

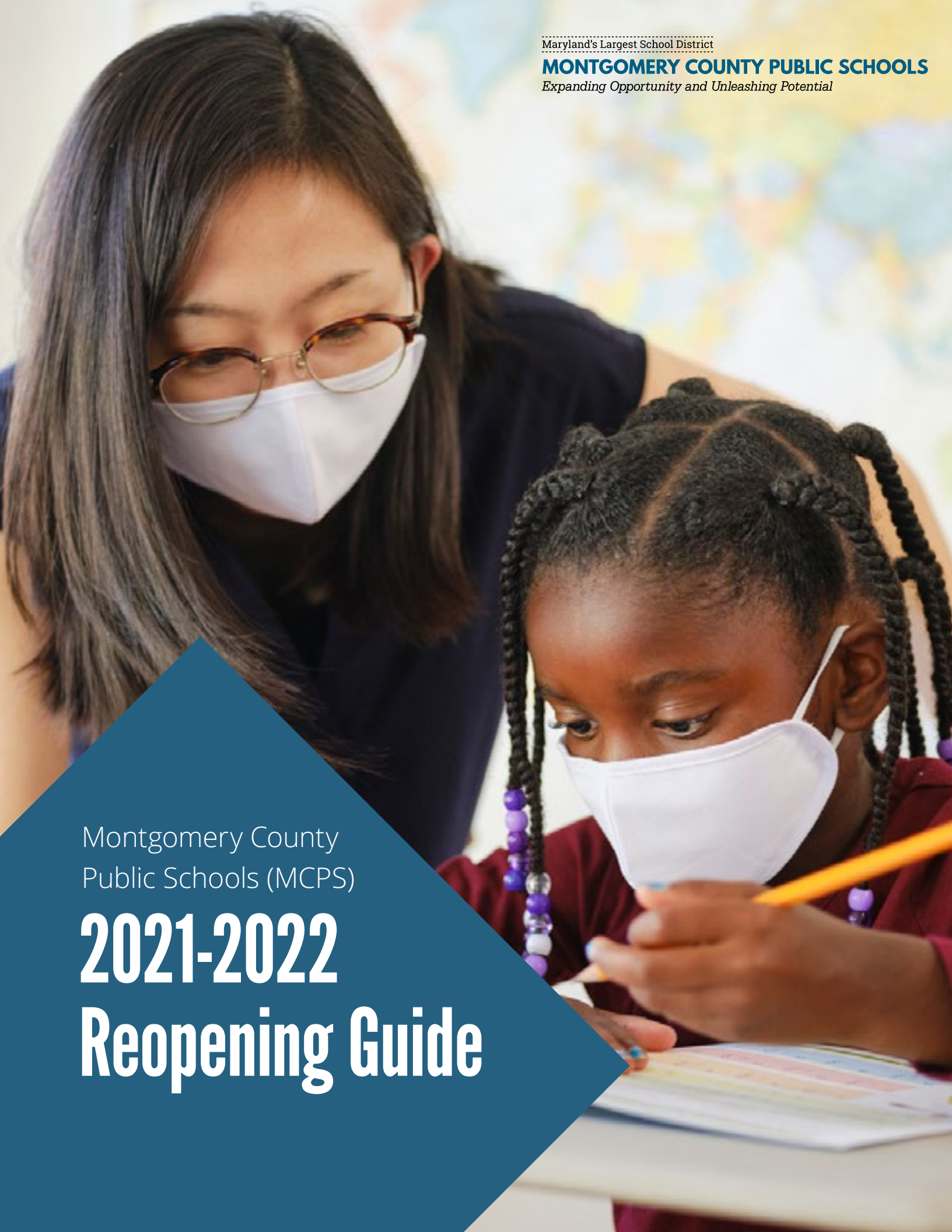
Maryland's Largest School District

**MONTGOMERY COUNTY PUBLIC SCHOOLS**

*Expanding Opportunity and Unleashing Potential*

Montgomery County  
Public Schools (MCPS)

