



BOARD OF EDUCATION OF BALTIMORE COUNTY, MD

**2015-2016
BOARD
HANDBOOK**

BOARD OF EDUCATION OF BALTIMORE COUNTY

H A N D B O O K

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BOARD OF EDUCATION OF BALTIMORE COUNTY

Handbook

Disclaimer:

The contents of this Handbook are not intended to confer any right, benefit or privilege upon any individual. Moreover, the Handbook is not a policy of the Board of Education, nor is it intended to supplant or supplement any policy. Where an established policy and this Handbook differ, the Board of Education policies will govern.

Special Thanks:

The Policy Review Committee extends its thanks to those local boards of education and state school board associations whose handbooks provided guidance to the authors of this document, including:

Anne Arundel County (Maryland) Board of Education

Frederick County (Maryland) Board of Education

<http://www.fcps.org/cms/lib02/MD01000577/Centricity/Domain/38/BOE%20Handbook%20Amended%20August%202013.pdf>

Harford County Board of Education

http://www.hcps.org/Boe/docs/Board_Handbook.pdf

Prince George's County (Maryland) Board of Education

[http://www.boarddocs.com/mabe/pgcps/Board.nsf/files/8C5KBA5108C4/\\$file/BOE+Handbook.pdf](http://www.boarddocs.com/mabe/pgcps/Board.nsf/files/8C5KBA5108C4/$file/BOE+Handbook.pdf)

Fairfax County (Virginia) School Board: <http://www.fcps.edu/schlbd/docs/manual.pdf>.

Pennsylvania [School Boards Association](#)

Oregon School Boards Association

<http://www.osba.org/~media/Files/Resources/Board%20Operations/Board%20Self%20Eval%2009pdf.pdf>.

Texas Association of School Boards

http://www.tasb.org/services/lts/resources/documents/2011_effective_bd_pract.pdf

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A Brief History of Public Education in Baltimore County

Records show that in 1723, the Maryland Assembly passed an Act encouraging public learning by providing for the construction of one centrally located school in each county. Although a school was built in Baltimore County at that time, the exact location and details are unknown.

In 1847, the State Legislature required that each political subdivision create a system of free schools for all children. A governing body, then called the Baltimore County Board of School Commissioners, was appointed. By 1900, the Baltimore County school system served over 13,000 students in 191 schools, many of them segregated. (Source: Lanman, *Baltimore County: Celebrating A Legacy 1659-2009*)

• • •

“Since new developments are the products of a creative mind, we must therefore stimulate and encourage that type of mind in every way possible.”

—
George Washington Carver

Following the United States Supreme Court's 1954 landmark ruling in *Brown v. Board of Education*, the county's segregation ended. However, the names of the formerly segregated schools, and the tradition of excellence that they encouraged, have been retained in the twenty first century: George Washington Carver Center for the Arts and Technology and Dundalk-Sollers Point High School are examples of modern excellence.

The Board of Education's office, as well as those of key administrative departments, has been located at Greenwood, in Towson, since 1969. The mansion house on the property was built by John Edward Delford in 1915. In 1927, the property was sold to the Greenwood School for Girls. From 1952 until 1965, the Lutheran Church used the buildings as a Deaconess House and school. The Board of Education purchased the building and the surrounding 22 acres in 1966.

BOARD OF EDUCATION OF BALTIMORE COUNTY BOARD HANDBOOK

Introduction

The BOARD OF EDUCATION OF BALTIMORE COUNTY guides the Baltimore County Public School System to ensure that students have access to a world class education and that they graduate ready to become globally competitive in an increasingly diverse and multifaceted world.

The Board also recognizes that it must perform its own duties with the same degree of excellence expected of the Superintendent and staff members. To that end, the Board publishes this Handbook to set forth its parameters for self-governance, norms of behavior, standards and conduct at board of education meetings.

The Board's Vision

The Board of Education, as the governing body for the County's school system, will seek in every way to make the school system among the highest performing school systems in the nation as the result of creating, sustaining and investing in a culture of deliberate excellence for every student, in every school and in every community.

The Board's Mission

The Board, as the governing body of the school system, fulfills its mission by adopting policies concerning:

1. The educational program, to determine the effectiveness with which the schools are achieving the educational purposes of the school system.
2. The appointment of a staff, and its professional development, to assist students in reaching appropriate goals.
3. The dissemination of information relating to the schools, necessary for creating a well-informed public.
4. The planning, expansion, improvement, financing, construction, and maintenance of the physical plant of the school system.
5. The standards needed for the efficient operation and improvement of the school system.
6. The establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business.
7. The budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business. (Board Policy 8120)

The Board's Norms of Behavior

Annually following its summer retreat, the Board will adopt norms of behavior and conduct. The Board's most current norms are attached as *Appendix A*.

