



**BOARD OF EDUCATION  
OF BALTIMORE COUNTY**

# BOARD HANDBOOK



## **BOARD OF EDUCATION OF BALTIMORE COUNTY**

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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 of Baltimore County (Board), nor is it intended to supplant or supplement any policy. Where an established policy and this handbook differ, the Board's policies will govern.*

### *Special Thanks:*

*The Board extends its appreciation to those local boards of education whose handbooks and policies provided guidance to the authors of this document, including:*

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## ***A BRIEF HISTORY OF PUBLIC EDUCATION IN BALTIMORE COUNTY***

**R**ecords 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*). 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 Deford 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.

In 1868, four schools for blacks in Baltimore County, not publicly funded, were opened by the Association for the Moral and Intellectual Improvement of the Colored People. In 1870, school commissioners of Baltimore County awarded \$300 to be divided equally among 13 colored schools in Baltimore County – \$23.07 per school. In 1872, state law required counties to establish schools for colored children. The state awarded the total of \$50,000 to counties for colored schools. In that same year, the school board of Baltimore County rule “\$50 be appropriated to every colored school in the county having 20 pupils on roll, which shall have been in operation from February 1, 1872, and shall continue in operation to June 30, 1872, to be paid to the teachers of said schools on or after the date last named, evidence being furnished that the above requirements have been complied with.” By 1874, there were 23 colored schools in Baltimore County.

In 1954, the United States Supreme Court's 1954 ruled in *Brown v. Board of Education* that segregation was unconstitutional. It wasn't until 1966 that the last school, Fleming Elementary School, was desegregated in Baltimore County. In the same year, the last class of 88 students, under segregation, graduated from Sollers Junior/Senior High School for Colored Students. Today, two names of formerly segregated schools have been retained: George Washington Carver Center for the Arts and Technology, formerly Carver High School for Colored Students, and Sollers Point Technical High School, formerly Sollers Junior/Senior High School. An article on the history of schools for African American children in Baltimore County can be found [online](#).

Baltimore County Public Schools has emerged as the 25<sup>th</sup> largest school system in the United States. (For more information regarding Baltimore County Public Schools, visit <https://www.bcps.org/system/>.)

*We will be known forever by the tracks we leave.*  
~ Dakota Tribe ~



## BOARD OF EDUCATION OF BALTIMORE COUNTY **BOARD HANDBOOK**

### **PURPOSE OF THE HANDBOOK**

**T**he purpose of this handbook is to orient Board members to the currently established practices and expectations of the Board, to provide a framework for Board members to carry out their responsibilities, and to provide a document to enable the Board to conduct its business. Many of the subjects discussed herein are summaries of existing law or policy. This handbook is not intended to confer any rights upon the Board, which do not exist under relevant law or the policies of the Board, or to deprive the Board of any rights or responsibilities conferred upon them by relevant law or Board policy.

### **VISION**

The Board of Education acts to ensure that every student, in every school, in every community receives the highest quality education to graduate career and college ready.

The Board of Education, as the governing body for the county's school system, will seek in every way to make our schools the highest performing in the nation as the result of creating, sustaining, and investing in raising the bar, closing gaps, and preparing for our future by supporting and ensuring the system's goal of *College and Career Success, Grounded in BCPS Board Policy 0100: Equity, and Guided by Community Priorities*.

*The first step in knowledge is to listen, then to be quiet and attentive, then to preserve it, then to put it into practice and then to spread it.*

~ Sufyan ibn Uyaynah

### **MISSION**

The Board of Education commits to educational excellence by empowering students to become career and college ready by providing equitable educational opportunities in safe and nurturing environments. The school system's pathway to excellence, adopted on July 14, 2020, is outlined in the strategic plan [\*The Compass\*](#).

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.
8. Establish, on the written recommendation of the superintendent, curriculum guides and courses of study, including appropriate programs of instruction or training for mentally or physically handicapped children.
9. Adopt, on the recommendation of the superintendent, procedures for the selection and purchase of curriculum materials. ([Board Policy 8120](#))

### ***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*.

### ***ETHICS CODE***

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, 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)

[Board Policy 8364](#), *Financial Disclosure Statements*, requires that upon appointment or election to the Board, and annually thereafter, each Board member completes an annual financial disclosure statement for the preceding calendar year on or before April 30. Additionally, candidates to be a Member of the Board of Education must file a financial disclosure statement each year beginning with the year in which the certificate of candidacy is filed through the year of the election.

