

ASBO Matters

ASBO—MD&DC



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Something for everyone Workshop on the way – “Managing Your Projects Successfully”

Everybody has projects to manage – everything from the drive to work in the morning to implementing new accounting software to getting the newest high school built and open on time.

Projects succeed or fail for reasons, some obvious and some not so obvious. The reason projects succeed can often be equated to the project manager. A primary contributor to a project's success is the project manager's development, experience and professional involvement.

On October 16, ASBO—MD&DC will hold a workshop entitled *Managing Your Projects Successfully*. The purpose of the workshop is to provide an appreciation of the generally accepted project management knowledge, skills and practices applicable to most projects most of the time.

Presenters will be a panel of Project Managers from Johnson Controls, Inc., and the Johnson Controls Institute. They will address project management knowledge, skills and processes that lead to successful projects. Among the topics covered are competencies as identified by the Project Management Institute (PMI).

- Integration management
- Scope management
- Time management
- Cost management
- Quality management
- Human resource management
- Communications management
- Risk management
- Procurement management

Responding to the wishes of a majority of respondents on a recent survey, the workshop is

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ASBO—MD&DC launches new web site – www.asbo.org



New and improved is the way to describe the ASBO—MD&DC web site launched this past summer.

In addition to a new look, changes include a Calendar of Events, a Message Board, and copies of newsletters and minutes of Board of Directors meetings. Among the items soon to be added are links to purchasing sites and employment opportunities. Some features are for members only and information about how to access them can be obtained through your liaison representative. Go to www.asbo.org. □

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From the President...

John M. Markowski

ASBO: A Professional Learning Community

Harford County Public Schools, like most school systems, kicks off the school year with a leadership meeting for its administrators. This year was different in that a speaker was invited to engage in a discussion of a different way of thinking about what school systems do and how they do it.

Dr. Thomas Many is the superintendent of District 96 in Illinois, an elementary school system with 4,000 kids. The discussion he facilitated with over 200 administrators was geared toward understanding the notion of Professional Learning Communities, or PLCs. Focusing on learning rather than teaching, the philosophy underlying PLCs requires that three questions be answered: are we clear about what students need to learn (know and be able to do) to be successful, how do we know students are learning and, what do we do when students are not learning?

As I pondered the implications of the discussion for Harford County, its impact on my division, and on me personally, it dawned on me that ASBO may well need to answer these same key questions about our professional development activities. So, what do we need to learn to be successful in our support of our districts, how do we know if we learned it, and what do we do if we do not learn it? In this context, 'it' is a multiplicity of things, not a single magic key that insures instant professional success. After all, it is difficult to imagine my superintendent hoisting me on her shoulders in celebration of a breakthrough accounting transaction in any circumstance. I can only speculate about the size of the worker's comp claim.

Our Professional Development Committee is working hard at answering the 'what we need to learn' question. Unlike the parable of the blind squirrel that by luck, will on occasion stumble across an acorn, we need to be systemic in our approach to training. For the second straight year the Professional Development Committee convened to develop a plan for the year outlining topics and possible speakers for each conference section and general session, and for each workshop. Still, we need more participation by the sections in this endeavor to help it thrive.

We outsourced the legwork associated with contacting speakers and providing background material for timely publication to encourage your participation and attendance at these sessions. A first for ASBO will be that the same firm will electronically survey members' evaluations of our training, providing instantaneous feedback to the organization. It may not answer the 'did they learn it' questions directly but it is a start. I hope to add to the evaluation a question about your practical application of the training on the job. Because these evaluations will be done by e-mail, having your correct e-mail address is critical. So, please

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CHECK OUT

the **NEW** ASBO-MD&DC Web Page at

www.asbo.org

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The hardest of the questions to answer is what to do if we have not learned what we need. The question, and answer, speaks to the very heart of ASBO's mission. You have to tell us what to do to help you succeed, tell us the topics that are crucial and who you think can best lead that training. You can do this through the evaluation as well. My promise is to keep trying, but I need your help. We are all in this together because ASBO is a Professional Learning Community. □

...Workshop

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slated to last a full day, from 9:00 am to 4:00 pm at the Sheraton Barceló, in Annapolis. Lunch will be provided. The fee for the day-long workshop is \$100.00 for members and \$155.00 for non-members (the non-member fee includes a \$55.00 membership fee).

