

Board of Education of Anne Arundel County | January 19, 2022

Key: (I) Information (A) Action (R) Review

Page 1 of 1

Board Meetings are held in the Board Room of the Carol Sheffey Parham Building at 2644 Riva Road, Annapolis, MD 21401

Times for agenda items are intended as guidance only.

The Board may choose to change the order of agenda items to meet the needs of the Board. Unless changed by the Board, items occur in the order listed.

Board Members

Joanna Tobin
President

Robert Silkworth
Vice President

Gloria D. Dent

Corine Frank

Melissa Ellis

Dana Schallheim

Michelle L. Corkadel

Bunmi Omisore

Upcoming Meetings

General Board Meeting

Wednesday, February 2, 2022
12:00 pm
Board Room

Policy Committee

Tuesday, February 1, 2022
3:00 pm
Virtual

Equity Committee

Tuesday, February 8, 2022
11:30 am
Virtual

Budget Committee

Monday, February 14, 2022
12:00 pm
Virtual

Board Workshop

Monday, February 14, 2022
6:00 pm
Board Room

4:00 pm 1. Motion to Enter Executive Closed Session

6:00 pm 2. Opening/Recognition

2.01 Invocation

2.02 Pledge of Allegiance

2.03 Approval of the Minutes

2.04 Establish Agenda Order

2.05 Recognitions

6:30 pm 3. Reports

3.01 President's Report

3.02 Equity Committee Report

3.03 Budget Committee Report

3.04 CRASC Report

3.05 CAC Report

3.06 Superintendent's Report -
School Operations

7:45 pm 4. Public Comments

The Board will hear in-person and virtual public comment on agenda items during regularly scheduled meetings from up to a total of 10 speakers per agenda item of each meeting, prior to Board discussion of those items. Those wishing to provide live in-person or virtual public comment may register, space permitting, at www.aacps.org/boardtestimony. All speakers will be allotted 2 minutes. Written comments on agenda items can also be submitted through a form available at www.aacps.org/boardtestimony. The process for submitting such comments and comments on non-agenda items, which are only accepted in writing, can be found at www.aacps.org/boardtestimony.

8:15 pm 5. Consent Items - Award of Contracts (A)

5.01 Ceilings and Lights - Central MS

5.02 Employee Uniforms

5.03 HVAC Equipment and Parts - Aireco Supply, Inc., and others

5.04 HVAC Equipment and Parts - Havtech Corp., and others

5.05 Paper Products and Trash Can Liners

5.06 Student Transportation

8:30 pm 6. Action Items (A)

6.01 Administrative Personnel Appointments

Policy Revisions - Third Reading

6.02 Students with a Known Food Allergy - Code JECAA

Policy Revisions - Second Reading

6.03 Naming Facilities - Code EG

6.04 Emergency Plans - Code EH

6.05 Redistricting and Attendance Areas - Code JAA

Other Action Items

6.06 Items of Legislation

6.07 Severn ES Third Party Project - Digital Marquee

6.08 2021-2022 School Year Calendar

10:00 pm 7. Review Items (R)

7.01 Construction Status Report

7.02 Monthly Financial Status Report and FY2022 Revenue & Expenditure Projections

8. Motion to Enter Executive Closed Session (as needed)

The following testimony was submitted for the January 19, 2022, meeting of the Board of Education. The “...” designation indicates the cutoff of testimony due to it exceeding the word the limit. The full version of such testimony has been provided to the Board

ITEM 3.06 – Superintendent’s Report – School Operations

1. After the county council voted against bills 6.22/7.22, the county health officer stepped in to continue the county executive’s bidding.

Where AACPS was involved and failed was in the application of this policy.

AACPS children were forced to wear masks outside at recess, soccer was not allowed to be played, teachers made up their own policies for children’s snack time - all in the name of the health officer’s ‘collective effort’ to the help the hospitals.

This is an excerpt from an email from a teacher at Broadneck Elementary school to parents:

‘...I have been discussing ways that we can bring back snack safely since students have to go so long until lunch...Students must be able to eat their snack in small bites with their mask tip covering their mouth and nose. They can take a bite by lifting their mask and then putting the mask back over their mouth and nose while chewing...’

This email indicates teachers have been denying elementary students snacks. This teacher is prescribing how children CHEW.

This is true insanity and AACPS, starting with Arlotto, is responsible. Covid protocol does not mandate or recommend withholding food from children, nor does it recommend masking while eating. Forcing masking while eating is a choking hazard.

