



OFFICE OF FEDERAL AND NATIONAL  
EDUCATION ISSUES ADVOCACY

Michael A. Resnick  
*Associate Executive Director*  
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*Director, Federal Programs*  
Katrina A. Kelley  
*Director, Urban School District Advocacy*  
Laurie A. Westley  
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William B. Bruno  
*Executive Branch Advocate*

William M. Soult  
*President*  
Thomas A. Shannon  
*Executive Director*  
Harold P. Seamon  
*Deputy Executive Director*

April 8, 1993

Ms. Carol Rasco  
Assistant to the President  
for Domestic Policy  
The White House  
1600 Pennsylvania Avenue  
Washington, D.C. 20500

Dear Ms. Rasco:

We are looking forward to meeting with you on Wednesday, April 14, to discuss the President's education agenda and how we can be supportive of it. The National School Boards Association, on behalf of the 97,000 local school board member across the country, is greatly interested in working with the Administration on crafting effective legislation for school reform. As background for our meeting, we enclose our comments on the Administration's March 18 draft bill, "Goals 2000: Educate America Act," which we also have shared with Secretary Riley.

Our comments call for a new intergovernmental partnership for children as the foundation for any successful reform legislation. As the government officials with the direct responsibility for public education, of whom more than 95 percent are elected, local school board members must be co-equal partners with state and federal officials in the design and implementation of school reform.

In our view, this should be especially reflected in the composition of the National Education Goals Panel which, as the bill stands currently, includes federal and state policy makers and elected officials, but not local school board members.

Our comments also discuss adequacy of funding, goals and standards, governance and site-based management and flexibility in local administration.

Thank you for your attention to our concerns.

Very truly yours,

Michael A. Resnick  
Associate Executive Director

NATIONAL SCHOOL BOARDS ASSOCIATION

1680 Duke Street, Alexandria, Virginia 22314 • (703) 838-6722  
FAX (703) 683-7590



**NSBA COMMENTS ON DRAFT OF**  
**"GOALS 2000: EDUCATE AMERICA ACT."**  
**March 31 1993**

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While the Administration's bill is a more comprehensive and clearer proposal than last year's Neighborhood Schools Improvement Act, NSBA has several serious concerns with the draft bill that raise policy, governance, political, or educational issues which must qualify our ability to support the bill if not addressed.

**General Comment**

The bill substantially strengthens the national policy-making role in curriculum and related areas. It also strengthens the state role in terms of both curriculum and driving the delivery system. This is accomplished through the establishment of national and state entities (e.g., the Goals Panel, and the state panels), as well as through increased funding for state bureaucracy and state monitoring of local activities.

While there is merit in the move toward national standards, NSBA is concerned over the potential (but correctable) negative operational impact of the whole on local decision-making -- which, in terms of governance, is highlighted by the absence of adequate involvement by school boards in "shared decision-making" at the national and state levels.

NSBA is also concerned over the relatively low level of funding that accompanies the ambitious goals of this legislation. Especially in light of state and local budgeting constraints, it seems improbable that significant numbers of school districts will have the financial wherewithal to make the investments needed to make the improvements envisioned. Some of that investment will have to be applied to social service needs -- and not just academic programming.

In essence, local school boards (and school districts generally) are being asked to accept the lion's share of the risk with: (1) inadequate financial support, and (2) inadequate authority in the decision-making process at the key policy points.



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## 1. ROLE OF LOCAL SCHOOL BOARD

NSBA believes the delivery system among three levels of government must be rethought in a manner that approaches each level as a co-equal partner. Further, the success of school reform must include strategies to utilize and strengthen the role of local school boards -- not to bypass them -- and, in turn, the unique community mandate and position which they occupy. In this regard, the bill moves in the wrong direction which can be corrected in the following ways:

A. Local school boards should be included as members on the National Education Goals Panel (Section 202 (b) at page 10). Given the general powers of the panel, which include recommended actions that should be taken by local government (Section 203 (b) at page 13), the chief elected policy-makers at each level of government should serve on the panel -- rather than the hierarchal or top-down approach currently in the bill. It is local school boards, among the three levels of government, that will assume the real risk to make reform a reality. Therefore it is only reasonable and productive to include their perspective in the national consensus-building process headed by the Goals Panel.

B. Generally speaking, NESAC is weakened by not specifying the composition of key members (Section 212 (b) at page 17). As a result, the selection of the members will now be a more political process.

Especially if local school boards are excluded from the Goals Panel (a fundamental concern), it is particularly perplexing why they are even excluded from the list of groups from whom NESAC will be soliciting "advice." (Section 213 (b) (2) at page 21).

