

JOB OPPORTUNITIES

►**Professional Tutoring Service:** Subject area teachers needed to tutor secondary math, chemistry, physics, biology, SAT prep., English, reading, Spanish, French and special education, and elementary subjects. Please contact professional_tutoringservice@comcast.net or 410-486-3464.

►**TABCO Tutor Referrals:** If you are interested in tutoring, contact Stacie at sstrickland@mseane.org for more information about inclusion on the TABCO tutoring referral list.



Make a difference for a child in Baltimore County~sign up for payroll deduction for KidCare...because teachers care.

So far, \$4,640 has been distributed to 116 students for the current school year.

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Association Events

OCTOBER

- 6 TABCO Negotiations session
- 6 Board of Education mtg
- 7 Classroom Environment Workshop—Loch Raven HS
- 8 Savings & Retirement Workshop—Loch Raven HS cafeteria
- 13 TABCO-Retired Committee mtg
- 14 MSEA Delegate Caucus
- 14 TABCO Board of Directors mtg
- 16-18 MSEA Convention, Ocean City
- 20 TABCO Negotiations session
- 20 IPD Committee mtg
- 20 Board of Education mtg
- 22 Representative Assembly—Pine Grove MS
- 27 Understanding Your Retirement Workshop—Loch Raven HS

NOVEMBER

- 3 TABCO Negotiations session
- 3 Home Buyers Workshop—Loch Raven HS
- 3 Board of Education mtg
- 3 Retirement & Recognition Committee mtg.
- 4 TABCO BOD Mtg
- 5 TABCO-Retired Member Workshop—Oak Crest Village
- 8 TABCO NYC Bus Trip
- 12 TABCO District mtgs (Milford Mill Academy, Pine Grove MS, Patapsco HS)
- 16-20 American Education Week
- 17 Minority Affairs Committee mtg
- 18 TABCO Board of Directors mtg
- 26-27 Thanksgiving holiday—schools/TABCO closed

DECEMBER

- 1 TABCO Negotiations session
- 1 Board of Education mtg
- 3 Estate Planning Workshop
- 9 TABCO Board of Directors mtg
- 9 TABCO-Retired Holiday Tour
- 10 Representative Assembly & Holiday Dinner for Reps
- 15 TABCO Negotiations session
- 15 Board of Education mtg
- 24-31 Winter Holiday—schools/TABCO closed

www.tabco.org



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TABCO Office Hours:

MONDAY—THURSDAY, 9:00 a.m. to 5:30 p.m.
FRIDAY—9:00 a.m. to 5:00 p.m.



news & views

September/October
2015

PRESIDENT'S MESSAGE



Abby Beytin

Let's talk about change...

It seems just yesterday we were beginning a new millennium. The big concern when we moved from the twentieth century into the twenty-first century was whether or not all of our clocks and computers would still work. Imagine being back at the beginning of the twentieth century where the concerns were far removed from today's reality. I am sure folks back then couldn't even imagine what our existence is like today.

We are now closer to the first quarter of a century than to the beginning of it. The changes we face daily are growing exponentially. We can no longer figure out what our reality will look like in ten years, let alone the beginning of the next century.

While we are pondering all of this, we are part of the force that drives the change. We must change with these new initiatives and situations, but we must also make sure we are making changes that make sense, are reasonable, and in the best interests of our society, and especially for our students. After all, they are the ones who will have to live in the society we create.

Of course, there are some changes that are coming whether we agree with them or not. The real challenge becomes how we recognize what is useful and beneficial.

See "Let's talk about change," page 2



TABCO DAY observed with enthusiasm by Cromwell Valley ES

EDITORIAL NINTH INNING FAREWELL from a heavy hitter



In this first edition, the editorial space is occupied by former TABCO President Ray Suarez, who has served members in the capacity of UniServ Director for the past 14 years, after decades as a BCPS educator and TABCO leader. Ray will be retiring on October 30. If you know him, you have no doubt that he will continue to add to his diverse and colorful personal story in ways that make the world around him a better place. I must take a moment of personal privilege to thank Ray for his role in bringing so many of us into the association fold—for being a passionate, articulate, and inclusive mentor. His mantra, "knowledge is power," has inspired us to know our rights, know who controls our education destiny, and know how to collaborate to bring about change. Read on for his insights that speak to the challenges for educators that have not changed in essentials over his four-plus decades in the public education arena.