# 2021-2022 Reopening Guide





# Table of Contents

---

- LETTER FROM THE INTERIM SUPERINTENDENT OF SCHOOLS ..... 3
- OUR COMMITMENTS..... 4
- ENSURING EQUITY FOR ALL ..... 5
- OPERATIONS, LOGISTICS AND SAFETY ..... 7
  - Bell Times.....7
  - Safe Transportation of Students .....7
  - Food and Nutrition Services.....7
  - Health and Safety Procedures .....8
- CONTINGENCY PLANS ..... 10
- WHAT TO EXPECT: CURRICULUM AND INSTRUCTION ..... 11
- WHAT TO EXPECT: SPECIAL EDUCATION ..... 12
- WHAT TO EXPECT: MCPS VIRTUAL ACADEMY..... 14
- GRADING, ATTENDANCE, ENGAGEMENT AND ACCOUNTABILITY... 15
  - Grading.....15
  - Accountability.....15
  - Intervention.....17
  - Attendance.....18
- SUPPORTS FOR STUDENTS, STAFF AND FAMILIES..... 19
- TECHNOLOGY ..... 20
- EXTRACURRICULAR ACTIVITIES AND ATHLETICS..... 21
- 2021-2022 TIMELINE ..... 22
- SUBMIT FEEDBACK ..... 23
- APPENDIX: MCPS 2021-2022 REOPENING PLAN ..... 24

# Letter From the Interim Superintendent of Schools



Dear Parents, Guardians, Students and Staff,

I am pleased to share the Montgomery County Public Schools' Fall 2021 Reopening Guide. This guide provides an overview of our plans for a safe return to in-person instruction, five days a week, for all students. The guide also summarizes the district's contingency plans should the County's health conditions require operational and instructional adjustments.

Our schools will open in the fall with critical precautions to reduce the spread of COVID-19 without some of the previous constraints on building capacity as a result of physical distancing guidelines. 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 return to their pre-pandemic bell times, class schedules and extracurricular activities.

The removal of certain pandemic-related restrictions does not mean that we will simply return to business as usual. We are striving to make the student experience noticeably *better*. 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 are squarely focused on helping students transition seamlessly back into their learning environments so they are set up for success during the year ahead—and ultimately progress towards college and career readiness.

As we prepare for the school year, MCPS' Fall 2021 Reopening Plan is closely aligned with my charge for our students, schools and staff to **PROSPER**—to **Put** students first, **Renew** relationships, **Open** five days a week for in-person instruction, **Support** staff to meet students needs, **Prepare** for our future, **Educate** for equity, and **Reestablish** our culture of respect. I look forward to working together to ensure our students receive high-quality instruction and supports this upcoming school year and beyond.

Welcome back!

In partnership,

Monifa McKnight, Ed.D.

Interim Superintendent of Schools

# Our Commitments



## For Reopening Schools



**Require that face masks be worn in all school buildings, buses and MCPS facilities, regardless of vaccination status.**



**Require that employees submit proof of vaccination or participate in weekly COVID-19 testing**



**Encourage the use of outdoor spaces for unmasked educational, recreational and social experiences for our students.**



**Provide education for students who are unable to attend in-person instruction due to the need to quarantine**



**Provide opportunities for individuals to engage in proactive preventative measures, such as frequent hand-washing.**



**Remind students and staff that they must stay home when experiencing any possible symptoms of COVID-19.**



**Ensure school facilities will be regularly sanitized, equipped with cleaning supplies, and ventilation and air quality monitored.**



**Provide in-school COVID-19 pool testing for random samples of students in prekindergarten through 6th grade, since students younger than 12 are not eligible to receive the vaccine.**



**Communicate clearly, concisely and in a timely manner with families and staff as information becomes available.**



**Respond to changing conditions so that our students will not experience major disruptions in their education.**



# 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 fall 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 is engaging in a comprehensive Antiracist Audit because racial disparities can be seen in almost every area of MCPS from reading levels, participation in higher-level classes, graduation rates, suspension and discipline rates, and staff. While there have been many reports and initiatives to understand and address racial gaps, the Antiracist Audit is the first time that MCPS is implementing a comprehensive analysis across *all* policies, practices and systems.



The Board of Education approved the hiring of Mid-Atlantic Equity Consortium, Inc. to conduct the yearlong Antiracist Audit. Once the audit is complete in May 2022, the Board of Education, district leadership and individual schools will work with partners to develop and implement a comprehensive action plan to address the [six areas of the audit](#).

Please see the [MCPS Antiracist System Audit website for updates](#).

