

BOARD OF EDUCATION OF HARFORD COUNTY

PRESENTATION OF

SUPERINTENDENT'S RECOMMENDATION OF CANDIDATES FOR BOARD OF EDUCATION ETHICS PANEL POSITIONS

FEBRUARY 26, 2024

Background Information:

The Board Ethics Policy provides for a five member Ethics Panel to implement the Board Ethics Policy. The members of this Panel are persons selected by the Board and who are not employed by the Board. There is one current vacancy with respect to the panel. This vacancy occurred with the resignation of Dr. Dennis Golladay.

Mr. Francis P. King, Esquire, current member with a term ending date of March 26, 2024, has expressed that he does not wish to continue with a second term on the Board's Ethics Panel. This means that there is one additional vacancy which will begin on March 26, 2024.

Discussion:

Upon the vacancy of Dr. Golladay from the Board's Ethics Panel, advertisement of the vacancy was posted by press release and other media advertisements on December 1, 2023. Candidates were asked to express interest in the position before the close of business on January 12, 2024. Five candidates submitted letters of interest along with a resume.

Kimberly Neal, Esquire, General Counsel and liaison to the Ethics Panel, along with Dr. Paula Stanton, Supervisor of Equity and Cultural Proficiency, conducted interviews with each candidate.

Mr. Doug Miller and Ms. Sonja Karwacki are well qualified to serve on the Board's Ethics Panel. If approved, Mr. Miller and Ms. Karwacki will each serve a five-year term on the Board's Ethics Panel. Mr. Miller's term will begin on February 12, 2024, and Ms. Karwacki's term will begin on March 26, 2024.

Attachments:

1. Ethics Panel application of Mr. Doug Miller.
2. Ethics Panel application of Ms. Sonja Karwacki.

Superintendent's Recommendation:

The Superintendent recommends that the Board approve the selection of Mr. Doug Miller to the Board's Ethics Panel for a five-year term beginning February 12, 2024, and ending February 12, 2029.

The Superintendent further recommends that the Board approve the selection of Ms. Sonja Karwacki to the Board's Ethics Panel for a five-year term at the completion of Mr. Francis P. King's term on March 26, 2024. Ms. Karwacki's term will end on March 26, 2029.

From: Doug Miller
To: Rasinski, Diana
Subject: [External] School Board Ethics Panel
Date: Wednesday, December 20, 2023 11:53:14 AM

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Kimberly H. Neal
General Counsel, Board of Education of Harford County
102 S. Hickory Ave.
Bel Air, Md 21014

Dear Ms. Neal:

I have read in the Aegis about the Board's need to fill one or more seats on its Ethics Panel. I would like to submit my name for your consideration.

I have recently moved back to Harford County after retiring. During my career, I served in four different municipal governments as a town or city manager spanning 37 years. I started my career in Snow Hill, Md, then served in La Plata, Md, then to Aberdeen and I finished in Ocean City. In all of those jurisdictions I was involved in either developing ethics regulations or assisting the local ethic board in administering those regulations. In addition, I am a member of the International City and County Management Association (ICMA) whose membership is comprised of local government appointed officials. Each member of ICMA pledges that they will comply with the ICMA Code of Ethics which we as members take very seriously.

As mentioned, I am a Life Member of ICMA. I have a BA from Roanoke College and an MPA from the University of Baltimore. I would be happy to provide any additional information that you may need or answer any questions that you may have.

Thank you for your consideration.

Doug Miller

Sonja M. Karwacki

Kimberly H. Neal, Esquire

I am submitting this application for consideration to be accepted for the open position on the HCPS Ethics Panel. A resident of Harford County for 43 years, my husband and I raised three children, all of whom attended schools in the Edgewood Community and graduated from Harford County Public Schools. I currently have grandchildren attending Havre de Grace High School. My two daughters are certified teachers, one of whom teaches at Meadowvale Elementary. Maintaining the quality and integrity of our education system continues to be a focus for me because it impacts my family and the quality of education for all children.

For 25 years I served Baltimore County Schools in a variety of capacities including:

- Classroom Teacher
- Library Media Specialist
- Southeast Area Resource Teacher for Gifted & Talented Education
- Assistant Southeast Area Superintendent
- Executive Director of Special Programs, handling a \$85 million budget
- Assistant Principal Charlesmont Elementary School

Upon being appointed to the position of Executive Director, Superintendent Hairston requested that I conduct a review of the budgets and expenditures of the offices that I would be managing. The review revealed inconsistencies that were, in fact, violations of the Ethics Policies. The Superintendent, his legal counsel, and I met to develop a process to fairly address each occurrence. While I am aware that this is not in the purview of a review panel, I want you to be aware that I have experience in implementing and supporting the Ethics Policies of a school district.

Based on my qualifications and experience I believe that I would be an ideal person to fill the current vacancy on the Ethics Panel.

I look forward to meeting with Ms. Neal and any other participants in the selection process.