~Angela Leitzer, Bulletin Editor

Ostensibly in my "farewell" article I am supposed to impart the lessons learned, advice, and wit and wisdom garnered from 24 years in the social studies classroom, four years as TABCO President, two years of mentoring and 14 years as TABCO UniServ Director (plus student government advisor and several years of coaching boys and girls varsity sports), without the readers having to constantly Google my references. Relax—I will try to keep it current.

In my first year of teaching, my principal Tony Marchione told me, "I want you to go out there and take chances and I've got your back." In the intervening 46 years in Baltimore County, I have never had a member ever tell me that they had the same experience. Yes, I was lucky to have such an excellent principal and to have taught in what I consider to be the golden age of teaching, but the basic challenges haven't changed. Teachers still

See "Ninth inning farewell..." page 3

Let's talk about

-as opposed to harmful and hurtful. To that end, we must become truth seekers, keeping our senses alert and mindful of the changes around us. We can't have knee jerk reactions that immediately dismiss or embrace any new idea, dynamic, proposition or proposal.

There are usually many sides to the issues facing us and it is important that we explore those as thoroughly as possible. It is not an easy task, and for all the time-saving innovations and ideas, the demands on our time have also increased exponentially.

So how do we accomplish all that is required of us and still keep some semblance of family and friend time with some down time as well?

Prioritizing is the best way, but also collaborating with others by working together, planning together, and sharing ideas, thoughts and actions when needed. "No man [or woman] is an island," is a very true statement. With everything facing us today, it is much more difficult to succeed on our own.

I urge you to work with your colleagues to make sure a faculty council is up and running in your school. Work with your administration via the faculty council to discuss and implement ideas that will work at your site. This really is the best place to work together to problem solve and lessen the workload for all. While you are at it, you will be helping your students by improving the climate and functioning at your school.

If you need training on setting up a faculty council or some fine tuning for your already existing faculty



(from page 1)

council, talk to your UniServ Director. Your director can help you to make sure you are using the process for the optimum benefit for your staff, students, and community.

FACULTY COUNCILS

See page 10, Section IV in the Master Agreement for details on the rights and responsibilities of Faculty Councils. "The council shall also serve as the vehicle by which proposed changes in policies and practices, and new policies and practices, for each school may be considered and may be subject for discussion at any Faculty Council-principal meeting."

Cal Casualty Teaching Excellence Award

The 2016 California Casualty Awards for Teaching Excellence was awarded to **Dawn Roberts**, a Science Educator at Scotts Branch Elementary. This wonderful recognition is accompanied by a \$650 check made out to the school in Dawn's honor. Congratulations, Dawn!



Unique to these awards, each educator is invited to participate in the Global Learning Fellowship, a year-long professional development opportunity to cultivate global competence skills educators use to improve their practice and to prepare their students to thrive in a rapidly changing world. Awardees will be recognized at the annual NEA Foundation's Salute to Excellence in Education Gala, to be held in Washington, DC on February 12, 2016.

I Serve my Country; I Teach Public School, Part I By Ed Kitlowski, Special Education, Kenwood HS

Note: Ed, a public education and TABCO activist, submitted a well-researched piece on issues of student behavior, which is excerpted here due to space constraints. Ed has been in the vanguard on issues that include NCLB, IDEA, and teacher accountability. He is also known for his prowess on the bagpipes! Watch for Part II in the Nov/Dec edition.

Recently there has been a great deal of attention on suspension rates of students and the efficacy of this action as a deterrent to further disruptive behavior. Concurrently, there is a great deal of attention on bullying in school. Teachers must take professional development courses on the subject. There is an Anti-Bullying Week and even public service messages. Some state legislators have proposed letting teachers carry guns. Schools are meant to be safe and orderly. But are they—and for whom?