C. The membership on the National Commission on Opportunity to Learn should more clearly identify the role of school boards than the general category "local education policy-makers." (Section 222 (b) at page 27). The duties of the Commission also should include determining the extent to which local school boards have the best knowledge for making decisions. (Section 223 (a) (2) (c) at page 28).

D. The membership of state panels also should more clearly identify the participation of schools boards (Sec 306 (b) (1) (c) at page 44). Further, the monitoring activities of the panel should, among the other groups sought for consultation, include local school boards. (Section 306 (b) (7) at page 45). Local school boards are omitted as well on the federal peer review function. (Section 306 (1) at page 51).

E. The local panels, although appointed by the local school board, are not legally, fiscally, politically, or educationally responsible to anyone. The bill, as written, could be viewed as making school boards a rubber stamp to approve or reject plans

developed by local panels -- as distinguished from performing the policy-making duties for which they were elected. The bill should be clear that a school board wishing a grant shall "modify as it deems appropriate and approve" the application (Section 309 (b)(1)(A) at page 58).

## 2. THE NATIONAL EDUCATION GOALS

NSBA agrees with the national objectives that are tied to each of the goals. However, there should be at least some statement as to what the federal commitment will be to support those activities. Since the bill is a comprehensive plan for major reforms in education -- including major state and local obligations -- the federal government should have some target role (pages 4-8).

The introduction of foreign languages and the arts bears some discussion. Presumably they would not be on the same timetable as the other subject areas. How much can be done at one time? (Section 102 (a)(3)(A) at page 5).

In the statement of purpose (Section 2 at page 1) and elsewhere, the implication is given that U.S. standards and performance must be internationally competitive. Is this the purpose per se or is the idea (also) to raise student performance to levels that, within the American workplace and culture, will enable our nation to be economically competitive? These very different purposes can produce different educational results, values in our education system, and sense of national purpose. While NSBA does not want schools to be driven by the workplace, it is interesting that the bill only introduces the economic competition issue in the restatement of goal 5 dealing with adult literacy.

## 3. FUNDING AND STATE TRIGGER

NSBA is very concerned that the bill will take on the appearance of a major subsidy for state bureaucracy. If the program is funded at \$200 million, what will the average state do with its \$4 million in the first year?

Moreover, the overall funding level for the legislation is very low in light of the ambitious changes which it seeks. If the legislation remains at \$400 million for several years, the amount available for local grants in the average state will be about \$6 million per year. This level of funding, which can only support a relatively few numbers of school districts is not, by itself, much of an incentive. In order to build-in the federal partnership, as well as to create a state and local incentive for the legislation, NSBA recommends adding a provision that a state plan need only make significant progress in implementing content and delivery standards when the federal appropriations reaches a more respectable level -- e.g., \$2 billion per year. (Section 307 at page 54. Section 306 (c) and (d) at pages 46 and 47.)

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Chap. II



4. NESAC

As suggested above, it is important that the standards selected not only be high, but relevant to our national purpose and culture. Stronger language should be added to ensure that participation and advice from persons truly knowledgeable in these areas are sought. Bluntly stated, the endeavor is at risk if it is only a partnership between politicians and subject matter academicians. In discussing international standards and comparisons throughout the bill, perhaps the word "relevant" should be added.

In addressing the certification process, perhaps the notion of "validly assessing student performance" (Section 213 (A) (a) (E) at page 19) can be clarified to require a demonstration that an assessment instrument must be properly tested as being free from cultural bias, capable of being reliably administered, being an accurate measure of student performance, and being cost efficient. Note: Section 306 (d) (4) at page 47 helps but does not provide the whole solution.

5. NATIONAL COMMISSION ON OPPORTUNITY TO LEARN

By way of observation, the Commission appears to have an enormous fact-finding and appraisal task. Are the resources and time-lines adequate to do the job?

6. STATE IMPROVEMENT PLANS

In this area, NSBA has several questions that may subsequently raise concerns. For example, Section 306 (c) at page 46 requires a state strategy for ensuring that every school achieves state standards. What kinds of strategies are intended?

Similarly, that section seems to require state action for providing all students with a fair opportunity to achieve. What would such a plan entail in terms of monitoring, evaluating individual student achievement in their setting, action, etc.?

Section 306 (d) at page 47 speaks to "strategies to coordinate the use and integration of technology in schools throughout the state for the purpose of instruction." On the one hand this is a very limited concept for determining how technology will be utilized. On the other hand, within that concept it is an awkward and objectionable controlling role for the state - - and certainly one that stifles local innovation. This provision, as written, implies an approach to technology which, hopefully, is not intended. If the concept is to have a state role that fosters long-distance learning, perhaps the language should either say precisely that or more precisely define such words as "coordinate" "the use" and "for the purpose of instruction."