The Board recognizes that our system of representative government is dependent upon the people maintaining the highest trust in their public officials and 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](#))

*Education is one of the most important civil rights. When you give someone an education, it changes them irreversibly; it transforms their life and it changes their community forever. Once you have an education you can't be oppressed, you can't be led astray.*

~ Marty Castro, Chair, Co-Founder, New Futuro ~



## SECTION I. BOARD COMPOSITION

### *THE ROLE OF MARYLAND LOCAL BOARDS OF EDUCATION*

**M**aryland 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; and act as a quasi-judicial body in matters of appeals involving students and employees.

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

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

### *APPOINTMENT AND ELECTION TO THE BOARD OF EDUCATION*

Four members of the Board of Education of Baltimore County are appointed by the governor, through nomination by the Baltimore County School Board Nominating Commission, and seven members are elected by councilmanic district to four-year terms beginning December 1 after the member's appointment or election and until a successor is appointed and qualifies. (Md. Ed. Code Ann., §3-108(a), §3-114, §3-2B-01 through 3-2B-09) The student board member is elected by the by his/her/their peers through a live online voting process to a one-year term beginning July 1. Once appointed and elected, 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 Board office. Members may begin serving on the Board once the oath has been taken.

A member may not be elected or appointed to serve on the county board for more than three (3) consecutive terms, and a member who has served three (3) consecutive 4-year terms may not be elected or appointed to the county board until at least four (4) years have elapsed since the end of the member's last term on the county board. (§3-2B-01(b)(4)(i) and (ii))

An individual who takes office to fill a vacancy for an elected or appointed member serves for the remainder of the term for which the appointment was made and until a successor is elected or appointed and qualifies. The Governor shall act within 30 days to make any appointment to the Board. (§3-2B-04(a) and (b)(i) and (ii))

*Our greatest natural resource is the minds of our children.*

*~ Walter Elias Disney ~*

## ***STRUCTURE OF THE BOARD OF EDUCATION***

### ***Hybrid Board***

Following the 2014 Maryland General Assembly Session, the law concerning the composition and selection of the Board changed effective December 2018.

Chapter 481, Laws of 2014 (introduced as House Bill 1453) altered the composition of the Board of Education of Baltimore County from a twelve-member, fully appointed board (including one student member) to a twelve-member, hybrid board: eleven adult members and one student member. (Md. Ed. Code Ann. §3-2B-01)

The adult members are currently appointed or elected as follows:

1. Four appointed members by the governor from the county at large, and
2. Seven nonpartisan members elected from each of the seven councilmanic districts.

Board members who do not maintain their residential qualification shall be replaced. (Md. Ed. Code Ann., §3-2B-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 the Baltimore County School Board Nominating Commission (Commission), which was also created by the 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. (Md. Ed. Code Ann., §3-2B-03)

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 (BCSC)
  - e. Council of Administrative and Supervisory Employees (CASE)
  - f. Education Support Personnel of Baltimore County (ESPBC)
  - g. League of Women Voters of Baltimore County
  - h. Advancement of Colored People, Baltimore County
  - i. Teachers Association of Baltimore County (TABCO)
  - j. Towson University

The county executive must designate a chairperson of the commission from one of the eight persons appointed, 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 the 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. Beginning March 2020, the student member of the board for the following school year is elected by his/her/their peers through a live online voting process. (Md. Ed. Code Ann., §3-2B-05)

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 nonstudent members, to invite the student board member to attend one of its closed sessions that relates to one of the three matters listed above. (Md. Ed. Code Ann., §3-2B-05(b))

*One of the first things I think young people, especially nowadays, should learn is how to see for yourself, and listen for yourself, and think for yourself.*  
~ Malcolm X ~

## ***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., §3-2B-09. ([Board Policy 8210](#))

The Board chair, except in cases when unable to attend, shall preside at all meetings of the Board and shall have a vote on motions placed before the Board for action. The chair shall sign documents which require his/her signature on behalf of the Board. The chair, or a designee by the chair, shall represent the majority opinion of the full Board in deliberations with other boards, school systems, or agencies.

