



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** July 28, 2020  
**SUBJECT:** Maryland Together: Maryland's Recovery Plan for Education Update

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**PURPOSE:**

To review the work of the Recovery Plan Stakeholder Committee and to share the feedback from the community on *Maryland's Recovery Plan for Education*.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Given the COVID-19 pandemic, the closure of schools from March 16, 2020, through the remainder of the 2019-2020 school year, and *Governor Hogan's Maryland Strong: Roadmap to Recovery*, Dr. Karen Salmon charged the Maryland State Department of Education (MSDE) with the development of a framework and guidelines for the reopening of schools.

**EXECUTIVE SUMMARY:**

The Recovery Plan Stakeholder Committee continues to work with the development of the Maryland Recovery Plan and the identification of information that will benefit local school system recovery plans. The results of the process of consideration of nine areas related to the opening of schools by identifying the issues, roadblocks, and solutions will be shared. In addition, the Department has received extensive feedback from parents, educators, and the community regarding the Maryland Plan. The depth of the feedback will be shared with the State Board

**ATTACHMENT:**

*Maryland Together: Maryland's Recovery Plan for Education* PowerPoint



MARYLAND STATE  
**Department of Education**

# Maryland Together: Maryland's Recovery Plan for Education

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State Board Update  
July 28, 2020



# Planning Update

## Recovery Plan Stakeholder Committee

- Meeting July 16, 2020
- Scenario Planning Exercise
- Results

## Feedback from the community on Maryland's Recovery Plan

# Scenario - Planning

## Definition:

Scenario Planning is a structured way for organizations to think about the future. A group sets out to develop a small number of **scenarios**—stories about how the future might unfold and how this might affect an issue that confronts them.

The scenario will deal with the **opening of schools**.

- What are the issues that might impact equitable access in each of the given areas?
- What are the roadblocks?
- What are the solutions?

# Considerations

Develop a plan to address the scenario's reopening components

Transportation	Food Service	Technology	Instruction for All Students	Student Supports for All Students	Equity	Child Care	Staffing	Health and Safety	Social-Emotional
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# Guiding Principles for Reopening Plans

- Equity is the underlying basic principle.
- Ensure safe learning and working environments for students and staff.
- Consider family choice in student learning format.
- Ensure that all students receive instruction that meets state standards and has the necessary supports for success including:
  - Access to technology and connectivity.
  - Socio-emotional wellness and health supports.
  - Additional supports to meet needs of special populations.
- All school operating scenarios will ensure consistent implementation of instructional schedules that provide significantly more synchronous student-teacher interactions via a reliable, safe, and secure virtual learning platform.
- Provide training, time, support, and flexibility necessary for staff to prepare for a successful school year.
- Provide proactive, clear communication to all families, staff, and stakeholders.
- Attendance will be required in all school operating scenarios.
- Grading will be required in all school operating scenarios.

# Scenario: Schools will open with flexible scheduling models incorporating in-school and virtual learning



## Scenario A

- Transportation
- Food Service
- Health and Safety



## Scenario B

- Instruction for All Students
- Student Supports: Special Education/EL
- Technology



## Scenario C

- Child Care
- Staffing
- Social-Emotional

# Recovery Plan Stakeholder Committee

- 59 individuals participated in the July 16, 2020, meeting.
- Three groups met for close to 2 hours with a facilitator, note taker, and MSDE content representatives.
- Committee was broken up so that each sub-committee had representation from:
  - School-based and Central Office-based Administrators.
  - Students.
  - Parents (Maryland PTA and Parent's Place).
  - Teachers.
  - Higher Education.
  - Public School Superintendents' Association of Maryland (PSSAM).
  - Maryland Association of Boards of Education (MABE).
  - Special Education/English Learner Advocates.
  - Governor's Office/Legislative Services.
  - Educator and Principal Associations.
- Discussion from each group was summarized in an additional hour, with opportunity for those from other committees to further additional input.