Section 206 (e) at page 48 requires state plans to align responsibility so that decisions regarding the means are made closest to learners. In relationship to "governance" (the section caption), what does this language mean, and what does "regarding the means"

mean? Is the potential for intra-state "turf wars" conveyed by this section necessary? This provision could be a problem, depending on what is envisioned.

#### 7. COMPREHENSIVE SERVICES/LINK-UP BILL

NSBA strongly supports coordinating services and was pleased that it will be contained in state plans (Section 306 at page 44). However, a key to achieving coordinated services resides at the federal level. Accordingly, NSBA urges that the Link-Up for Learning Bill (H.R. 520 and S. 92) be incorporated in this legislation.

#### 8. GRANTS TO LOCAL EDUCATION AGENCIES

One of NSBA's main concerns is tied to the lack of funding. At \$5-6 million per state, big districts may be funded at levels to support interesting projects, but not at levels to support major innovation and/or to sustain reform. Small and poorer districts may not be able to compete effectively for grants. At the same time, since the legislation is aimed at general education improvement, there is a limit to which targeting can help the poorest districts and still maintain the basic purpose of this bill. Limited funding is a real problem.

NSBA's governance concerns relating to the ability to modify plans was mentioned earlier (paragraph 1 E above). We are concerned that Section 309 (b) at page 58 requires local plans be designed "so that all students are able to meet" state standards. It may be appropriate for the goal of the plan to contemplate that result, but school districts can't guarantee, as suggested, that students will meet standards.

From a governance standpoint, the local panel cannot self-effectuate or implement revisions to the local plan. Therefore, Section 309 (b) (2) at page 59 should be modified on lines 23-24 by striking all that follows the word "title" and insert "and recommend any revisions to the local educational agency."

#### 9. WAIVERS OF AUTHORITY

Generally speaking, NSBA supports waivers of authority from federal regulation as a means for promoting innovation, more efficient and effective uses of funds, and providing services that serve the whole child.

Section 310 at page 61 is a step in the right direction, but is too narrow. For example, why should the criteria for waivers be tied to "impeding" as distinguished from "furthering" the ability to carry out plans? Why limit the waiver to achieving the details of the plan, when waivers outside of the plan may also make sense if tied to achieving performance standards or providing delivery standards?

NSBA opposes the notion that waivers be granted only upon request of the state. Local districts should have the option of applying directly to the federal level -- especially if the state rejects the local innovation being sought.

Moreover, if the purpose of the waiver can be to integrate or coordinate different programs, and not just ease regulation within programs, NSBA would be opposed to the initiation of waivers at the state level. NSBA believes any move to consolidate programs should be locally determined and that states should not be empowered to indirectly create block grants for local programs (even if the local funding flow is unaffected).

#### 10. OTHER

Throughout the bill reference is made to standards for children with disabilities. Is this realistic and what is the relationship to IEP's? Section 306 (e)(4) at page 49 speaks of allocating more funds to instruction. What is envisioned? Should schools spend less on coordinated services, feeding programs, sports, etc.?

The foregoing comments generally summarize NSBA's recommendations and reactions to the the Administration's proposals for school reform legislation. NSBA is very interested in working with the Administration and Congress to secure passage of the best possible legislation in order to form a new partnership to improve the education of children across the nation.

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ESEA - Month.

Linkage programme

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**SBA's**

***Vision For  
The Future:  
2000 A.D.***

*E*ducation in 2000 A.D. will reflect and respond to the social changes now evolving in the United States and the rest of the world. The first glimmerings of those changes are visible today. They are mirrored in the commitment expressed by the highest leaders of our federal and state governments; private businesses; labor unions; citizen organizations and coalitions, and by citizens themselves in poll after poll about how to prepare American children for the future through improved schools.



## ***The Impact of Change***

These public and private leaders — in tandem with local school board members — understand we are stepping into a future in which the usual and customary will be transformed:

- The United States will be more racially, culturally, ethnically, and linguistically diverse;
- Competition will be more intense in an increasingly interdependent, technological world economy;
- The human values that nurture a productive economy and a free and democratic political system will grow ever more significant;
- The responsibility to protect the environment will transcend national boundaries;
- Our schools will cooperate closely with other social agencies to nurture the whole child, from before birth through adolescence — and this will improve the lot of all children;
- Learning will be recognized as a lifelong activity;
- Technology will be increasingly important in schooling and life;
- Parents and families — including extensions of families — will be more directly, immediately, and actively involved in public education on behalf of their children; and,
- Americans will appreciate more fully the direct relationship between high-quality education and our nation's economic productivity, freedom, and richness of living.