In the temporary absence of the chair, the vice chair shall perform all duties of the chair, except as otherwise provided by law. ([Board 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 in building the skills and the relationships among the Board members.

## ***Specific Duties of the Board Chair***

1. Board Meetings
  - a. Works with the superintendent to develop and approve, along with the Vice Chair, agendas in accordance with Board Policy 8314
  - b. Presides over meetings using *Robert's Rules of Order, Newly Revised*
  - c. Ensures that the meetings are conducted in a cooperative, orderly, and succinct manner
2. Communication
  - a. Serves as the official spokesperson for the Board
  - b. Works with the Board and individual members to obtain a consensus
  - c. Focuses on effective, open, and 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
  - f. Facilitates requests from Board members to Board counsel
3. Committee Assignments
  - a. Discusses with individual Board members their interests and strengths to arrive at a consensus over committee assignments
  - b. Is alert to the workload balance for each Board member
4. Evaluation/Retreat
  - a. Ensures that each Board member completes the Board's annual self-assessment
  - b. Plans any Board retreats with input from the vice chair and the superintendent
  - c. Ensures that the superintendent is evaluated annually
  - d. Reviews the Board's norms annually

5. School and Public Events
  - a. Ensures that the Board is represented at school and public events
  - b. Represents the Board's stated positions on inquiries from the media, elected officials, and community groups
  - c. Speaks at systemwide-sponsored events or other formal occasions, acknowledging the presence of fellow Board members
6. Documents
  - a. Signs official letters and other written communication on behalf of the Board
  - b. Determines how he/she will provide official signature

The Board is legally<sup>1</sup> empowered to:

1. Control educational matters in the county (Maryland Ed. Code Ann., §4-101).
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).
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 the superintendent with adequate quarters and clerical equipment (§4-203).
17. Provide the superintendent with transportation (§4-203).
18. Reimburse the 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).

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



## **SECTION II. BOARD OF EDUCATION MEETINGS**

**T**he Board of Education of Baltimore County is a public body and meets regularly in open session on the second and fourth Tuesdays during the months of January, February, March, May, August, September, October, November, and December unless such dates conflict with holidays or Board-related events. 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, including all standing board committee meetings. ([Board Policy 8311](#))

### ***BOARD MEETINGS***

Board of Education meetings are held in Room 114 of Building E on the Greenwood Campus, 6901 Charles Street, Towson. When necessary due to an emergency, the Board chair, in consultation with the vice chair and superintendent, may declare that a Board meeting or Board Committee meeting may be held virtually or in a hybrid manner in accordance with the Open Meetings Act.

### ***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. More information is provided in the Board's Web page, [Participation by the Public](#).

### ***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. More information is provided in the Board's Web page, [Participation by the Public](#).

### ***BOARD BROADCASTS AND MEETING MINUTES***

For persons unable to attend its meetings, the Board broadcasts its meetings live via the Web. The school system is committed to accessible communication with its stakeholders. Accordingly, all Board of Education meetings are live-streamed and can be viewed on [BoardDocs](#) through a link, or broadcast on BCPS-TV (Comcast Xfinity channel 73, Verizon FiOS channel 34). The video minutes, Educational Transparency Act descriptions, and agendas may be viewed on BoardDocs.

## ***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. Board hearings may or may not be live-streamed, depending on the location.

## ***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, unless the motion relates to a topic on which the student member cannot vote by law, in which event, approval of six members is required.
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 made by the superintendent are made by unanimous consent. A Board member may move to amend the agenda at the time adoption of the agenda is discussed at the meeting, and the agenda will be amended with approval by a majority of the whole Board. ([Board Policy 8314](#))
3. A quorum consisting of a majority of the whole Board must be present in order to convene a meeting.
4. The chair has the authority to require that main motions be submitted by the mover in writing. The chair may request that motions be provided in writing to the Board officers and secretary prior to the Board meeting. The chair reserves the option to share motions with Board members based on the complexity of the motion.
5. The Board's legal counsel serves as parliamentarian to the Board during its meetings.