# Recovery Plan Stakeholder Committee

## Maryland Recovery Plan Scenario

Scenario	Schools will open with flexible scheduling models incorporating in-school and virtual learning		
Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
Transportation	<p>Not all students rely on school-provided buses – MTA services for students in BCPSS.</p> <p>Bus driver and student health need to be considered, including cloth face coverings.</p>	<p>Who will provide cloth face covering for bus drivers? Not currently available.</p> <p>Inconsistent expectations of bus behavior responsibilities – the training is not currently available or scheduled.</p>	<p>Create requirements for keeping students socially distanced on buses to adhere to health guidelines.</p> <p>Provide cloth face coverings to bus drivers.</p> <p>Design new systems for arrival and dismissal procedures to provide safe distancing.</p>

# Recovery Plan Stakeholder Committee

## Maryland Recovery Plan Scenario

Scenario	Schools will open with flexible scheduling models incorporating in-school and virtual learning		
Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
Instruction for All Students	Families: Many parents cannot support their students through distance learning and a hybrid schedule makes it very challenging for parents.	<p>Parents and families with multiple children in a system who may be on different schedules.</p> <p>Families who might have to rely on older students for help.</p> <p>Communication with parents about prioritizing instruction for students who require more help and support.</p> <p>Collaboration with parents and families; managing family dynamics with providing virtual learning in the home.</p>	<p>LSSs should equip parents with some of the same resources teachers have (answer keys) to better support students at home.</p> <p>LSSs should provide interpreters for families and students who do not speak English.</p> <p>LSSs must ensure that teachers are giving feedback to parents about the instruction. A survey of parent's needs should be considered.</p>