## ***School Boards Associations and Change***

These changes in society and its schools will bring corresponding changes to the associations that serve those who govern the public schools. School boards associations still will represent public school governance in the capitals, courts, and public forums; still will serve as networks for peer exchange and providers of education; and still will offer pertinent news and information to constituents. But our associations will evolve and change as well, in anticipation and in concert with the transformation of society and education.

School board members will be more activist and more committed than ever to making a difference. Some aspects of governance will shift to the school level within the local community. And our associations will find the flexibility to welcome and build constructively on these developments as the American institution of representative governance of public education continues to evolve into its third century in the United States.

The implications already are discernible. NSBA and its federation of state associations will need to offer even more dynamic programming, with a new dimension of technology as an integral part. Promoting and nurturing education excellence and equity through local community determination — with national, federal, and state support — will be the twin goals of all our associations.



## ***The NSBA Federation Addresses Change***

NSBA and state associations will be more active and pervasive in shaping education policy. Strong, informed, and reasoned advocacy will be our hallmark. NSBA — and the federation speaking through NSBA — will concentrate on the national and federal dimensions, while state associations will focus their leadership efforts at the state and local levels. Local school governance will have more influence in education decisions in Washington and state capitals. And the close, dynamic relationship between sound school governance by the public acting through their school board and successful local schools will be better understood and appreciated.

Association programs will help school leaders endeavor to change behavior while providing information and a sense of mission. These programs will impart a new sophistication in skills related to curriculum, pedagogy, child development and motivation, assessment, public accountability, and cooperation among all local agencies in the service of the whole child.

These programs also will help school leaders govern with an openness that encourages the best from each school employee; will help school leaders foster closer ties with students' families; expand early childhood education programs; devise ways for teachers and students to celebrate America's racial, ethnic, and cultural diversity while respecting the rich heritage shared by all Americans; advocate effective ways to serve children living in poverty, especially those attending urban and

remote, rural school districts; and eradicate any vestiges of discrimination because of race, religion, ethnicity, culture, or sex.

These programs, too, will help school leaders provide safe, secure, and technologically effective environments for children that promote optimum learning; encourage in children the basic human values and ethics that nurture a productive and free citizenry; sharpen their advocacy skills used to advance local governance of the public schools; and understand the profound importance of board and staff development in a time of rapid change.

These, of course, are only some of the ways school boards associations will assist those who govern our schools.



## ***NSBA and State Associations as Partners Managing Change***

It is plainly evident: What NSBA and state associations do today will shape the future. Our efforts will be fully effective only when NSBA and state associations recognize their common destiny and work together as full partners on behalf of local governance of the public schools.

The NSBA federation must be and act as one, because it serves a common purpose and has a united mission — to engender throughout the United States a renaissance in local determination of public school policy through the American institution of representative governance of public education as epitomized by the local school board.



# N

**NSBA's  
Vision For  
The Future:  
2000 A.D.**

*Adopted by the NSBA Board of Directors  
December 11, 1990*



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National School Boards Association

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*L*ocal  
*Control of  
the Public  
Schools and  
Education  
Reform*

National School Boards Association

## about NSBA...

The National School Boards Association is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. NSBA achieves its mission by amplifying the influence of school boards across the country in all public forums relevant to federal and national education issues, by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to Federation Members and school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of the unique American institution of representative governance of public school districts. NSBA supports the capacity of each school board -- acting on behalf of and in close concert with the people of its community -- to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the people of its community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of Hawaii, the District of Columbia, the U.S. Virgin Islands, and the Commonwealth of Puerto Rico. NSBA represents the nation's 97,000 school board members. These board members govern 15,500 local school districts that serve more than 41 million public school students -- approximately 90 percent of all elementary and secondary school students in the nation. Virtually all school board members are elected; the remainder are appointed by elected officials.

NSBA policy is determined by a 150-member Delegate Assembly of local school board members from throughout the nation. The 24-member Board of Directors translates this policy into action. Programs and services are administered by the NSBA Executive Director, assisted by a professional staff. NSBA is located in metropolitan Washington, D.C.