AACPS owes families an apology and explanation. Broadneck Elementary children, who have been denied snacks and forced to eat while masked, are also owed an immediate change in these unhealthy practices.

Jennifer Fold
Linthicum

2. CDC Director Rochelle Walensky stated that vaccines no longer prevent transmission. It is known that individuals who have received the covid vaccines and those who have not can both contract and spread covid-19. Why is AACPS still requiring weekly testing of students and staff who are unvaccinated or choose not to share their medical information? At this point it appears punitive rather than preventative.

The CDC has also stated that cloth masks are ineffective? When are you going to allow our children to have to option to wear masks or not wear masks? The negative effects masks

have on speech/language development and learning are greater than any protection a cloth mask can offer.

Jerilyn Deitch
Arnold

3. From the COVID protocols webpage, "AACPS continues to take guidance from AADOH as it makes decisions regarding the operation of schools and offices". During the BOE workshop on 12/20/21, Dr. K persistently referred to schools as a similar setting to nursing homes and prison in the context of a public health emergency. It is important to note that schools are NOT similar to the settings Dr. K compares them to during THIS pandemic because children are not affected by THIS virus as adults are; the CDC stated about 75% of people that died with COVID had at least 4 comorbidities, and this simply is not a common factor in the pediatric population. On 12/20/21, Dr. K stated that 30/1200+ hospitalizations with COVID were pediatric cases; that's 0.025%. While referencing small numbers, I'll remind you that Dr. K shut down an elementary school this week because "nearly" 5% of the school had positive cases; this is 18/387 people, yet considered an "outbreak" at 4.6%. Dr. K's judgment and motivation should be questioned and investigated; he has not provided any data to back his guidance, despite the request of the BOE and the community. I would ask that the BOE and Dr. Arlotto consider guidance from sources other than Dr. K, as he has proven to be dishonest with the community, manipulating statistics, lacking data to support his claims, and subverting the law. He is clearly partisan and politically motivated, and that has absolutely NO PLACE in our school system decision-making process.

Tina Belford
Linthicum

4. In this county, we are following the guidance of one man, Dr. K. It is important to note that this man has his own agenda and his own political aspirations that are not in the best interest of this county and our children. He makes his own rules and is playing his own game. He blatantly ignores the democratic system. Is this really someone we want making decisions for our schools and our children? He recently shut down an entire elementary school because "nearly" 5% of the school had positive cases. Nearly. This is just one example of how he bends the rules to fit his greater agenda. Additionally, when asked questions by our own BOE and County Council, he never has actual answers. He circles around the truth and says, "he does not have the data." All these outrageous decisions he makes, and he continuously does not have the data? And yet, he is the one our superintendent chooses to listen to. This is the man making decisions for the well-being of the children in this county. He is the man that decides if a school should stay open or shut down.

Insanity is doing the same thing over and over again and expecting different results. In this county, we have reached insanity.

Amy Willey

Pasadena

ITEM 5.06 – Student Transportation

1. I'm concerned with the award of the student transportation contract. The award includes contractor STA. This contractor is failing to completely perform on average at least 16 runs daily this year(AACPS provided data through 12/20/21), not including that the city of Annapolis is performing two runs for this contractor daily(with buses not meeting COMAR regulations, which is a huge safety issue), or that AACPS has their staff performing runs for this contractor. Bringing the actual number of runs they are failing to completely perform closer to 19 or 20 daily. This contractor lowered their prices when its evident driver compensation/benefits are too low, when inflation is at a 30+ year high, and when new equipment costs are up over 15%. I do not believe this contractor should be considered a "responsible" bidder. Everything listed should point to awarding them as the opposite of responsible. Past contractors have failed to perform and were not awarded in following years, some have even gone out of business due to irresponsible bidding and awards. I feel if we don't learn from mistakes of the past, prioritizing price over "responsibility", then the failures will continue. The recommended awards are not in the best interest of the students and parents that will be serviced under new contracts to STA. I think it's reasonable to believe an award producing a net number of routes greater than what the contractor is currently able to cover, it would further exacerbate the problems we are currently seeing.

Jake D Lonergan
Annapolis

ITEM 6.03 – Naming Facilities – Code EG

1. Mary Dadone for the Anne Arundel County NAACP

Thank you for these policy changes. The draft policy addresses the broad issues we dealt with as a county as well as at the community level when renaming George Fox Middle School to Northeast Middle School.

However, we feel the policy falls short in the second position statement by not considering the broader county-wide impact of choosing a facility name. This was the case with George Fox Middle School – the former name had equity implications across the county, not just in the Northeast Cluster. The equity issue is respecting the impact of a name on underrepresented groups across the county. As we have seen, that impact can be substantial.