According to the U.S. Department of Education, 127,120 (4 percent) public school teachers (K-12) were physically attacked at school—hit, kicked, bitten, slapped, stabbed or shot—during the 2007-08 school year. The Department of Justice's Bureau of Justice Statistics and the Department of Education's National Center for Education Statistics released a report entitled, "Indicators of School Crime and Safety: 2010." They concluded that there were 145,100 public school teachers who reported being physically attacked by students at their schools in the course of a single school year. That is nearly three times the number of police officers. Additionally another 276,700 public school teachers reported being threatened with injury by a student in that school year.

A more recent report released by the Department of Justice's Bureau of Justice Statistics and the Department of Education's National Center for Education Statistics revealed more disconcerting news. A record 209,800 primary and secondary school teachers reported being physically attacked by a student during the 2011-2012 school year. This represents a 34.5% increase and reveals an escalation of attacks on teachers in schools. Men reported more incidences of assault with a weapon and physical attacks. According to the report, an average of 1,175 teachers are physically attacked each day of the school year.

Why is this happening? What is the flash point that has the student become violent? Using teacher blogs as indicators, teachers report flash points as the following: asking a student for a cell phone being used during class, asking a student to remove a hood during class, or even passing out a grade. The attacks leave lasting effects. One teacher reported, "A 16 yr. old boy threatened to rape my colleague's baby. He did not get expelled." ...Other incidents include: "a 12-year-old boy...who smashed teachers with a computer keyboard and kicked and punched until a police officer could restrain him;" "an...eighth-grade teacher

'body slammed' by a student, which left her on crutches;" "a substitute teacher ...who lost hearing in one ear and suffered blurred vision after students tossed an M-80 explosive into his classroom where he was reading alone;" "a fourth-grade teacher...who collapsed and died of a heart attack after a physical altercation with a nine-year-old."

Students are now using social media as a weapon. In one example, "... middle school students were arrested in January for posting a Facebook invitation for students to take part in "Attack a Teacher Day" at two local middle schools. Before a parent alerted authorities, 18 students had already signed up to join in the mass assault."

Unlike police officers or military personnel, teacher preparation rarely includes personal defense training. One teacher stated, "I was thinking, I was not trained for this, this is not what I signed up for. Who goes to work thinking that they are going to be involved in an incident like this? Who goes to work thinking that a parent is going to attack them?"

There is very little research and data regarding violence on teachers. Professor Dorothy Espelage at the University of Illinois at Urbana-Champaign stated there was a "paucity" of research in a 2011 study entitled: "Understanding and Preventing Violence Directed Against Teachers ." She suggested creating a national clearing house for teachers to report incidents so that a clearer picture could be made and solutions developed...

Many teachers leave the profession because of discipline issues. Richard Ingersoll, professor at the University of Pennsylvania's education school conducted a study on teacher retention and noted "Those schools that do a far better job of managing and coping with and responding to student behavioral issues have far better teacher retention." ...

There are several factors which contribute to the lawlessness. Teachers are reluctant to pursue legal measures. According to one study, only 57% of teachers assaulted reported the incidents to administrators. Given the new requirements to report violent incidents, school administrators do not want the classification of having a dangerous school and will dissuade teachers from pursuing legal retribution.

New laws and regulations regarding suspensions are a factor. Incidents that in the past would have been sufficient to suspend or expel a student are no longer viewed as warranting that sort of "punishment." Principals are told to keep disruptive and even violent students in school creating a more unruly and hostile environment. There is a perception by students that they can act in a consequence-free manner.

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The newsletter of the Teachers Association of Baltimore County, an affiliate of the Maryland State Education Association and the National Education Association

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The Bulletin is published bi-monthly during the school year. Your suggestions and letters to the editor are welcomed. Publication of submitted materials are subject to approval, editing, and/or space availability. Names will be withheld upon request.

In Memory of:
~Jenna Aldon, Functional Academic Learning Support, Mars Estates ES
~Susan Lev-Tairstein, Drama & English teacher, Dulaney HS
~Dorothy Dustmann, retiree, Infants & Toddlers Program

We sincerely regret the loss of these educators, offer condolences to their colleagues, friends and families, and appreciate their contributions to public education.
"What a teacher writes on the blackboard of life can never be erased."

PLUGGED-IN association connections

GROWTH SPURT!

TABCO membership grew by 190 at the annual New Teacher Orientation, and total new membership numbered 764 as of September 23.

What is the most common reason given by those who have not joined? "No one asked." Experience proves that one to one contact is the key to membership. Ask!