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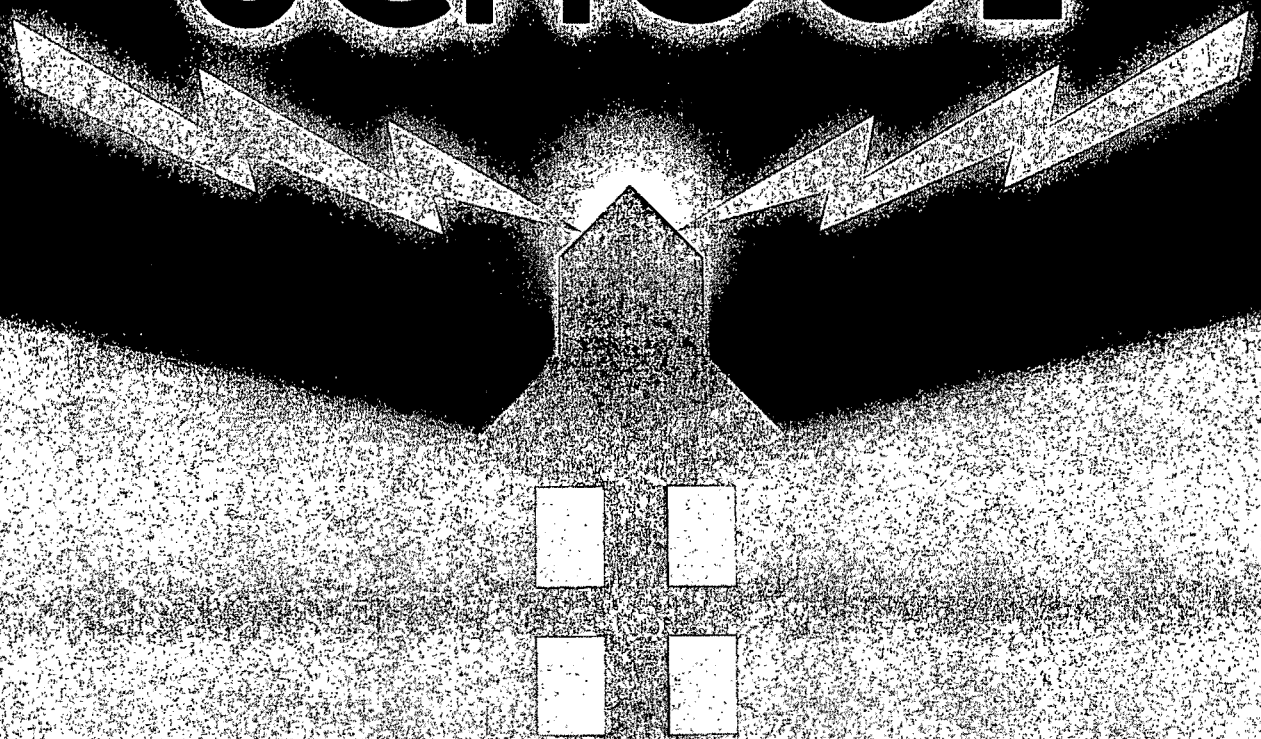
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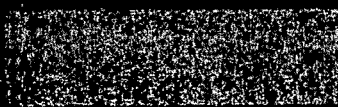
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# THE ELECTRONIC SCHOOL



INNOVATIVE USES  
OF TECHNOLOGY  
IN EDUCATION



Sponsored by the National School Boards Association's Institute for the Transfer of Technology to Education  
Produced by the editors of *The American School Board Journal* and *The Executive Educator*



# NSBA and ITTE



The National School Boards Association and its Institute for the Transfer of Technology to Education both work to serve educators and the education system.

Founded in 1940, the National School Boards Association is a not-for-profit organization that advances education through the unique American tradition of local citizen control of, and accountability for, the nation's public schools. NSBA promotes quality education through services to state school boards associations and local school districts and represents school boards' interests in Washington, D.C., before Congress, federal education agencies, and other national regulatory bodies.

Recognizing that effective use of technology can help school boards create more productive learning environments, NSBA's Delegate Assembly has resolved to "encourage local school boards to

study and employ communications and information technologies which improve instruction, broaden curriculum, streamline administration, and enhance community and student services."

In that spirit, NSBA created the Institute for the Transfer of Technology to Education in 1985 to facilitate the introduction and use of technology in schools, with a more productive education system as the ultimate goal.

ITTE's philosophy is that schools must make wise use of current technology if they are to effectively prepare our population for changes in society. NSBA believes extra-effort is necessary to bring technology to primary and secondary schools, in light of public education's long history of lagging behind the rest of society in technology use.

ITTE's mission includes:

- Educating policy-makers, administrators, educators, manufacturers, the public, and government leaders about the current status and future potential of technology in schools.
- Linking representatives of those diverse groups so that they can understand each other's needs, and
- Creating networking opportunities for technology-using educators, school administrators, and board members.