Respectfully,

Sonja M. Karwacki

Sonja M. Karwacki

PROFESSIONAL EXPERIENCE

2012 – 2016

Assistant Principal, Charlesmont Elementary School, Baltimore County Public Schools, Dundalk, Maryland.

As assistant principal performed a variety of support and duties related to the day-to-day operation of the school. Duties performed include, but are not limited to the following:

- Participate with the principal and other leadership personnel in the management of the school.
- Assume the responsibility of the school in the absence of the principal.
- Assist the principal and other leadership personnel in developing, implementing, and evaluating the instructional program and staff development activities.
- Utilize a variety of data to support school improvement initiatives and the implementation of Professional Learning Communities.
- Collaborate with the leadership team to develop and monitor annual School Progress Plan; accept the shared responsibility for the achievement of students.
- Support the leadership in analyzing student achievement data to improve instruction in the classroom.
- Participate with the principal and instructional personnel in staff observations, evaluations, and follow-up conferences.
- Assist in the maintenance of student and personnel records.
- Obtain and orients substitute teachers.
- Participate and/or initiate conferences with students, teachers, parents, and other community members.
- Advocates a child-centered approach to school and student management.
- Assist in student disciplinary matters and help ensure a safe and orderly school.
- Meet with students, parents, and staff for the purpose of interpreting and administering school and system policies and programs.
- Apply technical skills inherent in the position: Microsoft Office, Kronos, PARCC Assessment (online and paper administration), etc.
- Serve as IEP, 504, and SST Team Chair.
- Supervise three self-contained special education classes: ECLS-3, ECLS-4, and ECLS-K. Collaborate with the Office of Special Education to ensure appropriate selection of curriculum and supports for identified students.

2011 - 2012

Executive Director, Liberal Arts, PreK-12, Baltimore County Public Schools, Towson, Maryland.

Collaborate to plan, coordinate, and monitor the activities of the Department of Liberal Arts, PreK-12.

- Update language arts and social studies staff on the progress of the CCSS and PARCC at the national and state level.

- Collaborate with language arts leadership in the design and development of a curricular framework and a curriculum action plan that is both rigorous and aligned with local, state and national standards, as well as the BCPS Handbook for Curriculum Development and ISO standards.
- Conduct a review of existing supplemental programs and interventions to determine if evaluations were completed; in the absence of system-wide data to support the programs, collaborated with language arts leaders to define evaluation processes to implement at once.
- Provide updates, reports, compliments, and concerns to my supervisor. Share status of movement toward CCSS.
- Foster collaboration with social studies and offices in STEM to highlight the shared responsibilities for reading and writing in the content.

2007 – 2011

Executive Director, Special Programs, PreK-12, Baltimore County Public Schools, Towson, Maryland.

Collaborate to plan, coordinate, and monitor the activities of the Department of Special Programs, PreK-12.

- Ensure that departmental programs address and support the system-wide goals and priorities found in the *Blueprint for Progress* and the *Master Plan*.
- Coordinate with other offices within the Division of Curriculum and Instruction to ensure curriculum alignment and implementation.
- Align and articulate the delivery of the curriculum PreK-12 with the services provided to students and schools for programs PreK-12.
- Plan, develop, implement and direct programs for students in the following areas: Athletics, AVID, Gifted and Talented Education and Magnet Programs, Music, Physical Education, Health, and Dance, Student Service Learning, and Visual Arts.
- Assess the scope and quality of services and equitable access to students in the PreK-12 programs and extracurricular and extended curricular activities; provide oversight for necessary adjustments.
- Supervise the activities of the staff of the Office of Title I, including presentation of annual Title I allocations.
- Collaborate with office coordinators to plan, budget, and control departmental expenditures ensuring that funds are used.
- Evaluate the performance, professional growth, and development of leaders within the department and provide feedback monthly; propose decisions related to hiring and separation.

2005 – 2007

Southeast Area Office, Baltimore County Public Schools Towson, Maryland.

Support the Area Assistant Superintendent in the day-to-day operations of the office.

- Participate and draft feedback concerning school visits; analyze school data (assessment, attendance, suspension, and enrollment) to provide reports to support principal evaluations; observe and evaluate at-risk teachers in accordance with the approved review process; coordinate staff development for administrators and school leaders; analyze data to compile MSA Award lists.
- Additional responsibilities include responding to parent concerns, serving as liaison to various system and local government agencies.

2001 – 2005

Office of Gifted and Talented Education, Baltimore County Public Schools, Towson, Maryland. In the absence of a Coordinator of Gifted Education, assume additional responsibilities for day-to-day operations of the office. Monitoring and preparing the office budget, *Planning for Curriculum Development* (5-year proposal), *Proposed Textbook Adoption Schedule* (10-year plan). Update the Master Plan and write new goals through FY 2007.