New hire Morgan Johnston, Powhatan ES, accepts her prize from TABCO VP John Redmond-Palmer at the NTO drawing.



Cautionary Tales~don't get stuck

UniServ Director Debbie Banaszkiwicz is often the voice on the other end of the phone when members need help in sticky situations. She cautions that there are some common sense steps to take to avoid getting stuck.

First off, it is important to follow the technology policy that all teachers are required to sign. Now that teachers all have devices and computers, BCPS is tracking how they are used. "I've already had a case where someone violated the policy by using their tablet for personal use," said Debbie. She continued about technology concerns, saying, "We also should address the use of social media, specifically Facebook. We had several teachers fired last year for things posted on Facebook. The county used to reprimand them or give them a memo, now they get fired."

Touching students is another issue. There were an astonishing 285 cases of accusations last year. "The advice we give is if a student comes to hug you, put your hands behind your back or in the air. Teach them to high five or fist bump instead. Even good touching is looked at badly," explained Debbie.

Take the necessary precautions—but remember that if an accusation is made, members must CALL TABCO IMMEDIATELY. Your association is here for you.

KNOW YOUR RIGHTS: President Beytin addresses PD concerns

Although President Beytin's email messages should have reached members via their building representatives, the messages bear repeating. The issues of forced and/or excessive professional development requirements at many buildings continue to present challenges to educators dealing with an already overwhelming workload. She addressed several of these issues, including "FAME," "Domain 4 Universities," "Professional Learning Communities," and Professional Development Plans, specifying the voluntary nature of the first three and the personal nature of the last. It is incumbent upon the administration to provide time to accomplish work associated with these items.

"Teachers should have autonomy in their own professional development," said Beytin. She emphasized that these items are appropriate topics for Faculty Council input—administrators must collaborate with councils to come to agreement on the timing and type of PD in the building.

TABCO Committee Spotlight: Minority Affairs



The **Minority Affairs Committee** seeks to advance the quality of public education by monitoring and promoting better human relations within the work environment and empowering teachers through professional growth in order to maximize excellence and equity in public schools.

We have sponsored several workshops/information sessions and look forward to providing members more. **Those workshops included:**

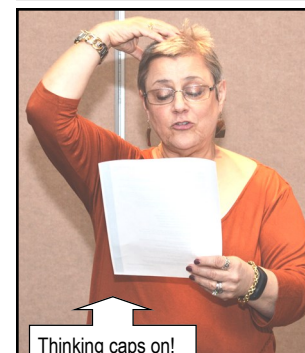
- ▶ **Let's Rap! Using Hip Hop to Engage Students in the 3 R's: Reading, 'Riting, and Research**
- ▶ **Taking a Stand Against Bullying: Creating Safe and Respectful Learning Environments for All Students**
- ▶ **Steps to Creating Culturally Responsive Teaching in a Diverse Classroom**

We'd love to have your input so that we may better serve you, the members of TABCO.

If you'd like to learn more about MAC or would like to join our committee, contact me at vfains@bcps.org.

~Vernon Fains, Committee Chair

In search of "The Leader Within" –intensive training for Reps & Board members



Thinking caps on!

On a mission to train Association Representatives "to really understand their role as leaders," as expressed by Abby Beytin, eighteen reps traveled to a TABCO leadership training retreat in York, PA. The group spent three days together with the Board of Directors and officers working to practice and polish their leadership skills. MSEA trainers Glen Galante and Mark Mensch spent the first two days with the group. On the next day, President Beytin led them through some training exercises and then they worked to identify and prioritize the needs of the organization, and to determine some specific areas for focused action this year.

Participants said that being away as a group enabled them to focus on training without distractions and had the bonuses of allowing bonding and networking to occur along with their training.

Plans are in progress to hold another session in a few months to provide the opportunity for additional reps to attend.



Found—the leaders within!



Defining Priorities!

A member's personal story—finding her own "leader within"

This summer I gave up four days in July to go to the MSEA Summer Leadership Retreat. I had received an email from MSEA with the information about the retreat and it was also in Abby's weekly email blast to members. As one of the building reps at my school it sounded like a great opportunity to improve upon my leadership skills. The retreat had five different "schools" which you could choose to attend. I chose the Leadership School and it was one of the best professional decisions I have ever made.