The Board's Responsibilities

In addition to demonstrating its commitment to excellence by establishing Norms of Behavior, the Board is mandated by law to follow a specific code of ethics. The Board's Ethics Code consists of Board Policy 8360 *Applicability and Definitions*; Board Policy 8361, *Statement of Purpose and Policy*; Board Policy 8362, *Gifts*; Board Policy 8363, *Conflict of Interest – Prohibited Conduct*;; Board Policy 8364, *Financial Disclosure Statements*; Board Policy 8365, *Lobbying*; and Board Policy 8366, *Ethics Review Panel*.

The Board members are subject to the Code's guidelines of ethical and professional conduct. This Ethics Code formally acknowledges the school system's commitment to its institutional responsibility to the students, parents, and the community. It advocates positive behavior and the avoidance of impropriety or the appearance of impropriety. As the result of changes mandated for county boards of education ethics regulations by legislation (SB315 – Chapter 277 of the Acts of 2010) enacted during the 2010 General Assembly session, school board regulations must possess conflict of interest standards and financial disclosure requirements at least equivalent to those required for State officials and public officials. To that end, the Board's ethics code policies follow the guidelines established by the State Ethics Commission in its regulations. (*See, COMAR 19A.05.01*)

“School is the last expenditure upon which America should be willing to economize.”

Franklin D. Roosevelt

The Board recognizes that our system of representative government is dependent upon the people maintaining the highest trust in their public officials, finds and believes that the citizens have a right to be assured that the impartiality and independent judgment of public officials and employees will be maintained. This confidence is eroded when the conduct of public business is subject to improper influence and when even the appearance of improper influence exists. For the purpose of guarding against improper influence, the Board adopts this Code to require school system officials to disclose their financial affairs and to set minimum standards for their conduct of school system business. (*Source, Board of Education's Ethics Code Policies*)

The Board is responsible for evaluating the superintendent. The Board, in collaboration with the superintendent, annually agrees upon an evaluation tool. The Board Chair shall designate a time for the completion of the evaluation to be provided to the superintendent in a closed session no later than the June Board of Education meeting.

Section I. Board Composition

The Role of Maryland local Boards of Education

Maryland boards of education are established by state law to govern the county school systems in their jurisdictions. (Md. Ed. Code Ann., §§ 3-102, 3-103) Each county board of education is a body politic and corporate.

State law requires that each county board control and promote the interests of schools under its jurisdiction. (Md. Ed. Code Ann., §4-101) By law, county boards of education also have the authority to: establish curriculum guides; establish public schools; establish citizen advisory committees; acquire and dispose of school property; appoint a superintendent; prepare an annual budget; act as a quasi-judicial body in matters of appeal regarding students and employees.

*"I , do swear,
(or affirm, as the case
may be,) that I will
support the Constitution
of the United States; and
that I will be faithful and
bear true allegiance to the
State of Maryland, and
support the Constitution
and Laws thereof; and
that I will, to the best of
my skill and judgment,
diligently and faithfully,
without partiality or
prejudice, execute the
office of Board of
Education member,
according to the
Constitution and Laws of
this State, (and, if a
Governor, Senator,
Member of the House of
Delegates, or Judge,) that
I will not directly or
indirectly, receive the
profits or any part of the
profits of any other office
during the term of my
acting as a Board of
Education member."*

In Maryland, local boards of education are subject to the authority of the State Board of Education.

Thus, the Baltimore County Board of Education is both a legislative and quasi-judicial body established to serve the needs of students within its jurisdiction.

Appointment to the Board of Education

Members of the Board of Education of Baltimore County are appointed by the Governor to five year terms beginning July 1 after the member's appointment and until a successor is appointed and qualifies. (Md. Ed. Code Ann., §3-108)

Once appointed, members must take the Oath of Office as set forth in Article I, Section 9 of the Maryland Constitution. The Oath is administered by the County Clerk of the Courts and scheduled through the Superintendent's Office. Members may begin serving on the Board once the oath has been taken.

Upon appointment to the Board and annually thereafter, members of the Board will be required to submit a Financial Disclosure form to the Board's Ethics Review Panel.

Structure of the Board of Education

There are twelve members of the Board of Education: eleven adult members and one student member.

The adult members are currently appointed as follows:

1. Four from the county at large, and
2. One from each of the seven councilmanic districts. (Md. Ed. Code Ann., §3-2A01)

Board members who do not maintain their residential qualification shall be replaced. (Md. Ed. Code Ann., §3-2A-01.

Hybrid Board

Following the 2014 Maryland General Assembly Session, the law concerning the composition and selection of the Board changed.