## ***BOARD APPEALS***

Board appeals held pursuant to the Education Article are quasi-judicial functions of the Board and are not subject to the Open Meetings Act. The provisions of [Board Policy 8340](#) and [Board 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 a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development.*

~ Kofi Annan, Former UN Secretary General

### **SECTION III. BOARD MEMBER PROFESSIONAL DEVELOPMENT**

**T**he 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, 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 Policy 8230](#))

#### ***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 Board-specific training specific.

#### ***MARYLAND ASSOCIATION OF BOARDS OF EDUCATION (MABE)***

Founded in 1957, the Maryland Association of Boards of Education (MABE) is a private, nonprofit 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](http://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 (NSBA)***

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: [www.nsba.org](http://www.nsba.org)) NSBA sponsors an annual conference that provides local board members with the opportunity to learn about boardsmanship, educational reform, technology initiatives, and alternative forms of governance. It is the goal of the Board 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.

Additionally, it is the goal of the Board to foster continuous improvement among its members and for them to participate in continuing education credits for their own professional growth and development as a Board member.

### ***OPEN MEETINGS ACT (OMA)***

Maryland's Open Meetings Act (OMA) is a statute that requires all public bodies, including boards of education, to hold their meetings in public, except in special and appropriate circumstances when meetings of public bodies may be closed, to give the public adequate notice of those meetings, and to allow the public to inspect meeting minutes. The OMA permits public bodies to discuss some topics confidentially and in a closed session. The Act requires that a public body may not meet in a closed session unless the public body has designated at least one member of the public body to receive training on the requirements of the open meetings law. The Board supports mandatory OMA training for *all* Board members, either through an [online](#) or face-to-face session.

*The beautiful thing about learning is that no one can take it away from you.*  
~ B.B. King ~



## **SECTION IV. BOARD OPERATIONS**

### ***ELECTRONIC MAIL ACCOUNTS***

**I**mmediately 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. Furthermore, all non-privileged electronic mail communications from Board members on their Board e-mail accounts may be subject to disclosure 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)

### ***BOARDDOCS***

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

### ***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 MEDIA***

Only the Board chair will be empowered to speak on behalf of the Board of Education when the media requests statements from the Board. Information to assist in the preparation of such communications may be requested to the Board office.

Individual Board members who speak to the press must qualify that they are speaking as individuals and not for the 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 an established e-mail account to further provide stakeholders with avenues for communication. The e-mail address is [boe@bcps.org](mailto:boe@bcps.org), which is monitored, and messages are provided to all Board members and the superintendent as appropriate.



## **BOARD MEMBER CONDUCT**

School systems exist to educate all students in its care to high levels through consistent high-quality instruction. The mission, then, of a school board is to govern the school system on behalf of its community as a whole. The Board, in essence, serves as the “trustee,” acting on behalf of the “citizens and future citizens.” (Panasonic Foundation, Inc.) A board’s actions affect the quality of education for its children, possibly for generations.

Board members will not engage in the study of individual student, staff, or parent problems or issues, and shall refer such problems and issues to the Office of the Superintendent to address.

All Board members have a responsibility to be prepared for Board meetings and display appropriate conduct, cooperation, and courtesy to other Board members and staff (*Appendix D*).

The Decorum during Debate (Robert’s Rules) stresses that in a debate, a member must confine their remarks to the question, be courteous in their language and deportment, avoid all personalities, not arraign the motives of another member, and emphasize that it is not the individual, but the measure that is subject of debate. It is the duty of the chair to enforce these behavioral guidelines. If he or she fails to do this, then a speaker who has the floor is open to interruptions and attacks by authoritarian personalities.

The State Board may remove an elected or appointed member of the county board (§3-2B-08) or a member appointed by the Governor to fill a vacancy in office for an elected or appointed member for any of the following reasons:

1. Immorality;
2. Misconduct in Office;
3. Incompetency;
4. Willful neglect of duty; or
5. Failure to attend, without good cause, at least 75% of the scheduled meetings of the county board in any 1 calendar year.