For three full days those of us in the Leadership School were trained and taught by two MSEA UniServ directors and I can't speak highly enough of the training. It was the best professional development I have ever attended. The time spent with Mark and Glen was engaging, entertaining, and informative. I learned how successful leaders operate, how they get their followers to follow, and how to get more people in-

involved. I learned about building relationships so that I am more successful as a building rep and as a teacher. The lessons transcend teaching and all that entails and have helped me in my personal relationships outside of school as well. This training empowered me to become a better leader; I now know for certain what steps I am taking to go to the next level of leadership. I also am much more aware of how I can empower the members at my building to also take more steps.

I spoke with teachers and paraprofessionals who attended the other "schools" at this retreat and they assured me they were just as beneficial. Again, I can't speak highly enough about this retreat; the training was invaluable. I strongly encourage you to take advantage of this next summer and if you have any questions please ask me!

~Cindy Sexton, Library Media Specialist, Villa Cresta ES



Grant to support events for retiree group

TABCO-Retired hit the jackpot: \$4000 in grant support via a proposal submitted to the MSEA Innovative Engagement and Organizing Grant program. As the group enters its first full year of activities, plans are underway for an informational workshop, a holiday tour of Baltimore, and a push to communicate with all previously retired TABCO members. Considering the goal of increasing TABCO-R membership by 50% by June of 2016, the grant provides the freedom and resources necessary to fund an effective set of initiatives.

The first annual "Retired-Not Expired" workshop for TABCO-R members will be held on November 5, at the Garden Room at Oak Crest Village. Please pass the word to your retired teacher friends—there is still time for them to become members and be eligible to participate.

Those who are considering retirement this year may rest assured that there is a organization waiting to welcome them and working to keep them connected and involved. For more information, see the TABCO-R page on the TABCO website.

www.tabco.org/about-us/tabco-retired/

"More than one in five (22 percent) teachers in 2011 was under the age of 30, and the proportion of teachers 50 and older dropped from 42 percent in 2005 to 31 percent in 2011."

(per National Center for Education)

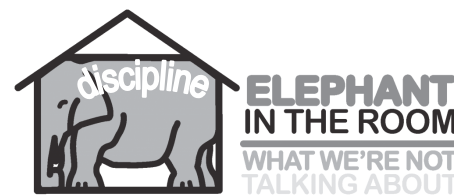
"Above and Beyond"— WHO are THEY?

Association members have the opportunity to nominate colleagues or friends of education to be honored at the annual Retirement and Recognition Dinner on May 5, 2016. The nomination process begins in late November—nomination forms will be provided.

Start thinking now about colleagues whose superior qualities make them eligible for the TABCO Recognition or Rookie Recognition Award (given to "rookies" with 5 or fewer years in the profession).

The possibility exists to nominate "friends of education," such as businesses or other entities not eligible

Member response to May/June editorial



"I loved your article! I am going to speak to my faculty council (which feels powerless) and hand them a copy. Maybe they can use this next year to address discipline problems...A big problem is also timing. Principals do not want to do any disciplining until everything has gone to pot. Our administration sent us an email the first week in May asking us to become more vigilant with correcting behavior in the hallway and classroom. MANY teachers secretly flipped the bird to the email and shared with one another that we tried discipline and "you" didn't back us up and now the first week of May when things are bonkers "you" want us to get involved...Teachers....veterans were p——! The same kids are wild and disruptive all year, why? This is not fair to all the kids who are being respectful and want to learn! Thanks for listening....and I work at a nice school....I can't even imagine how others are making it through the year!"

Name withheld to "protect the innocent"—but the feedback is greatly appreciated. You know who you are!



Retiree volunteers joined others to stuff packets for New Teacher Orientation: L to R—Stephanie Foy, Amber Gaede, Carol Dann, Barb Tyler, Cindy Sexton, Hailey Gaede, John Redmond-Palmer, Maddie Gaede, Cindy North. Not pictured: Angie Leitzner

as members of our bargaining unit, but who contribute to our schools or students in some exceptional way.

Although awards are presented to such groups, the main goal of the awards is to recognize outstanding teachers. You know who they are. Please help us find them!