Chapter 481, Laws of 2014 (introduced as House Bill 1453) alters the composition of the Baltimore County Board of Education from a twelve member fully appointed board (including one student member) to a twelve member hybrid board with one student member and the remaining eleven selected as follows: seven nonpartisan members will be elected every four years from each of the seven councilmanic districts ; four at-large members will be appointed by the Governor. Expiration dates of the terms of certain members currently serving will change, as of December 7, 2015, with full implementation of the hybrid board by December 3, 2018. (Md.Ed. Code Ann. §3-2A-01).

School Board Nominating Commission

The Governor, in consultation with the county executive, is required to appoint, absent extraordinary circumstances, the four at large members from a list of nominees submitted to him/her by a Baltimore County School Board Nominating Commission (Commission), which is also created by the new law. The Commission consists of nineteen members, who serve four year terms and who must “reflect the rich cultural, geographic, ethnic, and racial diversity of Baltimore County.” The Governor, in consultation with the County executive of Baltimore County, shall appoint eight members to the Commission, one from each legislative district that lies in whole or in part in Baltimore County.

The Commission’s remaining members are appointed as follows:

1. One appointed by the County Executive from the “county at large.”
2. One from each of the following organizations, as appointed by the County Executive:
 - a. Baltimore County Chamber of Commerce
 - b. PTA Council of Baltimore County, Inc.
 - c. Baltimore County Public Schools’ Special Education Citizens’ Advisory Committee
 - d. Baltimore County Student Councils
 - e. Council of Administrative and Supervisory Employees
 - f. Education Support Personnel of Baltimore County
 - g. League of Women Voters of Baltimore County
 - h. Advancement of Colored People, Baltimore County Branch
 - i. Teachers Association of Baltimore County
 - j. Towson State University

The Governor must designate a chairperson of the Commission from one of the eight persons s/he appoints, and that chairperson serves for four years, with the ability to be reappointed for a second four year term.

If the Governor elects not to appoint from the list of nominees provided by the Commission, the Governor shall return the list to the Commission and request that additional nominees be provided. In making appointments, the Governor must ensure, to the extent practicable, that the Board reflects gender, ethnic, and racial diversity of Baltimore County. Baltimore County Public Schools will be required to provide staff for the Commission.

Student Board Member

The Board strongly believes in the active participation of students, which is demonstrated through the appointment of a student member to the Board of Education. The student, who shall serve for one year, shall be an eleventh or twelfth grader who shall advise the Board on the thoughts and feelings of students.

Student board members have voting rights. However they may not vote on the following matters:

1. The discipline and discharge of certificated employees (i.e., §6-202 of the Education Article);
2. Collective bargaining matters
3. Capital and Operating budgets
4. School closings, reopenings and boundaries.

A student board member may not attend closed sessions concerning:

1. Hearings on special education matters;
2. Hearings on the discipline and discharge of certificated employees;
3. Collective bargaining matters.

The Board may decide, by a majority vote of its adult members, to invite the student board member to attend one of its closed sessions. (Md. Ed. Code Ann., §3-2A-05)

Board Officers

At the first meeting in December of each year the Board shall annually elect a chair and vice chair by means of a recorded vote. Md. Ed. Code Ann., §3-2A-09 (Board of Education Policy 8210).

The Board Chair, except in cases when unable to attend, shall preside at all meetings of the Board of Education of Baltimore County (Board) and shall have a vote on motions placed before the Board for action. The chair shall sign such documents on behalf of the Board as may require his/her signature. The chair shall represent the Board in deliberations with other boards, school systems, or agencies unless another member of the Board is so designated.

In temporary absence of the chair, the vice-chair shall perform all duties of the chair, except as otherwise provided by law. (Board of Education Policy 8221)

The role of the Board Chair is one of facilitating the Board's work, not directing it. The Board Chair provides leadership and is integral to building the skills and the relationships among the Board members.



Education,
then, beyond all
other devices of
human origin,
is the great
equalizer of the
conditions of
men.
Horace Mann



Specific Duties of the Board Chair

1. Board meetings
 - a. Work with the Superintendent to develop agendas.
 - b. Preside over meetings using Robert's Rules of Order, Revised
 - c. Ensure that the meetings are conducted in an orderly and succinct manner.
2. Communication
 - a. Serves as the official spokesperson for the Board.
 - b. Works with Board and individual members to obtain consensus.
 - c. Focus on effective, open, honest discussion among Board members.
 - d. Allows each Board member to express his/her ideas and opinions within the stated topic.
 - e. Works with the Superintendent and Vice Chair to ensure all Board members are informed in a timely manner.
3. Committee Assignments
 - a. Discuss with individual Board members their interests and strengths to arrive at consensus over committee assignments.
 - b. Be alert to the balance of workload for each Board member.
4. Evaluation/Retreat
 - a. Ensure that each Board member completes the Board's annual self-assessment.
 - b. Plan any Board retreats with input from the Vice Chair and the Superintendent.
 - c. Ensure that the Superintendent is evaluated annually. Review the Board's norms annually.
5. School and Public Events
 - a. Ensure that the Board is represented at school and public events.
 - b. Represent the Board's stated positions on inquiries from the media, elected officials, and community groups.
 - c. Speak at system-wide school/Board sponsored events or other formal occasions acknowledging the presence of fellow Board members and other dignitaries.
6. Documents
 - a. Sign official letters and other written communication on behalf of the Board.

