

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Montgomery County
Public Schools (MCPS)

Fall 2022 Reopening Guide

Revised August 15, 2022

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The Fall 2022 Recovery Guide is an annually published working document. Changes to policies and procedures will continue to be made as guidance is updated from expert organizations and government agencies including the Montgomery County Department of Health and Human Services (DHHS), the Maryland State Department of Education (MSDE) and Maryland Department of Health (MDH), the Centers for Disease Control and Prevention, and the American Academy of Pediatrics.

Letter From the Superintendent of Schools

Dear Parents, Guardians, Students, and Staff:

I am pleased to share the Montgomery County Public Schools' Fall 2022 Reopening Guide. This guide provides a comprehensive overview of our return to instruction which continues our commitment to in-person instruction, five days per week, for all students. The guide also summarizes the district's current COVID-19 operational guidance determined in collaboration with state and local health officials.

This guidance aligns with my three priorities:

- Building and rebuilding trust with students, staff and community
- Supporting mental health and well-being for all students and staff, and
- Returning the district's focus to equitable teaching and learning.

Each decision we make about how we will do our work to support an environment that is successful in providing excellent teaching and learning must reflect these goals. Through this work, we will advance our students in their academic careers, ensuring a brighter future for our community.

All schools will open at full capacity for in-person instruction with a teacher in every classroom, a visionary administrator leading every school and support staff providing critical wraparound services and support for our students and communities. Schools will follow usual bell times, class schedules, and extracurricular activities.




Considering that the COVID-19 virus is still impacting our community, we must remain vigilant as we continue in-person instruction. Core health strategies such as staying home when sick, ventilation/indoor air quality enhancements, and layered mitigation strategies to prevent transmission, remain essential in fighting COVID. We are faced with a time of great opportunity for our school system, inspired by what we learned during the pandemic and stronger because of the resiliency that sustained us through its tumult. We must, however, recapture a sense of normalcy in support of our schools, students and staff.

I look forward to working together to ensure our students receive high-quality instruction and supports this school year and beyond.

In partnership,

Monifa B. McKnight, Ed.D.
Superintendent of Schools

Note: The document is colored coded to demonstrate alignment with the superintendent's three goals.

1. Building and rebuilding trust with students, staff and community. 
2. Supporting mental health and well-being for all students and staff. 
3. Returning the district's focus to equitable teaching and learning. 

Ensuring Equity for All



MCPS' core principle of equity is embedded throughout the district's planning and decision-making. The following Evidence of Equity questions informed the district's planning efforts.

Whom does this practice/decision serve or neglect?

- » Which racial/ethnic groups are *currently* most advantaged and most disadvantaged by the practice or decision?
- » How are they affected differently?

Whose voices are dominating or lacking from the conversation?

- » Who is missing and how can they be engaged?
- » How have they been informed, meaningfully involved, and authentically represented in the development of this practice/decision?

What adverse impacts or unintended consequences could result from this decision?

- » Which racial/ethnic groups could be negatively affected?
- » How could adverse impacts be prevented and what provisions will be changed or added to ensure positive impacts on racial equity and outcomes?

What steps are in place for ongoing data collection and reflection of the outcomes?

- » What data points are we using and not using in this decision?
- » How will results and outcomes be documented and communicated to all stakeholders?

How diverse are the stakeholders leading the implementation?

- » Are diverse identities and perspectives (racial, ethnic, gender, sexual orientation, socioeconomic, education level, roles/positions) represented and informing the implementation of the practice or decision?



Ensuring Equity for All (cont)

Antiracist Systems Audit

MCPS has been engaged in a year-long [Antiracist System Audit](#) conducted by the Mid-Atlantic Equity Consortium. Over 120,000 students, families and staff provided input for the audit through surveys, focus groups and community conversations. A final report will be presented to the Board of Education in October. MCPS will work with our community and school-based partners to implement a comprehensive action plan to address the six areas of the audit.



MCPS leadership has been preparing to address the report findings by participating in professional learning on how to be antiracist leaders. A 60-member Antiracist Districtwide Implementation Team will address the audit findings. This fall, students, staff and families will participate in facilitated, structured conversations to review the findings and prioritize district-level action steps.



Culturally Responsive Family Engagement

All principals have received resources and support to develop family engagement plans that meet the needs of their school communities. The resources include:

- A step-by-step planning guide that provides guiding questions, considerations and examples to plan for effective family engagement and communication
- Help for writing clear communication to a diverse community
- Basic tips on creating culturally responsive flyers, PowerPoints and parent presentations



[Read the full Equity Plan for Return to Schools here.](#)



Operations, Logistics and Safety



Bell Times

MCPS schools will maintain their normal, pre-pandemic bell times for the 2022-2023 school year.

GRADE LEVEL	TIME	LENGTH OF DAY
High School	7:45 a.m.-2:30 p.m.	6 hours, 45 minutes
Middle School	8:15 a.m.-3:00 p.m.	6 hours, 45 minutes
Elementary School Tier 1	9:00 a.m.-3:25 p.m.	6 hours, 25 minutes
Elementary School Tier 2	9:25 a.m.-3:50 p.m.	6 hours, 25 minutes

Student and Staff Safety and Security

MCPS continues to focus on creating the conditions for a safe and conducive learning environment for students and staff. Increased mental health and well-being supports, expansion of safety and security services, and implementation of the Community Engagement Officers program are essential to creating these conditions during the 2022-2023 school year. MCPS has partnered with the Department of Health and Human Services to increase mental health supports in target schools and social workers have been trained and assigned to each high school. MCPS has expanded safety and security staffing including hiring Security rovers who will enhance school safety services at elementary schools. This will also be the first full year of implementation of the Community Engagement Officers program, developed in partnership with the Montgomery County Police department and in collaboration with multiple community stakeholder groups, to provide safety services while addressing students' needs for social-emotional and health supports.

Safe Transportation of Students

Normal, pre-pandemic transportation routes and capacity will continue for the 2022-2023 school year. Families have been notified of the bus routes for their assigned school. This information may also be found on the MCPS website at montgomeryschoolsmd.org/schools/. Select the school from the menu and access the Bus Routes document for that school.

Students are not required to wear face coverings on school buses, but this is subject to change based on community transmission levels and guidance from public health authorities.

Bus drivers will clean and disinfect buses daily. When feasible, considering weather and other safety considerations, bus drivers will keep the windows open to increase air circulation and decrease the likelihood that the virus is transmitted.

During daily pre-trip safety inspection of buses, bus drivers and bus attendants will ensure COVID-19 safety supplies, such as extra masks, hand sanitizer and cleaning/disinfecting supplies, are available. Bus drivers and bus attendants continue to be trained on the latest COVID-19 safety protocols during in-service training, two-way radio announcements, newsletters and direct interaction with supervisors.