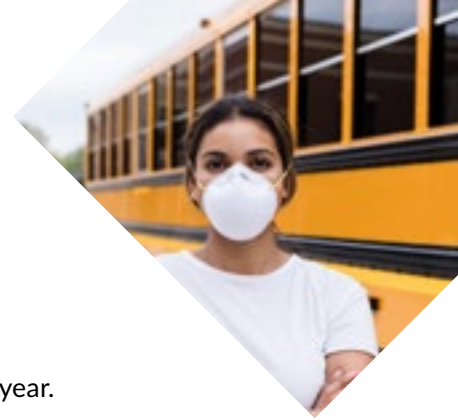
## Culturally Responsive Family Engagement

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 and PowerPoints
- Considerations for creating culturally responsive parent presentations



# Operations, Logistics and Safety



## Bell Times

MCPS schools will return to their normal, pre-pandemic bell times for the 2021-2022 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 |



## Safe Transportation of Students

Normal, pre-pandemic transportation routes and capacity will resume when MCPS schools open in the fall. Families have been notified of the bus routes for their assigned school.

While on school buses, all students are required to wear appropriate face coverings. Bus drivers will clean and disinfect buses regularly. Weather permitting, bus drivers will keep the windows open to increase air circulation and decrease the likelihood that the virus is transmitted during transport.



## Food and Nutrition Services

All meals will be provided free of charge during the 2021-2022 school year. MCPS will continue to provide breakfast, lunch and dinner meals to all students in schools and at designated food distribution sites.

## Access to All Eating Areas

Students will be able to eat breakfast and lunch in cafeterias and other available eating areas. When cafeterias are used in elementary schools, each class will be assigned to sit at a designated table. Schools will receive support in considering ways to maximize outdoor spaces.

# Health and Safety Procedures



As students and staff return to schools, safety remains MCPS' *first* priority. Recommendations from the [Centers for Disease Control and Prevention](#) and the [American Academy of Pediatrics](#) are guiding MCPS' reopening planning efforts.

In accordance with CDC guidance, MCPS will implement a multi-layer health and safety protocol that includes multiple strategies to protect school community members from COVID-19, including: use of masks/face coverings, vaccine promotion, enhanced sanitation, frequent hand-washing, improved ventilation, and quarantine and contact tracing in the event that a student or staff member tests positive. Specifically, MCPS will implement the following health and safety practices in schools and offices:



## Face Coverings

All MCPS students, staff and visitors will be required to wear face coverings in school buildings and offices this fall, regardless of vaccination status. This decision is in accordance with MCPS Regulation JFA-RA, *Student Rights and Responsibilities*. Approved types of masks/face coverings include: disposable masks, cloth mask coverings, gaiters, clear masks and cloth masks with clear plastic pane. Face coverings must fit properly with no large gaps around the sides of the face. Face coverings/masks will be provided for any student, staff or visitor who does not have one while in an MCPS building.



## 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 building.



## Cleaning

Trained MCPS building service staff will continue to regularly clean and disinfect all high-touch areas in MCPS facilities. Special attention is given to door handles, light switches, sink handles, and other surfaces that are touched frequently. Restrooms in common areas are 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 common home products should not be used in MCPS buildings.



## Access to COVID-19 Testing

MCPS will provide in-school COVID-19 pool testing for random samples of students in prekindergarten through 6th grade, since students younger than 12 are not eligible to receive the vaccine. Details will be shared with families at the beginning of the school year. In addition, MCPS works with the Department of Health and Human Services to connect students with the County's free network of COVID-19 testing should students develop symptoms or be exposed to someone who has tested positive for COVID-19.



## Contact Tracing

When a student in MCPS tests positive for COVID-19, MCPS-trained contact tracers will work with county and state health officials to identify those who have had direct contact and follow up with any quarantine instructions. MCPS will continue to notify school communities of COVID-19 cases and post these notices [on the MCPS website](#). Parents must notify school leadership if their child is exposed to COVID-19 or receives a positive test result.



## Triage/Isolation Rooms

All schools will have a designated isolation and triage space for students who develop symptoms of COVID-19 while at school. The school health services staff member will determine appropriate next steps, which may include arranging for the student to be picked up from school and/or connected with testing for COVID-19.



# Health and Safety (cont.)



## Vaccination

MCPS urges all eligible students and staff members to receive the vaccination to protect against COVID-19. MCPS will require all employees to show proof of vaccination or participate in weekly COVID-19 testing. More details will be shared with employees prior to the start of the school year.



## 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, specific offices, health rooms and areas that will be used as isolation rooms for those experiencing symptoms while at school
5. Modified HVAC system operations to include an extended run time that will allow the air in buildings to be "flushed" before and after the facility is occupied



## 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 will also be encouraged to use outdoor spaces for unmasked educational and social experiences for students.