Before removing a member, the State Board shall send the member a copy of the charges against the member and give the member an opportunity to request a hearing within 10 days.

In addition, the State Board of Education has ruled, in several cases, that a local Board has the legal authority to issue a public or private censure under certain circumstances

Furthermore, Board members are entitled to advocate freely and to endorse candidates on their own time if it does not involve any school system resources and they are not speaking or participating in their official capacity, including their official Board member social media platform.

## ***SOCIAL MEDIA GUIDELINES FOR BOARD MEMBERS***

The Board of Education of Baltimore County (Board) members should demonstrate and uphold standards of ethical conduct, maintain confidentiality, and exhibit a professional and courteous attitude toward students, other employees, families, and the community. ([Board Policy 0200](#))

The Board supports the use of social media by board members, including online platforms such as Facebook and Twitter, as well as other media such as blogs and personal Web sites, as a valuable tool for communicating with school communities. However, Board members need to operate within appropriate guidelines when communicating online about school system business and should consider the following in accordance with Board policy. Per the recommendation of the Office of the Inspector General for Education, Board Policy 8601 – BOARD MEMBER CONDUCT: Use of Social Media is in development and will be incorporated into this handbook after its adoption by the Board.

1. Clarify that he/she is communicating as an individual member of the board and not as an official Board spokesperson.
2. Be cautious – think before you post. Is this something that you do not mind seeing on the front page of the newspaper? Will this be something that you would want your own children or the students of the school district to see as a good example of the way to communicate or comment?
3. Respond professionally and courteously showing respect toward others and other opinions.
4. Communicate factual, non-confidential information. Do not share personal information about students, employees, other board members, and citizens. Likewise, do not share information that the school system has agreed to keep confidential, for example, closed session information and documents, security information, legally protected privileged information, such as attorney-client and other privileged information recognized by a court.
5. Be aware that social media sites are not the place for a private conversation. Face-to-face meetings or telephone conversations may be more appropriate.
6. Avoid making defamatory statements about the Board of Education, the school system, employees, students, or their families. Do not allow anger or other negative emotions to cause you to post information that you will be sorry for later. Remember that what you place on social media sites, and in e-mails, text messages, and chat rooms can spread quickly and permanently remain on the internet or in someone's possession. Statements that are harassing, discriminatory, defamatory, and terroristic are not suitable and could subject board members, and possibly the school system, to a legal action. Be polite.
7. Do not use abusive, profane, threatening, or offensive language. Use appropriate language. Do not swear or use vulgarities or other inappropriate language.
8. **Do not conduct board business on social media sites.** Avoid deliberating school system business with a quorum of the Board (OMA guidelines). **Instead, use these sites for listening or reading about others' opinions, making announcements, having conversations, and obtaining feedback.**

9. Comply with the law and relevant policies including Board policies regarding acceptable use, student records, harassment and discrimination, and copyright laws; the internet service provider's terms; the Web site disclaimers, terms of use, and privacy policies; and federal, state, and local laws, including the open meetings act and public records act. Also, respect the rights of other users to an open and hospitable technology environment, regardless of race, religion, creed, color, national origin, age, honorably discharged veteran or military status, sex, sexual orientation, gender expression and identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability.
10. Adhere to the BCPS' Technology Acceptable Use Policy when using a system-issued device.
11. Represent the mission and functions of the Board as a whole.

### ***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 positions to guide and direct the superintendent and the staff.

The policy manual is divided into nine series: Basic Board commitments; community relations; administration; noninstructional 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 [Board Policy 8130](#).

### ***DEVELOPMENT OF BOARD MEETING AGENDAS***

The superintendent develops the agenda for each Board meeting. The agenda is then discussed with the Board's officers for their review, input, and approval. 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. The agenda is subject to amendment and approval at the Board meeting. ([Board Policy 8314](#))

### ***COMMUNICATION WITH STAFF***

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

## ***QUARTERLY MILEAGE AND CONFERENCE REIMBURSEMENTS***

Board members are reimbursed for mileage incurred for attending Board of Education meetings, events, and activities in accordance with [Board Policy 3126](#). Tolls and parking expenses are reimbursable with receipts. The *Routine Business Travel Reimbursement Voucher* is to be submitted to the Board’s senior executive assistant at the end of each quarter. The mileage rate will be determined by the [U.S. General Services Administration](#) (GSA).