Schools, in conjunction with the Montgomery County Police in some cases, are working to accommodate more parents dropping off and picking up their students. The Montgomery County Safe Routes to School Program is encouraging the formation of Walking School Buses to offer families another option for getting students to and from school.

Food and Nutrition Services



The MCPS Department of Food and Nutrition Services (DFNS) will resume regular meal services during the 2022–2023 school year.

Important to Note

Beginning this year, students in Maryland who qualify for reduced-price meals will not be charged for breakfast or lunch meals.

Breakfast

**Regular Price: \$1.30;
Reduced Price: No Cost**

Lunch

**Regular Price: \$2.55 (Elementary),
\$2.80 (Middle and High);
Reduced Price All Levels: No Cost**

Meal service the last two years did not require students to pay for meals from their lunch account due to waivers providing free meals for all. Prior to this, students did need to enter a unique pin number.

Beginning this year, we will return to using FARMS forms and require students to either scan a card with a barcode on it or enter their pin number to access their lunch account. Rather than a unique pin number, students will use their student ID number. The student ID number is also the students log in to access their Chromebook.

Free and Reduced-price Meals System (FARMS) Eligibility Data and Application Process: The FARMS application has been updated. Interested families must reapply each school year. Online applications are the preferred application method and schools should strongly encourage families to apply online at www.MySchoolApps.com. Families can apply now.



Health and Safety Procedures



As students and staff return to school for the 2022-2023 school year, MCPS remains committed to safely and equitably providing in-person learning, as well as prioritizing the physical and mental health and well-being of students and staff. Regulatory requirements, guidance from the Montgomery County Department of Health and Human Services (DHHS), the [Maryland State Department of Education \(MSDE\)](#) and [Maryland Department of Health \(MDH\)](#), the [Centers for Disease Control and Prevention](#) and the [American Academy of Pediatrics](#) continue to inform MCPS' reopening planning efforts.

MCPS will continue to implement a multi-layered health and safety protocol that includes everyday health strategies to prevent illness, in addition to specific COVID-19 mitigation strategies depending on community transmission and local risk factors. Specifically, MCPS will implement the following health and safety practices in schools and offices.

Core Health Strategies

Basic health practices including staying home when sick, hand-washing and covering mouths when coughing or sneezing remain critical tools in preventing spread of illness in schools. Additional core health strategies are detailed below.

Cleaning

Trained building service staff will continue to regularly clean and disinfect all high-touch areas in MCPS facilities. Special attention will be given to door handles, light switches, sink handles and other surfaces that are touched frequently. Restrooms in common areas will be cleaned and disinfected more frequently throughout the day. Approved disinfecting/sanitizing products will be used by staff, and students will not participate or be directed to assist by using disinfectant wipes or other hazardous chemicals. Staff may use approved wipes, but all common home products should not be used in MCPS buildings.

Vaccination

MCPS strongly recommends eligible students and staff members to remain up to date on CDC recommended immunizations that protect against infectious disease. In collaboration with DHHS, MCPS has provided additional school-based access to COVID-19 vaccinations and boosters for students, staff and families, focusing on impacted communities and Title I schools, by providing frequent and free vaccination clinics at schools and in the community. MCPS currently requires staff to submit proof of COVID-19 vaccination or documentation of a medical exemption. Employees granted a medical exemption must submit to regular COVID-19 testing.

Ventilation and Indoor Air Quality

MCPS has taken these steps to improve ventilation and ensure the health and safety of students and staff:

1. Assessed all existing systems and equipment.
2. Scheduled the replacement of all HVAC filters, upgrading them to the highest Minimum Efficiency Reporting Value (MERV) efficiency possible for improved air filtration.
3. Increased fresh air ventilation in buildings.
4. Purchased portable air cleaners for installation in identified classrooms, offices, and health-related spaces.
5. Modified HVAC system operations include an extended run time that will allow the air in buildings to be "flushed" before and after the facility is occupied.



Hand Sanitizer and Hand-Washing

Regular hand-washing will be encouraged whenever students are in school buildings. Hand sanitizer will be provided to students and staff, with sanitizing stations placed throughout the buildings.

Health and Safety (cont.)



COVID-19 Mitigation

Additional layered strategies to prevent the spread of COVID-19 in schools will be implemented based on CDC community levels and in local, higher risk situations. Additional COVID-19 mitigation strategies are detailed below.

Access to COVID-19 Testing

The CDC no longer recommends routine screening testing in K-12 schools. MCPS will leverage and support screening testing in higher risk situations, including school-based outbreaks and at strategic times related to high-risk activities, large gatherings or following school breaks with a high volume of travel. In collaboration with Montgomery County DHHS School Health Services, MCPS will continue to support testing of students who present with COVID-19 symptoms during the school day. As testing and isolation of COVID-19 positive individuals is a core strategy in supporting safe in-person learning, MCPS continues to support equitable access to testing, and strongly encourages staff and students to self-report positive COVID test results on the MCPS reporting tool.

Face Coverings

According to the Maryland State Board of Education, masks are no longer mandatory in Maryland public schools and local school districts may decide how to use masks to maintain safe, in-person learning. The CDC recommends universal indoor masking at the high community risk level when Covid-19 transmission is high in the community-at-large and in healthcare settings (including school nurse's offices). Masks will be made available to all staff and students, and supported for individuals who choose to wear a mask at any COVID-19 community risk level. Masking may be temporarily recommended or required in local outbreaks, high-risk situations, or, more broadly, when COVID-19 community transmission is high.

Triage/Isolation Rooms

For the 2022-2023 school year, schools will not operate dedicated isolation and triage rooms. MCPS will ensure students who have tested positive for COVID-19 during the school day are able to mask and physically distance themselves from others while waiting for prompt pick-up.

Physical Distancing

MCPS will return to pre-pandemic classroom capacity and spacing. While the CDC encourages school districts to implement physical distancing to the extent possible, it cautions against implementing distancing requirements that would lead to the exclusion of students from in-person learning. Schools may use outdoor spaces, when feasible, for lunch and unmasked educational and social experiences for students.

Contact Tracing and Case Notification

In alignment with [updated MSDE/MDH guidance](#), MCPS is no longer conducting universal contact tracing for individual cases of COVID-19. Staff and families receive notification of an exposure if there is an identified case of COVID-19 in a high-risk cohort situation or local outbreak. MCPS will collaborate with DHHS to support outbreak investigation according to state and local regulations for outbreak-associated COVID-19 cases in schools.

Quarantine

Following [updated guidance from the CDC and MSDE/MDH](#), regardless of vaccination status, quarantine is no longer recommended for people exposed to COVID-19 except in certain high-risk congregate settings. Students identified as close contacts of individuals positive for COVID-19 may continue in-person learning as long as they are asymptomatic and follow procedures for masking, testing, and for individuals who develop symptoms after a close contact exposure. Additional strategies may be recommended for individuals who are unable to safely mask. Staff or students who test positive for COVID-19 should follow CDC recommended isolation guidelines.