The Board is legally empowered to:

1. Control educational matters in the county (Maryland Ed. Code Ann., §4-101¹)
2. Appoint all personnel and set their salaries (§4-103)
3. Carry out the applicable provisions of state law and regulations (§4-108)
4. Maintain a reasonably uniform system of public schools (§4-108)
5. Determine the educational policies of the school system (§4-108)
6. Adopt rules and regulations for the conduct and management of the public schools (§4-108)

¹ All references are to the Education Article of the ANNOTATED CODE OF MARYLAND unless otherwise specified.

7. Establish schools (§4-109)
8. Determine attendance area (district) for each school § (4-109)
9. Establish curriculum guides and courses of study (§4-111)
10. Establish at least one advisory committee (§4-112)
11. Buy or otherwise acquire land, school sites or buildings (§4-115)
12. Rent, repair, improve and build school buildings and approve contracts (§4-115)
13. Declare buildings as surplus (§4-115)
14. May employ architects to assist in preparing plans and specifications for constructing or remodeling a building (§4-117)
15. Set the Superintendent's salary (4-202)
16. Provide Superintendent with adequate quarters and clerical equipment (§4-203)
17. Provide Superintendent with transportation (§4-203)
18. Reimburse Superintendent for travel and other expenses (§4-203)
19. Hear appeals from decisions of the Superintendent (§4-205)
20. Prepare the annual budget (§5-101)
21. Employ individuals in the positions that the Board considers necessary for the operation of the schools (§6-201)
22. Appoint all certificated personnel (§6-201)
23. Determine the qualifications, tenure and compensation of employees (§6-201)
24. Suspend or dismiss a certificated employee on the recommendation of the Superintendent (§6-202)
25. Adopt procedures for the selection and purchase of instructional materials (§7-106)
26. Establish policies for student promotion and graduation (§7-205)

Section II. Board of Education Meetings

The Board of Education of Baltimore County is a public body, and meets regularly in open session on the first and third Tuesdays during the months of January, February, March, May, August, September, October, November and December. The Board meets once during the months of April, June and July. The Board also schedules public hearings to solicit public participation when required by law or as deemed appropriate by the Board. The Board is subject to the Maryland Open Meetings Act and will conduct its open and closed sessions as required by law.

Board Meetings

Most Board of Education meetings are held in Room 114 of Building E on the Greenwood Campus, 6901 Charles Street, Towson. From time to time, the Board's regular meetings may be held in locations throughout the county.

Stakeholder Participation

It is the practice of the Board to provide an opportunity for stakeholder groups to report the results of their meetings and group activities at each of the Board's regular meetings. Stakeholder groups have been designated as such by the Board and include employee exclusive bargaining representatives, area advisory groups, and the Student Council. Stakeholder groups are provided three (3) minutes to speak.

Public Participation

The Board encourages members of the public to attend and observe its public sessions. Additionally, the Board designates on each agenda when members of the public will be allowed to speak on matters that concern their school community. The board permits a maximum of ten (10) members of the public to speak at each meeting; these persons are chosen at random at the beginning of each meeting, following public sign up. Members of the public are provided three

(3) minutes to speak and may not defer their time to another member of the public.

*"Educate and inform
the whole mass of the
people...they are the
only sure reliance for
the preservation of our
liberty."*

Thomas Jefferson

Board Broadcasts

For persons unable to attend its meetings, the Board broadcasts its meetings live via the web.

Board Hearings

At Board hearings on budgets (capital or operating), school closures, school boundaries or school sites, the number of members of the public who may speak is unlimited. Note, however, that Board hearings are not televised.

Conduct of Meetings

The Board of Education observes *Robert's Rules of Order, Newly Revised* in conducting its meetings, except as provided otherwise either in this handbook or Board policy. Moreover, the Board is guided by its own policies, state statutes, and COMAR, which establish the following:

1. A motion is adopted with the approval of a minimum of seven members.

2. The Board adopts its agenda at the beginning of each regular public meeting. Unless changed by the Board, the order in which items appear on an agenda will be followed. Any changes in the adopted agenda are made by unanimous consent.
3. A quorum consisting of a majority of the full Board must be present in order to convene a meeting.
4. The Board's Legal Counsel serves as parliamentarian to the Board of Education during the Board's meetings.

Board Appeals

Board appeals held pursuant to the Education Article are not subject to the Open Meetings Act. The provisions of Board Policy 8340 and Policy 8341 shall govern.

