



Opening of Schools

Montgomery County Board of Education

September 4, 2025

Dr. Peter O. Moran, chief, Division of School Leadership and Improvement

Mr. Adnan Mamoon, chief of district operations

Mrs. Niki T. Porter, chief, Division of Teaching and Learning

Mr. Christopher C. Cram, deputy chief of staff for communications

Dr. Jamila W. Walker, principal, Pine Crest Elementary School

Mr. Jeffrey T. Brown, principal, Roberto W. Clemente Middle School

Expectations – Excellence – Effectiveness

Expectations: Clear, aligned and student-centered

*Excellence: Firm empathy, high standards, and
Future Ready outcomes*

*Effectiveness: Process and structures, with
intentional aligned acts of improvement*

The superintendent recommends the Board receive this report for information and discussion.

Alignment with the Strategic Plan

- **Goal 1:** All students will demonstrate high levels of academic achievement and growth.
- **Goal 2:** Ensure meaningful postsecondary outcomes for all students.
- **Goal 3:** Ensure a safe, welcoming, and inclusive learning and work environment through positive climate and effective operations.
- **Goals 4:** Support and invest in all staff



2025–2026 Opening of Schools

Transition Day

Safety: Standard Response Protocol

Grading and Reporting

Student Code of Conduct

Personal Mobile Devices

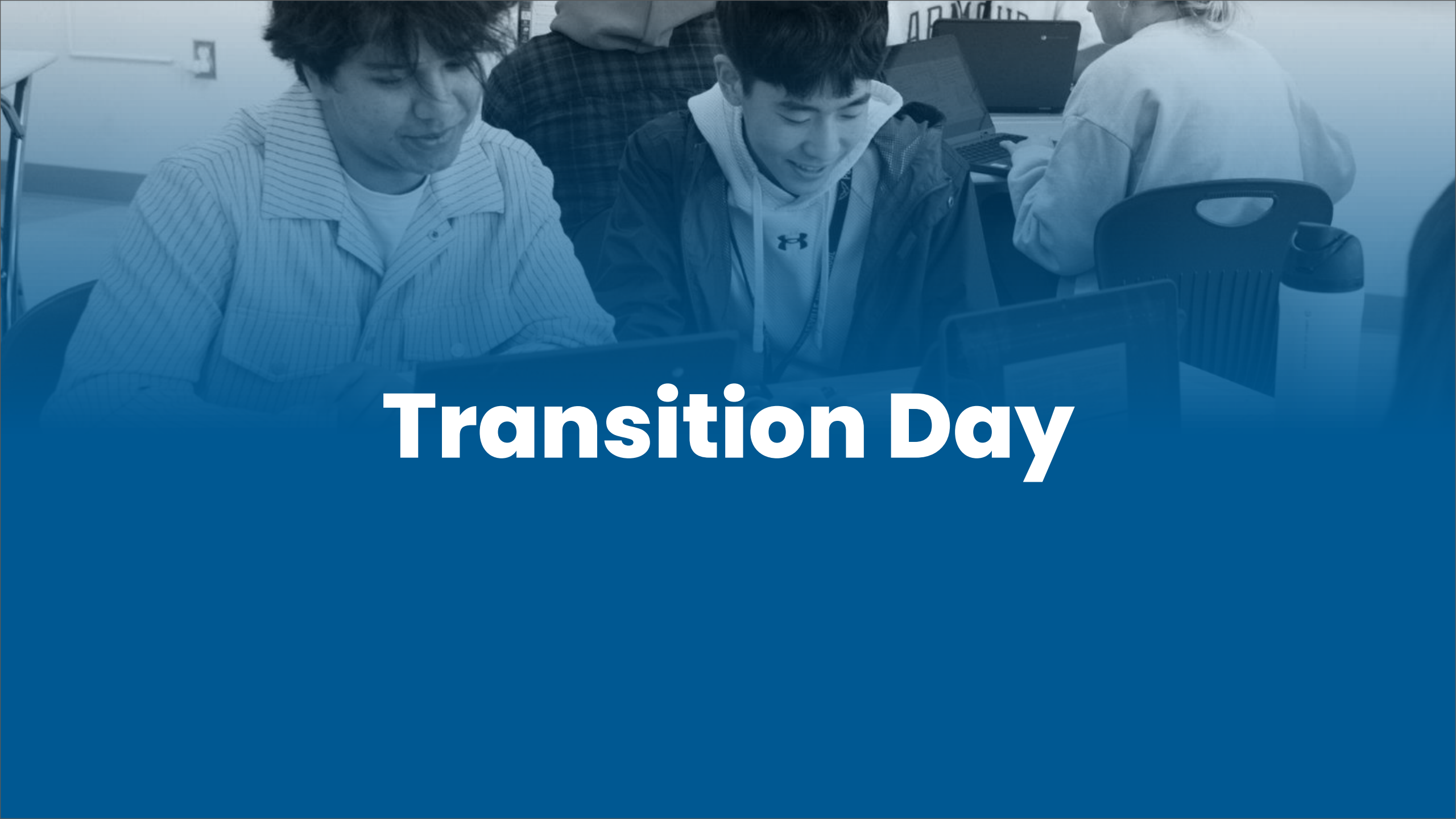
Hate–Bias Protocol

Maryland Values Act

Transparency: Refrigerator Curriculum

Operations By The Numbers

Support for Schools: CFTs Year 1 / Ambassadors Year 2

A blue-tinted photograph of students in a classroom. In the foreground, two young men are looking at a laptop. The student on the left is wearing a light-colored, vertically striped button-down shirt over a white t-shirt. The student on the right is wearing a dark jacket over a white hoodie with an Under Armour logo. In the background, other students are visible, some working on laptops. A black water bottle is on a desk to the right. The overall scene suggests a collaborative learning environment.

Transition Day

Transition Day Video



A blue-tinted photograph of two students in a classroom. A male student in the foreground is wearing a plaid shirt and has his right arm raised. A female student with dreadlocks and glasses is next to him, also with her hand raised. The background shows other students and classroom furniture.

Standard Response Protocol

Standard Response Protocol



EVACUATE



SHELTER

Weather/Hazard



LOCKDOWN



HOLD

NEW!



SECURE

NEW!



Formerly identified as:

**"Shelter in Place" and
"Modified Shelter"**

Emergencies During Unstructured Times:

EVACUATION

Exit the building quickly. Keep students safe.

Find a staff member who will report your attendance.

SHELTER

Report to the weather safe zones in the building as quickly as possible.

Supervise students, remain quiet, and listen for instructions.

HOLD

Students must remain where they are.

If during transition, students must report to their next period class and remain in place.

Supervise students, close classroom doors if possible.

SECURE

If students are outside, they must be brought in for safety.

Nobody will be permitted to exit the building.