Access to All Eating Areas and Contingency Plans

Access to All Eating Areas

Students will be able to eat breakfast and lunch in cafeterias and other available eating areas. Schools are encouraged to take advantage of outdoor spaces when possible so that students can eat in areas that pose a lower risk of virus transmission. High schools may return to open campus lunch.

Contingency Plans

While the top priority is providing in-person instruction five days per week, MCPS is engaged in ongoing contingency planning to address potential COVID-19--related issues that may arise throughout the school year.

If a student positive for COVID-19 needs to isolate or miss school due to illness, MCPS will strive to minimize disruption to student learning during this period.

The Board of Education will not close school buildings and move to fully virtual instruction unless directed to close by an authorized county or state government agency. If officials order reduced capacity in school buildings, elementary level students will be provided with check in opportunities throughout the day. Resources will be delivered through Canvas. At the secondary level, students will receive tasks aligned to classroom learning through the Canvas platform. Check-in opportunities with content teachers will be provided throughout the day.

After a review of multiple factors, a school may be moved to virtual learning for five calendar days in the interest of the overall school community's health and safety. The decision to pause in-person instruction involves the examination of a number of key factors; these key factors are taken into consideration with each individual school's unique characteristics that range from specific programs to operational readiness. Individual school communities will receive a letter announcing the change and some of the specifics that helped inform the decision for that individual school.

The key factors used in this decision include:

- » Student attendance rate (three-day average)
- » Staff absences (three-day average)
- » Number of bus routes unable to provide service in both morning and afternoon (three-day average)
- » Unfilled substitute requests (three-day average)
- » COVID-19 cases among students and staff in the past 10 days
- » Feedback from a multistakeholder group from the school community

To prepare for this change in operations, teachers will have one day of preparation where students will participate in remote asynchronous learning. Full virtual, teacher-led instruction will then take place. Families will receive information, guidance and resources for what to expect in virtual learning. Childcare programs may continue as scheduled.

For schools that temporarily move to five days of virtual instruction, equity hubs will be established for families whose children need a safe place to learn while their parents work, cannot access virtual learning from their home or who need a more structured learning environment. If a school is moved temporarily to virtual instruction, information about equity hubs will be sent directly to families.

Contingency plans for instruction will only occur if the school system is required by an authorized county or state government agency to reduce capacity in school buildings as a result of health conditions in the county or state.

What to Expect:

Curriculum and Instruction



Plan for Instructional Success

MCPS' core purpose is to provide a strong academic program that helps all students to thrive in their futures. During the 2022-2023 school year, MCPS will continue to address learning disruption and implement support plans to ensure all students are performing on level. The district has developed multi-year plans to ensure all students can access and receive support for any pandemic-related missed content. Guidance, support and professional learning will allow teachers to build a solid foundation focused on missed or condensed instruction. As teachers are planning lessons, they will focus on addressing core standards and student needs in alignment with the PreK-12 Maryland College and Career Ready Standards (MCCRS) and State Standards.

Time is included in the instructional schedules for intervention and support at the elementary and secondary levels. In addition, students who demonstrate significant gaps in learning will have the opportunity to participate in an after-school tutoring session or receive support from external partners.

Math Recovery Plan

The MCPS Mathematics Program is designed to challenge students of all levels. The goal is for students to successfully complete Algebra 1 in Grades 7, 8 or 9, as appropriate, and be prepared for higher-level mathematics in high school, including Advanced Placement (AP) and International Baccalaureate (IB) classes. Adjustments are being made to the plan to address missed content due to the pandemic.

What are the Guiding Principles of the Mathematics Recovery Plan?

- Math instruction begins on day one of the school year.
- Five days of math instruction is delivered each week.
- Grade-level students engage in grade-level content.
- Learning focuses on the major work of the grade and adds back supporting/additional work.

To view the plan, please [click here](#).

Elementary and Secondary Literacy Recovery Plans

- » [Elementary ELA Plan](#)
- » [Secondary ELA Plan](#)

Pacing Guides and College and Career Readiness

- » [2022-2023 Pacing Guides](#)
- » [College and Career Readiness](#)



What to Expect: Curriculum and Instruction (cont.)



Instructional Response Plan

MCPS will continue to implement an instructional response plan to address learning impacted over the last two years as a result of the pandemic. Last year's mid-year performance data showed overall growth and progress, though in some areas the progress was uneven. The data showed:

- Growth and progress since the return to in person learning in literacy in grades 3, 6, and 9
- Literacy gains across many subgroups including English Language Learners and students with disabilities
- Progress in math was uneven particularly in grades 6 and 9
- Grade 3 students in math showed progress in learning core Grade 3 math content.
- The early literacy skills of our youngest learners have improved but gaps still exist

As part of our instructional response plan to address a continued focus on grade level learning, we are:

» **Focusing on literacy and math**

We know that progress was slowed for many of our students as a result of the pandemic and while growth was shown during the last school year, gaps remain for many students and student groups. As a result, we are remaining focused on high quality literacy and mathematics instruction to continue our progress. In Elementary English Language Arts (ELA), MCPS has identified key skills that are the building blocks of literacy and adjusted the schedule to provide more time for teaching them. New resources and professional development are giving schools the knowledge and tools they need to support our youngest students. Across ELA and Mathematics, MCPS is increasing efforts to ensure we are reaching all students, including working with English Language Development specialists to meet the needs of Emerging Multilingual Learners. In addition, teachers are learning anti-racist and anti-bias classroom

strategies to ensure students feel welcomed and engaged in their classrooms.

» **Teaching at grade level and addressing learning gaps as needed**

We are moving forward with grade-level content while also assessing essential prior learning in order to support new learning. By moving forward with grade-level instruction, we can prevent students from falling further behind. To support teachers and school leaders, we've provided guidance on essential concepts and skills, appropriate pacing of learning, opportunities for enrichment for those ready for more, and supports for learners who need additional review and instruction.

» **Monitoring student learning and adjusting instruction**

To teach on grade level while addressing potential knowledge gaps, teachers need to know what their students know and can do and use that information to adjust daily instruction. Though we're all familiar with assessments of learning that measure student learning periodically, such as unit tests and Measures of Academic Progress (MAP) testing, MCPS is helping teachers increase their use of assessments for learning using assessment tools available in both literacy and mathematics. This means teachers will give students tasks designed to let them know when they need to address learning from the previous year and which students need additional support for grade-level concepts and skills on a regular basis. This ongoing monitoring and adjusting will ensure instruction will be based on student learning needs so that all of our students perform at or above grade level in literacy and math.

