

ASBO Matters

ASBO-MD&DC



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Imagine the Possibilities: Professional Growth

Spring 2001

As if you didn't know... Spring Conference is near

A half an hour after breakfast is served at 7:30 am. Monday, May 21, President Doug Pindell will open the first session of the 49th Annual Spring Conference in Ocean City, Maryland. From that point on, the next two and one-half days will be packed with professional development activities following pretty much the same schedule as we have seen for the last two years.

The Keynote address will be delivered by Dr. Bob Anastasi, Executive Director of the Montgomery County Business Roundtable for Education. The speaker at Tuesday's Lunch and the Wednes-



Keynoter Anastasi

day morning session will be the nationally known Dr. Charles Petty, who is a self-described family humorist.

One of the exciting aspects of the Conference is the anticipated expansion of the number of exhibitors by about 20% over last year's record number. Past President John Matthews continues to serve the Association by planning and conducting a first-ever session for those who are attending the Conference for the first time. John hopes to orient them to the schedule and the activities so they can use their time efficiently and get the maximum out of the experience. Be sure to say "hello" to these people who will have a special "First Time" ribbon on their badges.

In case you've forgotten the schedule, remember it is in the last issue of ASBOMatters. If you can't find that, go to the ASBO-MD&DC web site (<http://asbo.org>) and click on "News." There you will be able to download a copy of the newsletter with schedule, section write-ups, etc.

This year's conference certainly follows President Pindell's theme, "Imagine the Possibilities: Professional Growth." Make the most of it. □



Luncheon Speaker Petty

Montgomery Gold Medal system

Montgomery County Public Schools was named a "gold medal" school system for the sixth consecutive year by *Expansion Management* magazine as a measure of the attractiveness of the school system to the business community. Gold Medal school systems rank in the top 16 percent of districts evaluated by the magazine.

MCPS was recognized for offering companies considering expansion or relocation among the best educational services nationally, including well-prepared high school graduates and excellent schools for employees to enroll their children.

MCPS and Frederick County Public Schools *continued on page 8*

ASBO-MD&DC

**ANNUAL
SPRING
CONFERENCE**

**May 20-23, 2001
Ocean City, Maryland**

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From the President...

Douglas B. Pindell

As a School Business Official, I have heard time and again that because we are not in the classroom, we do not “deliver education” to the students of Maryland’s k-12 schools. I beg to differ on this point. I offer the following scenarios that while not real in every case, could happen during any day for any school business official.

1. A ten year-old little girl waits patiently at the bus stop. Her mother waiting in the car looks at her watch. She will be late to work if the bus doesn’t come soon. If the bus doesn’t come, the little girl will have to go to work with her mother and miss a day of school. After five minutes, a bus pulls up and the little girl gets on and gets to school on time. Forty-five minutes earlier, the supervisor for the bus route that picks up the little girl received a call that the driver was sick and would not be in. The supervisor quickly took the necessary steps to ensure that the bus would run its route. This little girl learned how to multiply two numbers today.
2. Last week, twenty minutes before the children arrive, a teacher nearly trips over a crack in the sidewalk pushed up by freezing weather. She reported it to the administration office that morning. Because of the efficient technology network and software put in place by the Information Technology Department of this school system, a work order request was generated and issued to the School Facilities office. A work order was issued and the repairs made on a timely basis. Today, the teacher parked in the same spot and easily walked in to school with little chance of injury.
3. While a custodian folds up a cafeteria table, he notices a loose bolt holding the bench to the frame and has difficulty lifting the table up. The school has a system of reporting safety related items such as this. A staff person from Safety, Security & Risk Management comes out to look at the table and then contacts the vendor. The vendor that sold the table agrees there is a problem and sends out a pick up ticket. As the vendor’s workers begin to move the table, it collapses. The custodian, the Safety Specialist, and vendor agree that this table could have caused harm to a number of children. Later at lunch, all the children were able to safely have a healthy lunch without interruption.
4. A teacher placed an order for a classroom amount of reading books. She is scheduled to issue the books to the class in two weeks and has not yet received them. She calls the Purchasing Office to track down the order. The buyer quickly locates the order using an electronic purchase order system and is able to expedite the order with the vendor. The teacher receives the books in time to begin her lessons without disruption of her lesson plan.