Board Action in Public Session

As required by law, the Board shall confirm action taken in closed session during open session. However, the Board shall make every effort to protect the privacy of students and employees when taking action in open session.

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Section III. Board Member Professional Development

The Board guides the school system to produce students who graduate globally competitive. To that end, the Board itself is devoted to continuous improvement and growth by acquiring knowledge to make board members better able to govern the school system.

Board Orientation

As soon as practicable upon qualification and appointment to the Board of Education, the Superintendent shall schedule an orientation session to acquaint new board members to the operation of the Board, basic procedures and use of board authorized communications systems. The Superintendent shall schedule such orientation sessions so that senior staff may be present to answer questions.

Board Retreats

At the discretion of the Board Chair, the Board shall hold retreats to discuss long term planning and goal setting. The Board shall also use such sessions to discuss its internal operations, receive detailed reports and receive training specific to their role as members of a local board of education.

Maryland Association of Boards of Education Training Opportunities

Founded in 1957, the Maryland Association of Boards of Education is a private, non-profit organization dedicated to serving and supporting boards of education in Maryland. MABE is a leading advocate for public education in the state. All 24 Maryland boards of education are members of MABE. (Source: www.mabe.org) MABE's goal is to provide the skills and knowledge required for local board members to become effective leaders engaged in governance that promotes excellent public schools for all of Maryland's children. Board members will endeavor to attend MABE sessions on boardsmanship and current educational trends offered through the Association's leadership academy or through its Legal Services Association.

National School Boards Association Conference

Founded in 1940, the National Schools Boards Association ("NSBA") represents its State Association members and their more than 90,000 local school board members. These local officials govern 13,809 local school districts serving the nation's 50 million public school students. (Source: nsba.org) NSBA sponsors an annual conference that provides local board members with the opportunity to learn about boardsmanship, educational reform, technological initiatives and alternative forms of governance. It is the goal of the Board of Education to foster continuous improvement among its members, and to have members attend the conference for their own professional growth and development. The Board is also an active member of NSBA's Council of Urban Boards of Education (CUBE) which was established in 1967 to address the unique needs of the nation's local school board members serving in urban areas.

Section IV. Board Operations

Electronic Mail Accounts

Immediately upon qualification, a board member shall be issued a bcps.org e-mail account for Board business. It is understood that all non-privileged electronic mail communications sent to Board members concerning school system business may be disclosed pursuant to the Maryland Public Information Act.

Board members who are issued electronic mail accounts will be subject to the Board's [Telecommunications Acceptable Use Policy](#). (TAUP)

Board Docs

In an effort to reduce costs by holding paperless meetings and in its continuing effort to pursue good stewardship, the Board will employ BoardDocs™ in order to transmit the documents to be used for its public meetings. All meeting information is made available to the public via BoardDocs™ on the Board of Education's [website](#).

Requests for Information

The Board of Education is subject to the Maryland Public Information Act. All requests for information shall be handled in accordance with the Act and Superintendent's Rule 2373.

Board Statements to the Press

Only the Board chair will be empowered to speak on behalf of the Board of Education when the media requests statements from the Board.

Board Communications

The Board embraces open communication in order to inform its stakeholders of its business and functions, and to engage the community in supporting public education. The Board has established an email account to further provide stakeholders with avenues for communication. The email address is boe@bcps.org.

Board Policy

The Education Article of the *Annotated Code of Maryland* requires county boards of education to "determine the educational policies of the county school system." Md. Code Ann., Educ., §4-108. Additionally, all local boards are required to "adopt, codify and make available to the public, bylaws, rules, and regulations not inconsistent with State law, policy for the conduct and management of the county public schools."

In Baltimore County, the Manual of Policies and Regulations contains all policies adopted by the Board of Education and rules issued by the Superintendent of Schools. The Board, as the

school system's governing body, communicates its vision, goals, principles and position to guide and direct the Superintendent and the staff.

The policy manual is divided into nine 'series:' Basic Board commitments; community relations; administration; Non-instructional services; Personnel; Students; Instruction; New Construction, and Internal Board Operations. Policies are adopted by the Board at one of its regular meetings in accordance with the procedures set forth in Policy 8130.

Development of Board Agendas

The Superintendent develops the agenda for each Board meeting. The agenda is then discussed with the Board's officers for their review and input. All Board members may present agenda items to either the Superintendent or Board Chair for inclusion on the agenda. The Chair and Vice Chair of the Board are responsible for approving the agendas for each Board meeting.

Communication with Staff

Any information the Board wishes to receive outside of a scheduled Board meeting should be directed to the Superintendent or appropriate chief. Depending on the nature of the request, the chief will respond by email or will submit the response to the Board for inclusion in its Weekly Update.