» **Providing additional supports during and outside the school day**

Tutoring and interventions work to address remaining learning gaps and help students learn at a faster rate.



What to Expect: Curriculum and Instruction (cont.)



MCPS is continuing to provide unprecedented access to tutoring for students at no cost to families. We are providing high-dosage tutoring, one-on-one and small group tutoring several times a week in literacy and mathematics for identified students that supports current grade level curriculum. For students who need more intensive support, we are providing interventions that are available before, during or after school. In addition, “on-demand” tutoring, or homework help, is available 24/7 for any student from approved tutoring companies.

» Ensuring all of our schools have a common focus and the support they need

All schools will continue to address learning in literacy and math and prioritize well-being and school climate to ensure students are on grade level or higher for literacy and math by the end of the year. Schools work with their director of school support and well-being and their teams to develop School Improvement Plans, monitor their work, and provide support and learning to staff to achieve these goals.

» Providing system wide training

MCPS has identified three key areas for professional learning in literacy and math for teachers, school leaders, and central office leaders. To support elementary literacy, professional learning focuses on the shift to structure literacy that emphasizes foundational skills. At the secondary level, enhancing literacy across all content areas is the focus. Professional learning around math at both the elementary and secondary levels will examine best practices for planning grounded in deep understanding of mathematical content. The system will ensure that teachers, school leaders and central office staff all receive this training. As a result of this work, we expect that MCPS K-12 students will perform at or above grade level in literacy and mathematics, and curriculum and instruction will be of the highest quality and based on student learning needs.



Tutoring and Interventions



Through the use of classroom, district and external measures, students who do not demonstrate proficiency with grade-level standards will receive either tutoring or intervention support. Tutoring will occur before, after or during school by an MCPS employee or an external partner who has been trained to use the MCPS curriculum.

Models of MCPS tutoring include:

HIGH-DOSAGE TUTORING	EVIDENCE-BASED INTERVENTIONS	ON-DEMAND TUTORING, HOMEWORK HELP
<ul style="list-style-type: none"> • Directly supports success in daily classroom instruction, aligned to the grade-level curriculum • "Acceleration of Learning" • Multiple sessions per week outside of regular instruction, 60-90 minutes per session • Virtual or in-person • Students identified and invited based on needs • Delivered by MCPS staff or external providers 	<p>Literacy evidence based interventions</p> <ul style="list-style-type: none"> • Orton-Gillingham • Really Great Reading • iReady Reading • System 44 • Read 180 • iLit (Emerging Multilingual Learners) <p>Math evidence based interventions</p> <ul style="list-style-type: none"> • iReady Math • Math 180 	<ul style="list-style-type: none"> • Open to all students, all grade levels • Can serve all courses and content areas • Available 24/7, flexible scheduling • Currently virtual • Delivered by external providers

The following MCPS literacy/mathematics curricula will be used for high-dosage tutoring to support current grade-level curriculum outside the school day:

Elementary Mathematics: Eureka Math—A rigorous program that promotes deep and creative thinking among students. Eureka challenges students to manipulate and work with numbers on a deeper level; connect mathematical concepts to the real world; and solve problems they have never encountered.

Middle School Mathematics: Illustrative Math—Engages students through collaborative math discourse, inclusive instructional routines and digital tools that promote critical thinking and reasoning.

High School Mathematics: A combination of Illustrative Math and Curriculum 2.0 are used to design an interactive learning experience. Standards. Benchmark Adelante is aligned with Benchmark Advance to support an efficient, developmental

environment that reinforces the learning of Spanish and English, leading students to becoming biliterate.

Elementary ELA: Benchmark Advance and Benchmark Adelante—Provide integrated reading, writing, speaking and listening instruction that supports pedagogical goals aligned with the Maryland College and Career-Ready English Language Arts (ELA) Standards. Benchmark Adelante is aligned with Benchmark Advance to support an efficient, developmental environment that reinforces the learning of Spanish and English, leading students to becoming biliterate.

Secondary ELA: StudySync—A comprehensive English language arts curriculum that combines digital instruction with targeted print to ensure students are engaged and motivated to access complex texts. StudySync prepares all students for the expectations of the Maryland College and CareerReady ELA Standards in reading, writing, speaking/listening and language.



Tutoring and Interventions (cont.)



Evidence-based interventions used include:

LITERACY INTERVENTION	GRADE LEVELS SERVED
Orton Gillingham (OG): Provides explicit, systematic and multi-sensory methodologies that can be implemented as a Tier III reading intervention for students who require intensive remediation in phonological awareness, phonics, decoding and encoding.	Elementary, Middle and High School
Really Great Reading (RGR): Provides explicit, systematic and cumulative Tier III reading interventions for students who require intensive remediation in the areas of phonological awareness, phonics, decoding and encoding. There are three RGR interventions available for students: Countdown, Blast and HD Word.	Elementary, Middle
iReady Reading: Provides an explicit and systematic Tier III intervention for students who require intensive remediation in comprehension.	Elementary
System 44: Addresses basic literacy skills	Middle and High School
Read 180 : Addresses basic reading skills that will build a comprehensive understanding and reading for meaning.	Middle and High School
iLit: Additional literacy supports for ESOL students in Grade 4, 5, middle and high school	Elementary, Middle and High School
MATH INTERVENTION	GRADE LEVELS SERVED
iReady Math: Provides an explicit and systematic Tier III intervention for students who require intensive remediation in math.	Elementary
Math 180: Addresses basic math skills to prepare for Algebra 1 readiness	Middle and High School



Tutoring and Interventions (cont.)

All tutoring and intervention will be monitored using the following measures:

HIGH-DOSAGE TUTORING	EVIDENCE-BASED INTERVENTIONS	HIGH DOSAGE ON-DEMAND TUTORING
MCPS Staff	MCPS Staff	External Providers
<ul style="list-style-type: none"> Grades MAP District Assessments 	<ul style="list-style-type: none"> Growth within intervention MAP District Assessments 	<ul style="list-style-type: none"> As provided by vendor + Grades MAP MCAP Evidence of Learning
Platform: Performance Matters	Platform: Specific to intervention + Performance Matters	Platform: Performance Matters
EVIDENCE OF LEARNING		

Evaluation Plans

Additionally, the intervention data collected for assessment and data analytics will be used to inform each student’s evaluation plan at the end of each intervention/tutoring cycle. The evaluation plan will be provided to teachers and parents. Diagnostic data with daily progress reports will be included in the evaluation plan. In addition, MCPS will use the intervention data, along with multiple measures and anecdotal data, to evaluate the impact and efficiency of the approved intervention programs on addressing students’ loss of learning. Intervention attendance and usage will be used to measure success.

Saturday School

MCPS students may access additional academic support through [Saturday School](#), provided by the George B. Thomas Learning Academy.