ITTE fulfills that mission through:

- Speeches, demonstrations, and publications presented to the above-named groups.

- Conferences, site visits, and study panels that bring those groups together; and
- The Technology Leadership Network, which helps school districts and education service centers learn from each other's experiences and aggregate their influence in dealing with technology developers.

**For more information about ITTE and the Technology Leadership Network's activities, contact NSBA, Institute for the Transfer of Technology to Education, 1680 Duke Street, Alexandria, VA 22314, (703) 838-6722.**

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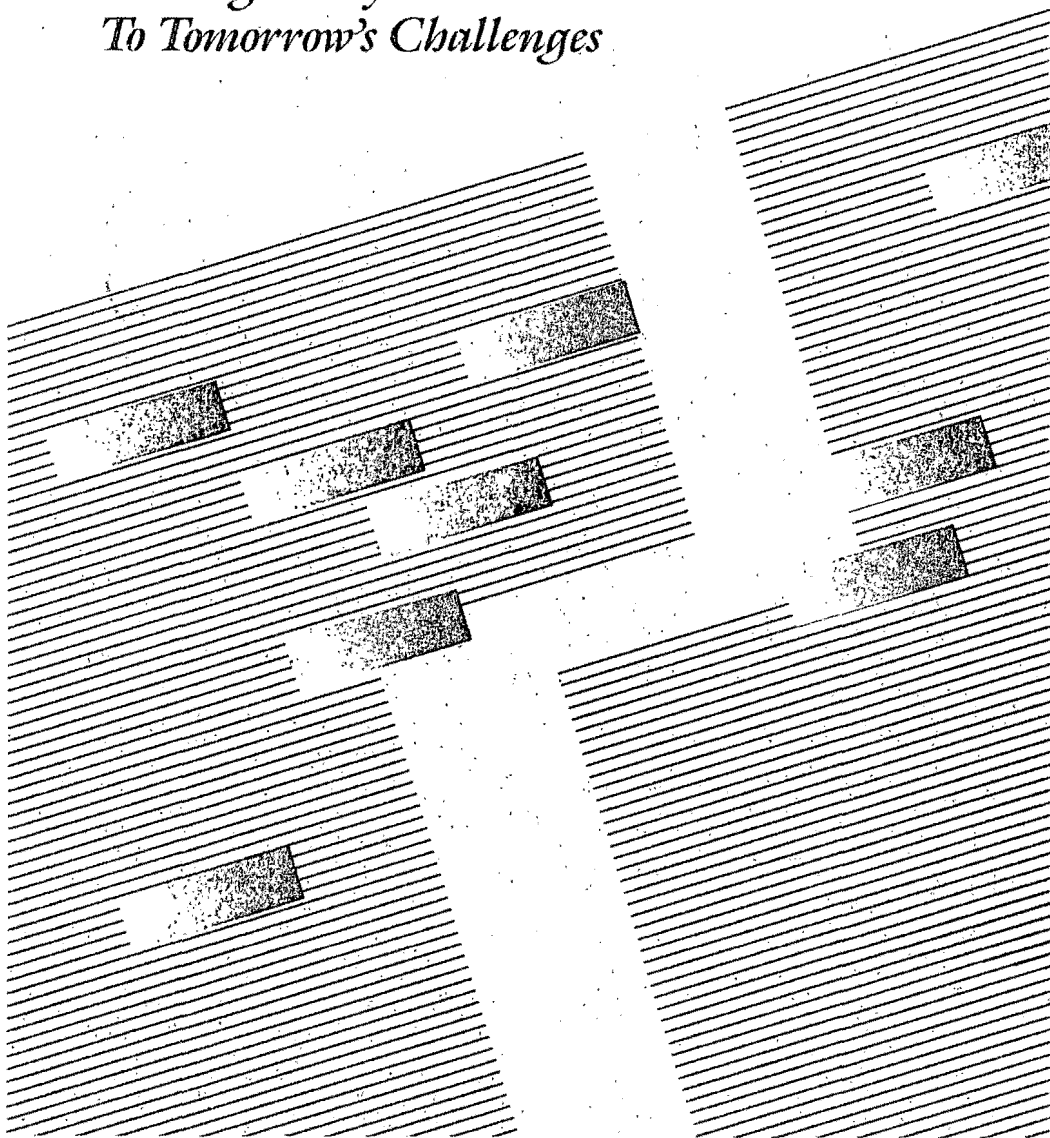
# NSBA's TECHNOLOGY LEADERSHIP NETWORK

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A Program of the  
National School Boards Association's  
Institute for the Transfer of  
Technology to Education

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*Linking Today's Educators  
To Tomorrow's Challenges*





## SCHOOL HEALTH PROJECTS of the NATIONAL SCHOOL BOARDS ASSOCIATION

The National School Boards Association (NSBA) is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership.