LOCKDOWN

Report to the nearest classroom/office as quickly as possible.

Lock doors/stay away from windows.

Remain silent, wait for instructions.

A photograph of a group of diverse young children, including a young boy in the foreground looking upwards and to the right, and several other children in the background. The image is overlaid with a blue gradient, and the title 'Grading and Reporting' is written in white text across the middle.

Grading and Reporting

Grading and Reporting

Clarify Expectations

Increase Rigor and Accountability for Students

Decrease Variance Across Schools



Regulation IKA-RA, Grading and Reporting Revisions 2025-2026 School Year

Why

Increase rigor and accountability for students	Decrease variance across different schools	Clarify expectations
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What has changed?

- **Grade Calculations for Secondary Courses:** A new final grade calculation will be implemented for **all** students in grades 6-12. Beginning school year 2025-2026, the final course grade is determined by calculating the average of the numeric grades from each marking period. Teachers will no longer use grade calculation charts to determine the final letter grade.
 - For semester-long courses: the final grade is the average of the two marking period grades, calculated by adding the numeric grades from both marking periods and dividing the sum by two.
 - For full-year courses: the final grade is the average of all four numeric grades, calculated by adding the grades and dividing the total by four.
 - End-Of-Course (EOC) exam courses: the grade weight of an Maryland State Department of Education (MSDE) end-of-course assessment in Biology and NSL Gov't is 20% of the semester B grade.
- **Marking Periods (MP) 2 & 4 Summative Assessments:** Districtwide summative assessments will be implemented for specific subjects. Assessments will count for 10% of the MP 2 and MP 4 grade. A list of identified courses is forthcoming.
- **Report Cards:** The MCPS secondary report card will be updated to reflect the new approach to reporting student performance.
- **Reassessment:** In all secondary courses, teachers will provide students with at least two reassessment opportunities in the All Tasks category per marking period. The following assessments may not be reassessed: end-of-course assessments, marking period assessments, required district assessments, end of semester summative assessments; final research papers, projects or essays; and culminating projects or performances.
- **Due dates and deadlines:**
 - No deadline may be longer than 10 school days after the original due date.
 - To ensure timely grade reporting, late work will not be accepted during the final 5 school days leading up to the end of each marking period.
- **Assigning a 50%:** Teachers shall not assign lower than 50% if the student's work shows evidence of making progress on the relevant standards that are being assessed regardless of product or accuracy. Teachers shall continue to offer support and intervention.
- **Returning Student Work:** Graded work will be returned to the student within 10 school days.