What to Expect: Special Education

The Office of Special Education will continue the implementation of Early Interventions and Special Education Services in accordance with the Individuals with Disabilities Education Act (IDEA), Code of Maryland Regulations (COMAR), and MSDE guidance.

Early intervention and special education services will be provided to students from birth to age 21. For students with Individualized Education Programs (IEPs), specially designed instruction and related services will be delivered according to what is documented in the student's IEP. The district has developed processes to meet the special education mandates of federal and state law. These mandates include timelines and documentation associated with assessments, IEP team meetings and the delivery of specially designed instruction and related services. All students will receive the full implementation of services as outlined in their IEP or Individualized Family Services Plan (IFSP). IEP teams will follow all legal procedures to implement services and/or convene required IFSP/IEP meetings if changes to these documents are necessary after a data review.

Instructional and/or assistive technologies required for students with disabilities will be provided. Professional learning and job-embedded coaching opportunities will be provided for general education, special education and English Language Development (ELD) teachers, paraeducators, related service providers, and administrators. These opportunities will address specially designed instruction, Tier III evidence-based reading, writing, and mathematics interventions, behavioral and social emotional supports and strategies, and instructional/assistive technology.

Infants and Toddlers

The Montgomery County Infants and Toddlers Program (MCITP) provides services in person in the home or other natural environment. Parents/guardians may opt to receive services through a virtual coach.

Child Find

Screening and evaluations for students ages 3-5 are conducted in person. Virtual screenings may be offered in special circumstances. Screening and assessment measures may include an extensive parent/guardian interview, a preschool teacher questionnaire, informal developmental activities and other documents. Standardized measures, including parent/guardian rating scales, are administered virtually and/or in person given the parameters of each assessment and the individual needs of the student. Direct observations of the student in their home or childcare environment are conducted when recommended and feasible. Assessment results are shared with families through an IEP initial eligibility meeting. An IEP is developed, if appropriate, for the child to receive special education services to prepare them for kindergarten.

Screening and evaluations for students in Grades K-12 and/or through age 21 are conducted in person. Standardized measures including parent/guardian rating scales are administered in person given the parameters of each assessment and the individualized needs of the student.



Special Education (cont.)

Evaluations conducted by occupational therapists, physical therapists, speech/language pathologists and other related service providers will be conducted in person. Evaluations may include parent/guardian interviews, student observations and standardized measures as appropriate.

Service Delivery

MCPS continues to provide services to students in the least restrictive environment. School teams are encouraged to consider the range of educational opportunities offered to all students with a continued emphasis on maximizing opportunities for students with disabilities to learn and make progress with their non-disabled peers and participate in the school community.

Compensatory/Recovery Services

Students previously found eligible for Compensatory/Recovery Services whose services will not be completed by the end of summer 2022 school will continue to receive their identified services through the 2022-2023 school year.

IEP Implementation in Emergency Conditions

Specially designed instruction and related services for students with disabilities will be implemented in accordance with decisions documented in the IEP Planning for Emergency Conditions sections in the student's IEP. MCPS has provided school teams with the MSDE Technical Assistance Bulletin: [Special Education – Learning Continuity Plan – Requirement Ensuring Continuity of](#)

[Special Education Services during Emergency School Closures.](#)

Section 504 Plans

All students with [Section 504 Plans](#) will receive their documented accommodations. The Section 504 Plan case manager will coordinate virtual or in person Section 504 Plan meetings at least one time per school year to review and revise the Section 504 Plan as needed or upon parent/guardian request.

If you have questions regarding special education services, please contact the school principal and/or the Office of Special Education Services at 240-740-3900.



What to Expect:

MCPS Virtual Academy

For the 2022-2023 school year, the MCPS virtual program will serve students from Kindergarten through Grade 12 and will use a blended instructional model that will follow the 180-day, approved MCPS academic calendar year. A blended instructional model will include both synchronous (live) and asynchronous (independent) instruction. This means that students will participate in a combination of learning experiences—some instructional time will be teacher-led with the whole class at the same time and some will be dedicated to independent learning. Transition into and out of the virtual academy can occur, pending space, staffing, and program needs, at the marking period and school year transitions. In urgent circumstances, transition may occur outside of these transition windows.

Students will follow a specially designed bell schedule that adheres to COMAR regulations and supports online synchronous instruction. Live classes will occur daily, Monday through Friday, and the courses will align closely to the start and end times of in-person schools. Start and end times may be adjusted to accommodate the different levels of schooling and will maintain the same number of hours as the regular school programs. The daily schedule will be customized by level to include support and check-in periods to allow students the extra time and support from their classroom teachers on their academic needs. Student Service Learning (SSL) hours will be logged and documented as part of the student record, and the Virtual Academy will promote and embed opportunities for students to complete this requirement.



Grading, Attendance, Engagement and Accountability



Grading

For the 2022–2023 school year, MCPS will return to pre-pandemic grading policies and procedures outlined in [MCPS Regulation IKA-RA. Grading and Reporting](#). However, based on lessons learned in the 2020–2021 and 2021–2022 school years, when grading procedures were revised as a result of the pandemic, additional guidance is being provided to schools to build on those experiences, respond to student and community interests, and highlight best practices and expectations for the 2022–2023 school year.

This includes:

- Putting students first and grading with grace. Schools will provide students with multiple opportunities for reassessment and flexibility. MCPS is mindful of the extreme challenges students faced during the pandemic and will continue to face during the recovery period.
- Establishing recommended ranges of assignments each marking period.
- Ensuring consistent gradebook templates (90% All Tasks/Assessments, 10% Practice/Preparation) in almost all courses.
- Continued use of “50% Rule” and emphasizing expectations for two-way communication before assigning zeros.
- Removing the required 10% category for required district assessments in English, English for Speakers of Other Languages (ESOL), and mathematics courses, and replacing it with an ungraded gradebook category.

MCPS will also return to pre-pandemic expectations for implementation of credit recovery, attendance intervention and grade modification.

Accountability

MCPS Evidence of Learning Framework

When evaluating student achievement, MCPS seeks to answer the following questions:

- Are children learning?
- Are they learning enough?
- How do we know?
- If not, why not?
- What are we going to do about it?

In order to gain a full picture of a student's progress, the district uses multiple measurements to assess how students are performing. These measures are in **classroom, district and external categories** that assess student learning.

CLASSROOM DATA	Report Card
DISTRICT ASSESSMENT	District Assessments directly aligned to curriculum standards in the classroom
EXTERNAL ASSESSMENT	State/National Assessments



Grading, Attendance, Engagement and Accountability (cont.)



Baseline and Student Outcome Data

The 2020-2021 Evidence of Learning Framework serves as our baseline data to understand where students are with literacy and mathematics. This Framework consists of a variety of English Language Arts and mathematics measures/assessments each assigned to one of three categories: classroom, district, or external. Below are the baseline data charts for elementary, middle, and high school with projected student outcomes disaggregated by race, service group, and gender.