Quarterly Mileage

Board Members are reimbursed for mileage incurred for attending Board of Education meetings, events, and activities. Tolls and parking expenses are reimbursable with receipts. The *Routine Business Travel Reimbursement Voucher* is to be submitted to the Board Assistant at the end of each quarter. The mileage rate will be determined by the U.S. General Services Administration (GSA).

Board Committees

Audit Committee: The Audit Committee is responsible for reviewing reports and recommendations provided by the Office of Internal Audit. The Office of Internal Audit reports directly to the Board of Education and serves as its resource to assist the Board in achieving system-wide goals and objectives.

The Audit Committee meets at least monthly. Additional meetings may be scheduled as necessary.

Building and Contracts: The Building and Contracts Committee reviews BCPS-proposed contracts and recommends approval of expenditures for those contracts. Samples of contracts for review include curriculum materials and services; special education related services; operational supplies; renovation or new construction of schools; food services and supplies; technology equipment, materials, and certain professional development services.

The Building and Contracts Committee meets before each meeting of the Board of Education--with some exceptions—as determined at the start of the fiscal year. The Chief Administrative and Operations Officer is the lead executive leadership staff member for this committee.

Curriculum Committee: The Curriculum Committee reviews new or revised curriculum as well as courses and materials presented by staff. In those instances where materials approved by this Committee require purchases, the contracts are also presented to the Building and Contracts Committee.

The Curriculum Committee meets monthly. The Chief Academic Officer is the lead executive leadership staff member for this committee.

Government Relations: The Government Relations Committee is responsible for reviewing legislation that affects the Board of Education and the school system.

The Committee meets as necessary and receives updates from the Governmental Liaison staff member, Department of Communications and Community Outreach.

Maryland Association of Boards of Education (MABE): MABE is a private, nonprofit organization dedicated to serving and supporting boards of education in Maryland, and is an advocate for public education in the state. Its goals include professional development, advocacy, and member services. Members of the Board of Education represent Baltimore County on the following MABE committees: Budget and Planning, Conference Planning, Insurance, Legislative, Nominating, Resolutions, and the Charles W. Willis Memorial Award.

Policy Review Committee: The Policy Review Committee is responsible for reviewing new and revised Board of Education Policies, as recommended by staff. The Board of Education is required to review current policies every five years or more frequently as needed. Policies approved by this Committee will, in the normal course, be presented to the Board for adoption, following a series of public presentations to the Board that includes: first reader (introduction); second reader (public comment); and third reader (approval).

The Policy Review Committee meets monthly. The General Counsel, Policy Compliance Officer, and the Chief of Staff serve on the committee with the General Counsel as the lead staff member for the committee.

Area Education Advisory Councils

The Board of Education has established five area education advisory councils to represent each of the five geographic areas of the county: Southwest, Northwest, Central, Southeast and Northeast. The purpose of the advisory councils is to improve the quality of education in Baltimore County and to strengthen the relationship between the school system and the community by serving as informed advisors to the Board on public school issues and by promoting interest and involvement in the schools system.

Board of Education Policy 1230, *Area Education Advisory Councils*, provides additional information on the role and function of the Area Education Advisory Councils: http://www.bcps.org/system/policies_rules/policies/1000Series/POL1230.pdf.

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Section V. The Board and the Superintendent

The Superintendent of Schools is the secretary/treasurer of the Board and is responsible for the daily operation of the school system. By law, a superintendent's term is four years. The Board evaluates the Superintendent and provides policy governance and direction for the Superintendent's implementation.

The Superintendent's Legal Duties

State law provides that the Superintendent is authorized to:

1. Serve as the Executive officer, secretary, treasurer of the local Board (Maryland Ed. Code Ann., §4-102²)
2. Attend all meetings of the Board and committees (§4-102)
3. May advise on any question, but may not vote (§4-102)
4. Recommend the appointment of personnel and salaries (§4-103)
5. Advise the Board on educational policies (§4-108)
6. Advise the Board on attendance areas (§4-109)
7. Recommend curriculum guides and courses of study (§4-111)
8. Recommend employment of architects (§4-117)
9. Devote full time to public school business (§4-202)
10. Carry out the laws relating to the schools, applicable bylaws of the State Board, policies of the State Board, rules, regulations and policies of the County Board (§4-204)
11. Administer oaths to witnesses (§4-205)
12. Explain the true intent and meaning of the school law and applicable bylaws of the State Board (§4-205)
13. Decide all controversies and disputes involving the rules and regulations of the County Board, and the proper administration of the county public school system (§4-205)
14. Approve contracts made by the County Board (§4-205)

² The Board gratefully acknowledges Andrew W. Nussbaum, Esq., who compiled this list. Unless otherwise specified, the legal references are to the Education Article of the ANNOTATED CODE OF MARYLAND.