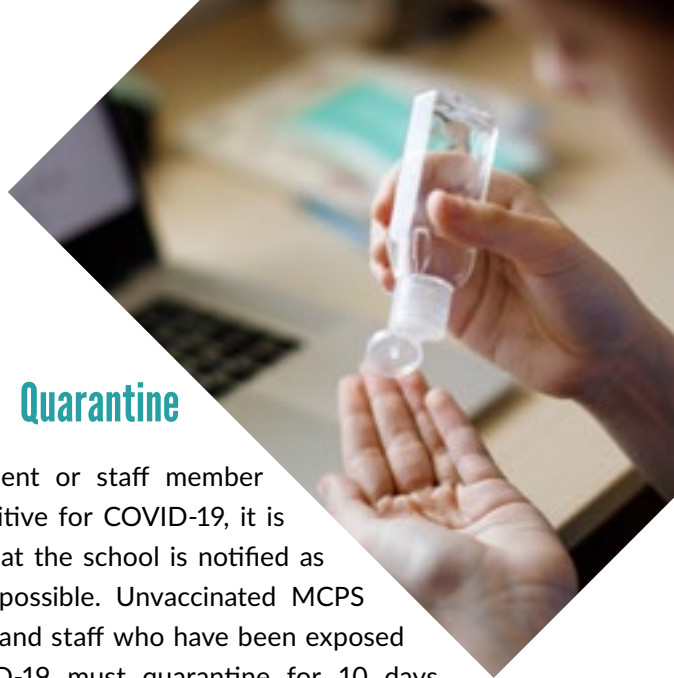


## Quarantine

If a student or staff member tests positive for COVID-19, it is critical that the school is notified as soon as possible. Unvaccinated MCPS students and staff who have been exposed to COVID-19 must quarantine for 10 days. Students and staff who are fully vaccinated (two weeks past their final dose) are exempt from quarantine unless they develop COVID-19 symptoms or test positive for COVID-19. If the students or staff develop COVID-19 symptoms, it is recommended that they get tested. Unless the student or staff member receives a negative test, they must quarantine for 10 days from the date that symptoms develop. Quarantine reduces COVID-19 transmission by separating those who have been exposed to the virus from the school environment. The CDC recommends that fully vaccinated individuals get tested three to five days following direct exposure to COVID-19.

Children younger than 5 years old and those with a disability or medical condition that makes wearing a face covering unsafe must quarantine for 14 days if they are exposed to the virus.

If a student/group of students needs to quarantine as a result of direct exposure to someone who has tested positive for COVID-19, MCPS will strive to minimize the disruption to student learning during the quarantine period by having systems in place for students to receive virtual instructional support. These structures will vary depending on the circumstances and will be communicated directly with families when the need arises. More details about this will be shared with the community prior to the start of the school year.





# Contingency Plans

While the top priority is providing in-person instruction five days a 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/group of students need to quarantine as a result of direct exposure to someone who has tested positive for COVID-19, MCPS will strive to minimize disruption to student learning during a quarantine period by having systems in place for students to receive virtual instructional support. These structures will vary depending on the circumstances and will be communicated directly with families when the need arises. More details about this will be shared with the community prior to the start of the school year.

MCPS will not close school buildings and move to fully virtual instruction unless ordered to do so by state government officials. If the state government orders reduced capacity in school buildings, MCPS is developing a plan for hybrid instruction where students would receive in-person instruction on some days and virtual instruction on other days.

**This plan for hybrid instruction will only occur if the school system is required by state government officials 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 2021-2022 school year, MCPS will address learning disruption and has developed 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.

## 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 or after school by an MCPS employee or an external partner who has been trained to use the MCPS curriculum.

Tutors will use the following MCPS literacy/mathematics curricula:

**Eureka Math**—A rigorous program that promotes deep and creative thinking among students. Eureka challenges students to manipulate and work with numbers on a much deeper level; connect mathematical concepts to the real

world; and solve problems they have never encountered.

**LearnZillion**—Engages students through collaborative math discourse, inclusive instructional routines, and digital tools that promote critical thinking and reasoning.

**Benchmark Advance and Benchmark Adelante**—Provides 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.

**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 Career-Ready ELA Standards in reading, writing, speaking/listening and language.

## 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](#).

# What to Expect: Special Education

MCPS students with disabilities will continue to receive special education and related services. The district has developed processes to meet the special education mandates of federal and state law. These mandates include timelines and documentation associated with assessment, Individualized Education Program (IEP) team meetings, and specially designed instruction. Students returning in the fall will have their full IEP implemented and all services provided. Students receiving special education services will follow the same return-to-school guidance as other students.