Board members are reimbursed for overnight travel expenses related to conferences in accordance with [Board Policy 3127](#) and [Superintendent’s Rule 3127](#). Board members will be required to complete an Overnight Travel Approval form, of which the Board chair will be responsible for approving Board members, and the superintendent approving the Board chair. ([Board Policy 8250](#)) The *Non-Routine Overnight Business Travel Reimbursement Voucher* is to be submitted to the Board’s senior executive assistant immediately following any overnight travel related to conferences. The per diem rate will be determined by the GSA.

*Education is not the learning of facts, but the training of the mind to think.*  
~ Albert Einstein ~

## ***BOARD COMMITTEES***

Board Committees will approve scheduled meeting dates for the school year, and they will be published on the [Board’s Committee Web site](#). Staff liaisons will submit draft agendas for each meeting and work to develop and approve final agendas with committee chairs and vice chairs. A final agenda will be posted on the Web site.

**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 systemwide goals and objectives.

The Audit Committee typically meets monthly, and additional meetings may be scheduled as necessary by the committee or committee leadership.

**Building and Contracts Committee:** The Building and Contracts Committee reviews BCPS-proposed contracts and recommends approval of expenditures for those contracts. Typical 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 and materials, and certain professional development services. The committee and Board review all contract awards with total contract spending authority greater than \$50,000.

The Building and Contracts Committee currently meets before each meeting of the Board, 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 typically meets at least monthly, and additional meetings may be scheduled as necessary by the committee or committee leadership. The Chief Academic Officer is the lead executive leadership staff member for this committee.

**Equity Committee:** The Equity Committee was established in May 2020 to support Board Policy 0100, which promotes closing achievement gaps and providing an equitable education to all students, and to support the mission of the committee to remove structural, cultural, and systemic barriers that lead to diminished opportunities for all BCPS students.

The Equity Committee meets monthly, and additional meetings may be scheduled as necessary by the committee or committee leadership. The Chief of Organizational Effectiveness and the Executive Director of the Office of Equity and Cultural Proficiency are the lead executive leadership staff members for this committee.

**Legislative and Governmental Relations Committee:** The Legislative and Governmental Relations Committee is responsible for reviewing legislation that affects the Board and the school system, and the committee develops legislative priorities that are reviewed and approved by the Board.

The committee meets monthly during General Assembly session, or meets as necessary, and receives updates from the director of the Office of Governmental Relations and Constituency Services.

**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 may represent Baltimore County on the following MABE committees: Budget, Conference Program, Equity, Federal Relations Network, Legislative, Nominating, Policies and Procedures, Resolutions, and the MABE Awards (Charles W. Willis Memorial Award/Carl W. Smith Excellence in Education Award).



**Policy Review Committee:** The Policy Review Committee is responsible for reviewing new and revised Board policies, as recommended by staff. Unless legal or regulatory requirements demand otherwise, the Board shall, to the best of its abilities, review its policies within seven years of adoption, revision, or re-adoption. 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/public comment) and second reader (approval). ([Board Policy 8130](#))

The Policy Review Committee meets monthly. The General Counsel and Policy Compliance Officer 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 school system.

[Board Policy 1230](#), *Area Education Advisory Councils*, provides additional information on the role and function of the area education advisory councils.

*The secret of education lies in respecting the pupil.*  
~ Pearl S. Buck ~



## SECTION V. THE BOARD AND THE SUPERINTENDENT

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

### *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., §4-102).
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).
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 can be communicated.
2. To ensure that all staff members respond to Board inquiries using proper channels of communication. (See *Appendix A*)
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 providing 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.

*It is not who you attend school with, but who controls the school you attend.*  
~ Nikki Giovanni ~

## **SECTION VI. THE BOARD AND ITS COMMUNITY**

### ***AREA EDUCATION ADVISORY COUNCILS***

**T**he 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 area education advisory councils 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.