Last Updated: 06/11/2025

What has changed?

**Reassessment, Deadlines,
50% Rule**

CLARITY

**Final Grade Calculation,
Semester Summative
Assessments**

ACCOUNTABILITY

**Principal Toolkit,
Preservice Training**

CONSISTENCY

**Timely Feedback,
Syllabi Requirements**

EXPECTATIONS

and
WHY



Support for Students

Prioritize student mental health and wellness as a part of academic success.

Embed social-emotional learning into instruction and assessment.

Foster a culture of psychological safety reducing stress.

Communicate changes to postsecondary institutions.

School Counselor or/and Well-being Social Workers are available to support.

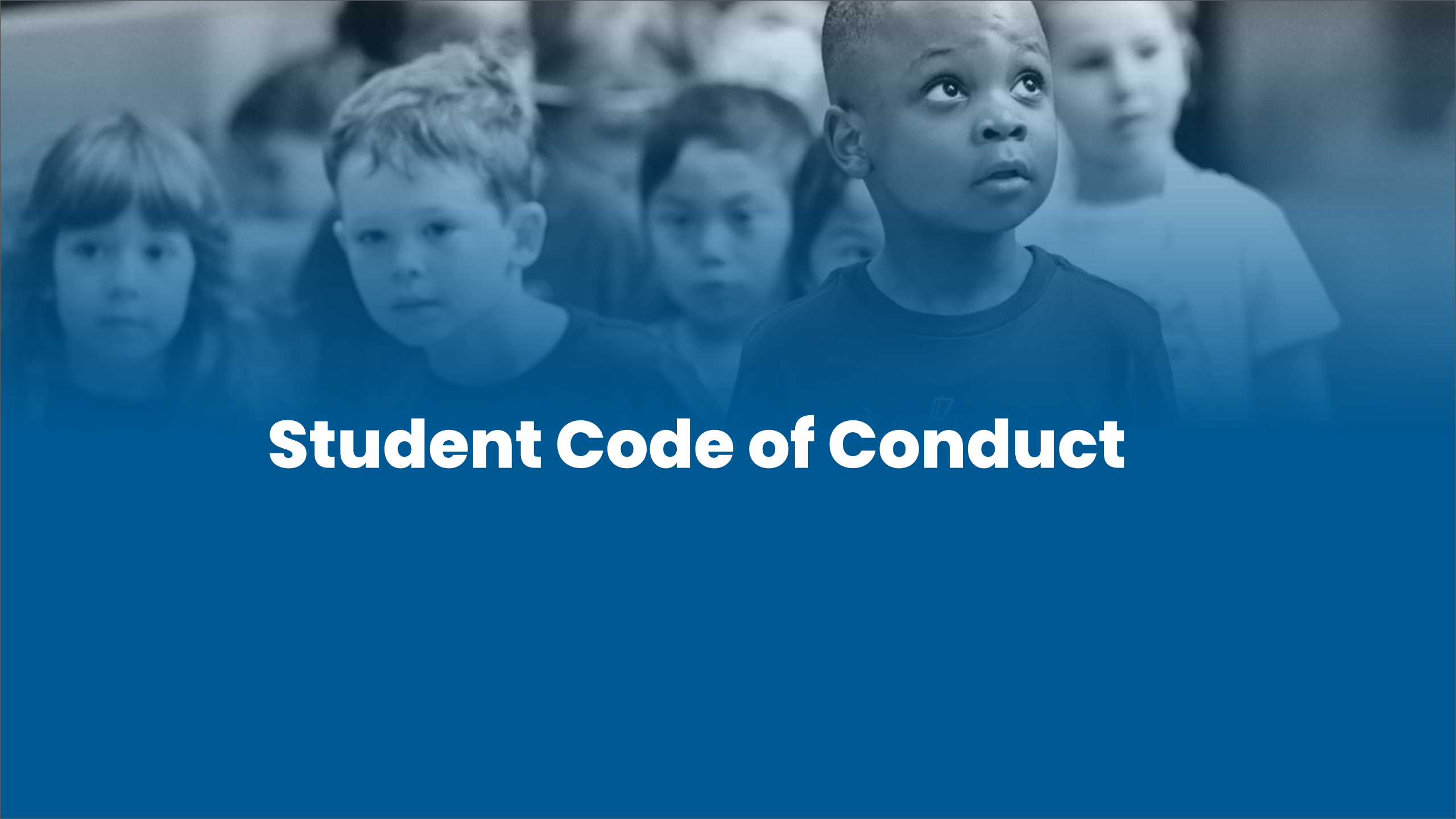


Transcript Notation: Beginning in 2025-2026, MCPS final course grades will be calculated using the average marking period percentages, which may affect GPAs. Grades on transcripts from 2025-2026 forward may not be directly comparable to those from prior years. For details, visit <https://www.montgomeryschoolsmd.org/curriculum/grading-and-reporting/>.

Support for Staff

Professional Learning Resources and Tools Collaboration and Feedback

Secondary Administrators Grading & Reporting Toolkit 2025-2026	
IKA-RA	Regulation IKA-RA, Grading and Reporting Purpose: To align grading and reporting practices with the curriculum and assessment practices of Montgomery County Public Schools (MCPS) and the Maryland State Department of Education (MSDE), in order to accurately document and report student achievement. This regulation was revised June 6, 2025, effective August 26, 2025. This Regulation was created to support Board Policy, IKA.
