



# **SB909 Anne Arundel County - Public Schools - Innovative Scheduling Pilot Program**

*Sunday, February 18, 2024*

EDUCATION, ENERGY, & THE ENVIRONMENT

## **SUPPORT**

Our names are Mara Babb, Subhashi Pradhan, Noor Chaudhry, and Julien Halleman, and we are students of Anne Arundel County and executive team members of the Chesapeake Regional Association of Student Councils (CRASC). We are writing in support of SB909 Anne Arundel County - Public Schools - Innovative Scheduling Pilot Program. If passed, this bill will allow the Anne Arundel County Board of Education to explore new, creative scheduling models that will lessen lapses in instructional time for schools.

For many county boards across the state, the phenomena of “summer learning loss” is real and prevalent, causing students to fall behind in classes and teachers to struggle to keep students at the same pace. An article from the Maryland State Department of Education’s (MSDE) Division of Early Childhood stated that on average, children lose the equivalent of one month of learning during summer break and that it takes teachers 4 to 6 weeks to get students back on track<sup>1</sup>. Additionally, summer learning loss disproportionately affects young students of lower income who do not have access to summer learning alternatives. The same article from MSDE stated that by the end of fifth grade students from higher incomes gained 47 points on test scores through summer learning, while students from lower incomes had dropped 2 points.

It is crucial for the Anne Arundel County Board of Education to explore how students can best retain knowledge through piloting the Innovative Scheduling Program. This will make Anne Arundel County a model for the rest of the state to serve the students of Maryland and improve the quality of education in all Anne Arundel County schools. We, the students of Anne Arundel County, strongly support this bill as it gives our Board of Education the flexibility to explore different scheduling models that will prevent summer learning loss and create equity across socioeconomic status for children’s learning.

The CRASC Legislative Department refers back to the following relevant clauses of the CRASC Platform:

- *CRASC Supports...* “High standards of learning across the curriculum for all students;” (Plank III; Clause A)
- *CRASC Opposes...* “Discrimination of any form based on ... socioeconomic status;” (Plank X; Clause A)

Accordingly, CRASC respectfully requests a **FAVORABLE** committee report on SB909.

Respectfully Submitted,

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<sup>1</sup> Lambert, Shannon. "How to Beat Summer Learning Loss and Find Success in Summer Learning Online." *Maryland Families Engage, Maryland State Department of Education*, 9 June 2020, [marylandfamiliesengage.org/how-to-beat-summer-learning-loss-and-find-success-in-summer-learning-online/](http://marylandfamiliesengage.org/how-to-beat-summer-learning-loss-and-find-success-in-summer-learning-online/). Accessed 18 Feb. 2024.