Brochures with registration forms are on the way. Act quickly to ensure yourself a place at this important professional development opportunity.

The deadline for responding is October 10. □

ASBO-MD&DC MEMBERSHIP DIRECTORY ONLINE!

**Ask your Liaison about
member access.**

Five new leaders for Maryland schools

BALTIMORE CITY PUBLIC SCHOOLS — DR. BONNIE S. COPELAND

Dr. Bonnie S. Copeland is currently serving as the interim chief executive officer of the Baltimore City Public School System. Dr. Copeland has over 30 years' experience in the education field, beginning as a teacher in her native Ohio. A Baltimore resident for nearly 25 years, her work in public education has earned her local, regional, and national recognition as a leader in public school reform.

From 1999 through 2003, Dr. Copeland served as President and Executive Director of the Fund for Educational Excellence, an organization dedicated to improving educational opportunities and student achievement in urban public schools. The Fund is one of 70 local education funds throughout the country that are linked nationally by the Public Education Network, on whose Board Dr. Copeland sits.

From 1994 to 1999, Dr. Copeland served as Executive Vice President of the Greater Baltimore Committee (GBC), responsible for day-to-day operations, strategic planning, and implementation of the organization's annual work plan. A public policy organization of business and civic leaders, whose mission is to improve the business climate of the Baltimore region, the GBC greatly increased its involvement in, and efforts on behalf of, Baltimore's public schools during Dr. Copeland's tenure.

Prior to joining the GBC, Dr. Copeland spent four years as Deputy State Superintendent of Schools at the Maryland State Department of Education, overseeing its \$2.4 billion operating budget and 1,350 employees. Among her many accomplishments

were developing and implementing new high school graduation requirements and obtaining support for the Maryland School Performance Program.

Twice named one of Maryland's Top 100 Women, Dr. Copeland is an active member of the community. She sits on a number of volunteer boards, including the Hippodrome Foundation, the Enoch Pratt Free Library, and the University of Maryland (College Park) School of Education Advisory Board. From 1997-1999, Dr. Copeland served as Vice Chair of the New Baltimore City Board of School Commissioners, appointed by the Governor of Maryland and Mayor of Baltimore City as a result of legislation to restructure the Baltimore City Public School System through a city-state partnership.

Dr. Copeland earned her Ph.D. from St. Louis University, and her Bachelor of Science and Master of Education degrees from Miami University, Oxford, Ohio.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

— DR. ANDRÉ J. HORNSBY

Dr. André J. Hornsby is Chief Executive Officer for Prince George's County Public Schools.

Dr. Hornsby began his tenure with Prince George's County Schools on June 1, 2003.

Prior to coming to Prince George's County, Dr. Hornsby served for two years as the Supervising Superintendent for Executive Leadership Development for the New York City Public Schools. In this post, he provided leadership training and support and played a central role in analyzing performance data for the district's almost 5000 administrators.

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From 2001 to 2003, Dr. Hornsby served as President of the National Alliance of Black School Educators. In this role, he worked closely with the U.S. Department of Education and the White House on a number of initiatives, and also disseminated information on trends and practices related to educational restructuring to the membership.

Beginning in August 1998, Dr. Hornsby headed the Yonkers Public Schools as Superintendent. Under his leadership, dramatic improvements in standardized test scores were achieved on a variety of State measures. Dr. Hornsby defined his strategic vision in *Yonkers Quality Schools: A Paradigm for Success* and created district-wide reading, mathematics and technology programs. His approach combined reduced class size with an intervention plan for low-performing schools.