The above scenarios are fictitious, but I’m sure I could find examples of efforts on the part of school business officials having a direct impact on the classroom teacher or their environment. None of these events really took place except for the last one. Our Purchasing Office really did get a call from a teacher to track and expedite an order for books so that she would have them in

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GENERAL TOPIC SESSIONS

49th Annual Spring Conference

May 21 & 22, 2001

General Topic Sessions will again be held on Monday and Tuesday mornings during the Annual Spring Conference. They will begin at 9:45 a.m. and repeat at 11:15 a.m. on the days shown below. The days and topics have changed from those published earlier and are included to allow you to plan your schedule prior to the Conference.

MONDAY

No Harassment
Professional Growth Plans—A View from Both Sides
Surviving Conflict
MD Technology Study Update—Where Are You?
Navigating Legislation

TUESDAY

Making a Difference—Partnering with Kids
Thornton Commission Update
Love It by Leaving It
A View from the Dark Side
Career & Tech Ed...the Myths are Gone

NO HARASSMENT

In this session, participants will have the opportunity to explore the legal ramifications and potential costs of harassment in their setting. Using sexual harassment legislation and case law as a framework, participants will have the opportunity to increase:

- Understanding of harassment
- Knowledge of relevant laws and regulations
- Awareness of the dynamics of harassment
- Options for preventing and addressing harassment

PROFESSIONAL GROWTH PLANS— A VIEW FROM BOTH SIDES

The presenter will take us through the evaluation process from the perspectives of both the person doing the evaluation and the person receiving an evaluation. Valuable tips will be provided which will enable each party to better understand their roles as business professionals and how they may use the evaluation experience to plan their future

professional growth.

SURVIVING CONFLICT

We all experience conflict in our day-to-day life. It can be stressful but also can have a positive outcome. In this workshop, participants will learn techniques for resolving conflict in a manner that results in a win-win outcome. You will learn how to open the dialog with a difficult colleague, employee, or student and how to discuss problems while minimizing defensive reactions. Tips will be provided for defusing potentially explosive situations and for maintaining clear, open communication and encouraging cooperation while building relationships. The presenter will discuss gender differences in communication style and techniques for addressing these differences in a constructive manner. Participants will have an opportunity to assess their own style of addressing conflict and practice new techniques for negotiating it more effectively in the future.

MD TECHNOLOGY IN EDUCATION UPDATE

Since 1995, Maryland's State Plan has guided efforts to make technology an integral part of every school and classroom. What progress has been made?

What work still remains to be done to make the Vision of the Plan a reality?

This session will include a presentation and discussion with participants to answer these questions.

NAVIGATING LEGISLATION

Hear how ideas become bills and how bills become laws. Learn about the role of a school business person in the legislative process, how to weed through proposed legislation to identify what is relevant to your work. You will also hear how you can impact decision-making in Annapolis and get the final overview of the Legislative 2001 session.

MAKING A DIFFERENCE—PARTNERING WITH KIDS

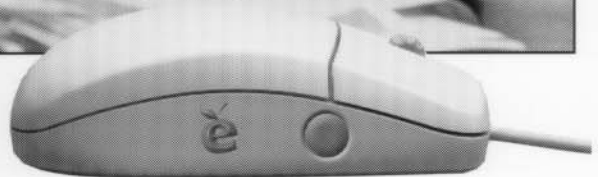
Learn how supporting services can directly affect student achievement. This session will provide an example of how connecting with the classroom can benefit the students, schools, and community. This example from the National Energy Foundation will describe how you can develop an

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Koehler achieves FAME

Renee S. Koehler, Supervisor, Food & Nutrition Services for Anne Arundel County Public Schools, recently received the FAME Silver Star Award for Spirit from the American School Foodservice Association (ASFSa) at its annual Industry Seminar in New Orleans, Louisiana.

The FAME Award (Foodservice Achievement Management Excellence) is a tribute to school foodservice professionals who go above and beyond in foodservice achievement and management excellence. The ASFSa says that this honor "goes exclusively to the most accomplished and innovative industry leaders." The Spirit Award goes to those who commit to the people and programs of school foodservice and demonstrate a high level of loyalty and enthusiasm.

In the nomination of Mrs. Koehler, her staff had this to say of her. "Throughout her 24+ years, Renee Koehler has consistently been an enthusiastic supporter and dynamic leader of Food & Nutrition Services in Anne Arundel County Public Schools (AACPS). She brought with her to the school system a knack for facilitating change and a vision for the future of Food Service. She also has been an active member of ASFSa and ASBO International and their respective state affiliates. She has served on numerous professional committees in various capacities and aided in the growth of the organizations as a whole. In AACPS, she has implemented extensive training programs for all levels of her employees. She has been innovative in starting and marketing a breakfast program called 'Breakfast with Class.' She has been instrumental in coordinating a partnership with other agencies to form a very successful Team Nutrition Program in the classroom. Mrs. Koehler also envisioned a broad scale marketing program to involve the community and increase school spirit and, of course, participation.