## Child Find

Screening and evaluations for students ages 3–5 will be conducted virtually and in-person. Screening and assessment measures will include an extensive parent/guardian interview, a review of the preschool teacher questionnaire, and other documents, when available. 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 environment are conducted when feasible.

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

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



# Special Education

## (cont.)

### Compensatory Services

A student is eligible for Compensatory/Recovery Services (CRS) when an Individualized Education Program (IEP) was not or could not be appropriately developed and/or implemented and the student demonstrates negative impact (i.e., a regression of skills or lack of progress in the curriculum or on IEP goals).

MCPS makes an individual determination for every student with an IEP regarding CRS and MCPS has coordinated appropriate services with eligible families. CRS remediates the loss of learning and/or regression but does not reflect the same services (nature, amount, frequency) that were missed. CRS are specific to the individual student and missed special education services do not automatically result in one-for-one CRS. A team, including the parent/guardian, determines which areas were negatively impacted, and based upon the needs of the student (including disability, age and goal area/area of concern), determines the amount of CRS needed.

### Section 504 Plans

During in-person instruction, for students that meet the eligibility guidelines for accommodations under Section 504, a Section 504 Plan will be developed for the student to use in school. For students with existing section 504 plans, required section 504 meetings will continue to be completed in person or virtually. Evaluations for the purposes of initial eligibility and reevaluation will continue and needed assessments will resume face-to-face and will be completed in a manner consistent with the health and safety needs of students and staff. The student's 504 plan case manager will notify teachers who work directly with the student about the plan and coordinate reviews on an annual basis, or as needed.



### Montgomery County Infants and Toddlers Program (MCITP) Early Intervention Services

Children with disabilities and their families enrolled in MCITP will participate in family coaching services based on the Individualized Family Services Plan (IFSP) as modified and agreed upon by each family and staff member.

In addition to individual family coaching, services may include:

- Virtual group parent training
- Assessment of children referred for eligibility for the program and services
- Virtual small group sessions
- Support to families through the transition from MCITP at age 3 to special education pre-K programs and services



# What to Expect: MCPS Virtual Academy

For the 2021-2022 school year, the MCPS virtual program will serve students from Kindergarten through Grade 12 and will utilize 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.

Students will follow a specially designed bell schedule that adheres to the 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 2021–2022 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 2019–2020 and 2020–2021 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 2021–2022 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. 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   |



# 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:<br>Kindergarten – Grade 2 | MAP Reading Fluency* | MAP-Primary              | Performance at or above the 50th national percentile |
| Elementary School: Grade 3 –<br>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.

### Evaluation Plans

The intervention data collected for assessment and data analytics will be used to inform each student's evaluation plan at the conclusion of each intervention/tutoring cycle. The evaluation plan will be provided to teachers and parents. The 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.



# Intervention



This chart below outlines the selected interventions that will be implemented as part of MCPS' tutoring program:

| INTERVENTION   | GRADE LEVELS SERVED                | DATA COLLECTION & MONITORING  |
|--|------------------------------------|---|
| <b>Orton Gillingham (OG):</b> 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 | Diagnostic data will be collected prior to administering the intervention and progress monitoring will occur quarterly              |
| <b>Really Great Reading (RGR):</b> 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                 | Diagnostic data will be collected prior to administering the intervention and progress monitoring will occur quarterly              |
| <b>iReady Math:</b> Provides an explicit and systematic Tier III intervention for students who require intensive remediation in math.  | Elementary                         | Progress will be monitored by the percent of growth from the beginning of the intervention term to the end of the intervention term |
| <b>iReady Reading:</b> Provides an explicit and systematic Tier III intervention for students who require intensive remediation in comprehension.  | Elementary                         | Progress will be monitored by percent of growth from the beginning of the intervention term to the end of the intervention term     |
| <b>iLit:</b> Additional literacy supports for ESOL students in Grade 4, 5, middle and high school  | elementary, middle and high        | Student progress will be monitored through the iLit data summary reports, district assessments and external assessments             |
| <b>Math 180:</b> Addresses basic math skills to prepare for Algebra 1 readiness  | Middle and High School             | Usage data and progress based on the diagnostic will be used to determine evidence of success                                       |
| <b>System 44:</b> Addresses basic literacy skills  | Middle and High School             | Usage data and progress on the diagnostic will be used to determine evidence of success   |
| <b>Read Naturally Live (RNL):</b> Provides a web-based Tier III reading intervention for students who require intensive remediation in reading fluency   | Elementary, Middle and High School | Diagnostic data will be collected prior to the intervention and progress monitoring will occur quarterly                            |



# 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 at home and contact their medical provider. Attendance will be recorded in the student information system and will be visible to parents through the parent portal. In addition, ConnectEd calls and other parent outreach will occur regularly to inform parents if their child has not been in class. Parents/guardians must send a note, call or email the attendance secretary if a student will be absent for a full or partial school day. All absences for which no documentation is received (i.e., parent note, doctor's note) will be listed as unexcused.