From 1995 to 1998, Dr. Hornsby served as Superintendent of the South Central District of the Houston Independent School District where he had begun his teaching career in 1976. As Superintendent of the South Central District, Dr. Hornsby instituted a strict system of accountability that saw substantial improvements in standardized test scores. He founded a 21st Century Laboratory School in collaboration with Texas Southern University and designed, coordinated and implemented the restructuring of 244 schools in the Houston Independent School District.

Born in New Orleans, Louisiana, Dr. Hornsby completed his undergraduate program at the University of Tulsa and his doctorate at Texas Southern University where he served briefly as an Adjunct Professor. He has authored numerous papers and made presentations on a range of topics ranging from technology to high stakes testing to closing the achievement gap. Dr. Hornsby serves on a number of advisory

boards and belongs to numerous professional associations.

CALVERT COUNTY PUBLIC SCHOOLS — DR. J. KENNETH HORSMON

Dr. J. Kenneth Horsmon was chosen this summer to be the Superintendent of Schools of Calvert County.

Dr. Horsmon began his career in mathematics instruction in Prince George's County Public Schools in 1969. In 1979 he took a position as mathematics instructor in Calvert County Public Schools. He has remained there ever since, serving as High School Vice Principal, Middle School Principal, High School Principal, Director of Secondary Education, Assistant Superintendent for Instruction, and Deputy Superintendent.

Dr. Horsmon received a B.S. in Mathematics from Towson University, a Masters degree from Bowie State University, and an Ed.D. in Educational Leadership from NOVA Southeastern University.

TALBOT COUNTY PUBLIC SCHOOLS — DR. KAREN B. SALMON

Dr. Karen B. Salmon was appointed Superintendent for Talbot County Public Schools in July 2003. Prior to that, she was Assistant Superintendent for Instruction for six years.

Dr. Salmon was born and raised in Harford County, Maryland, and attended school there and in the Delaware schools. After graduating from high school, she pursued a degree in Speech Communication at the University of Delaware, graduating in 1975. She earned her Master's of Education, Special Education, in 1976 from the University of Maryland, College Park, and was awarded a Doctoral degree in Special Education/Administration from University of Maryland in 1986.

Dr. Salmon began her career as a teacher in the Caroline County school system in 1976 and continued in Caroline County as a teacher,

Vocational Evaluator/Coordinator, and Vice Principal until 1988. In 1988, she went to Talbot County Public Schools as Coordinator of Services for Exceptional Children and attained the position of Assistant Superintendent for Instruction in 1997.

Dr. Salmon has served as President of Talbot Family Network, on the Council for Exceptional Children, the American Council on Rural Special Education, and the Association of Supervision and Curriculum Development, among other organizations. She has provided numerous inservices and presentations on Special Education (policies and procedures), curriculum/instruction, legal issues, instructional strategies, and collaborative teaming.

Among major projects Dr. Salmon has directed are the development of the *Framework for the Essential Curriculum*, an academic intervention plan spanning grades Pre-K-12, directed Talbot County Public Schools in a process to achieve accreditation for grades K-12 from the Middle States Association of Colleges and Schools, and led TCPS through a strategic planning process culminating in a superior five-year plan.

Dr. Salmon has taught graduate courses in the "Education of a Slow Learner", "Mainstreaming", and "Introduction to Special Education".

CAROLINE COUNTY PUBLIC SCHOOLS — DR. EDWARD W. SHIRLEY

The Caroline County Board of Education selected Dr. Edward W. Shirley of Montgomery County as Superintendent of Schools to replace Dr. Larry Lorton, who retired. Caroline County Board of Education President Dane Coleman said, "We are pleased to have found a successful instructional leader with more than 28 years of administrative experience who is passionate about children and public education..."

