

MOUNTAIN AIR

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www.northcentralglrs.org

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North Georgia RESA & North Central GLRS



Director's Message

Hello once again from North Georgia RESA. I hope each of you had a very nice Winter Holiday and came back rejuvenated and ready for the remainder of this school year. I have chosen to write about a personal event for this issue. It has no bearing on anything other than several people have seen its posting at our office and told me it would make a good "Mountain Air" article. It is an embellished story of an interesting road race I competed in on December 19th, 2004. I do believe however there is a message in here some where!

"THE CHALLENGE"

This small plaque you are viewing has a story of courage, determination, perseverance, commitment, and drive that is unparalleled in the annuals of North Georgia RESA and its long and storied history. Please read on . . .

It was a cold 2004 December morning with a driving, freezing rain falling at an inch an hour and snow, driven by forty mile-per-hour winds, cascading down and forming a lily-white blanket of feather-light beauty. The sleet was pelting the faces of everyone gathered and the hail was beating these disciples of internal discipline as they stood to answer the call of "THE CHALLENGE."

As an attending participant at this spectacle of human capabilities, a vision appeared in the form of Horace Mann and spoke telepathically to me; yours truly, a person of no standing, a person without portfolio, a person of no importance in the grand scheme of things; a nobody, just a person standing with others in the most harsh elements of the world. The vision however, was crystal clear. On this special day, in this exact location, at precisely this selected time in history, I was the chosen one, a part of the immaculate trinity, the designated, undeclared, unordained champion of over 10,500 supporters and loyal followers of that special, world-renowned institution of educational pontification known as North Georgia RESA! I was challenged, no I was commanded, in the most eloquent of telepathic terms to transform, to become "the Master of Disaster, the Rage of the Modern Age, the King of the Ring, the Toast of the North Georgia Coast, the Thrilla on the Hilla, the Ayatollah of Rock and Rolla; yes ladies and gentlemen, the genuine, one-hundred percent, dyed-in-the-wool, the often imitated, but never duplicated; boys and girls, the undisputed, uncrowned, heavyweight champion of the world." What should I do? The only thing I could do. I accepted the commandment, I agreed to a gauntlet, not knowing what the challenge would be.

All of a sudden as the euphoria of the moment faded away and the clouds and fog dissipated for a fleeting second, the enormity of "THE CHALLENGE" presented itself to yours truly and the hundreds of thousands of gathered others. As I stood at the base of the highest peak in the great state of Georgia, I realized what was expected and commanded of me by the loyalists of NGRESA. I must conquer this mountain; I must break this mountain; I must lay waste to this mountain's claim of invincibility. I must compete with and defeat over 350+ other conquistadors to the top of this massive, natural miracle of God's creation known as the **Brasstown Bald** and by doing so, defend the honor, integrity and patriotism of the legions of supporters counting on yours truly from their homes and humble abodes in the seven corners of NGRESA anointed and protected by all that is good and true.

I had no fear. There was no trepidation. I had a mission commanded from on high. I began with full confidence to be worthy. As I stood with the other contenders and pretenders, the temperature was -10 degrees. There were forty-mile per hour winds driving the rain, sleet, hail and snow into every inch of our bodies. Yet, I was determined to represent you, regardless of the personal physical pain and suffering I would endure. I had no fear, for I had trained, suffered, sacrificed and prepared for this moment. I was zoned in. I was in "my" house and nobody would beat me in "my house!"

As the thunder rolled signifying the beginning of the end, I found I had wings on my sneakers, my running shorts and tee shirt seemed to be weightless. It was the appointed time and I was there. It was my time, I was first, the eyes of the entire world were on me!!! I was confident that the numerous 10-degree inclines of the 3.1 miles would be over in no time and I would be showered with adulation and love from around the globe. There were representatives in attendance from all over the civilized world: Georgia, Tennessee, North & South Carolina, Alabama and Mississippi. There were hundreds of thousands of spectators waiting with bated, frozen breath to see who would be the Hannibal of this civilization's conquest of the Mountain.

