

# Board of Education of Anne Arundel County | March 16, 2022

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

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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, April 6, 2022  
6:00 pm  
Board Room

### Policy Committee

Tuesday, April 5, 2022  
3:00 pm  
Virtual

### Equity Committee

Tuesday, May 10, 2022  
11:30 am  
Virtual

### Budget Committee

Tuesday, April 19, 2022  
12:00 pm  
Virtual

### Board Workshop

Monday, May 16, 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

2.04 Establish Agenda Order

2.02 Pledge of Allegiance

2.05 Recognitions

2.03 Approval of the Minutes

## 6:15 pm 3. 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](http://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](http://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](http://www.aacps.org/boardtestimony).

## 6:45 pm 4. Presentation

4.01 Curriculum for Agricultural Science Education (CASE) Program

## 7:15 pm 5. Reports

5.01 President's Report

5.04 CRASC Report

5.02 Equity Committee Report

5.05 CAC Report

5.03 Budget Committee Report

5.06 Superintendent's Report –  
School Operations

## 8:15 pm 6. Consent Items – Award of Contracts (A)

6.01 Dark Fiber Optic Network Connection Services

6.02 Grass Mowing, Trimming, and Stormwater Device Maintenance

6.03 Network Infrastructure Equipment and Installation

6.04 Network Infrastructure Fiber Optic Cabling Installation

6.05 Painting Services

6.06 Kitchen Equipment

## 8:30 pm 7. Action Items (A)

7.01 Administrative Personnel Appointments

7.02 Items of Legislation

Policy Revisions – First Reading

7.03 Sustainability Plan – Code EJA

7.04 Pregnant and Parenting Students – Code JS

## 10:00 pm 8. Review Items (R)

8.01 Monthly Financial Status Report & FY2022 Revenue and Expenditure Projections

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

The following testimony was submitted for the March 16, 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 4.01 Curriculum for Agricultural Science Education (CASE) Program**

1. Dear Honorable Board of Education Members,

As a graduate of the AA County School system, a full-time farmer, and community-minded individual, I write to you asking for your continued support of and increased funding for the CASE and FFA programs in our county. Additionally, Southern should become an agricultural magnet school, as evidenced in its strong CASE educator, successful alumni, and invested stakeholders.

I hold a BS in Biology, MS in Agronomy, several professional certifications, and have worked within three universities and the USFS as a researcher and educator. Students who pursue a university degree in agriculture can expect instant dividends on their investment; for example, after completion of my MS thesis I was offered a six-figure position at an agronomic research company. As you are aware not many college degrees can boast similar success for its graduates. I’ve mentored many students who have completed the CASE program and those were the students I consistently hired in my labs, their knowledge and problem-solving skills far outweighed students who went to even the best STEM and IB schools. Additionally, the FFA programs prepare students to succeed in the world, with a primary focus on leadership, accountability, and professional development. CASE and FFA are rigorous and far more than just career and technical education as they are also science, math, writing, and leadership forward programs. Our county youth need these programs for their continued academic success and to become the leaders of tomorrow. Thank you for your continued and strengthened support.

Kayla Griffith  
Lothian

2. In 8th grade my daughter applied to Stem, IB, Key, Severn and AACCS. She was accepted to each. However, after meeting with the teacher at Southern’s Ag program, she was adamant this was the place for her. Annapolis was our home school, and the regulations note that you can take any class in the county, I would have to transport her to Southern and return mid-day to Annapolis (this is still an option, but you will not get the full benefits of the program). Working in the greenhouse after school, being a part of FFA the club organization that teaches leadership, public speaking and fosters career development skills.

The principal at Annapolis was very supportive. She listened to all the benefits, “this is easy”, we can so a principal-to-principal transfer (this is not allowed anymore, which is a problem).

She experienced the full program, and she will tell you it was amazing. She won 3 state titles in public speaking. It led her to participate in Ag Discovery at the University of Iowa her Jr year. She applied to college for a degree in Poultry Science with Minors in Genetics and Biology. She just graduated from NC State after 3.5 years and has been accepted at UGA for a PhD in Poultry Nutrition/Microbiomes and NC State for PhD in Biomedical System- Immunology. Annapolis or

South River would have never given her the steppingstones to get her here. The Southern Ag program opened these doors and sparked her interest.