Dr. Shirley's 37 years of experience include that of high school

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Root and Bell lead Maryland State Board of Education

Last July the Maryland State Board of Education elected Dr. Edward Root as its new president. Dr. Root replaced Marilyn D. Maultsby, who resigned from the State Board for health reasons. Maultsby had served as president of the State Board since January 2002.

Dr. Root, a professional educator from Allegany County, served 30 years as an education professor at Frostburg State University before retiring. He served as coordinator of the Administration/Supervision program, as professor and chair in the Educational Professions Department, and as dean of the School of Education.

A leader in the drive to improve teacher education, Dr. Root has served on a variety of state and local panels that have focused on enhancing educator preparation. He has been a member of the Maryland Professional Standards Board, the Task Force on Beginning Teacher Assessment, the University of Maryland Task Force on Teacher Education, and the Maryland Task Force on Teacher Education Reform. Most recently, Dr. Root chaired the Quality Teacher Work Group for the Maryland State Department of Education.

The State Board also re-elected JoAnn T. Bell as its Vice President. Bell, a longtime civic leader from Prince George's County, was first elected in March to serve out the remaining months of former State Board Vice President Reginald L. Dunn, who died in February.

A resident of Bowie, Bell served two years on the Prince George's County Board of Education and three terms on the Prince George's County Council. In addition, she has served on a variety of local, state, and national boards and commissions. □

...*Superintendents* ...continued from page 4

teacher, middle and high school principal; Director of School Administration, responsible for leadership and oversight of 28 schools; and Administrative Assistant to the Deputy Superintendent of Schools. When selected he was president of the Montgomery County Association of Administrative and Supervisory personnel. He is an adjunct professor at Bowie State University and West Virginia University. Dr. Shirley has been involved with the Middle States Association of Colleges and Secondary Schools as chairman of visiting committees and the State Advisory Council. □

Case Study: Perilous forklift

Setting: Roaring Mountain Elementary School about 5 p.m. Teacher Rosie Moser heads for her car in the pouring rain and winter darkness.

Accident: Moser trips over the prongs of a forklift stored in the school parking lot. She breaks her left leg. Extensive medical costs mount to over \$50,000.

Claim: Moser files a workers' compensation claim for medical expenses, lost wages and disability.

Investigation: The forklift was stored by a contractor doing asbestos removal work at the school. It was not marked off with warning signs.

Cost: \$82,000 including medical costs, lost wages and a settlement for permanent partial disability. The Fund expects to recover 75% of their costs from the contractor.

Lesson: Outside contractors bear a responsibility for maintaining a safe environment at their work site. Contractors should be cautious in how they store equipment. They must bar access to hazardous areas and materials. They should post warnings when appropriate. In other words, contractors must make sure the site is safe. School administrators need to monitor activities of outside contractors, and insist on safety measures when necessary. School administrators know school safety needs best, including the safety of children, the public and employees.

— *SafetyNews*

a publication of Maryland Association of Boards of Education

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News from ASBO International's *Accents Online*

ASBO Accents Online is a regular enewsletter sent directly to all ASBO International members

FCC grants stay of new regulations governing fax advertisements

Acting on petitions filed by the American Society of Association Executives (ASAE) and other concerned business interest organizations, the Federal Communications Commission (FCC) has issued a stay of new regulations governing fax advertisements for a period of 16 months, until January 1, 2005. The FCC granted the stay request after receiving hundreds of comments and requests for interpretation from associations and other businesses over the past several weeks regarding the rulemaking, published July 25 in the *Federal Register*. (It was) argued that the fax regulations as written would significantly impede the marketing strategies and basic communications between associations and their own members. The new rules were due to go into effect August 25, but will now be given more deliberate consideration to determine congressional intent. The new fax rules, which are a reworking of 1992 regulations implementing the Telephone Consumer Protection Act, would require associations and other businesses to seek the written consent of each recipient before transmitting any faxes that are "commercial" in nature. Prior to the changes, associations and other businesses were free to send fax advertisements where there was an "established business relationship" in place, such as membership in an association, for example.