MEMO	2025-2026 Grading and Reporting Procedures Principal Memo Actions Required: ☐ Review the changes and the MCPS IKA-RA, Grading and Reporting Regulation with your leadership team. ☐ This website can be used as a resource for you and your community. Work with the school leadership team to monitor these procedures and ensure consistent implementation. ☐ Communicate grading and reporting procedures to community stakeholders during the opening of school, Back-to-School Night, and the beginning of each semester. ☐ Submit school level grading and reporting processes to your director of school leadership and improvement by August 22, 2025, by using this Google Form.
WEBSITE	Grading and Reporting Information Website Purpose: To provide updated information about the revisions to Regulation IKA-RA. Website Resources: • Grading and Reporting FAQs • Grading and Reporting Revisions One-Pager • Grading and Reporting Revisions Summary Video in English and Spanish • Revised Middle School Report Card Mock-Up (Coming Soon!) • Revised High School Report Card Mock-Up (Coming Soon!) The website also includes links to centrally created community messages (Things to Know 6/12/25, 7/3/25, 8/7/25) and the Board of Education Presentation on April 10, 2025.
PRE-SERVICE	Resources to Support Communication to Staff and Community • Grading and Reporting Pre-Service Slides • Grading and Reporting Student Town Hall Slides • SECONDARY Pre-Service Slide Deck 2025 (Includes slides on grading) • Principal Community Letter
RESOURCES	Additional Resources to Support Implementation • A&S Middle School Session: Secondary Grading Updates 8/14/25 • Secondary Sample Course Syllabus Templates

A photograph of a group of diverse young children, including a young boy in the foreground looking upwards and to the right, and several other children behind him. The image is overlaid with a solid blue gradient that covers the bottom half and the right side, creating a background for the text.