Under her leadership AACPS Food & Nutrition services has created a furry, pink, crab mascot named Snappy. If you attend the ASBO International Annual Meeting and Exhibits in Baltimore this Fall, you may very well get to meet Snappy personally.

Congratulations Renee from ASBO-MD&DC.

*— information supplied by Ilene Murphy
Food and Nutrition Services
Anne Arundel County Public Schools*

...Gold Medal

...continued from page 1

were the only school systems in Maryland to earn the gold medal designation this year. The MCPS score of 142 out of a possible 150 points is the highest in the state. In the Washington metropolitan area, school systems in Fairfax and Manassas counties also were among the gold medalists.

The gold medal districts nationally constitute the high scorers on a three-part "education quotient" that includes the Graduate Outcome Index (graduates' scores on the Scholastic Assessment Test and graduation rates), the Resource Index (including per pupil expenditure, student-teacher ratios and teacher salaries) and the Community Index (socioeconomic factors such as level of education and family income).

The annual *Expansion Management* review gathered data from approximately 2,234 school districts around the nation, representing communities with populations of at least 15,000. □

Got Cold Milk?

Dorchester County Foodservice Manager, Robin Phillips, announced recently that Amanda Leonard, a fifth grade student in Ms. Bonnie Teat's class at Sandy Hill Elementary School, won the grand prize in the National Dairy Council's "Got Cold Milk" drawing contest.

For Amanda's winning effort, Ms. Teat will receive "Got Milk" celebrity posters for her classroom; each student in Amanda's class received a "Got Milk" t-shirt, and Amanda's winning art will be placed on the council's website, www.nutritionexplorations.org.

Congratulations, Amanda from ASBO-MD&DC...

Booklet provides advice on teacher hiring

How to Interview, Hire, and Retain High Quality New Teachers, a 64-page booklet from the Educational Research Service and the National Association of Elementary School Principals (NAESP), provides guidelines on hiring the best teachers. Phone NAESP at (800) 386-2377.

New study reveals ten major societal trends that will have a profound impact on schools in early 21st century

Ten massive trends sweeping across the nation and world will have a profound impact on education during the early part of the 21st century, according to a year-long study just released by Educational Research Service (ERS) in Arlington, Virginia.

"These trends represent seismic shifts," says Gary Marx, president of the Center for Public Outreach in Vienna, Virginia, who conducted this study and has directed a number of earlier projects focused on preparing schools and students for the 21st century. Marx was aided in his research by the 46-member ERS Schools of the Future Council, composed of leaders in business, education, government, and other fields. His findings and observations have been published in a new ERS publication, *Ten Trends: Educating Children for a Profoundly Different Future*.

The ten trends, encompassing a broad cross-section of societal change, include:

TREND 1: FOR THE FIRST TIME IN HISTORY, THE OLD WILL OUTNUMBER THE YOUNG.

(Younger > Older)

In 2000, 27 percent of the U.S. population was 18 or under, and 21 percent 55 or older. By 2020, 25 percent will be 18 or under and 30 percent will be 55 or older. "In 1950, approximately 16 people were working for every person drawing Social Security benefits. In 2000, the ratio was 3.4 to 1. However, by 2030, when Baby Boomers are between 66 and 84 years of age, the ratio will be 2 to 1," Marx points out.

21st Century Directions: "Schools will need to expand adult education courses and other opportunities for lifelong learning, offer courses about aging, promote intergenerational communication, balance the competing political demands of the young and old, and very likely try to recruit and retain older citizens for service as educators," Marx predicts.

TREND 2: THE COUNTRY WILL BECOME A NATION OF MINORITIES.

(Majority/Minority > Minority/Minority)

"We have traditionally been a majority/minority society. By 2050, according to the U.S. Census Bureau, we will be well on our way to becoming a minority/minority society," Marx observes. "Shortly after 2050, it is likely that no single racial or ethnic group will represent more than 50 percent of the population." In 2000, approximately 71 percent of U.S. residents were white; by 2050, that proportion will drop to 53 percent.