Kimberley Chance  
Annapolis

3. The Ag program is not just a vocational program it is also a path to college. The program helped me decide my future. Most that complete the general high school curriculum have no idea what they want when they get to college. The Ag program gave me skills in public speaking, taught me how to market myself and speak to industry professionals. I was able to have educated discussion on important issues facing our ag community. It taught me research skills, lead me to participate in Ag Discovery at the University of Iowa, FFA leadership conference in DC and gave me something I was excited to pursue as I went off to college. High School is a steppingstone and the experience this program offers is amazing.

I had a chance to explore options in high school that most don't even know exist. I just graduated from NC State – degree in Poultry Science with Minors in Genetics and Biology. I have been accepted to UGA for a PhD in Poultry Nutrition/Microbiomes and NC State for PhD in Biomedical System- Immunology. Annapolis would have never opened the door to these opportunities. The Southern Ag program gave me the opportunity to explore what I was passionate about.

At college I quickly joined a lab gaining hands-on experience in immunology, pathology, nutrition, and parasitology through our lab research on histomoniasis in turkey poult. I interned with two top poultry breeding/genetics companies. Animal agriculture is an extremely important commodity. The Southern Ag program open the doors.

Sophie Chance  
Annapolis

4. Dear AACPS Board of Education,  
I thank you for giving us the opportunity to shine a light on our Agriculture Science programs also known as CASE. I am a full-time farmer in Anne Arundel County who's 3 three sons recently graduated from Southern High School. I am incredibly involved with education of youth in agriculture thru being a volunteer with 4-H, FFA, Farm Bureau and the Fair in our county. I see firsthand how hands on experience gives kids the opportunity to make life decisions. I would ask that you support the opportunity to make the Case agriculture science program available to all students in Anne Arundel County. As a member of the Anne Arundel County Ag commission and the Co-Chair of its Ag Education committee I have heard from numerous families in the county that have a child that knows they want a career in Agriculture and would love the opportunity to start their learning in high school.  
We certainly need more kids that want to work in agriculture in our county as our work force is currently diminishing. By giving the kids a jump start in Ag classes and experiences that will only better our county Agricultural business and open spaces in the future.  
I had the opportunity to be in Ag science classes in High school and participate in FFA. That helped me make my career choice early on in life and become the leader in Agriculture in our county that I am today. I just want that same opportunity for all.

Deana Tice  
Harwood

5. Farming is essential to our survival and our economy; it is important to recognize that so much more goes into food production than day to day farming. Think about it from the follow perspectives: Supply chains, Engineering, Medical, Research, Nutrition, Genetics, Lobbying, Environmental, the list goes on..... Farming is the backbone, but there are over 300 career paths, and the Ag program lets students explore these career opportunities. This is more than just a vocational program. The students that have been enrolled in recent years have gone on to:

Virginia Tech  
Univ. of Mississippi  
Univ. of Penn  
Delaware Valley  
Clemson  
NC State  
Taylor University  
University of SC  
West Virginia Univ.

Some of these students are now working on:

Medical School  
Vet School  
Graduate School  
Purdue  
Maryland State Senate  
Working on their own Farms  
Muddy Creek Animal Hospital

That is just a small snapshot of where the Ag program took them. These students had an opportunity to explore exciting career opportunities before they left high school, they were ahead of their peers making those decisions. I see so many students go off to college because they believe it is the next step, they have no plan, they have not even started to explore what they want to do... because they had the standard education with no opportunity to explore true career paths. For those interested, the Ag program offers that, and it should be available to all those that want to explore it.

Bruce Chance  
Annapolis

6. In 2019 after many phone calls and emails sadly our attempt to get an out of area transfer for my then incoming freshman son to attend the SHS Case Ag Program was denied. As you all are aware this program is only offered to SHS students and with my son's genuine interest in farming, horses and agriculture in general this program would have been a perfect fit for him. His interest in agriculture started at a young age and granting him the out of area transfer would have without a doubt enriched his high school experience, provided valuable leadership skills, allowed him to participate in the Future Farmers of America Club and as importantly provided him a peer group

with similar interests. With a variety of magnet and technical programs available to students in AACO this program should absolutely be offered to any AACO student that has a demonstrated interest in agriculture. Please don't let another student be denied the opportunity to pursue this program just because they don't live in the SHS district, the future of farming depends on programs like this being available to all students.