(con't)

At 2.5 miles, something happened. I ran into a wall. As I looked and searched for the basis and construction of this wall, it could not be found. I never saw it coming. Yet it

was there. I could not penetrate it. I could not find its door. I could not find its end. I was reduced to walking in the rain, sleet, hail and snow, bleeding, freezing and exhausted, I watched as others passed me by sneering and snickering as they pounded step by step past me and forever forward in final conquest to be a true champion. Anger and embarrassment swelled within me as I questioned my own commitment, desire and intestinal fortitude. Where did I fail? Where did I not train to the maximum? What did I NOT do to prepare efficiently? The answer was incredibly simple. I looked behind me, the path less traveled was littered with bodies of all the broken and exposed pretenders to the throne. I was not a pretender! I could not, I would not, succumb to the human frailties of fatigue, debilitating elements, or psychological surrender. Instead, I found the inner power, the intrinsic fire and desire to mount a charge that would have made Teddy Roosevelt & his Roughriders proud. As the University of Tennessee's "Pride of the Southland" Band played "Rocky Top" in the background and with the Hooters Girls cheering my every step, it was time to "kick the tires and light the fires" one more time. With renewed effort, I charged relentlessly and with single purpose onward and ever-upward toward the top of the world. As Martin Luther King stated, "I would climb the mountain and I would see the glory."

My thanks go to you, the person reading this epistle who spoke: *"You must not fail those who are depending on you, tomorrow is only 48 hours away from becoming yesterday."* *"Be a Champion today."* *"Do not let us down."* With

stamina and determination that came to me from somewhere within the depths of the human mind and heart, I found the motivation, I found the drive, I found the mental toughness, I found the will somehow to complete what **MUST** be completed, to finish what must be **FINISHED**. This I did for each of you my friends, brothers, and sisters. With a renewed determination and purpose, I finished this punishing, painful pilgrimage to the throne at the top of the world and its aura of immortality.

Later, battered, bleeding and totally exhausted, I stood with the very few, the proud, the others, who would be champions and reflected on the past minutes. I realized that I did not conquer the mountain, but on this particular day, I took and beat its best shot. I found that a tired, exhausted left fist, held weakly but triumphantly in the air in a driving snow storm does indeed have a special meaning to the holder. I found that setting a personal goal and actually completing it does still have special meaning. I found that nothing comes without sacrifice. Consequently, this trophy, this tangible piece of wood, metal and ink is evidence and confirmation of man's ability to find that elusive place within the human body that is the "soul" and for a brief moment, see one's true being. I "**Climbed the Mountain and I witnessed the Glory.**" For me, it restored the beauty that is life and all that it has to offer. There is much about us as individuals that we never know. I found that the greatest rewards come only from the greatest commitment, you never conquer the mountain, you only conquer yourself. This trophy is here for that reason, and it stands proudly as a tribute to each member of the North Georgia RESA family. ■

VINE, VIDI, VICI !!!

NGRESA Technical Support: What We Have Been Doing

Technical support has been busy with the systems and individual schools since the school year began. Information compiled through December, 2004 shows that we have made 676 visits to the participating North Georgia RESA districts. To show services that often go unnoticed, listed below are the total calls made to each system and the number and type of machines serviced in each.

Dalton City Schools, 283 total visits: 86 audio-visual machines, 3 business machines, 176 copy machines, and 474 computers/accessories. 149 total hours were spent in a variety of networking jobs.

Fannin County Schools, 88 total visits: 42 audio-visual machines, 3 business machines, 149 copy machines, and 16 computers/associated accessories. 43 total hours were spent in networking jobs.

Gilmer County Schools, 78 total visits: 51 audio-visual machines, 1 business machine, 36 copy machines, and 4 computers/associated accessories. 86 total hours were spent in networking jobs.

Murray County Schools, 21 total visits: 79 audio-visual machines, and 19 copy machines.

Pickens County Schools, 146 total visits: 11 audio-visual machines, 3 business machines, 141 copy machines, and 82 computers/associated accessories. 5 hours were spent in networking jobs.

Whitfield County Schools, 60 visits: 89 audio-visual machines, 11 business machines, 6 copy machines, and 16 computers/associated accessories. 93 total hours were spent in networking jobs.

As of February 1, we have serviced and/or maintained 358 various audio-visual machines, 21 business machines, 527 copy machines, 592 computers/accessories and 376 hours have been spent in various networking jobs. Ralph Cox, Johnny Johnson, Benny Weaver and Art Williams are in our systems every day striving to give our schools the best opportunities to be successful through service support.