21st Century Directions: Challenges for schools in the early part of the century include: ensuring equal opportunity and improving achievement for all students, attracting and keeping excellent teachers and administrators as role models, assigning excellent

teachers to schools with the deepest needs, seeking common denominators with as many groups as possible, and developing an international focus.

TREND 3: SOCIAL AND INTELLECTUAL CAPITAL WILL BECOME THE PRIMARY ECONOMIC VALUE IN SOCIETY.

(Industrial Age > Global Knowledge/Information Age)

"We're fast discovering that knowledge is the new coin of the realm," Marx says. "As you use knowledge, it grows, creating a perpetual wealth machine. What we know, the experiences we collect, and the networks and relationships we develop are driving our economy," Marx notes.

21st Century Directions: "Since many students will be working on their own or with cyber-connected teams, all students will need management skills. They'll need to know how to manage their own time and business," Marx predicts. "They will also need entrepreneurial skills," he emphasizes. "It's not just a matter of making money either. After all, it also takes entrepreneurial skills to get a park built in your neighborhood." Marx calls on schools to "offer professional development that challenges existing habits and mindsets and to move away from the factory model."

TREND 4: EDUCATION WILL SHIFT FROM AVERAGES TO INDIVIDUALS.

(Standardization > Personalization)

"While high standards and high-stakes tests are driving the education system, the world is moving toward mass customization," Marx points out. He speculates that "high-stakes tests tied to graduation, student promotion, and school rankings will create community concern if schools start losing their accreditation or status." Marx adds, "In that case, when pride is injured or property values plummet, parents will demand personal attention to help their children meet or exceed standards."

21st Century Directions: Directions for schools in the 21st century, according to Marx, include: personalizing as a key to reaching appropriate standards; preparing students for the future, not for the past; bringing out the individual talents and abilities of all students; moving toward more performance-based testing; and ensuring that standards do not limit the curriculum.

TREND 5: THE MILLENNIAL GENERATION WILL INSIST ON SOLUTIONS TO ACCUMULATED PROBLEMS AND INJUSTICES.

(Silents, Boomers, Xers > Millennials)

Marx quotes generational experts such as William Strauss and Neil Howe, who point out that every fourth generation has a tendency to repeat itself. "We are now four generations out from the G.I. Generation, the generation of heroes," Marx observes. "These young people, born beginning in

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NOTICE TO LEADERS:

The rules have changed

In many contexts the words “administration” and “leadership” are used interchangeably, as if they are synonyms, even though they clearly are not. There was a time in an earlier paradigm when they probably were the same, but that paradigm no longer exists and all the rules have clearly changed.

Many of us don’t welcome change, even though we acknowledge it as inevitable. But there is a rapidly-growing field of evidence that clearly shows that the successful individuals and organizations in today’s lightning-speed environment are those who recognize change as an opportunity and who know how and when to leverage its power to their advantage. This, then, is clearly the #1 role of leaders in the 21st Century: leading through change.

The role of an administrator in public education changed little until recently: keep the organization on a steady course—a task that largely involved managing the status quo. Early signs that the paradigm was crumbling and the rules were changing began to appear in the 1970’s, yet even through these early transition years, most schools and school systems continued to operate “by the book.” What no one seemed to realize, however, was that the copyright date of that book was in the early 1900’s, hardly an operating manual for public education at the dawn of the new millennium.

The linear world of public schooling has been replaced by a non-linear one where change is occurring at an exponential rate. The rules that governed in the former era have

been obliterated by change forces that were not on anyone’s radar screen even 10–15 years ago. Yet seemingly in spite of this powerful sea change and the skills required to navigate this complex, incongruous, and chaotic world, too many would-be “leaders” prefer the comfortable fit of the old paradigm. They try to play the new game with the old rules and the old skills—to the detriment and deterioration of the people and organizations they purport to lead.

Ours is a “world in the vortex of rapid change,” as one writer put it recently. We can view that change as an enemy or as a friend, as a threat or as an opportunity. The window of opportunity is open to us in education now, but for a very short time. “Administration,” with its focus on managing change, simply won’t cut it. We must bring to our leadership role new skills, broadened perspective, and a high tolerance for turbulence, for these are the tools of educational leaders in the 21st Century.

Richard Elmore summed it up quite clearly:

Public schools and public school systems, as they are presently constituted, are simply not led in ways that enable them to respond to the increasing demands they face under standards-based reform. If public schools survive, leaders will look very different from the way they presently look, both in who leads and in what these leaders do.

— Dr. Michael E. Hickey
Naomi Price Hentz Distinguished Professor
Towson University



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