### ***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 the Legislative and Governmental Relations Committee and its staff members and will communicate its positions and concerns as appropriate. Individual Board members who engage in legislative activities outside the committee must qualify that they are speaking as individuals and not for the Board.

### ***BOARD-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.

*Hear all sides and you will be enlightened.  
Hear one side and you will be in the dark.  
~ Red Road Warrior Walking This Sacred Path ~*

## BOARD OF EDUCATION

Makeda Scott  
*Chair*

Julie C. Henn  
*Vice Chair*

Darryl L. Williams, Ed.D.  
*Superintendent*  
*Secretary-Treasurer*

Kathleen S. Causey  
Erin R. Hager, Ph.D.  
Moalie S. Jose  
Russell T. Kuehn  
Lisa A. Mack  
Rodney R. McMillion  
John H. Offerman, Jr.  
Cheryl E. Pasteur  
Lily P. Rowe

Christian Thomas  
*Student Member*

*Do not desire to fit in, desire to oblige yourselves to lead.*  
~ Gwendolyn Brooks ~





## Appendix A

### BOARD OF EDUCATION OF BALTIMORE COUNTY

#### 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 the superintendent and the Board, and 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, the 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 seven 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 as a collective body** – Individual Board members do not have authority to bind the Board. Only the Board as a whole has that authority. Each Board member agrees that they will not take unilateral action. The statement or action of an individual member or group of members of the Board of Education does not bind the Board of Education itself, except when that statement or action is authorized by an official act of the Board. ([Board Policy 8260](#)) (Maryland Ed. Code Ann., §3-104)
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 retreat per year. The purpose will be to discuss the Board’s achievements, monitor performance, establish priorities which align with the strategic plan, 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. E-mail – Only the superintendent and the following executive leadership shall use e-mail to communicate to Board members. The superintendent, superintendent’s assistant, and the board assistant shall be copied on all e-mails sent to the Board.
    - i. Chief of Staff
    - ii. Chief Academic Officer
    - iii. Chief Administrative and Operations Officer
    - iv. Chief of School Climate and Safety
    - v. Chief Human Resources Officer
    - vi. Chief Accountability and Performance Management Officer
    - vii. Chief of Organizational Effectiveness
    - viii. Community Superintendents
    - ix. General Counsel

13. **Use of Board member e-mail, text messaging, and phone calls** – Use of e-mail, text messaging, and phone calls 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 e-mail in the conduct of Board business.
- a. The Board may use e-mail, text messaging, and phone calls for business that should be discussed in open/closed/administrative function session, as long as such communications do not result in the discussion of board business with a quorum of the Board or a Board committee. Board members should be cautious in the use of e-mails, text messaging, and phone calls for discussing Board business in relation to the Open Meetings Act. If such communications result in the discussion of board business with a quorum of the Board or a Board committee, it would be a violation.
  - b. All e-mail and attachments regarding Board business is a public record and is subject to the Public Information Act. Using a personal e-mail account for Board business does not preclude that e-mail account from requests under the Maryland Public Information Act.
  - c. Confidential information may be conveyed through the use of e-mail, text messaging, and phone calls, but should not be shared, disseminated, posted on social media, or otherwise communicated to persons or entities not legally entitled to that information. Confidential information may include, but is not limited to, individual student or employee matters, anticipated or pending appeals or litigation, collective bargaining negotiations, matters discussed in closed session, and communications with the Board’s legal counsel or the BCPS’ Office of Law.
  - d. As a courtesy, all e-mail concerning Board business should be copied to the chair of the Board, or in his/her absence to the vice chair, and the senior executive assistant to the Board.