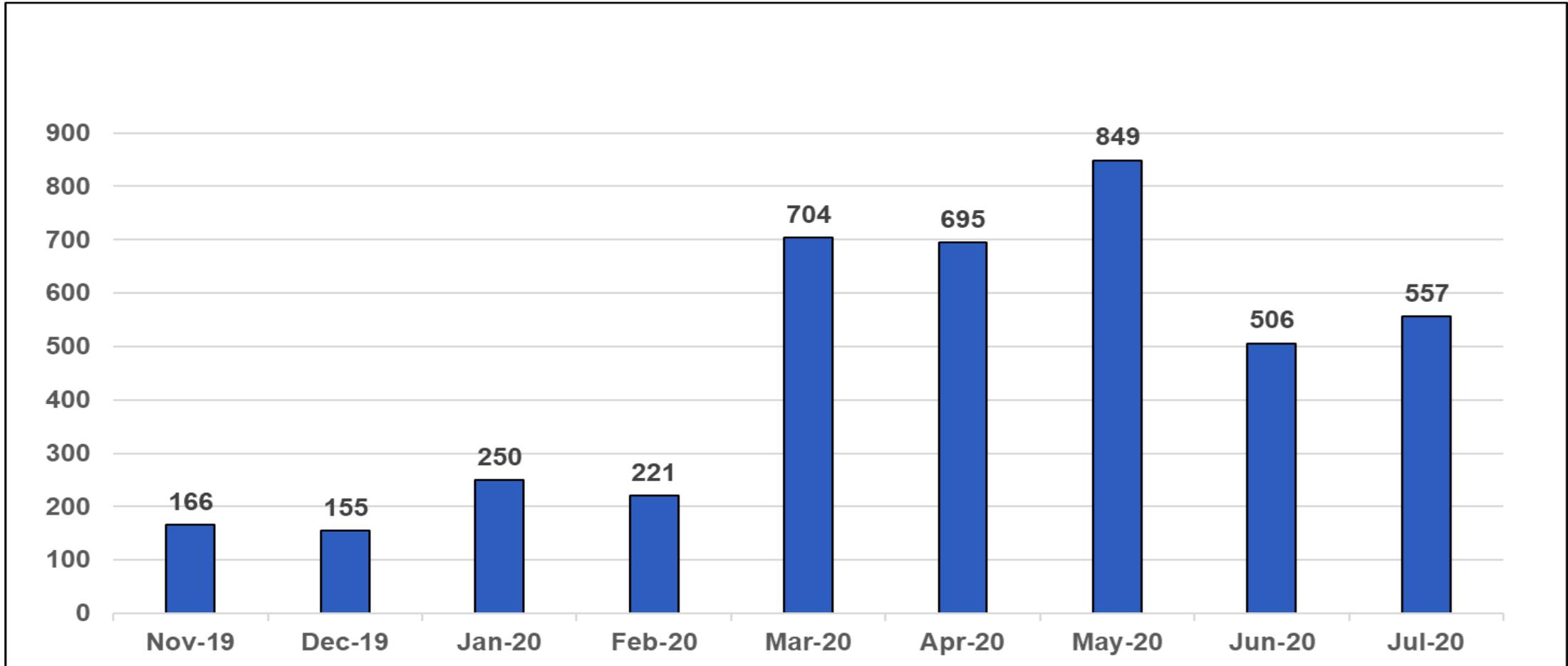
# Recovery Plan Stakeholder Committee

## Maryland Recovery Plan Scenario

Scenario	Schools will open with flexible scheduling models incorporating in-school and virtual learning		
Considerations	What are the issues that may impact equitable access in each of the areas below?	What are the roadblocks?	What are the solutions?
<b>Social-Emotional</b>	<p>Assignments can be overwhelming in virtual instruction.</p> <p>Lack of devices for families with multiple children.</p> <p>Not being with peers.</p>	<p>Not having interactive instruction.</p> <p>Rigor balanced with social-emotional needs.</p> <p>Lack of access.</p>	<p>Discussion in classes important – interactive/collaborative.</p> <p>Scheduled time for social emotional support in classroom time (COVID, equity, etc.).</p> <p>Social emotional needs of staff must be attended to.</p> <p>District efforts to share resources.</p>

# Intranet Quorum (IQ) System Correspondence Received by Month

(November 2019 through July 20, 2020)



# All Superintendent Office Constituent Contacts Since Beginning of Pandemic: March 10 to July 20, 2020

Topic	Number	Percent
Coronavirus	2,182	38.7%
Coronavirus – Child Care	1,866	33.1%
Coronavirus – Frederick County 10-day Waiver Request	359	6.4%
Coronavirus - 180-day Waiver Requests	51	.9%
<b>Subtotal - Coronavirus</b>	<b>4,458</b>	<b>79.0%</b>
Teacher Certification	487	8.6%
BOOST Scholarship	49	.9%
Special Education	50	.9%
Local Superintendent Search	81	1.4%
Other	518	9.2%
<b>Total</b>	<b>5,643</b>	<b>100%</b>

# Constituent Contacts (continued)

Constituent Category	Number	Percent
Community Member	681	21.1%
Educator	706	21.9%
Parent/Family Member	617	19.1%
Administrator	188	5.8%
Student	123	3.8%
School System Employee	97	3.0%
Child Care Provider	70	2.2%
Superintendent	24	.7%
School Board Member	9	.3%
Elected Official	13	.4%
None Specified	702	21.7%
<b>Total</b>	<b>3,230</b>	<b>100%</b>

# Constituent Contacts (continued)

Method Received	Number	Percent
Email	3,618	64.1%
Web Form	1,739	30.8%
Governor's Office	244	4.3%
Other	42	.8%
<b>Total</b>	<b>5,643</b>	<b>100%</b>

Phone Calls Received	Number	Percent
Calls to Superintendent/Ombudsman	149	37.8%
Calls Forwarded from Governor's Office	245	62.2%
<b>Total</b>	<b>394</b>	<b>100%</b>