NSBA is a not-for-profit federation of 49 state associations of school boards and the school boards of Hawaii, the District of Columbia, the U.S. Virgin Islands, and the Commonwealth of Puerto Rico. NSBA represents the nation's 97,000 school board members. These board members govern 15,500 local school districts that serve more than 41 million public school students -- approximately 90 percent of all elementary and secondary school students in the nation.

NSBA policy is determined by a 150-member Delegate Assembly of local school board members from throughout the nation. The 24-member Board of Directors translates this policy into action. Programs and services are administered by the NSBA Executive Director, assisted by a professional staff. Several of these programs and services focus explicitly on school health issues.

### HIV AND AIDS EDUCATION PROJECT

NSBA has been funded since 1987 by the Centers for Disease Control and Prevention (CDC) to provide resources, training, and technical assistance to advance effective HIV/AIDS education programs and policies in the nation's public schools. The project promotes HIV/AIDS policy and program development within the context of comprehensive school health programs. Through the provision of training workshops at the national and state levels and the creation and operation of the HIV/AIDS Resource Database, the project informs and educates school board members and superintendents about the importance of high-level leadership to enlist and maintain support for effective HIV policy development and program implementation at the local level.

Workshops help school officials and educators understand their roles and responsibilities with regard to school programs to prevent the spread of HIV among youth. The Database, which complements the resources of the National AIDS Clearinghouse, contains over 850 items, including sample policies, curricula, program descriptions, journal articles, and audio-visual materials, to help policymakers and educators make informed decisions and develop effective programs by building on research and the experience of other school leaders. Database searches are tailored to specific needs and are available at no charge. The project also disseminates *Reducing the Risk: A School Leader's Guide to AIDS Education*, which is a primer for school leaders on the need for HIV prevention education and strategies for program development and implementation.

In addition to these ongoing activities, NSBA has conducted, with the American Association of School Administrators and CDC, a survey of school districts nationwide to ascertain the level of HIV education and comprehensive school health program implementation. The results of the study were published in the November 1992 issue of the *Journal of School Health*.

### COMPREHENSIVE SCHOOL HEALTH PROJECT

With the support of a U.S. Department of Education grant, NSBA has convened the National Consortium to Foster Comprehensive School Health Programs in the Public Schools. The Consortium, representing 20 national organizations which have an institutional commitment to student health and success and the

(continued on reverse)

## COMPREHENSIVE SCHOOL HEALTH PROJECT (cont'd.)

Departments of Health and Human Services and Education, has undertaken a multi-faceted effort to assist school leaders in planning and implementing school health programs.

Among its accomplishments, the project staff and the Consortium consider most important:

- establishment of a national data bank of information on school districts with effective school health programs that can be used as a resource to schools needing assistance in creating policy and programs;
- a School Leader's Guide, titled *School Health: Helping Children Learn*, which outlines the steps to school health policy development and program implementation and is available to the public through NSBA publications sales;
- a series of short and concise monthly ISSUE BRIEFS which feature important components of comprehensive school health programs -- policy, education, services, and healthy environments -- which are distributed via NSBA's NEWS SERVICE and through Consortium organizations;
- a six-hour training module, outlined in manual form, provided to state school boards associations to educate board members to their role and responsibility toward children's health and learning.

All NSBA activities related to comprehensive school health are designed to inform and prepare local school boards nationwide for their critical role in providing comprehensive school health programs for all public school students. Additionally, these activities contribute to the national research database on the prevalence of, barriers to, and solutions for implementation of school health programs.

## NSBA/TRI-AGENCY SMOKE-FREE SCHOOLS PROJECT

The NSBA/Tri-Agency Smoke-Free Schools Project, now in its seventh year, is a cooperative effort between NSBA and the American Cancer Society, American Lung Association, and American Heart Association to promote a smoke-free school environment and, in keeping with the Healthy People 2000 objectives, to encourage all youth to remain smoke free.

In addition to conducting collaborative meetings and workshops, NSBA produced and distributed *No Smoking: A Board Member's Guide to Non-Smoking Policies for Schools*. In 1990, NSBA developed a workshop based on this guide, *Promoting Tobacco-Free Schools for Tomorrow*, which was distributed to all state school boards associations for their use in helping local officials implement tobacco bans. Three national surveys, conducted in 1986, 1989, and 1992, assessed school district progress in adopting tobacco bans (2% of districts banned smoking for adults and students in 1986; 17% had implemented such bans in 1989; and 40% of school districts nationwide have complete bans in 1992).

