 2. Review findings of flood determination with District and offer the option to buy a federal flood policy or retain the primary flood risk.**
- 3. If the District chooses to pursue federal flood, the Fund orders an Elevation Certificate and then obtains a flood quote.**
- 4. District binds coverage by mailing in a check for the premium.**

These services of performing flood determination, ordering elevation certificates and obtaining flood quotes are all part of Fund membership. Should you have any questions about you flood coverage or limits, please contact your Member Advocate.

Talking Points on CDC Guidance for State and Local Public Health Officials and K-12 School Administrators Responses to Influenza during the 2009-2010 School Year

August 2009

Topline Messages

- CDC is releasing new guidance to help schools promote a safer environment for their students and staff and reduce exposure to influenza during the 2009-10 school year.
- The new guidance is designed to decrease the spread of regular seasonal flu and 2009 H1N1 flu while limiting the disruption of day-to-day activities and the vital learning that goes on in schools.
- About 55 million students and 7 million staff attend the more than 130,000 public and private schools in the United States each day. By implementing these recommendations, schools and health officials can help protect a fifth of the country's population from flu.
- This guidance provides a menu of tools to fight flu that school officials can enact, in coordination with local health officials, based on conditions in their area and what CDC and other public health organizations are learning about the virus.
- We know far more about the 2009 H1N1 flu virus than we did when it arrived in April. We know that closing schools is not the best option in most cases.
- With this guidance, we're providing a set of strategies that schools can use to stay open while doing what they can to protect students and staff, particularly those at high-risk of complications.
- The options schools use should match the severity of the illness that's being reported and local flu activity.
- For an outbreak similar to the spring 2009 H1N1 outbreak, CDC recommends stepping up basic good hygiene practices like hand washing, keeping sick students and staff away from school and helping families identify their children who are at high-risk for flu complications and would benefit from early evaluation from their physician if they develop the flu.
- If outbreaks become more severe, CDC recommends extending the time that sick people are away from school, allowing people at high risk for flu to stay home, actively watching for signs of illness in students and staff and considering preemptive school dismissal.
- The recommendations will be most effective when implemented together as a package that combines good hygiene and practices to keep those who are ill separated from those who are well, with more active interventions based on the severity of the flu outbreak.
- We do anticipate more illness from 2009 H1N1 influenza than this past spring and more school-based outbreaks because influenza is typically transmitted more easily in fall and winter. By taking planning steps now schools can help ensure they're prepared for any future flu activity.
- CDC and its partners will be continually monitoring the spread of flu, the severity of the illness it's causing (including hospitalizations and deaths) and whether the virus characteristics are changing. We will provide updated assessment of severity and revise guidance as indicated.

Recommendations for outbreak similar to spring 2009

Hand Hygiene/Respiratory Etiquette

- First and foremost, the new guidelines emphasize the importance of promoting basic foundations of preventing flu: getting vaccinated, frequent hand washing with soap and water when possible, covering noses and mouths with a tissue when coughing or sneezing and staying home when sick.
- CDC recommends that all children aged 6 months up to their 19th birthday get a seasonal flu vaccine.
- CDC recommends that all children from 6 months through 18 years of age receive the 2009 H1N1 flu vaccine when it becomes available.
- Alcohol-based hand sanitizers can be used if soap and water are not available.
- In places where alcohol-based sanitizers are not allowed, other sanitizers can be substituted but may not work as well.
- If tissues are not available, coughing or sneezing into the arm or sleeve is recommended.
- Schools should provide time for students to wash their hands whenever necessary and make tissues readily available to students and staff.

Exclusion period

- Those with flu-like illness should stay home for at least 24 hours after they no longer have a fever, without use of fever-reducing medicines and regardless of whether or not they are using antiviral drugs.

Continued on page 10

Influenza Talking Points, Continued from page 9...

- Data from the spring 2009 H1N1 outbreak showed that most people had fevers for 2-4 days, which would require an isolation period of 3-5 days.
- People with more severe illness are likely to have a fever for longer.
- About 90 percent of cases transmitted within a household occurred within 5 days of the first case.
- Those who are sick should stay in the home during this period, except to seek necessary medical care and should avoid contact with others.