Susan Youmans  
Harwood

7. I was fortunate to have been born and raised on a farm 60 years ago and still live on a working farm today. I'm very passionate about the agriculture way of life but the younger generation is so far removed from agriculture that it worries me about who will take over feeding our communities. I have been very involved in supporting the CASE program as well as the FFA chapter at Southern High School even though I don't have any children. I know that agriculture is more than just being a dirt farmer; there are numerous career paths that these students can follow that support the agriculture industry.

I've watched several students start in the CASE program as shy timid freshmen and finish as leaders; students that can speak in front of people. We've had several students that have participated in extemporaneous and public speaking competitions that have gone on to win at the state level and go on to compete at the National FFA Convention. We've also had numerous students that have become veterinarians, agronomists, flock advisors and hatchery managers for Perdue Farms, nurses, Maryland State Senate assistant, veterinarian technicians, welders, and much more. These students give me hope for the future of agriculture.

I would like to see this program continue and be opened to students from other schools; there are so many that want to get into this program but can't because they don't live in the Southern High footprint.

Margaret R Chase  
Davidsonville

8. To: Anne Arundel County Board of Education

From: Anne Arundel County Farm Bureau

Re: Agriculture Education

Date: March 14, 2002

We urge the BOE to continue and expand the Agriculture Education program in our schools. We have seen first-hand the need for our youth to know where their food comes from, how to grow their own food, and how to have successful careers in the agricultural world.

As our current farming community grows older, we need a trained workforce to keep agriculture viable in Anne Arundel County. Not only does the county need to be able to grow its own food and fiber, the open space provided by agriculture enhances the way of life for all of us who live in

the county and provides habitat for our wild birds, bees, and animals.

Not only do our students need hands on experience with plants and animals, but they also need the addition of CASE Ag Mechanics Pathway and CASE Agriculture and Business and Food Science courses. Equipment breaks and record keeping is essential; our students need to learn how to master these areas of successful farming.

Milly B Welsh  
Davidsonville

9. I am a parent of a student at Southern High School who is an eleventh-grader thriving in the CASE program under the incredible leadership of Dr. Stacy Eckels. During the pandemic, my son struggle struggled socially and emotionally. Now, he is thriving again because he truly appreciates being part of a community through the CASE program. He is a student leader overseeing the efforts presently going on this spring in the greenhouse. My son hopes to study plant science and is learning so much about the interdependence with animal science.

The CASE program offers my son and his peers the opportunity to branch out in many different areas, from Environmental Science to Technology to Policy to Applied Agriculture. The program is a gift which gives my son and his peers the joy of being outside and learning about the land. With global warming, our students can be exposed to creative thinking about agriculture and the environment through the CASE program. Our students are our future leaders, and we need to expose them to one of humanity's basic needs, food.

Every day our students in Anne Arundel experience the connection with our county's land, even without being aware of it. In the summers, there are farms with rows and rows of corn running up and down our county's slopes while horses, cows and sheep graze on carpets of green grass. Please consider the opportunity to grow this program for the benefit of our students in their learning continuum. They are our future leaders right here in Anne Arundel County. With this program, they can leave their footprint in the soil and make their mark by helping everyone in our community and the country.

Patricia Flores Sutton  
Shady Side

10. The CASE program at Southern High School positively impacted my life and helped shape me into a leader in my academics as well as the work force. Through my involvement in the CASE program and the FFA, I learned key skills such as public speaking, time management, and how to be a leader among my peers. The FFA opened many doors for me through Career Development Events, at the state and national level, and leadership positions within our school chapter. This program lit a passion in me that I didn't realize I had, and I truly don't believe I would be where I am today, with an amazing job in animal agriculture, if it weren't for this program. It's my hope that many more students get to reap the benefits of this program, change their own lives, and improve upon their communities.

