

Maryland Education Recovery Plan
Summary

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DD-MD Concerns for MEC Letter (5/12/2020)

Concern	Page	Reason
<p>Screening -- The Recovery Plan does not include recommendation for valid and reliable reading screening to ascertain students' academic needs.. Screening is a best practice and should be included in any reopening plan to help LEAs focus instruction and interventions on the students' academic needs to both prevent and recover lost learning.</p>	8, 27	<p>Reading Screening and interventions are required to begin in Fall 20-21 school year. No information on screening and interventions is provided and should be added to the assessment section and guidance for implementation must be provided in addition to what is already posted on MSDE website. Consultation with dyslexia stakeholders must also be included.</p> <p>Screening is required because it will help school systems determine student needs and prioritize students' academic needs and the delivery of recovery education (restorative practices) that will be offered to diminish or recover Covid-slide</p>
<p>Teacher deployment -- A lower teacher student ratio is an opportunity to make sure that struggling students (ELL, SWD, others) receive small group instruction from highly qualified teachers. This is also an opportunity for certain students to receive evidence aligned Tier 1 and supplemental instruction to address students' academic needs.</p>	5,7,8	<p>Often students receive tier 1 instruction in the general education classroom, and then receive completely different, non-complementary instruction in pull-out, tier 2, tier 3 or specially designed instruction from a special educator. Small group instruction and interventions could be a positive situation for struggling students if they receive evidence aligned instruction from an educator who is qualified to teach and remediate reading difficulties.</p> <p>If small groups were arranged homogeneously,</p>

		<p>this could also be an opportunity for students to receive enrichment activities.</p>
<p>The “Return to School Options” need to be fleshed out and parent buy-in must be sought.</p> <p>The return to school options should provide a “minimum guidance” attached to each option so that school districts are aligned with the best practices to avoid reinfection. Acknowledging that each district has different circumstances is acceptable, but the students and districts have enough in common to each adopt a minimum set of requirements to re-open and then, within those minimum requirements, there must be a set of flexibilities offered to reflect different needs. Those options MUST be carried out in coordination with local stakeholders, including teachers and parents.</p>	<p>5,7,8</p>	<p>The return to school options need to be carefully outlined and vetted by school districts, health departments and stakeholders including the SECAC (special education community advisory committees) in each district and parents of children with special education needs. Additionally, (and most importantly) the options need to be shared with parents so they can understand the risks and benefits of each option. School attendance is mandatory, but if parents are not comfortable with the selected option and feel their child will not be safe, they will not send their children to school.</p> <p>This concept was addressed in the Senate Health, Education, Labor and Pensions committee on 5.12 by Dr. Fauci and Sen. Cassidy -- the recommendation from Dr. Fauci and Sen. Cassidy was to set a minimum guidance based on best practices from health, education and other sectors, along with flexible options that address local circumstances.</p>