15. Conduct all correspondence, receive reports from principals and teachers, see that all reports are made and submitted properly (§4-205)
16. Prepare and submit to the County Board for adoption all reports required by the State Board or State Superintendent and the annual report to the people (§4-205)
17. Advise teachers as to their further study and professional improvement and develop a program of in-service training (§4-205)
18. Visit the schools, observe their management and instruction, give suggestions for improvement, consult with and advise principals and teachers, and try in every way to awaken public interest and improve educational conditions in the County (§4-205)
19. Evaluate the program of instruction and report findings and recommendations to the County Board (§4-205)
20. Prepare and recommend for adoption by the Board curriculum guides, courses of study, resource material and other teaching aids (§4-205)
21. Prepare lists of the following items needed by the schools, and recommend purchase and distribution by the County Board: textbooks, supplementary readers, materials of instruction, visual and auditory aids, stationery and school supplies, and furniture, equipment and apparatus (§4-205)
22. Prepare and present the proposed school budget and seek to secure adequate funds (§4-205)
23. Recommend to the Board the condemnation of buildings and repairs of or purchase and sale of land, school sites and buildings (§4-205)
24. Recommend to traffic safety officials locations for posting flashing caution signs (§4-205)
25. Provide the clerical help needed to issue work permits (§4-205)
26. Nominate for appointment all certificated personnel (§6-201)
27. As to certificated personnel, assign them to their positions in the schools, transfer them as the needs of the schools require, recommend them for promotion, and suspend them for cause and recommend them for dismissal (§6-201)
28. Appoint clerical and other nonprofessional personnel (§6-201)
29. Recommend the suspension or dismissal of certificated employees (§6-202)
30. Recommend procedures for selection and purchase of instructional materials (§7-106)

The Board of Education annually evaluates the Superintendent.

Relationship of the Board and the Superintendent

The Board and the Superintendent value a harmonious and positive relationship built upon excellent communication, mutual respect, personal ethics, and professional integrity and guidance.

To ensure that the relationship between the Board and the Superintendent is one that fosters trust, the Superintendent commits to the following.

1. To keep the Board informed of any issues in a timely manner, which may include:
 - a. Meeting with the Board, as appropriate, when an important initiative is being proposed.
 - b. Using the *Weekly Update* to provide the Board with relevant information.

- c. Keeping the Board apprised of any emergent issue that may occur or any anticipated media coverage as soon as it is known.
- 2. To ensure that all staff members respond to Board inquiries using proper channels of communication. (See, *Appendix B*)
- 3. To ensure that staff follows Board policies.

To assure a positive working relationship with the Superintendent, the Board commits to:

- 1. Focusing on strategic governance and not management of the daily operations of the school system.
- 2. Representing the position of the entire Board, not individual opinions.
- 3. Evaluating the Superintendent annually and provide honest feedback.
- 4. Reviewing the Superintendent's contract annually.
- 5. Attending meetings with the Superintendent and members of the staff to keep informed and updated on school system initiatives.

Section VI. The Board and Its Community

Area Advisory Committees

The Board believes that its ability to govern is strengthened by its connections to the community and its ability to receive information from the community it serves. To that end, the Board has established advisory committees in the geographic areas comprising the county: Central, northwest, northeast, southeast, and southwest. In addition to receiving regular updates from these committees at its public board meetings, the Board strongly encourages participation and involvement by these advisory committees.

Board-County Government Relationship

The Board prides its cooperative working relationship with all branches of county government. The Board maintains an open dialogue with the County Executive, members of the county council and all of the departments that support its effort to educate the children of the County. The Board will continue to pursue opportunities to develop well rounded citizens by collaborating with the County government, particularly the Department of Recreation and Parks.

Board-County Delegation Relationship

The Board believes strongly that local lay control of public education is the foundation of its ability to lead the system in the best interests of its students. The Board, as a fiscally dependent entity, welcomes the advice and support of those persons elected to serve in the Maryland General Assembly. The Board actively cultivates collaborative working relationships in support of the programs and services that support students.

The Board will keep itself informed of proposed legislation through its staff members, and will communicate its positions and concerns to the delegation as appropriate.

Board of Education-Federal Government Relationship

The Board of Education, through the Maryland Association of Boards of Education, participates in the Federal Relations Network (FRN) and will keep itself and its federal representatives aware of those issues important to public education.

BOARD OF EDUCATION

David Uhlfelder
Chair

Charles McDaniels, Jr.
Vice Chair

S. Dallas Dance, Ph.D.
Superintendent
Secretary-Treasurer

Deeksha Walia
Student Member

Kathleen S. Causey
Michael J. Collins
June P. Eaton
Edward J. Gilliss, Esq.
Marisol A. Johnson
George J. Moniodis
Nicholas C. Stewart, Esq.
Stephen L. Verch, Esq.
Romaine N. Williams, Esq.