# Supports for Students, Staff and Families



MCPS recognizes that the pandemic has had not only academic, but also social and emotional disruptions on students. This fall, MCPS looks forward to reuniting 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.

## Students

MCPS will continue to address the physical, social and psychological needs of students, families and staff through 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 wide range of topics. Social-emotional learning (SEL) lessons will be conducted as standalone and integrated in Kindergarten through Grade 12 lessons. Beginning in the fall, MCPS will also 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, [beginning with these schools this fall](#).

## STAFF

MCPS is committed to the physical, social and psychological well-being of its more than 24,000 employees. MCPS will continue to provide professional development to staff on a wide range of topics. As staff continue to cope with the impacts of the COVID-19 pandemic, it's especially important that we care for our mental, emotional and physical health. The district launched the Be Well 365 Staff Page to provide ongoing support and resources for your work, home and personal concerns.

## Parents and Families

MCPS will continue to provide parents/guardians with the resources, tools and information they need to help their child(ren) succeed during this recovery period. 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, Pupil Personnel Worker (PPW), ESOL Transition Counselor (ETC) or Parent Community Coordinator (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.



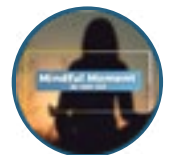
### PARENT ACADEMY

[www.montgomeryschoolsmd.org/departments/parentacademy/](http://www.montgomeryschoolsmd.org/departments/parentacademy/)