We therefore request the following changes to the proposed policy:

- Please add the word "equitable" to the phrase "fair, objective, and uniform" in the Issue statement.
- Please add a Position statement that requires publishing an equity evaluation of the

proposed name for county-wide public comment prior to the Board voting on the naming of a facility. The MABE Equity lens is one possibility.

Thank you for your consideration of these proposed changes.

Mary Dadone
Edgewater

ITEM 6.05 – Redistricting and Attendance Areas – Code JAA

1. As the county takes a closer look at making a decision about the attendance zone and boundary lines for the new Crofton High School the community of Deale/Churchton asks you to do the same at our Elementary school level. We start our children young with ideas of equality and diversity and yet our schools do not reflect these ideals. We ask our children to wear orange for Unity Day then ask them to watch the school bus pass by them every day to bus children in from the "luxury home neighborhood" while they are being sent further to a school where their socio-economic status is similar to their peers. Children who live in lower income /more populated areas of Deale/Churchton are bused almost twice as far to attend Shady Side Elementary. Meanwhile Deale elementary suffers from a lack of diversity and with very minimal projected growth as a result of protected land areas we see no change in sight. These children attend churches, clubs, and activities in their hometown of Deale but are separated by a boundary line that snakes around integrated neighborhoods such as Franklin Manor and bus in children from the prestigious Chalk Point neighborhood of Shady Side. It is time to practice what we preach and end the segregation that is clear to see on the Attendance Boundary Map. Our children see it too when they pass by certain children within their community and go out of their way to include the children in the big houses of the "nice neighborhood"...

Lisa K Hall
Churchton

ITEM 6.08 – 2021-2022 School Year Calendar

1. The work of equity is essential to improving our schools, our communities, and our world. While each of us may be at different stages of the work, we learn and grow from one another. The strength of our Office of Equity and Accelerated Student Achievement professional development sessions is the discussions we have as staff. Feedback after every session shows that the open dialogue is what makes the difference. Changing the established professional development early dismissal days on calendar to asynchronous learning would lose that valuable element. Collaboration is a key element of strong pedagogy; if we are to truly become an equitable school system, we need to work together.

Colleen Murphy Ayala
Edgewater

2. We somehow need to take away some days that are scheduled off, so the kids are not going to school past June 21.

In Howard Co my son's school already said no more snow days—we will do virtual classes via Zoom so they don't miss class anymore. Please take this into consideration as well so they don't have to miss school even if they are closed for the snow. Going to school that late isn't fair to kids or families who already have summer plans based off the original schedule.

Gerald Liverman
Edgewater

3. Hello, President Tobin and Members for the AACPS Board of Education,

I'm writing in regard to the School Calendar.

I'd like to request that the Board consider a more creative approach in addressing teacher needs and continuing with the very important on-going awareness and education facilitated through the anti-racist equity training. These items are not - and should not be - placed in direct competition with each other.

There are untapped ideas and a range of ways to effectively address each of these issues.

-What do teachers need to help their mental health?

-How can anti-racist equity training be more effective?

Addressing each set of those concerns will affect the School Calendar. Tweaking the school calendar alone will not fix either one of those issues.

Thank you for your time.

Most respectfully,
Amanda Harper
Odenton

4. I am writing about the agenda item related to the school calendar. I would like to request the members of the Board of Education to come up with a creative solution to NOT having teacher's wellness and anti-racist equity training be in direct competition with one another. This should not be an either/or predicament, but rather a both/and situation. Teachers need wellness days and Equity professional development.

Lynn Mumma
Annapolis

5. Submitted on behalf of the AACPS Equity Advisory Committee (EAC).

Based on a discrimination claim that was filed with the USDE Office for Civil Rights on May 17, 2004, charging that the AACPS has categorically denied and limited educational opportunities for African American students, an MOA was entered on September 7, 2005. The MOA stipulated that an Advisory committee be established jointly by both parties that represent AACPS leadership and community organizations. The Equity Advisory Committee continues meeting monthly to discuss equity issues in AACPS. We, the Equity Advisory Committee, oppose elimination of the remaining 2 equity professional development days.