— through ASBO International from ASAE

ASBO International Annual Meeting

**CHARLOTTE,
NORTH CAROLINA**

October 31–November 4, 2003

Go to www.asbointl.org for registration info and hotel reservations.

Medicaid reimbursements to schools may be cut

The federal agency that manages the two programs under which schools can recover some of the money they are mandated to spend on special education services and administration – the Centers for Medicare & Medicaid Services (CMS) – has just issued new guidelines that would cut funding from one of these programs, administrative outreach, by nearly eighty percent. Schools must continue to provide the services under federal mandate, but the new CMS rules would clearly reduce federal reimbursement. ASBO has provided a prepared letter to your Senators and Representative, urging them to oppose this effort. Go to the link below to go to ASBO's Legislative Action Center and send your letters today!

http://capwiz.com/asbo/mail/oneclick_compose/?alertid=3344001

Michigan says asking parents to pay fees, buy school supplies illegal

After learning about a controversial activities fee one district planned to charge children in Grades 5–12, Michigan state education officials said they would send memos reminding school districts and charter schools that students are guaranteed a free public education. The announcement prompted the Michigan Education Association and others to push the state for more funding. "We find it interesting that the state is so concerned about this particular issue when they don't have a problem putting mandates on districts and not funding them," said Shirley Bryant, executive director of community relations for Birmingham Public Schools. "Give us a break. They can't squeeze from both ends." □

...Accents Online

Cleveland school voucher program not spawning copies

When the U.S. Supreme Court last June upheld Cleveland's school voucher program, both sides wondered if the decision would spur a flurry of copycat programs throughout the country. But one year later, that hasn't happened. In fact, since then, Colorado is the only state that has enacted a law allowing public money to pay for tuition at private and religious schools. In Ohio, the Legislature recently agreed to expand Cleveland's program to include ninth and 10th graders. That, says Akron industrialist David Brennan, an architect of Ohio's voucher program, was a big victory in itself given the state budget crisis. Voucher opponents, meanwhile, say they're relieved at how little their rivals have achieved. □

Minnesota school districts get tough with mold

Thanks to mold, the Robbinsdale School District will demolish and replace Forest Elementary School in Crystal because gutting and renovating it would have been too costly. Despite such problems and a wet spring, things are looking up, school officials say, thanks, in part, to all the repair work and air-system updates they've made. In addition, they say, maintenance crews are quicker to respond to situations that could spawn mold, such as leaky roofs and dripping pipes. Officials in the Minneapolis and St. Paul schools districts say they've had no major mold problems this summer. "I'm seeing fewer problems in the schools and more problems in residential housing," says Paul Ellringer, an engineer with Air Tamarack. In fact, he says, parents sometimes blame the schools for their children's respiratory problems when their houses are the true culprits. □

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Paul B. Bell Award – 2004

Time to honor members

The Paul B. Bell Award, established by ASBO–MD&DC, commemorates a past President who served from 1993 to 1994. His dedication to a Maryland school system exemplifies the aims and objectives of the association. Thus, it is very fitting that the award annually acknowledges members who demonstrate the standard that this award represents.

The nomination, as well as the review process for selection, is secretive – self-nomination is not permitted. ASBO members, co-workers, supervisors, board members, or government officials may submit a nominee’s application. The award is presented at the Spring Conference. All nominations must be submitted to John Case,

Executive Director, by March 1, 2004.

Now is the opportune time to honor the very special, deserving ASBO colleague who consistently rises to the challenge of supporting our students and school systems. What better way to say thank you than the Paul B. Bell award?

Since the application is quite detailed, preparation should begin shortly. The application details can be found on the ASBO–MD&DC website: www.asbo.org/awards.asp. Pay close attention to the requirements and documentation because they have changed slightly from last year.

Judi Dombek, Immediate Past President

ASBO–MD&DC

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