Remember, if the classroom equipment used to enhance your



instruction fails to perform, ask your building administrator or media specialist to call Carol at (706) 276-1111 to schedule a repair visit. ■



NORTH CENTRAL GLRS

Georgia Learning Resource Systems

Pam Glasgow, Director

Thank You

I appreciated your comments regarding the GLRS publication *Tools for Teachers* that we received by e-mail and telephone. A special thanks to our local system Special Education Directors for sharing and distributing this resource to their special education teachers. In addition, I would like to acknowledge local principals who reviewed my correspondence and provided this valuable tool for their regular education teachers and Student Support Team (SST) leaders. Collectively, we have provided this resource for over 1,900 teachers in our seven county RESA/GLRS district. Additional copies are available. If interested please contact me at pamglasgow@ellijay.com or my secretary, Cindy, at cmulkey@ellijay.com.

STEEP

“What is STEEP?” This is a question that I am frequently asked. STEEP (Steps to Enhance Educational Performance) is an intervention that utilizes Curriculum Based Measures (CBM) in math and reading to identify *at-risk* students. It is an avenue for teachers and administrators to *progress monitor* students in a quick, reliable manner while providing a descriptive class wide graph depicting how each child performed on the curriculum-based assessment. A “one look” view of the performance of an entire class can provide valuable information to teachers during the first weeks of school, mid-year, and again at the end of year. The data system provides graphs showing students in the frustrational, independent and

mastery levels in math and reading. Such valuable information can be utilized in instructional planning, SST referrals, and retention decisions. With progress monitoring being a No Child Left Behind (NCLB) requirement, many are finding STEEP a great resource.

STEEP is the work of Dr. Joe Witt of Louisiana State University, and is currently being implemented by several of our GLRS offices around our state, as well as other states across the country. This year our office is providing STEEP through a GLRS Capacity Grant with one of our local systems. For the 2005-2006 school year, Capacity Grant funds will be available to offer this service to additional systems.



Recently, the STEEP model was featured as part of the U. S. Department of Education’s live broadcast entitled “Success Stories for NCLB”. If you are interested in obtaining more information about the broadcast or STEEP, please contact me at pamglasgow@ellijay.com or view Dr. Witt’s website at joe.witt@joewitt.org.

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*For professional learning opportunities*

*please view our website at*

*[www.northcentralglrs.org](http://www.northcentralglrs.org)*

*then click the*

*Professional Learning button*

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Note of interest: Congress passed and President Bush has signed the new Reauthorization of IDEA, with regulations to follow at a later date. Sam Harben provided an overview for our local system administrators at our GLRS/North Georgia RESA office during the second week in January. ■

Youth Apprenticeship Program

Gilmer High Student Assists in Primate Surgery

by Gary Hyde

Imagine the excitement, the honor, the experience of working with world-class veterinarians, dental experts, and animal care-givers. Add to this a talented, career-oriented, Gilmer High student and a local veterinary clinic. The setting is a 324 acre animal sanctuary located just outside Morganton, GA built for the sole purpose of rehabilitating and giving sanctuary to...gorillas! Yes, gorillas. Finally, include the star of this scenario, a western lowland adult male silverback named Joe. The story begins with Joe having a toothache...

Does this sound like a far-fetched beginning to a novel? Maybe so but every word is true. On November 13th 2004, Gilmer High student Lori Edmondson, a Youth Apprenticeship student

apprenticing with Appalachian Animal Hospital, assisted Dr. Francis Cipullo, Dr. Rita McManamon (senior veterinarian at Zoo Atlanta), Dr. Laura Braswell (periodontist) Dr. Stuart Loos (dentist) and others in the extraction of a broken tooth from the jaw of an adult male gorilla. Ms. Edmondson's duties included prepping for surgery, assisting with instruments, and monitoring vitals while Joe was sedated.

The sanctuary where this amazing surgery took place is located in a tract of land in the mountains of north Georgia. The state-of-the-art facility is supported by the Dewar Wildlife Trust, and is appropriately named Gorilla

Haven. The mission statement of the sanctuary says it all...To help make every captive gorilla's life as enriched and natural as possible through husbandry and research and to promote education about gorilla conservation in zoos and the wild.