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  
Revised: 09/28/21

## Appendix B

### BOARD OF EDUCATION OF BALTIMORE COUNTY Legal References

COMAR 19A.05.01 – Board of Education Ethics Regulations – General Provisions

Maryland Education Code, Annotated – Education – Division II. Elementary and Secondary Education – Title 3. Establishment of County Boards of Education – Subtitle 2B. Baltimore County:

- §3-2B-01 – Membership
- §3-2B-02 – Conduct of Elections
- §3-2B-03 – Baltimore County School Board Nominating Commission
- §3-2B-04 – Term
- §3-2B-05 – Student Members
- §3-2B-06 – Compensation
- §3-2B-07 – Nonstudent Members – Prohibited Offices and Employments
- §3-2B-08 – Removal
- §3-2B-09 – Chair and Vice Chair
- §3-2B-10 – School Shared Space Council

Maryland Education Code, Annotated

- §3-108 – Appointment or selection, term, and removal from county board
- §3-114 – Election of county boards
- §4-101 – Counsel
- §4-102 – County superintendent
- §4-103 – School personnel
- §4-108 – Duties in general
- §4-109 – Establishment of public schools
- §4-111 – Curriculum guides and courses of study; study of sign language
- §4-112 – Advisory committees
- §4-115 – Acquisition and disposition of real property; construction, etc., of school buildings
- §4-117 – Employment of architect; installation of carbon monoxide detectors; conformity to building regulations
- §4-202 – Salary of county superintendents or Chief Executive Office of Prince George’s County
- §4-203 – Quarters, clerical equipment, transportation, and expenses
- §4-204 – Administration of office of county superintendent or Chief Executive Office of Prince George’s County; general duties
- §4-205 – Powers and duties of county superintendent
- §5-101 – Annual school budget
- §6-201 – Appointment, tenure, and qualifications
- §6-202 – Suspension or dismissal of teachers, principals, and other professional personnel
- §7-106 – Textbooks, materials of instruction, and supplies
- §7-205 – Promotion and graduation of students

## Appendix C

### BOARD OF EDUCATION OF BALTIMORE COUNTY

#### GOALS – 2020-2022



Located on the Board of Education Web site at [GOALS – 2020-2022](#).



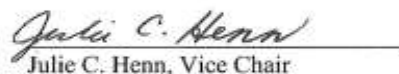
## Appendix D

### BOARD OF EDUCATION OF BALTIMORE COUNTY BOARD PRINCIPLES

1. In keeping with Policies 0100 and 0200, I will keep student needs, interests, safety, and success at the center of my decision making.
2. I will center equity in my work as a Board member, recognizing the need to acknowledge the systemic inequities that persist for historically underserved student populations.
3. I will treat each Board member respectfully, recognizing that we are being watched by students, staff, and our community and have a responsibility to model appropriate behavior and conduct during our meetings.
4. I will take responsibility for my behavior.
5. I will read all materials in advance of meetings and be prepared to act on agenda items.
6. I will listen with an open mind and demonstrate flexibility and creativity in seeking solutions.
7. I will listen to all Board members' expressions of ideas and opinions, including and especially those in opposition to mine, with an open mind and with the expectation that every Board member holds the best of intentions, with student success as the goal.
8. I will exercise my ability to change my opinion or position on an issue as a part of our discussions. I am not locked in to an initial, stated position.
9. I will make allowances for, and extend grace to, my colleagues when occasional errors or mistakes occur, turning mistakes into opportunities for growth.
10. I will practice fiscal responsibility and sound financial management to support our capacity to adequately fund programs and priorities.
11. I will maintain my sense of humor, optimism, and hope while engaging in the Board's work.
12. I will hold myself, and my colleagues, accountable for upholding these Operating Principles.
13. I will participate in an annual Board self-evaluation and review of these Operating Principles.

#### BOARD OF EDUCATION OF BALTIMORE COUNTY:

  
Makeda Scott, Chair

  
Julie C. Henn, Vice Chair

  
Kathleen S. Causey, Member

  
Dr. Erin Hager, Member

  
Moalie S. Jose, Member

  
Russell T. Kuehn, Member

  
Lisa A. Mack, Member

  
Rodney R. McMillion, Member

  
John H. Offerman, Jr., Member

  
Cheryl E. Pasteur, Member

  
Lily T. Rowe, Member

  
Christian Thomas, Student Member

*These Operating Principles were developed by the Board of Education of Baltimore County and formally adopted at a regular meeting on August 24, 2021, by unanimous vote.*