Appendix A

BOARD OF EDUCATION BALTIMORE COUNTY PUBLIC SCHOOLS NORMS AND OPERATING PROTOCOLS

FOCUS: Meeting the needs of all students, so all students graduate globally competitive.

PURPOSE: To enhance the operations of the Board in order to foster teamwork among Board members, between superintendent and the Board, between the Board and BCPS Staff.

- 1. Practice Governance** – The role of the Board is to govern through policy, budget adoption, approval of school boundaries, and hiring the superintendent. The Board's responsibility is not to manage the school system or influence the daily operation of the school system. The Board will hold the superintendent accountable for the successful day-to-day management of the school system.
- 2. All children come first** – The Board will hold the needs of the BCPS' students as its first priority.
- 3. Communicate respectfully and honestly** – The Board commits to interact with each other, superintendent, BCPS staff, members of the public, elected officials, students, parents, media and other stakeholder groups respectfully and agrees to follow established communication protocols.
- 4. Follow the chain of command** – The Board agrees that the Chair of the Board is the spokesperson to the media and other elected officials unless the Chair of the Board requests that other members represent her/him. Any requests for information to Board members will be sent to the Board Chair.
- 5. Informs the Superintendent** – The superintendent is a partner with the Board of Education. Therefore, the Board will discuss with the superintendent any issues upon which as a collective body the Board is supporting or taking a stand. The superintendent agrees to discuss with the Board Chair first and then will inform the entire Board of any public statement he/she is making on any controversial or political issues involving the school system.
- 6. Priorities for the Board of Education** – Each year at its summer retreat the Board will establish priorities which align with the strategic plan.

7. **Preparation for Meetings** – The Board agrees to come to all meetings prepared. The Board, when possible, will submit questions to the superintendent prior to a meeting so staff will come prepared to answer the question. The superintendent agrees to have all agenda items to the Board no less than six days prior to the regularly scheduled meetings. If an exception needs to occur the superintendent will inform the Board as soon as possible.
8. **Board acts a collective body** – Individual Board members do not have authority. Only the Board as a whole has authority. Each Board member agrees that they will not take unilateral action. This includes requests for information from the Superintendent. The Board Chair will communicate the Board's position on school matters.
9. **Conduct a self-assessment annually** – The Board will address its effectiveness and performance through a yearly self-assessment. The self-assessment will address both individual and group performance.
10. **Professional Development** – The Board members will be expected to attend professional development opportunities at the local, state, and national level throughout the year. The Board will also commit to leadership equity training to ensure that all decisions include equity and access for all students.
11. **Board of Education Retreat(s)** – The Board ideally should conduct at least one Board retreats per year. The purpose will be to discuss the Board's achievements, monitor performance, and establish committees and committee members.
12. **Communications with Board** – There are various avenues to communicate with the Board outside of Board meetings.
 - a. Weekly Update – sent every Friday.
 - b. Email – Only the superintendent and the following executive leadership shall use email to communicate to Board members. The superintendent will be copied on all emails sent to the Board.
 - i. Chief of Staff
 - ii. Chief Academic Officer
 - iii. Chief Administrative and Operations Officer
 - iv. Chief Communications Officer
 - v. Chief Human Resources Officer
 - vi. Chief Accountability and Performance Management Officer

vii. Chief of Organizational Development

viii. General Counsel

13. Use of Board Member Email – Use of email by members of the Board shall conform to the same standards of judgment, propriety and ethics as other forms of school board-related communication. Board members will comply with the following guidelines when using email in the conduct of Board business.

- a. The Board shall not use email for business that should be discussed in open/closed/administrative function.
- b. All email and attachments regarding Board business is a public record and is subject to the Public Information Act. Using a personal email account for Board business does not preclude that email account from requests under the Public Information Act.
- c. No confidential information may be conveyed through the use of email.
- d. As a courtesy, all email concerning Board business should be copied to the Chair of the Board or in his/her absence to the Vice President.

14. The Board Chair – The Board is a group of twelve equal individuals who are responsible for Board activity and behavior. It is the Chair's or Vice Chair's responsibility to ensure that all meetings are conducted in a respectful and decorous manner. Additionally, the Board Chair shall:

- a. Preside at meetings
- b. Facilitate the work of the Board
- c. Ensure the Board is complying with federal, State and local regulations and policies
- d. Ensure all meetings are conducted using Robert's Rules of Order and that proper decorum is maintained at all times.
- e. Facilitate the relationship between the Board and the superintendent.

Board Norms

Adopted: 09/15/03

Revised: 08/25/05

Revised: 09/09/08

Revised: 09/08/09

Revised: 10/05/10

Revised: 10/11/11

Revised; 01/09/12

Revised: 10/07/14