# Analysis: Coronavirus Correspondence - June 1 to July 20, 2020

	Parent/ Family Member		Community Member		Educator		Student		Other		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Virtual</b>	55	27%	22	29%	174	93%	1	17%	8	32%	260	<b>52%</b>
<b>In-Person</b>	119	58%	29	39%	8	4%	3	50%	3	12%	162	<b>32%</b>
<b>Hybrid</b>	2	1%	3	4%	1	1%	0	0%	0	0%	6	<b>1%</b>
<b>Dual</b>	0	0%	6	8%	0	0%	0	0%	0	0%	6	<b>1%</b>
<b>Suggestions</b>	3	1%	3	4%	0	0%	0	0%	1	4%	7	<b>1%</b>
<b>Questions</b>	5	2%	2	3%	2	1%	1	17%	2	8%	12	<b>2%</b>
<b>Other</b>	21	10%	10	13%	3	2%	1	17%	11	44%	46	<b>9%</b>
<b>Total</b>	<b>205</b>	<b>100%</b>	<b>75</b>	<b>100%</b>	<b>188</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>25</b>	<b>100%</b>	<b>499</b>	<b>100%</b>

*Note: An additional 580 emails were received on July 19 and 20, 2020 that staff is in the process of analyzing.*

## Public Comment Emails regarding Maryland's Recovery Plan May 20, 2020, through July 19, 2020

	Major Message	May 2020 Number	Percent	June 2020 Number	Percent	July 2021 Number	Percent
Parents/ Other Relatives	Open/Return to Schools	81	67.5%	56	43.1%	14	18.2%
	Fully Distance/Virtual Learning	3	2.5%			22	28.6%
	Hybrid Model/Options	11	9.2%	22	16.9%	6	7.8%
	Comments about Private Schools	1	.8%			3	3.9%
	Start time for Schools			4	3.1%	4	5.2%
	General Recovery Plan Comments	13	10.8%	18	13.8%	1	1.3%
	Child Care			6	4.6%		
	Other	5	4.2%	9	6.9%	7	9.1%
Educators	Open/Return to Schools	2	1.7%			1	1.3%
	Fully Distance/Virtual Learning	1	.8%	1	.8%	8	10.4%
	Hybrid Model			5	3.8%	1	1.3%
	Consider Health of Educators; Cleanliness of Buildings	1	.8%			2	2.6%
	Start time for Schools			1	.8%		
	Fine Arts			3	2.3%		
Student	Open/Return to Schools			1	.8%		
Businesses	Offering services	2	1.7%	4	3.1%	8	10.4%
TOTAL (327)		120		130		77	

# Sample Recognition of Maryland's Recovery Plan

- **Johns Hopkins University Researchers** recognized Maryland as one of 13 states and territories that have the most comprehensive K-12 school reopening plans in the nation for assessing 12 critical categories in making their reopening plans.
- In the **Council of Chief State School Officers (CCSSO)** document, *Restart & Recovery: Considerations for Teaching and Learning: State Policies and Actions*, Maryland's Plan was recognized for requiring local school systems to establish a reopening stakeholder group with diverse voices including teachers, parents, students, educators, and community members.
- **UCLA professor** recognized Maryland's Plan for addressing Social-Emotional learning.
- **Local school system in Pennsylvania** contacted the MSDE regarding utilizing external stakeholders.

# Proactive Communication: E-Newsletter Showcases COVID-19 Response & Continuity of Learning Success

## MARYLAND TOGETHER

COVID-19 Response & Continuity of Learning Success

Inspirational Stories of How Maryland Education is **Staying Strong**



- *Maryland Together: COVID-19 Response & Continuity of Learning Success* - weekly e-newsletter.
- Featuring local system, educator, and student successes, the MSDE is capturing a sample of distance learning triumphs that showcase the adaptability, strength, and endurance of education in Maryland.
- E-mailed weekly to more than 18,000 MSDE bulletin subscribers through e-gov delivery platform.
- Shared by Maryland PTA to statewide membership and on the MSDE social media platforms.