Joe is currently the only resident at Gorilla Haven and Joe will be 42 years old this year (considered very old for a captive gorilla, the record is 54 years old). Joe has been moved from zoo to zoo since his capture in Africa sometime in the mid 1960's. Before coming to Gorilla Haven, Joe spent approximately ten years confined to a small veterinary enclosure due to health concerns and the lack of a more appropriate facility. Since Gorilla Haven offers Joe so much

more freedom, he has had to happily relearn how to climb and walk longer distances.

Although this wonderful experience features Joe the gorilla, Gorilla Haven, and the Dewars (the family dedicating their lives to the care of and education about gorillas), do not forget about Lori Edmondson. Lori is a senior at Gilmer High School, the daughter of Barbara

Gorilla Haven is entering the next phases of development and will soon have future residents to keep Joe company.

If you would like to learn more about Gorilla Haven, visit www.gorilla-haven.org or for information about our Youth Apprenticeship Program and our other amazing students, visit www.ngresa.org and click on the YAP button or call Gary Hyde at North Georgia RESA 706-276-1111. ■

and Floyd Edmondson of Ellijay. Lori applied to the Youth Apprenticeship Program (YAP) with a career interest in veterinary medicine. She was placed at Appalachian Animal Hospital, who has partnered with YAP for several years. The purpose of the Youth Apprenticeship Program is to provide students with on-the-job training and experience in their chosen career fields.

Appalachian Animal Hospital has been exemplary in accepting and training students for careers in the veterinary field. Experiences like those of Lori with Joe the gorilla are invaluable in shaping our youth and their careers.

As with all good stories, this one has a happy ending. Joe survived the surgery, (sedating gorillas can have serious side-effects and even fatalities). He seems to be happy and enjoying his twilight years. Lori will carry these experiences to her future college classrooms and relate them to a disbelieving audience.



School Improvement News from Lisa Smith. . .

NEW ONLINE TOOL TO HELP BOOST HIGH SCHOOL SCIENCE ACHIEVEMENT

The Georgia Department of Education has released a new on-line resource to help students and teachers prepare for the science portion of the Georgia High School Graduation Test (GHS GT). The Online Item Banking System that many districts have used effectively over the past two years as part of the Criterion Referenced Competency Test (CRCT) program is being expanded to include items from the GHS GT item bank. Access and utilization of this new section of the online system will follow the same procedures now in use to access the CRCT items. Brief instructions are at: <http://info.georgiacrct.org/documents/quickguide.aspx>. More detailed manuals are at: <http://info.georgiacrct.org/documents/training.aspx>.

For additional information or assistance contact Lloyd Komatsu, Georgia Department of Education, at (404) 657-0311 or lkomatsu@doe.k12.ga.us. Also, you may contact Riverside Software Support which is available weekdays from 7:00 a.m. to 9:00 p.m. at (866) 215-6881.

NEW FROM THE SCHOOL IMPROVEMENT DIVISION OF THE GEORGIA DEPARTMENT OF EDUCATION. . .

Georgia Standards for School Performance (GSSP)

Although use of these standards is not a state mandate, there is great potential in having one document to communicate and measure effective practice in Georgia. The development was an eight-month process and involved over 100 educators in the state. In identifying the Georgia Standards for School Performance, the School Improvement Division utilized research information from Dr. Robert Marzano in the meta-analysis, *What Works in Schools (2003)*, the National Survey of School Effectiveness (NSSE), the Kentucky Rubric of Effective Schools, and the Comprehensive School Reform components. The eleven factors affecting student achievement identified by Dr. Marzano and similar terms and statements from the research documents were combined until eight broad strands were determined to encompass the research. The eight strands have been further developed and defined into performance standards, elements, and an implementation rubric to assist schools in the process of school improvement. The eight strands are:

- Curriculum
- Instruction
- Assessment

- Planning and organization
- Student, family, and community support
- Professional learning
- Leadership
- School culture

The Georgia Standards for School Performance (GSSP) document can serve as a tool for all schools in the state and is being field-tested during the 2004-2005 school year. The GSSP document can be best utilized when combined with the Georgia School Performance Review instruments. The Georgia School Performance Review provides the instruments and tools that can be applied to the GSSP standards to determine school needs and chart the progress of the school. The GSSP document can also be utilized as a guide for continuous improvement at the school level as schools can see the next level of growth to create plans to assist them in reaching the higher development level of each strand and standard.