Eliminating the equity professional days does the following:

- Stunts the professional growth and development of AACPS staff which would have a negative impact on student outcomes
- Stands in violation of COMAR 13A.01.06 Educational Equity and the AACPS Educational Equity Policy and Regulations
- Undermines efforts toward meeting the expectations of the “Blueprint for Maryland”, specifically Policy Area 2 – High Quality and Diverse Teachers and Leaders

Remarks at the January 5, 2022, Board meeting described the equity sessions as repetitive and observed two equity sessions had already been completed. However, research says the most ineffective professional growth and development offering is to provide teachers one-and-done workshops. Professional growth and development must be sustained over multiple opportunities for teachers to engage in the knowledge, exploration, reflection, and practices that positively impact student learning.

Please demonstrate that equity is a committed priority in AACPS.

Mikio Manuel, Sr.
Fort Meade

6. First of all, I want to thank you all for all that you're doing to keep our schools open with in-person learning this year! As a parent of an AACPS high schooler and a teacher myself, I witness daily, firsthand, how in-person learning has had a positive effect on mental health, social-emotional needs and academic progress.

I would like to tap into all of your empathy, as much as you can try to put yourself in the shoes, and masks, of teachers and students. I could not have imagined what 7 hours/day, 5 days/week, week after week in a mask trying to inspire, teach, motivate, and manage a classroom of 30 students would be like. It is unfathomable unless you have done it.

I would like to suggest that it may serve our community best, since the summer is already shorter than usual, to returning to the original school year end date and giving

school off periodically between now and then for much needed mental health breaks. The difference between 180 school days and 170 school days in a year like this pandemic is not going to make a difference academically but it will make an enormous difference in every other aspect of our well-being.

In closing I would like to say that relationships aren't something, they are everything. Data and numbers look good on paper, but we all need to know how much you care before we care how much you know. Your actions speak louder than words.

Best Regards,
Elizabeth Conlon
Annapolis

7. I understand that the Board may discuss a motion to remove equity PD's for the rest of this 2021-22 school year and to convert the PDs to teacher wellness days. If this is the case, then I highly encourage the board to not approve that motion.

I have had in past years and will have in 2022 family members of color attending schools in the AACPS system. I WANT the teachers to have as much training as possible to understand the bias that most of us have and yet may be unaware of. This will improve the way teachers relate to their students and in this way, it will improve both their and their students' wellness.

There must be some other creative way the board can think of so that the equity PDs can remain in place while keeping in mind teachers' wellness. Perhaps look at removing other required tasks?

Anti-racist equity training and teachers' wellness should not be incompatible. And honestly, any system that would even propose this shows a basic lack of understanding of how much equity training is needed. There's got to be a solution the Board can come up with that doesn't pit teacher's wellness against equity training!

Renee Cantori
Annapolis

8. I am writing about the agenda item related to the school calendar. It is crucial that the Board of Education create opportunities to support both teacher wellness and anti-racist equity training. To propose that the school calendar cannot support both equity training and teacher wellness is hyperbole and provocative. The notion that AACPS teachers cannot have both wellness and equity training is a false and provocative narrative to propose. Teacher training and continuing education equips our AACPS educators to be culturally responsive and increases educator resilience. As a county school board, you are tasked with educating all AAC youth as well as taking care of our educators. Culturally responsive training will protect and support educator and student

wellness. Do not put teacher wellness and equity training in direct competition with one another. This should not be an either/or predicament, but rather a both/and situation. Teachers need wellness days and Equity professional development.

Justine Muyu
Severna Park

ITEM 7.02 – 2021-2022 Monthly Financial Status Report and FY2022 Revenue & Expenditure Projections

1. I've reviewed the budget documents and I would like to know where I can find a more broken-down itemization for how the \$63,000,000 in Federal and State grant funds are being spent. I see the categories listed in the document. I have reviewed the pie charts on the AACPS website. These are vague, broad categorizations. As I understand, ESSER funds that total \$61,779,300, are supposed to be utilized "to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation" (oese.ed.gov). I have reviewed the LEA Plan implemented by AACPS; it states that the "LEA must seek public input and incorporate public input when determining if revisions are necessary and in making revision to the Plan". Please consider this public input: Please provide transparent itemization of the spending of the ESSER funds, specifically WITHIN the categories of Social Emotional Learning, Health and Safety, Social/Emotional Support, Teacher Training/Professional Development, and School Support. These are enormous, multi-million-dollar chunks of money, and itemization should be available to the public. Please also include whether these funds are CONTINGENT on the compliance of the LEA's Plan's alignment with current CDC guidance. In the answer to Question 1 on the ESSER funds application, AACPS ensures compliance in areas of masking, distancing, improving ventilation, contact tracing in combination with isolation and quarantine, testing, providing vaccinations, and coordination with state and local health officials. If we do not comply with these measures, will the \$61,779,300 be rescinded?

Tina Belford
Linthicum