Sierra Criste  
Deale

11. I fully support the continued growth of CASE Agriculture Science programs in our county schools. The past few years have shown this support is more critical than ever. Agriculture, the states #1 industry, needs to be sustainable and it is only with continued recruitment from our young adults that this will be possible. I am pleased that the AACPS Board of Education is addressing this very important issue and I, as many others in the agriculture community, look forward to the Board's support in continued expansion of this needed curriculum in our county school system. Instructing and training our next generation of agriculture producers on the importance of agriculture is critical for our county, state, and nation. The effort put forth now, with programs such as CASE, supporting the growth of agriculture, will enable our next generation of enthusiasts the ability to feed our community.

John Faber  
Churchton

12. I am a 4th generation farmer and graduate of Southern High where I completed the agriculture program in the 80's. I continued my education at UMD's Institute of Applied Agriculture and have had a successful farming career for over 40 years. However, for the past few decades I have seen it become more and more difficult for youth who want to farm to be able to farm. They still want to be involved in agriculture. That is why I feel the CASE program is important to education in Anne Arundel County. The youth need a quality education in agriculture and related fields at the high school level. There are many job opportunities other than farming in the agriculture field such as food service and safety, butchers, horticulturalists, and plants and livestock scientists. As a farmer I need outside expertise at times and these CASE students will fill that community and business need.

Jeffrey Griffith  
Lothian

13. The Anne Arundel Economic Development Corporation (AAEDC) Arundel Ag Program would like to express our support in making the CASE Program at Southern Senior High School a Magnet Program furthering agriculture education in Anne Arundel County. Bringing agriculture Education to more schools would be ideal. At the very least students should be able to attend and enroll in the CASE Ag Program at Southern High School to receive the agriculture education they are seeking.

Agriculture Education is important to the growth of the agriculture industry. The average age of the farmer today is around 65, so training our next generation the skills for careers in agriculture is vital for this industry to grow and thrive in Anne Arundel County. A.A. County is working to create a more sustainable food supply chain, by creating infrastructure necessary to expand and produce the foods and agricultural products needed to accomplish this effort. Agriculture offers many different career pathways for students to explore, and the CASE program offers a rigorous and relevant education for them as well. Making this program available to more students and other high schools is important to set some of the groundwork for these efforts.

Lisa Barge  
Edgewater

## ITEM 5.06 Superintendent's Report – School Operations

1. I was pleased the MCAP results were brought up at the last meeting as it seems that this Board has far too often not focused on actual matters of education. However, once again the results of these standardized tests were swept under the rug. I understand there were some limitations and certainly there were extenuating circumstances surrounding the MCAPs but I am willing to bet that if the results were overwhelming positive instead of negative then AACPS would have touted the successes of the virtual learning year. The results from the 2020-2021 school year should provide AACPS a learning opportunity. The poor results clearly show that virtual learning was the disaster that many parents told you about. The results should tell you that the over reliance on technology is not a replacement for teachers, books, paper and pencils. The results should tell you that AACPS needs to go back to the basics of teaching reading, writing, grammar, math and science and leave the political and hot button social justice issues out of the schools and let teachers teach. Please don't bury the MCAP results. Use them as an opportunity for growth. The opportunity gap that is trying to be closed cannot be closed at the expense of suppressing the top. Remember the motto...Elevating ALL students!

Cheryl Wolf  
Severna Park

2. Thank you for this opportunity to comment on the safety of our schools. As always, adequate staff in our buildings to manage and care for students is paramount and is at the top of the list. Also, parents and community volunteers stand ready to assist. Positive Behavior Interventions and Supports (PBIS) which promotes school safety and good behavior, is a longstanding evidence-based program. AACPS was a pioneer in this effort years ago. As a former trainer, coordinator and evaluator of PBIS in Maryland, I encourage you to set aside adequate funding to maintain and further this backbone of safety, security and caring for students.

I recently attended a community seminar provided by Kathy Rockefeller, AACPS School Climate Specialist, on Restorative Practices. Integral to the Community Building Circles which help to ensure that all students are forming relationships and feel part of their school family, Restorative Practices also includes Restorative Interventions. These small meetings help students learn from behavioral mistakes and how to repair them while showing that school staff care about their well-being. Creating opportunities for teachers to participate in these interventions is important and consideration must be given to allow time from classroom responsibilities with teacher input on this

Finally, clear physical safety guidelines for students, staff and volunteers must be defined and upheld. Our community relies on safe school environments to maximize learning and good citizenship. Thank you for all that you do.

Sharon Boettinger  
Annapolis