Routine cleaning

- People can sometimes get flu if they touch droplets left on hard surfaces and objects by those who are ill and then touch their eyes, nose or mouth.
- Studies have shown that influenza virus can survive on environmental surfaces and can infect a person for up to 2-8 hours after being deposited on the surface.
- School staff should routinely clean areas that students and staff touch often with the cleaners they typically use. Special cleaning with bleach and other special cleaners is not necessary.
- Environmental cleaning should not be the primary focus of influenza prevention activities.

Separate ill students and staff

- Students and staff who appear to have flu-like illness should be sent to a room separate from other students until they can be sent home. CDC also recommends they wear a surgical mask if possible.
- Space is often a challenge in schools, so it's essential that schools begin to identify this area now. It should not be an area that's used for other purposes like a lunchroom.
- Schools should limit the number of staff who care for ill students before they can be sent home.
- Those caring for students should wear protective gear, such as a mask.

Consider selectively dismissing students and staff

- Schools that serve pregnant students or medically fragile students may consider dismissing schools if they cannot protect students from flu with classes in session.
- Decisions should be based on the severity of disease in the community and should be made in collaboration with local and state public health officials.

Recommendations for outbreaks of INCREASED SEVERITY

- If the influenza viruses circulating during the 2009-10 school year cause higher rates of severe illness, hospitalizations and deaths, communities should consider adding interventions like permitting high-risk students, such as those who are pregnant or have chronic medical conditions, to stay home and dismissing school.
- Except for school dismissals, these strategies have not been scientifically proven. But we want school and health officials to have tools in their toolbox that they can use if it seems like the right measure for their community and the circumstances.
- Decisions about what measures to implement should be made jointly by school and local health officials.

Extended exclusion period

- Under this scenario, people with flu-like illness should stay home for at least 7 days, even if they have no more symptoms. People who are still sick after 7 days should stay home for at least 24 hours after all their symptoms are gone.
- People give off seasonal flu virus for 5 to 7 days and this period may be longer for 2009 H1N1 flu, especially in younger children and those with compromised immune systems.

Let high-risk students and staff members stay home

- Those at high risk of flu complications and their families may want to talk to their doctor about staying home from school when a lot of flu is circulating in the community.
- Schools should plan now for ways to continue educating students who stay home, through instructional phone calls, homework packets, internet lessons, and other approaches.
- Schools also must develop contingency plans to fill important positions like school nurses if regular staff members are ill or home with ill family members. Schools should identify healthcare workers in the community who would be willing to volunteer at the school.
- It will be important for those people who stay home to also avoid other places they might catch the flu, like large public gatherings.

Continued on page 11

Influenza Talking Points, Continued from page 10...

Active screening

- Parents should check their children each morning for illness and should keep children home if they have a fever.
- Medications that decrease fevers like acetaminophen don't prevent the spread of flu virus, so it's important to stay home when sick with flu.
- Schools should also check students and staff for fever and other symptoms of flu when they get to school in the morning, separate those who are ill, and send them home as soon as possible.

Keep siblings home

- Students who have an ill family member should stay home for 5 days from the day that their family member got sick. This is the time period that they're most likely to get sick themselves.

Increase distance at schools

- By keeping the same children together throughout the day, schools can help reduce spread of the flu.
- We encourage schools to try innovative ways of separating students. These can be something as simple as moving desks farther apart to more drastic changes such as rotating teachers between classrooms with the same students, and canceling classes that bring together children from different classrooms.

School dismissals

- School officials should balance the risks of flu in their community with the disruption dismissals will cause in both education and the wider community.
- Decisions should be made locally and can include dismissing when absenteeism is excessive, and proactively closing schools to decrease the spread of flu.
- While the consequences of dismissing students from schools outweigh the likely benefits in most circumstances, CDC may, at some point, recommend preemptive or early school dismissals based on changes in disease severity.
- Schools should remain open to teachers and staff so they can continue to provide education and other critical services (such as school lunches).
- Schools that dismiss students should do so for at least 5-7 calendar days and should reassess whether or not to resume classes.
- Based on the reason for dismissing school (in reaction to outbreaks vs. preemptively), the amount of time schools are dismissed may be longer.
- Parents should start thinking now about how they might handle a school dismissal, as these decisions may be made very quickly.