Elementary School

	PERCENT MET EOL LITERACY	PROJECTION TO GOAL OF 90% BY 2025	PERCENT MET EOL MATHEMATICS	PROJECTION TO GOAL OF 90% BY 2025
Female	59.2	66.9	59.0	66.8
Male	53.4	62.6	59.5	67.1
Asian	77.6	80.7	83.4	85.1
Black or African American	51.1	60.8	50.2	60.2
Hispanic/Latino	33.4	47.6	37.0	50.3
White	76.4	79.8	80.8	83.1
All Other	70.2	75.2	72.5	76.9
Free and Reduced-price Meal System	32.9	47.2	35.3	49.0
Special Education	30.8	45.6	36.0	49.5
Limited English Proficient	31.1	45.8	36.8	50.1



Grading, Attendance, Engagement and Accountability (cont.)



Middle School

	PERCENT MET EOL LITERACY	PROJECTION TO GOAL OF 90% BY 2025	PERCENT MET EOL MATHEMATICS	PROJECTION TO GOAL OF 90% BY 2025
Female	73.6	77.7	60.0	67.5
Male	66.5	72.4	55.8	64.4
Asian	87.4	88.1	84.8	86.1
Black or African American	63.9	70.4	45.6	56.7
Hispanic/Latino	50.5	60.4	34.5	48.4
White	88.0	88.5	80.0	82.5
All Other	79.1	81.8	70.3	75.2
Free and Reduced-price Meal System	48.8	59.1	32.7	47.0
Special Education	53.3	62.5	31.4	46.1
Limited English Proficient	45.5	56.6	26.1	42.1



Grading, Attendance, Engagement and Accountability (cont.)



High School

	PERCENT MET EOL LITERACY	PROJECTION TO GOAL OF 90% BY 2025	PERCENT MET EOL MATHEMATICS	PROJECTION TO GOAL OF 90% BY 2025
Female	78.5	81.4	73.8	77.9
Male	70.3	75.2	65.3	71.5
Asian	89.8	89.9	88.7	89.0
Black or African American	69.6	74.7	62.2	69.2
Hispanic/Latino	54.7	63.5	48.9	59.2
White	90.0	90.0	86.3	87.2
All Other	83.0	84.8	76.7	80.0
Free and Reduced-price Meal System	55.1	63.8	48.8	59.1
Special Education	57.8	65.9	47.0	57.8
Limited English Proficient	38.3	51.2	36.2	49.7

To determine the impact of the learning that students may still need to acquire, various data points will be examined by student groups, including classroom data (i.e., grades), district-level data for assessments aligned to the curriculum, and standardized assessments.

Data will continue to be compared to grade-level peers as well as national data, where applicable, to identify differences in performance. An examination of Measures of Academic Progress (MAP) Growth reading and mathematics results will be compared to spring 2022 and fall 2022 this years.



Accountability (cont.)

MCPS Evidence of Learning Framework (cont.)



The Evidence of Learning Framework consists of a variety of classroom, district, and external measures used to assess student learning. The framework uses a multiple measures approach that identifies accountability for student readiness and achievement. The framework's goal is to move away from a single measure to indicate whether a student is learning or how they can demonstrate their learning. A multiple measures approach increases the opportunities for students to demonstrate their learning and provides a more complete picture of what students know and are able to do. For students who do not demonstrate Evidence of Learning attainment, supports—such as tutoring and interventions—will be provided to enhance student learning and their success.

One aspect of the Evidence of Learning Framework that will be used to identify students in need of additional supports is the external measure of NWEA Measures of Academic Progress (MAP) Growth assessments. The NWEA MAP Growth assessments allow for not only comparing to grade-level peers but also national peers. For the fall administration of an external measure, MAP Growth, the following metrics will be used for students in elementary through high school.

September/October 2021 External Assessment Administration

LEVEL	LITERACY	MATHEMATICS	METRICS
Elementary School: Kindergarten – Grade 2	MAP Reading Fluency*	MAP-Primary	Performance at or above the 50th national percentile
Elementary School: Grade 3 – Grade 5	MAP Growth – Reading	MAP Growth – Mathematics	Performance at or above the 50th national percentile
Middle School	MAP Growth – Reading	MAP Growth – Mathematics	Performance at or above the 50th national percentile
High School	MAP Growth – Reading	MAP Growth – Mathematics	Performance at or above the 50th national percentile

* Performance is measured for students meeting or exceeding the grade-level standard as designated by NWEA.



Attendance

Reporting Attendance

Each morning, parents and/or guardians should check on their children's health. If a child is showing any COVID-19 symptoms, parents and/or guardians should keep the child home, test for COVID-19, and consider contacting their medical provider. Positive tests should be reported through the MCPS reporting tool. Attendance policies that were in place before the COVID-19 pandemic will be reestablished and implemented. Please reference MCPS Regulation JEA-RA: Student Attendance. This includes the taking, recording and reporting of daily attendance, tardies, excused absences and unexcused absences. For elementary schools, attendance will be taken each day at the beginning of the school day. For secondary schools, attendance is taken each period and calculated to compute a daily attendance code.

Attendance is taken by teachers and recorded in Synergy, the student information system. This data is visible to parents through ParentVUE, the parent portal. When a student is marked absent, an automated ConnectEd call alerts the parent/guardian that the student is absent. This allows for quick intervention and escalation if needed. Daily attendance reports are run at the local school level so that leaders can review attendance patterns and identify students who may need support in attending school regularly. During the first three weeks of school, central office staff will also monitor attendance daily to identify students who have not returned to school and to plan outreach processes to families. A number of student-level and aggregate reports at the school and district level are used to monitor attendance and provide quick intervention as needed.

If a student experiences a medical absences due to COVID related illness, attendance will be taken daily and will be recorded with an MSDE-approved attendance code. This code (QUA) has been used during the course of the pandemic and will continue if needed to accurately capture student attendance.

The [Attendance Reopening Guidance](#) document provides an explanation of the process coordinated by Student and Family Support and Engagement and the Office of Special Education to provide specific outreach and implement targeted interventions for students with consistent attendance and engagement concerns.

Well-Being Teams

During the 2020-2021 school year, schools were charged with creating an academic and well-being support team. This team ensures all students are accounted for and families are connected to resources during the COVID-19 pandemic and during reopening. School leaders, counselors, pupil personnel workers (PPWs), parent community coordinators and specialists in the special education, Title I and ESOL offices serve as key members on these well-being teams and analyze data and help to coordinate outreach to students and families.