### FOR ADDITIONAL INFORMATION

National School Boards Association  
1680 Duke Street, Alexandria, VA 22314  
703-838-6722

Adria L. Thomas, Director, Research and Management Services

HIV and AIDS Education Project: Brenda Z. Greene, Manager; Helen Morris, Coordinator

Comprehensive School Health Project: Betty S. Poehlman, Manager

NSBA/Tri-Agency Smoke-Free Schools Project: Adria L. Thomas, Project Director

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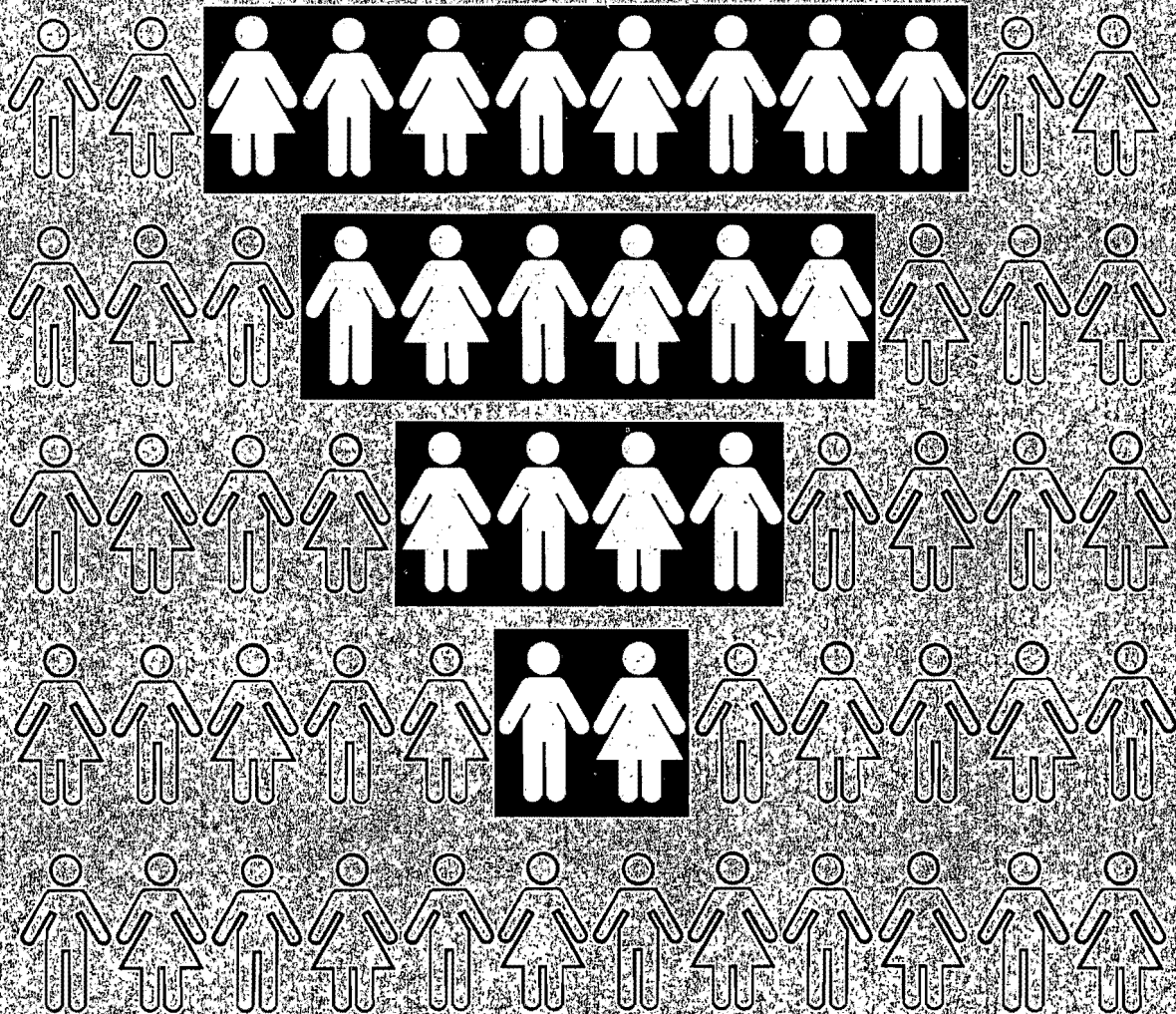
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# REDUCING THE RISK



**A School Leader's Guide to  
AIDS Education**

**VOLUME 2**