*Nominators **must** be members of the association and nominees must be members, if eligible.

~Committee Co-chairs Roxann Russo, Michele Snell



"Ninth inning farewell from a heavy hitter," (from page 1)



have the most difficult job in our society; they are not "normal" people. In what other business do we take in everybody who comes in the front door without collateral, insurance, equity? NONE. And in the midst of this organized daily chaos you are supposed to instruct, nurture, and mold effective citizens in a constantly changing evaluative climate.

How do you survive and grow and retain your commitment to your ideals? Well, you can't do it alone—it took me several years to figure out that one. After years as a lone wolf, where I usually took care of myself, I realized that many of my colleagues were not being treated professionally and that the concept of a "Golden Rule" was being applied erratically in the management of our schools. At that point in my career I threw myself into the reforming of the participatory decision-making process in BCPS. With the able assistance of my colleagues Dave Clements and Bill Schmalzer, as well as the excellent training afforded me by TABCO, MSTA and NEA, and ultimately the strong support of the BCPS Staff Development office, we totally revamped the Faculty Council model—which when consistently adhered to is unique, not only in Maryland, but in the entire nation.

In order to survive, we must insist that we share in the decision-making processes in our individual schools and offices. "NONE OF US IS SMART AS ALL OF US" was the motto that we created during this revamping process. It is imperative that we reestablish that climate in all schools if we are to remain effective and committed to our daily tasks.

Yes! It means standing up and applying the Faculty Council concept and not assuming that everyone above you is smarter than you. I know that at the moment many of you are being swamped by "Have we got a staff development for you!" and by the way here are a few hours more of data collection tasks that we need on Friday. **Teachers' time** is the most valuable commodity in the BCPS school system and you must be zealous in making sure that it is most effectively used which means speaking up and saying, "This is not effective—how about..." Put another way—you have to apply the same thoroughness

at you use in your daily classroom instruction to make sure that you are treated professionally every day.

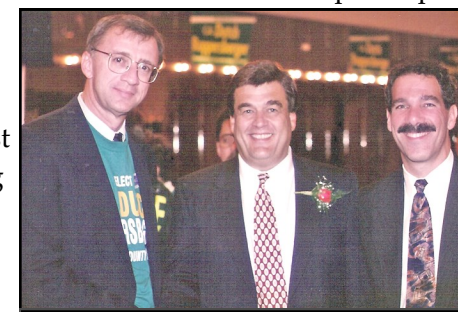
AND in addition to slaying the demons that potentially negatively affect your daily instruction, you must, as effective citizens, participate in the political process. Why? Because *all* of the funding that we get in salary and instructional needs comes from elected officials and, currently, even our board of education members are appointed by elected officials. These elected officials have a lot of competing interests on their plates—so, **you must**, if we are to survive as an effective profession, educate and lobby them constantly. Otherwise, you get the worst of No Child Left Behind and another new standardized testing and teacher evaluation program every three years that often do not meet the twin research standards of reliability and validity.

Yes, it's all true—you do have the most difficult and important job in our society and if you want to survive and grow and be treated professionally you have to speak up—maybe not "I am Spartacus," (Google it!) but maybe close to it.

What has it all meant? Well, first you have to take the "t" off "meant" and ask what does it all mean since I am unable to take off my social studies hat even in "retirement." Jefferson, et al., have said that "eternal vigilance is the price of liberty" and so it is with you in the classroom. I obviously will continue to play a role in electing individuals who will support policies that allow you to be effective teachers and citizens. I will be involved in the mayor's race, the upcoming congressional and presidential races, and the

extremely important governor and county executive contests in 2018. I could have chosen an easier bucket list, but for me being an active social studies teacher is and has been a lifestyle, not a job. ~Ray Suarez

NOTE: A group of friends is planning a Retirement Dinner & Celebration for Ray Suarez on November 21, 2015, 6:00-10:30 p.m., at the Baltimore Sheraton North Hotel in Towson. Watch for more details to come, and join us as we send Ray onward!



Flashback: A self-described "political junkie," a younger Ray, is seen here with Congressman Dutch Ruppersberger, then running for Baltimore County Executive, & current County Executive Kevin Kamenetz