Both the Standards for School Performance and the School Performance Review are available at www.doe.k12.ga.us/support/improvement/gspr.asp. The Georgia Department of Education will be asking for input from educators across the state on the Standards for School Performance in an online format this Spring. They are gathering input needed to make necessary revisions to use in the 2005-2006 school year. The final document will also include an alignment to the Southern Association of colleges and Schools (SACS) 2005 Accreditation Standards for Quality Schools.

Take advantage of opportunities to:

- ◆ learn from your colleagues
- ◆ avoid reinventing the wheel
- ◆ share information and ideas

by participating in specific special interest group consortia for:

- ▶ Elementary Principals
- ▶ Middle School Principals
- ▶ High School Principals
- ▶ Media Specialist
- ▶ Counselors
- ▶ Transportation Directors
- ▶ Special Education Directors

Look for email announcements or contact Vanna at 706-276-1111 or vannac@ellijay.com for meeting dates and times. ■

****IMPORTANT REMINDER****

AYP Target Goals Increase for 2005 Spring CRCT		
Reading/Language Arts Grades 3-8	Suggested Annual Goal for School Improvement (To stay on track for 2014 goal of 100%)	AYP Required Percentage
2004	63.64%	60%
2005	67.27%	66.7%
Math Grades 3-8	Suggested Annual Goal for School Improvement (To stay on track for 2014 goal of 100%)	AYP Required Percentage
2004	54.55%	50%
2005	59.09%	58.3%
AYP Target Goals Increase for 2005 Georgia High School Graduation Test (GHSGT)		
(Enhanced) GHSGT English/Language Arts	Suggested Annual Goal for School Improvement (To stay on track for 2014 goal of 100%)	AYP Required Percentage
2004	81.6%	81.6%
2005	83.44%	81.6%
(Enhanced) GHSGT Math	Suggested Annual Goal for School Improvement (To stay on track for 2014 goal of 100%)	AYP Required Percentage
2004	62.23%	62.3%
2005	66.07%	62.3%

The Mountainbrook Comprehensive Academy
“An Exceptional Program for Exceptional Students”

For approximately 35 years, Mountainbrook Comprehensive Academy has been providing quality services to children and youth with emotional and developmental disorders within the North Georgia RESA service area. Mountainbrook is also part of the Georgia Psychoeducational Network (GPN) that serves similar students throughout the state. Almost 8,000 students are served each year through GPN. Mountainbrook has service facilities in Waleska, Dalton and Blue Ridge that reach students in the Cherokee, Pickens, Fannin, Gilmer, Whitfield, Murray, and Dalton Public School systems.

Mountainbrook is unique in that it is a special service location geared solely to provide therapeutic classes, psychological assessment, caregiver support and psychiatric intervention. This comprehensive approach is crucial in providing students with the appropriate level of needed care.

Students are referred to Mountainbrook by the local school system’s office of special education and placement is the result of an IEP committee’s decision. Children may be placed in full or part-time classes with the ongoing goal of maximizing inclusion with non-disabled peers. Through cooperative efforts,

Mountainbrook and local school systems are able to ensure that each child receives necessary support services, as mandated by PL 94-142.

At Mountainbrook, intensive Behavior Intervention Plans (BIP) are developed to address the specific goals and objectives of each student. Goals generally focus upon improvement in social, behavioral, communicative, and academic functioning. As partners with the student’s caregiver, we strive to work diligently on those aspects that are most problematic for the child. Thorough diagnostics are often required to develop a complete picture of the student’s needs.

Should you wish to know more about how Mountainbrook Comprehensive may help a student in need, please contact the site administrators at one of the addresses nearest you or log-on to www.mountainbrookacademy.com . **Paul Baker, Director**

Linda Spicer, Ph.D.
41 Grady Street
Waleska, GA 30183
770-720-3550

Pam Massingale
104 Fort Hill Terrace
Dalton, GA 30721
706-271-2684

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224 E. Highland Street
Blue Ridge, GA 30513
706-632-7810

From Lynn Weaver's office . . .

Comprehensive School Reform Grant 05-06

The Comprehensive School Reform (CSR) 05-06 grant application is now available on the Georgia Department of Education website for Comprehensive School Reform at www.doe.k12.ga.us/support/sss/titlei_f.asp. The CSR program is designed to increase student achievement by assisting public schools across the country with implementing comprehensive reforms that are grounded in scientifically based research and effective practices.