For students who are not successfully engaged in attending school regularly, coordinated support across office and school teams has been put in place. Specifically, the Office of Family Support and Engagement is providing well checks and linking students and families to Tier 2 and 3 interventions and outside resources to assist them in re-engaging in attending school. In addition, principals, counselors, PPWs and parent community coordinators (PCCs) are helping to provide support in translating materials and troubleshooting barriers to attending and engaging. The Office of Special Education is providing case management support to students and families and is logging these efforts in the student information system. All engagement and well-being data is being logged in a module in the student information system so that multiple offices and school staff can better coordinate support and outreach.



Virtual Academy Attendance

Synchronous instruction is provided every day to students in the Virtual Academy. Students are expected to attend class every day. Attendance is taken daily in accordance with MCPS policy and in alignment with in-person instruction. Elementary teachers take attendance once a day in the morning, and secondary teachers take attendance at the beginning of each class period. Secondary period-by-period attendance is aggregated to compute a daily attendance record which is logged in Synergy, the student information system. The Virtual Academy has two well-being teams, one at the elementary level and one at the secondary level. These teams meet weekly and analyze attendance and engagement data on all students. They identify students who need additional outreach and develop processes and plans for supporting students. All PPWs support the students in the Virtual Academy. Because students are still enrolled in their home school, counseling staff at the virtual academy partners with counseling staff at the home school to provide coordinated support and services.



Supports for Students, Staff and Families



MCPS recognizes that the pandemic has affected academic and social and emotional well being of students, staff, and families. MCPS will continue to reunite students with the positive social and emotional experiences that in-person learning offers.

MCPS continues to engage students, families and parents through the Community Navigator initiative, visiting neighborhoods and community spaces to provide information, resources and targeted support to families. MCPS has also partnered with county agencies to offer events in the community to share resources and highlight ways that students, parents and families can connect to learning, social and health resources. ([See the Communications Plan here](#)).

Students

MCPS will continue to address the physical, social and psychological needs of students, families and staff through district- and school-based programs and initiatives. The Be Well 365 recovery plan provides steps for schools to take to address community and staff concerns on a range of topics. Social-emotional learning (SEL) lessons will be conducted as standalone and integrated throughout Kindergarten through Grade 12 lessons. MCPS will continue to provide a new SEL curriculum for students. Staff have received training on the new SEL curriculum—the Leader in Me. The curriculum fosters a holistic approach to education, empowering educators with effective practices and tools to teach leadership to every student; create a culture of student empowerment; and align systems to drive results in academics. Implementation will be phased in over three years. [Implementation began with these schools](#).

Staff

MCPS is committed to the physical, social, and psychological well-being of its more than 24,000 employees. [Be Well 365](#), for staff and students, provides staff with valuable district and community resources to assist staff members and their families as we all continue to navigate and cope with the impacts of COVID-19 while supporting our students every day. The Employee Assistance Program has expanded its staff and continues to provide services, resources, and support to employees and their families through counseling sessions, consultations, video messages, [newsletters](#), and wellness [workshops](#) on a variety of topics to promote well-being. Additionally, schools and offices continue to prioritize staff wellness along with students, with additional resources and wellness events for employees.

Parents and Families

MCPS will continue to provide parents/guardians with the resources, tools and information they need to help their child(ren) succeed. Support staff are available to assist families with connections to the school system and community resources, including food, housing, and physical and mental health. Families can reach out to the school counselor, school psychologist, PPW, ESOL transition counselor (ETC) or PCC at their school for more information or assistance. Parents can access a variety of trainings, workshops and recorded video sessions on a number of topics, including social-emotional wellness, distance learning strategies and supports, maintaining positive parent-child relationships and navigating the technology.



PARENT ACADEMY

www.montgomeryschoolsmd.org/departments/parentacademy/

WAYMAKING SERIES ON MENTAL HEALTH

https://youtube.com/playlist?list=PLkZwAghwrSvylgVR_CWXjpi4iBWRK0Lwl

MINDFULNESS MOMENTS

www.youtube.com/playlist?list=PLkZwAghwrSytgi1re_2Sr8Dt8po_ZCHgP5

Community Engagement and Communications



District Strategic Initiatives Implementation Team

To ensure meaningful and ongoing stakeholder engagement in the reopening and recovery process, MCPS initiated the District Strategic Initiatives Implementation Team (DSIIT) during the 2021-2022 school year and will continue this work in the 2022-2023 school year.

DSIIT members include representatives from parent and community organizations, employee associations, and school and cross-office staff. Members work in project teams, led by staff and community advisors, and meet regularly to provide input on reopening and recovery plans in key areas, feedback on implementation, and share thinking for future actions. Project teams include:

- » Mitigating Learning Disruptions
- » Focus on Most Poverty Impacted Schools
- » Digital Learning and Support
- » Well-Being Support
- » COVID-19 Operations Advisory Team

The MCPS Office of Communications is responsible for developing, administering and monitoring the effectiveness of communications and outreach for the Return to School Plan. The responsible individual for that office is Christopher Cram, Director of Communications.

The office can be reached in the following ways:

Director email: christopher_c_cram@mcpsmd.org

Office email: pio@mcpsmd.org or AskMCPS@mcpsmd.org

Office phone: 240-740-2837

AskMCPS phone 240-740-3000 | Spanish Hotline: 240-740-2845

[Communications Plan](#)



Technology

Schools have a choice in implementing either a one-to-one model or a cart model for student technology. Most of our secondary schools have adopted the one-to-one model, in which students are assigned a Chromebook and case. They will be expected to carry it from school to home each day. This device will be used at school and home to complete instructional tasks.

In the cart model, sets of Chromebooks are kept in each classroom for use during the school day. Most of our elementary schools have adopted this model. Students who attend these schools who need access to a Chromebook at home can check one out at no cost and leave it at home for use during the school year. If avoidable damage or loss occurs, the student and family will work with their school to repair/replace the device. When the repair/replacement cost is assessed and paid, a replacement or repaired device or device will be issued. Details about the repair/replacement program will be provided to schools for dissemination to families.

Students who do not have access to the internet at home can continue to use the Mifi hotspots provided by MCPS for home use. The Chromebooks and Mi-Fi hotspots are Children's Internet Protection Act compliant and have filters and controls on them at all times.

In-Person

MCPS schools expect to be fully in person for the upcoming school year. For students with extenuating circumstances, applying to and attending the Montgomery Virtual Academy is an option, as well as applying for Interim Instructional Services. All students will use Chromebooks as their primary device for instruction. MCPS Google accounts are provided to all staff and students. In addition to online applications and curriculum, MCPS uses the Canvas Learning Management System for teachers to create online course repositories that can include course materials, assignments, discussion threads, quizzes and more. The MCPS network can support all student and staff devices, so instruction and assessment should be seamless.