Background

High-Risk Groups

- When seasonal influenza or 2009 H1N1 flu is widespread in the community, action should be taken to protect the most vulnerable students and staff.
- High-risk groups for influenza complications include:
 - Children less than 5 years old;
 - Pregnant women;
 - Children and adolescents (less than 18 years) who are receiving long-term aspirin therapy and who might be at risk for experiencing Reye syndrome after influenza virus infection;
 - Adults and children who have chronic pulmonary disease (such as asthma); cardiovascular, hepatic, hematological, neurologic, neuromuscular, or metabolic disorders, such as diabetes; adults and children who are immunosuppressed;
 - Residents of nursing homes and other chronic-care facilities;
 - And those who are 65 or older.

For more information

- Visit www.cdc.gov/cleanhands for more information on hand hygiene.
- Visit <http://www.cdc.gov/flu/protect/covercough.htm> for more information on respiratory etiquette.
- Visit http://www.cdc.gov/h1n1flu/guidance_homecare.htm for more information on caring for sick persons in the home.
- The EPA provides a list of EPA-registered products effective against flu: <http://www.epa.gov/oppad001/influenza-disinfectants.html>
- Visit <http://www.epa.gov> for more information on cleaning hard surfaces. ■

Directory for GSBA Risk Management Services

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2010, a board/superintendent evaluation module will be available.

Professional Development

GSBA is known nationally for the caliber of its training programs. In addition to two major annual conferences, GSBA conducts regional workshops on topics ranging from board candidate and board chair training to school finance and budgeting. Pre-conference workshops include the GSBA New Board Member Orientation, the School Law Seminar, the Student Achievement Workshop, the Communications Workshop and the Policy Workshop. Although most board members receive their mandated training through these workshops, many boards receive the annual training through customized whole board retreats provided by GSBA. The association now also offers online training courses and webinars.

Strategic Planning

GSBA, in partnership with the Georgia Leadership Institute for School Improvement (GLISI), offers a comprehensive strategic planning process.

Additional services are:

- **Policy Services** – GSBA provides districts with different levels of service to meet policy needs, including complete manual revisions and a policy update service.
- **Public Engagement** – GSBA can assist with planning, coordinating and facilitating a variety of community engagement activities including community conversations, focus groups and online surveys.
- **Standards for Local Boards of Education/ Board of Distinction Program** – The Standards program assists boards in reaching levels of excellence in governance through a continual improvement process and goal-setting.
- **Superintendent Search Services** – The association's process is inclusive and thorough in assisting the board in selecting the right superintendent for their district.
- **Website** – GSBA's website offers daily newsclips from around the state, an active newsroom that includes information about public education in Georgia, details about the association's programs and services, online registration for all events and an online boardsmanship manual – eBoardsmanship. ■



The Georgia School Boards Association is Ready to Serve

Created in 1951, the Georgia School Boards Association (GSBA) is a voluntary, nonprofit, statewide educational association that serves and represents the 180 locally elected boards of education in Georgia. Here are highlights of a few of the services GSBA offers in addition to Risk Management.

Advocacy

GSBA is dedicated to keeping a presence in all legislative matters that involve the education of children at all levels

in the process throughout the year. The association provides comprehensive information on education legislation through its Capitol Watch Online website and also through training and special events.

eBOARDsolutions (EBS)

The signature product of EBS is eBOARD, a web-based governance portal that provides a single source for access to pertinent data for effective decision-making. Stakeholders can easily find information about meetings, policies and strategic plan initiatives through advanced search capabilities. They can save time and money by streamlining workflow and eliminating paper dependency. Current modules available through eBOARD are: Meetings, Policy, Strategic Plan, Law, Communications and Documents. In