The CSR program targets high-poverty and low-achieving schools, especially those receiving Title I funds, by helping them increase the quality and accelerate the pace of their reform efforts. The eleven components of the Comprehensive School Reform Program provide an organizing framework that encourages schools to build upon and leverage state and local school initiatives into a comprehensive plan for school improvement.

The CSR 05-06 application has been updated slightly. Page 7 of the application - High Needs Points Summary - the first line now reads "Title I School" instead of Title I Eligible School. The only schools who will receive 20 high points are schools actually receiving Title I funds.



Steps to Begin the CSR Application Process

1. Establish leadership team support for school reform.
2. Conduct a school comprehensive needs assessment.
3. Establish teacher, district, parent, and student "buy in" to pursue the reform efforts.
4. Create a CSR data collection team to collect and analyze student achievement data (ITBS, Stanford 9, CRCT and/or GHSGT).
5. Involve parents, students, and the community in the planning process.
6. Identify effective instructional strategies.
7. Research reform models or designs to match your school goals and objectives (attend the CSR model fair March 7 & 8).
8. Visit and network with other schools.
9. Consider the resources required to implement CSR and how the resources will be allocated to support, continue and sustain the initiative after the grant period expires.
10. Choose a model provider that will be a part of the school's reform program.
11. Complete the CSR Grant application.

We currently have seven schools in the North Georgia RESA area who are in their second year of the CSR Grant. If you are interested in visiting these schools or talking with the principals, call Lynn Weaver at (706) 276-1111 to make arrangements.

One-Year Practicum Participants

North Georgia RESA has added a new One-Year Practicum as an Alternative Certification Process. Ten teachers have been accepted and are currently working on the requirements to be recommended for certification. This is a welcomed program to our area schools, matching teaching jobs with degreed folks who are willing to participate in developing a teaching portfolio while being supervised by a three member support team. We wish them all well in this endeavor.

Safe and Drug Free Schools

Every school system needs a written protocol on how child abuse reports are made. Is yours up to date and do **all educators know the process?** ■

-Updated GTEP Resource Manual

-GTOI 2003 Edition

-GTDMI 2003 Edition

now available on the North Georgia RESA website

(www.ngresa.org)

Click on: GTEP Evaluation Manual

PRINT YOUR OWN AND SAVE \$\$\$

School Council news from Jim Carson. . .

Below is an **EXAMPLE** of a check list from the Georgia School Council Institute which is a good “end of year” evaluation for School Council activities. You may print a blank form at the Georgia School Council Institute website at www.gaschoolcouncil.org.

If you have any questions, or if I can help you in any way, please call Jim Carson at 706-276-1111 or email me at jimc@elijay.com. Thank you for all your endeavors on behalf of Georgia students and particularly in the smooth transitioning of changes in the school councils this year.

School Council Year End Operating Checklist

Membership (O.C.G.A. § 20-2-86 (d))

At least 2 teacher members Yes No Term End 9/30/05 9/30/06
At least 2 parent members Yes No Term End 9/30/05 9/30/06
2 business members Yes No Term End 9/30/05 9/30/06
Other members as specified within bylaws Yes No None added to bylaws
Number of parent and teacher members is equal Yes No

Elections (O.C.G.A. § 20-2-86 (d))

Elections were held when necessary. Yes No

Bylaws (O.C.G.A. § 20-2-86 (h))

Bylaws in accordance with the 2004 school council have been adopted. Yes No

Training (O.C.G.A. § 20-2-86 (b))

All school council members have attended training on the organizational, legal, and procedural issues regarding school councils. Yes No

Additional annual training was received on 11/17/04 at Smith High School by Dr. Patsy Jones, Director of Professional Development, Jordan County Schools.

Meetings (O.C.G.A. § 20-2-86 (f))

At least four meetings per year:

Date: <u>9/14/04</u>	Date: <u>2/8/05</u>
Date: <u>10/12/04</u>	Date: <u>3/8/05</u>
Date: <u>11/9/04</u>	Date: <u>6/14/05</u>
Date: <u>1/11/05</u>	Date: <u>8/9/05</u>

Officers (O.C.G.A. § 20-2-86 (j))

Chairperson, vice chairperson, and secretary were elected on 9/14/04 for a term of one year.

Annual Report (O.C.G.A. § 20-2-86(q))

The annual report was submitted to the local board of education on 6/16/2005.