- Initial job responsibilities include planning and implementing quarterly GT Facilitator's Meetings for 32 schools (elementary, middle and high) in the Southeast Area of Baltimore County, Parent Information Night meetings as requested by schools, staff development focusing on GT Referral and Review process and differentiation strategies.
- In addition, assist schools in developing consistent schedules for Referral and Review meetings as well as attend R&R Team meetings.
- Compile and review data concerning students identified for GT education services; meet with individual teachers or grade level teams to respond to questions about referral, differentiation strategies, and curriculum.
- As a member of the Elementary Science and Social Studies Curriculum Writing Team, collaborated to develop integrated, differentiated science and social studies curricula.
- Provide professional development opportunities to teachers in grades four and five to support the implementation of differentiated science and social studies curricula.
- Revise Summer Challenges for Young Scientists curriculum targeting rising 2nd grade students in Title 1 schools.
- Provide ongoing support to 30 GT CATALYST Resource Teachers in 38 Title 1 schools.
- Responsible for staff development, data collection, analysis, and reporting to determine the effectiveness of the program in impacting student achievement in the Title 1 elementary schools participating in the CATALYST project.

2000 – 2001

Bear Creek Elementary School, Baltimore, Maryland.

Library Media Responsibilities include library maintenance and collection development as well as enhancement of a computer lab; provide staff development and student instruction in the area of information literacy.

- Once a week, provide additional enrichment and extension activities to groups of students in grades 3 and 5. Students utilize text and Internet resources to conduct research and develop multimedia presentations.
- In the spring of the year support students in the grade 3 GT program in an enrichment program that integrates literature, writing, and technology skills.
- Continue to apply the instructional theories of both Renzulli and Gardner in daily instruction as well as in the establishment of the aforementioned enrichment clusters.

1997 – 2000

Logan Elementary School, Baltimore, Maryland.

Participate in the Logan On-Line Project to integrate technology into every aspect of student learning.

- Engage students in class work and projects using a variety of computer programs, including multimedia applications.

- Participate in a collaborative curriculum writing team with central office staff to develop new curriculum for grade 4 and grade 5 science and social studies.
- With my team members, participate in several presentations throughout the state and in the national media.
- As part of a team, assist in planning and conducting staff development in technology applications and technology integration.
- In addition to the responsibilities associated with the Logan On-line Project, serve as the school GT facilitator. In this capacity, conduct staff development and ongoing support of the GT program in our school.
- Other responsibilities include articulation with the middle school, data analysis and reporting, parent notification and meetings.

1993 - 1997

Fullerton Elementary School, Baltimore, Maryland.

As a fifth-grade teacher, collaborate with a team to develop unit and classroom plans based upon Dimensions of Learning, MSDE Outcomes, and the BCPS Essential Curriculum.

- Apply constructivist theory and outcome-based education practices. Develop daily lesson plans creating necessary adaptation of lessons to comply with IEP identified needs (school wide inclusion model).
- Utilize Dr. Joseph Renzulli's model for school-wide enrichment by compacting the core program for gifted students; and considering the learning styles and multiple intelligence strategies as identified by Dr. Howard Gardner.
- Employ MSPAP-style prototypes in the classroom for instruction as well as for assessment.
- Develop instructional activities that reflect the school's mission statement and incorporate authentic, hands-on, meaningful learning opportunities for children in the classroom, community, and outdoors.

CERTIFICATION

Advanced Professional Certificate
 Maryland State Department of Education
 Valid Period – 07/01/2008 to 07/01/2013
 Endorsements:

Elementary Grades 1-6 and Middle School (S)
Reading Teacher Grades K – 12
Administrator I
Administrator II

EDUCATION

Bachelor of Science, Elementary Education
 May 1993; GPA 4.0
 Towson University, Towson, Maryland

Master of Science, Technology for Educators
 July 1998; GPA 4.0
 Johns Hopkins University, Baltimore, Maryland

Reading Teacher Certification
 May 2001; GPA 4.0
 Towson University, Towson, Maryland

Administration & Supervision Certification
May 2005; GPA 4.0
Towson University, Towson, Maryland

RELATED QUALIFICATIONS

- Member of the Harford County Board of Education: 2019-2023
- Completion of the *Public Education Leadership Project* – Harvard School of Business and the Harvard Graduate School of Education
- Completion of *Aspiring Leaders* modules
- Served as BCPS liaison to:
 - CCBC leadership to co-facilitate the development of the Diploma to Degree Program
 - The League of Women Voters of Baltimore County
- On behalf of the superintendent served as liaison to the MSDE P20 initiative
- Skills and competencies:
 - Collaboration with central office and school administrators, peers and department staff, teachers, parents and the community
 - Technology integration in the classroom
 - Microsoft Office; COGNOS; AssessTrax.
 - Effective written and oral communication skills
 - Data Analysis
 - Applied principles and practices of public education administration.
 - Experience in supervising and evaluating personnel.

PROFESSIONAL ORGANIZATIONS

- American Association of School Administrators
- Association for Supervision and Curriculum Development
- College Board*Presented at annual conferences.
- International Reading Association* Presented at annual conferences.
- Phi Delta Kappa