Virtual

If a shift to virtual instruction is necessary, all students will have access to a Chromebook at home. The same

technology resources, including online subscriptions to Nearpod, PearDeck and Zoom, will be used to ensure a seamless transition to virtual instruction. Canvas will be used as the primary course repository.

Canvas

During in-person instruction, the Canvas platform can be used by teachers to house course materials, including notes, presentations, videos, assignments, calendars, quizzes and more. These courses may or may not include all classroom work, as teachers are able to use many online and physical resources to prepare high-quality instructional tasks. The Canvas platform is similar to a course folder or binder and is one resource that teachers and students have available to them.

In cases of short absences, Canvas platform resources will be used to support continuation of student learning.

Staffing

Each school identifies available staff to support instruction. At the elementary level, this includes reading specialists, staff development teachers, paraeducators, classroom teachers, administrators and others. At the secondary level, content teachers support instruction.

All schools have established rotating staff schedules to ensure all instructional blocks are covered throughout the day. Elementary schools have the option of utilizing a cluster model in which staff may support students from multiple schools.

Special Education

In addition to the technology tools provided to MCPS students, students eligible for special education and related services are provided with low- and/or high-tech assistive technology devices and services as determined by the IEP team.



Extracurricular Activities and Athletics



Interscholastic Athletics

The MCPS interscholastic athletics program continues to operate in person, in alignment with MCPS procedures and protocols for COVID-19 safety and per the recommendations of the Student-Athlete Medical Advisory Committee for MCPS Athletics. Student-athletes, staff members, spectators and all stakeholders are expected to follow the procedures and protocols outlined in the most current version of the [Return to R.A.I.S.E.](#) strategic plan. This plan aligns with guidelines released by the CDC, MSDE, the Maryland Public Secondary Schools Athletic Association and Montgomery County. The [COVID-19 Athletics Information](#) webpage provides the latest updates on program operations and is updated as needed.

Extracurricular Activities and Fine Arts

The MCPS extracurricular and fine arts program continues to operate in person. Students, staff and guests are encouraged to follow mitigation strategies to prevent the spread of COVID-19.

Students will earn credit towards earning the MCPS Certificate of Student Engagement.



2022-2023 School Year Calendar

2022-2023 Traditional School Year Calendar[†]

Montgomery County Public Schools

2022	
July 4	Independence Day—Schools and offices closed
August 22, 23, 24, 25, 26	Professional days for teachers
August 29	First day of school for students
September 5	Labor Day—Schools and offices closed
September 14	Early release day for students
September 26	No school for students and teachers
September 30	Early release day for students
October 5	No school for students and teachers
October 24*	Professional day for teachers; no school for students
November 7*	Professional day for teachers; no school for students; end of quarter grading/planning
November 8	Election Day—Schools and offices closed
November 21 and 22	Early release days for students
November 23	Systemwide Closure—Schools and offices closed
November 24 and 25	Thanksgiving—Schools and offices closed
December 7	Early release day for students
December 23, 27, 28, 29, 30	Winter Break—No school for students and teachers
December 26	Holiday—Schools and offices closed
2023	
January 2	New Year's Day (observed)—Schools and offices closed
January 16	Dr. Martin Luther King, Jr. Day—Schools and offices closed
January 27*	Professional day for teachers; no school for students; end of quarter grading/planning
February 20	Presidents' Day—Schools and offices closed
March 3	Early release day for students
March 15	Early release day for students
March 31*	Professional day for teachers; no school for students; end of quarter grading/planning
April 3*, 4*, 5, 6	Spring Break—No school for students and teachers
April 7 and 10	Holidays—Schools and offices closed
April 21*	Professional day for teachers; no school for students
May 29	Memorial Day—Schools and offices closed
June 16	Last day of school for students; early release day
June 19	Systemwide Closure—Schools and offices closed
June 20*	Professional day for teachers; end of quarter grading/planning

* If the school year is disrupted by emergencies and schools are closed three or more days, dates identified as possible make-up instructional days include: October 24 and November 7, 2022; January 27, March 31, April 3, April 4, April 21, and June 20–23, 2023.

[†] This list of dates does not apply to Arcola and Roscoe R. Nix elementary schools, which will follow the 2022-2023 Innovative School Year Calendar.

Adopted: 1/13/22

2022-2023 Innovative School Year Calendar

2022-2023 Innovative School Year Calendar[†]

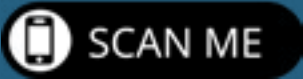
Montgomery County Public Schools

2022	
July 4	Independence Day—Schools and offices closed
July 6	First day of school for students
July 29	Early release day for students
August 12	Early release day for students
August 15–19 and 22–26	No school for students and teachers
September 2	Early release day for students
September 5	Labor Day—Schools and offices closed
September 14	Early release day for students
September 26	No school for students and teachers
September 30	Early release day for students
October 5	No school for students and teachers
October 6 and 7	Early release days for students
October 24*	Professional day for teachers; no school for students
November 4	Early release day for students
November 7*	Professional day for teachers; no school for students; end of quarter grading/planning
November 8	Election Day—Schools and offices closed
November 21 and 22	Early release days for students
November 23	Systemwide Closure—Schools and offices closed
November 24 and 25	Thanksgiving—Schools and offices closed
December 7	Early release day for students
December 22	Early release day for students
December 23, 27, 28, 29, 30	Winter Break—No school for students and teachers
December 26	Holiday—Schools and offices closed
2023	
January 2	New Year's Day (observed)—Schools and offices closed
January 16	Dr. Martin Luther King, Jr. Day—Schools and offices closed
January 26	Early release day for students
January 27*	Professional day for teachers; no school for students, end of quarter grading/planning
February 17	Early release day for students
February 20	Presidents' Day—Schools and offices closed
March 3	Early release day for students
March 15	Early release day for students
March 30	Early release day for students
March 31*	Professional day for teachers; no school for students; end of quarter grading/planning
April 3*, 4*, 5, 6	Spring Break—No school for students and teachers
April 7 and 10	Holidays—Schools and offices closed
April 21*	Professional day for teachers; no school for students
May 26	Early release day for students
May 29	Memorial Day—Schools and offices closed
June 15	Early release day for students
June 16	Last day of school for students; early release day
June 19	Systemwide Closure—Schools and offices closed
June 20*	Professional day for teachers; end of quarter grading/planning

* If the school year is disrupted by emergencies and schools are closed three or more days, dates identified as possible make-up instructional days include: October 24 and November 7, 2022; January 27, March 31, April 3, April 4, April 21, and June 20–22, 2023.

[†] This list of dates applies only to Arcola and Roscoe R. Nix elementary schools.

Adopted: 01/13/22



Submit Feedback

Your comments and feedback are important and continue to help inform our planning. Please visit www.mcpsssubmitfeedback.org to provide feedback on our reopening plan throughout the year.

Please be aware that this plan will be updated upon CDC guidance.