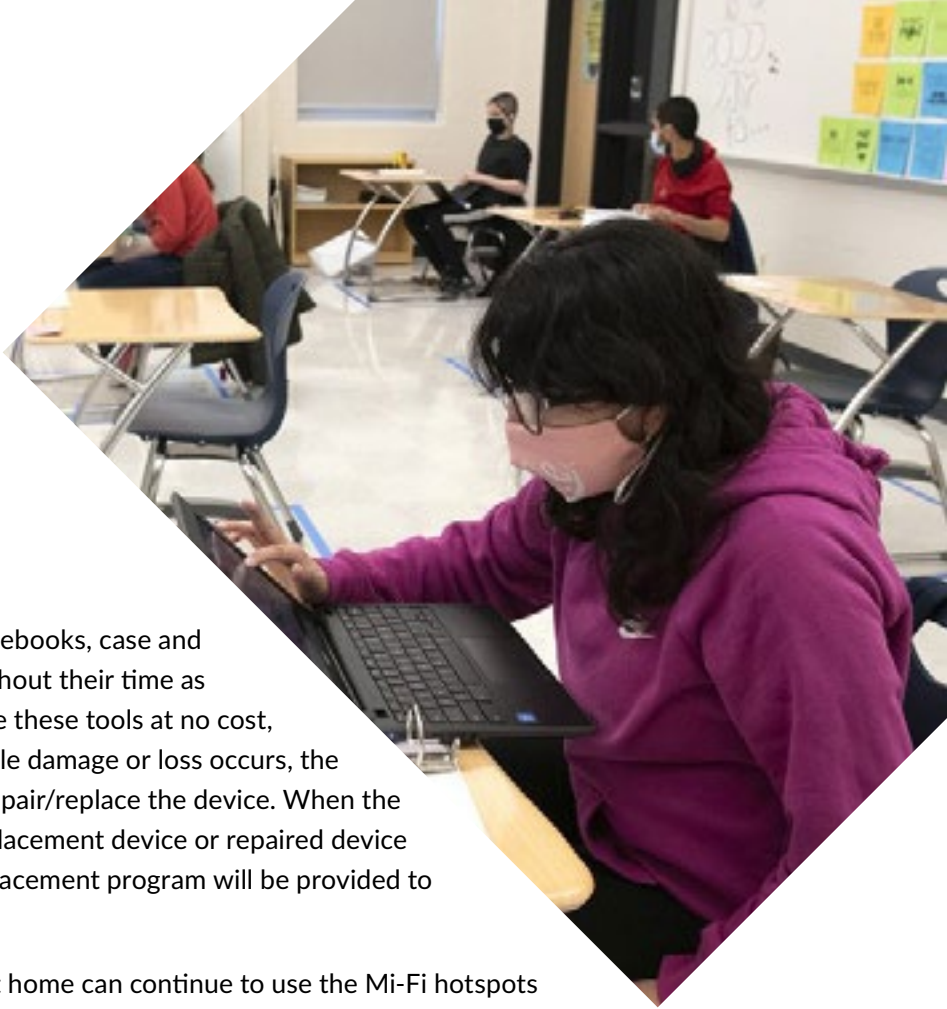
### WAYMAKING SERIES ON MENTAL HEALTH

[www.montgomeryschoolsmd.org/waymaking/specials/](http://www.montgomeryschoolsmd.org/waymaking/specials/)



### MINDFULNESS MOMENTS

[www.youtube.com/playlist?list=PLkZwAghwrSytgi1re\\_2Sr8Dt8poZCHgP5](https://www.youtube.com/playlist?list=PLkZwAghwrSytgi1re_2Sr8Dt8poZCHgP5)



# Technology

All students will continue to have their own Chromebooks, case and headphones. Students will keep these tools throughout their time as MCPS students. Students and their families will use these tools at no cost, unless there is avoidable damage or loss. 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 device or repaired device will be issued. Specific 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 Mi-Fi hotspots provided during the virtual-only learning period. The Chromebooks and Mi-Fi hotspots are Children's Internet Protection Act (CIPA) compliant, and have filters and controls on them, at all times.

## In-Person

Students are expected to bring their devices to and from school, as instructed by their teacher(s). The MCPS network has been designed to support all student and staff devices, so instruction and assessment using these devices should be seamless.

## Virtual

If students must return to a virtual learning environment, MCPS will use the same tools that it used in the virtual-only period, including Zoom and Canvas. Students will access learning from their Chromebooks. Students who currently have portable Internet devices (Mi-Fi hotspots), can continue to use them.

## Canvas

Teachers will post and share homework, calendars, course assignments and syllabi in Canvas.

# Extracurricular Activities and Athletics



## Interscholastic Athletics

The MCPS interscholastic athletics program will fully resume in-person operations in the fall, in alignment with MCPS procedures and protocols for COVID-19 safety and per the recommendations of the COVID-19 Task Force for MCPS Athletics. Student-athletes, staff members, spectators and all stakeholders will be 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 Centers for Disease Control and Prevention, the Maryland State Department of Education, the Maryland Public Secondary Schools Athletic Association, and Montgomery County.

The [COVID-19 Athletics Information](#) webpage provides the latest updates on program operations and will be updated as needed throughout the school year, to ensure compliance with the latest guidelines and recommendations.

## Extracurricular Activities and Fine Arts

The MCPS extracurricular and fine arts programs will fully resume in-person operations in the fall within the guidelines of MCPS' current procedures and protocols for COVID-19 safety. Students, staff and guests will be expected to follow the MCPS mitigation strategies to prevent the spread of COVID-19.

MCPS curriculum and instructional office staff have created a guidance document that is content-focused, but shares appropriate considerations and expectations for COVID-19 safety for in-person engagement for both curricular and

extra-curricular activities. Dance ensembles/classes, drama clubs/classes, choral and instrumental music programs are expected to follow specific guidelines for COVID-19 safety. Singing and instrumental music produced by woodwind or brass instruments are thought to be higher-risk activities for COVID-19 spread due to the aggressive expelling of fine aerosols. Extra precautions will be expected for vocalists and instrumental musicians when participating to include face coverings, special singer or musician masks, instrument bell covers, social distancing and hand hygiene.

The [MCPS Student Leadership and Extracurricular Activities Unit](#) webpage provides the latest updates on program operations, school-specific extracurricular activity program information and the online student-to-student extracurricular activity experiences. Updates can also be found in [the MCPS Extracurricular and Fine Arts Programs Updates](#) document.

