

## **Education Positions**

### **Selection of Board of Education Members (2014)**

- SUPPORT for change to either a fully elected or a hybrid system (some elected/some appointed) of selection of members of the Board of Education
- SUPPORT for a staggered system of election so that the terms of all Board members would not end at the same time. thus providing continuity
- SUPPORT for a four-year term of office
- SUPPORT for candidates running on a nonpartisan basis
- SUPPORT for the requirement that no person serve who has a conflict of interest

If there should be a hybrid system of selection

- SUPPORT for a requirement that the governor use his/her appointments to ensure diversity on the Board

### **The Principalship (2005)**

Affirmation of the following principles

- The principal's role is key to a well-functioning school and sets the tone for its mission to successfully educate all of the students
- The principal is the chief administrator of his/her school and his/her main responsibility is that of instructional leader

ACTION to support the following

- Provision of discretionary funding that would allow the principal to hire a person to supervise tasks which are not directly instructional in nature
- Encouragement of BCPS to expand its training program for potential principals to include all of the requirements necessary to become a full principal and to include spending part of that training in "challenging" schools and with an emphasis on human relations
- Encouragement of BCPS to put in place mechanism for teachers to evaluate the principal as part of the teacher's overall evaluation

ACTION to support principal evaluation procedures, which include appropriate input by teachers and parents

### **Early Childhood Education (2002)**

ACTION to support the following early childhood education initiatives

- Provision by BCPS of parent education and assistance with pre-literacy and enrichment activities to families in greatest need
- Provision by BCPS of pre-K education for four-year-olds from disadvantaged families and those with special needs with an ultimate goal of provision of pre-K for all children
- Funding of pre-K and all-day kindergarten with federal, state and local financing, preferably from general revenues

### **Quality of Education (Teaching), Part II (2000)**

ACTION to support the following g programs that will ensure the Quality of Teaching

- Promotion of parent involvement in every school
- Promotion of interaction between parents and teachers
- Promotion of requirement by BCPS that all teachers be trained in a variety of strategies to reach and teach students coming from diverse backgrounds
- Provision of the addition of non-teaching support staff for non-teaching activities
- Provision by BCPS of instructional aides in all schools
- Continued implementation of the recommendations of the Minority Achievement
- Implementation Committee (now called the Diversity and Achievement Steering Committee) as well as the recommendations for systemic change listed in the State Minority report, "Minority Achievement in Maryland"
- Inclusion of all stakeholders in any surveys regarding special education—not just parents and teachers of special education students
- Funding and development of pre-school education
- Greater coordination and cooperation between BCPS and Baltimore County Department of Social Services in improving the quality of day care
- programs
- Increased compensation in order to recruit and retain high quality teachers
- Provision of teachers of high quality to provide remediation, acceleration and enrichment programs in elementary schools with high percentages of low achieving students

### **Quality of Education (Teaching) Part I (1999)**

Affirmation of the following to be the purposes of public education

- To prepare students to be responsible citizens and to understand and affirm the democratic values in our society
- To prepare students to be economically self sufficient
- To prepare students to be life-long learners, appreciative of the arts, knowledgeable about technology and sensitive to cultural and individual differences

ACTION to support the following to ensure that students in Baltimore County Public Schools (BCPS) have well-qualified teachers in their classrooms

- Strengthening and extension of pre-service training and continued professional development
- Recognition and celebration of teachers of high quality
- Promotion and marketing of the teaching profession with students and the general public
- Strengthening support services for new and experienced teachers (e.g., technology training,
- mentoring, programs, etc.

- Provision of diversity training that engenders respect for academic, socio-economic, and cultural differences among students and staff
- Establishment of high standards for supervision and accountability and adequate staff to ensure that performance actually meets the standards

ACTION to support the following measures in order to motivate accomplished persons to enter and remain in the teaching profession

- Incentives (ex: small schools and small classes, adequate materials, well maintained
- physical plants, funds for moving expenses, etc.)
- Salaries competitive with other professions
- Salary supplements (merit pay) for those with high performance ratings and for those who achieve certification by the National Board of Professional Teaching Standards

ACTION to support budget priorities of staff, instructional materials and school maintenance

- Sabbaticals and professional conference attendance
- Efforts by BCPS to explore incentives to induce persons in other disciplines to enter the teaching profession
- Finding ways to enable principals to be primarily educational leaders

### **Charter Schools (1998)**

The League of Women Voters of Baltimore County neither supports nor opposes Charter Schools but does support specific criteria, which should be implemented should Charter Schools be permitted in Baltimore County

Definition: Charter Schools are public schools, nonprofit and non-sectarian, which offer alternative approaches to education and are exempted from certain rules and regulations, except those related to health, safety, civil rights, special education, criminal background check and financial disclosure, in exchange for accountability after a specified length of time.

Common characteristics are: small size, (usually fewer than 300 students); relative degree of autonomy over decisions regarding curriculum, staffing, and budget; significant parent involvement; and innovative programs.

Criteria

- Parents, teachers, institutions of higher education, community agencies and existing public schools should be free to apply to form charter schools. However, Boards of Trustees of Charter Schools may hire for-profit companies for specific services
- (e.g., tutoring, accounting, janitorial help).
- Federal money, foundations, businesses and other agencies can supply start-up funds. For operating expenses, customary funding from local, state, and federal sources should flow to charter schools.

- State certification for a majority of the teachers is important. Strengthening the certification process for charter school teachers, as well as other public
- school teachers, along with continuous staff development is recommended.
- Charter School contracts should be reviewed frequently (e.g., one year, followed by contracts for three to five years).
- Students desiring to attend should be admitted using a lottery system.
- Students should take customary tests in Maryland.
- The charter school, itself, should be held accountable for student success, based on its curriculum plan, after three years
- Charter schools should be open to non-intrusive visits from citizens who have scheduled appointments. There should be open disclosure of finances, including annual audits, which are reported to education boards and the public.
- The State Board should not limit the number of charter schools.
- All governing and advisory boards and councils for charter schools should include lay citizens
- Transportation of students to charter schools should be addressed
- Monitoring and accountability are crucial for the success of charter schools—by local and state boards or by bodies appointed by them to do so

### **Safe Schools/Safe Communities (1996)**

ACTION to support the following

- A fair, equitable, consistent discipline code and suspension policy in the Baltimore County Public Schools (frequently disseminated to parents and students), with emphasis on the need for removal of the most chronically disruptive students from the regular day school setting to a separate, alternative setting with appropriate curriculum, and for the establishment of in-school detention programs where suitable and feasible
- Increased and enhanced before and after-school programs
- Increased cooperation between BCPS and other government agencies dealing with children's welfare
- Provision of funding, public and private, as needed to create and maintain safe schools and safe communities with emphasis on prevention and early intervention