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

# 2021-2022 School Year Calendar

## 2021–2022 Traditional School Calendar

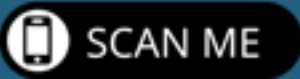
Montgomery County Public Schools

| 2021                            |   |
|---------------------------------|---|
| July 5                          | Independence Day (observed)—Schools and offices closed  |
| August 23, 24, 25, 26, 27       | Professional days for teachers  |
| August 30                       | First day of school for students  |
| September 6                     | Labor Day—Schools and offices closed  |
| September 7                     | No school for students and teachers   |
| September 16                    | No school for students and teachers   |
| October 8                       | Early release day for students  |
| November 4                      | Professional day for teachers; no school for students; end of quarter planning                                      |
| November 22, 23, 24             | Early release days for students   |
| November 25 and 26              | Thanksgiving—Schools and offices closed   |
| December 23                     | No school for students and teachers   |
| December 24, 27, 28, 29, 30, 31 | Winter Break—No school for students and teachers;<br>Offices closed December 24 and 31 (New Year's Day observation) |
| 2022                            |   |
| January 17                      | Dr. Martin Luther King, Jr. Day—Schools and offices closed  |
| January 24                      | Professional day for teachers; no school for students; end of quarter planning                                      |
| February 1                      | Professional day for teachers; no school for students   |
| February 21                     | Presidents' Day—Schools and offices closed  |
| March 11                        | Early release day for students  |
| April 1                         | Professional day for teachers; no school for students; end of quarter planning                                      |
| April 11, 12, 13, 14, 15, 18    | Spring Break—No school for students and teachers;<br>Offices closed April 15 and 18                                 |
| May 2                           | Professional day for teachers; no school for students   |
| May 30                          | Memorial Day—Schools and offices closed   |
| June 15                         | Last day of school for students; early release day for students   |
| June 16                         | Professional day for teachers   |

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: November 4, 2021; January 24, February 1, April 1, April 11, April 12, May 2, June 16, June 17, June 20, June 21 and June 22 in 2022.

\* This list of dates does not apply to Roscoe R. Nix Elementary School and Arcola Elementary School, which will follow the 2021-2022 Innovative School Year Calendar.

Adopted: 3/23/21



# Submit Feedback

---

Your comments and feedback are important and continue to help inform our planning. Please visit [www.mcpsssubmitfeedback.org](http://www.mcpsssubmitfeedback.org) to provide feedback on our reopening plan throughout the year.

# Appendix: MCPS 2021-2022

## Reopening Plan

### Equity Plan

MCPS' commitment to ensuring equity for all students is illustrated throughout the Reopening Plan. Specific references can be found on the following pages:

- [Letter from the Interim Superintendent](#) (pg. 3)
- [Our Commitments](#) (pg. 4)
- [Ensuring Equity for All](#) (pgs 5-6)
- Appendix: [Equity Plan for Return of Schools](#)

### Community Engagement and Communications

MCPS is providing members of the community with an opportunity to ask questions and provide ongoing feedback on the reopening plan through an [online feedback form](#). MCPS will communicate with students, staff, families and community stakeholders about its reopening efforts throughout the school year.

### Assessing Learning

MCPS has created instructional and assessment plans that will help the district determine where students are instructionally; identify missed content and prepare a path for instructional success and recovery.

- [What to Expect: Curriculum and Instruction](#) (pg. 11)
- [What to Expect: Special Education](#) (pg. 12)
- [Engagement and Accountability](#) (pgs. 15-17)
- Appendix: [Assessing Learning](#)
- Appendix: [Equity Statement—Assessments](#)

### College and Career Readiness Standards Alignment

School systems must ensure that Maryland College and Career Ready Standards are taught in all content areas.

- Appendix: [College and Career Readiness](#)
- Appendix: [Elementary Instructional Guidance](#)
- Appendix: [Secondary Instructional Guidance](#)



# Appendix (cont)

## Special Education Services

School systems must follow the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA).

- [What to Expect: Special Education](#) (pg. 12)
- Appendix: [Special Education Recovery Plan](#)

## Health and Safety Strategies

The local school system must indicate the extent to which the school system has adopted health and safety strategies to mitigate the spread of COVID-19.

- [Operations, Logistics and Safety](#) (pg. 7-9)

## Transportation

School systems must follow protocols for the safe transportation of students to and from schools.

- [Operations, Logistics and Safety](#) (pg. 7)

## Attendance and Engagement

Local school systems must maintain a system for tracking attendance when students are engaged in distance learning.

- [Attendance](#) (pg. 18)

## Interscholastics Athletics and Activities

MCPS has developed a Return to R.A.I.S.E. Athletics plan.

- [Extracurricular Activities and Athletics](#) (pg. 21)
- Appendix: [Return to R.A.I.S.E. Operations Plan for MCPS Athletics](#)

## COVID-19 Response

The local school system must indicate the extent to which the school system has adopted health and safety strategies and policies to mitigate the spread of COVID-19.

- [Health and Safety procedures](#) (pg. 8-9)