Student Code of Conduct

Strengthen Accountability
in a supportive way

Create more consistency
across all schools

Focus on prevention and
restorative practices to
support positive outcomes

Clearly communicate
expectations to students,
families, and staff



Montgomery County Public Schools

Student Code of Conduct

Revised for the 2025–2026 School Year

WHY

- Strengthen accountability in a supportive way
- Create more consistency across all schools
- Clearly communicate expectations to students, families, and staff

NEXT STEPS:

- Updated Behavior Categories and Definitions**
 - » We've simplified and clarified the language to remove confusion
 - » Categories now reflect students' age and developmental stages (elementary, middle, and high school)
 - » Restorative practices come first—before any consequences.
- Revised Response Levels**
 - » Clear levels of intervention and consequence are outlined (Levels 1–5) based on the behavior
 - » The goal is to support students through teaching and tiered interventions
 - » Emphasis on restorative, instructional, and tiered supports before exclusionary practices
- Standardized Investigative Process**
 - » All schools will use a unified Student Code of Conduct documentation tool
 - » After any suspension, students and families will meet with staff to:
 - Reconnect and support reentry
 - Review expectations
 - Create timeline to catch up on missed work
- Focus on Prevention and Restorative Practices**
 - » Staff are expected to implement proactive classroom management and restorative approaches
 - » Central Office will provide ongoing training for educators and administrators
 - » Restorative conferences and peer mediation are encouraged before exclusion
- Implementation Timeline and Support**
 - SUMMER 2025:** School teams receive updated training materials and an Administrative Handbook
 - AUGUST 2025:** Professional learning at pre-service week on new Student Code of Conduct revisions
 - SEPTEMBER 2025:** Parent and student resources released in multiple languages

Last Updated 06/08/25

What has changed?

**Updated Behavior Categories
and Definitions**

CLARITY

Revised Response Levels

ACCOUNTABILITY

**Standardized
Investigative Process**

CONSISTENCY

**Focus on Prevention and
Restorative Practices**

RESTORATIVE
ALIGNMENT

and
WHY



Focus on Prevention and Restorative Practices

- Staff are expected to implement proactive classroom management and restorative approaches
- Central services will provide ongoing training for educators and administrators
- Restorative conferences and peer mediation are encouraged before exclusion



Regulation COG-RA Personal Mobile Devices

Cell Phone and Mobile Device Use in MCPS



Mobile device use
IS ALLOWED

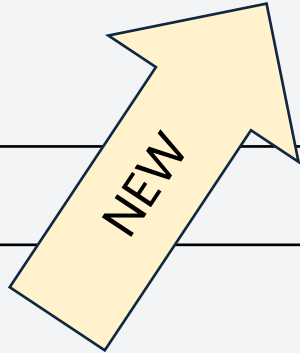


Mobile device use is
NOT ALLOWED

School Level	Before & After School	Instructional or Class Use	Lunch	Between Classes & Transitions
Elementary				
Middle				
High				

CODE OF CONDUCT

GOVERNANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Classroom and Teacher Led responses	Teacher-Led and Administrative Supported Responses	Administrative Supported & Removal Responses	Administrative Supported and Short Term Out of School Exclusionary Responses	Long-Term Administrative Supported Out of School Exclusionary Responses
INAPPROPRIATE USE OF PERSONAL ELECTRONICS (804) SEE REGULATION COG-RA	Persistently using or displaying a personal mobile device in defiance of MCPS rules for PMDs				
		Using or displaying a personal mobile device in violation of MCPS rules for PMDs, after the student has been warned			
		Grades 6-12			
		Communicating Information using a PMD that violates the privacy of others; jeopardizing the health or safety of students or employees; in obscene or libelous; causes disruption to school activities or MCPS operations; perpetuates academic dishonesty; or violates the security of MCPS computer systems, related technology, or electronic information (including grades or other student information			



A photograph of a group of diverse young children, including a Black boy in the foreground looking upwards with a hopeful expression, and several other children of various ethnicities in the background. The image is overlaid with a solid blue gradient.

Hate-Bias Protocol

Hate-Bias Protocol



Ways to Report Hate-Bias Incidents

Montgomery County Police Department (MCPD) 301-279-8000	TITLE IX COMPLAINT FORM (MCPS Website)
Victim Assistance and Sexual Assault 240-777-4357	Crisis Center TEXT OR CALL 988
Lighthouse Hotline 877-268-8620 reports@lighthouse-services.com	MCPS SCHOOL STAFF/ ADMINISTRATOR
MCPS FORM 230-35, Bullying Harassment, or Intimidation Reporting Form	TITLE IX COORDINATOR TitleIX@mcpsmd.org
	MCPS FORM 226-5, Hate-Bias Incident Reporting Form

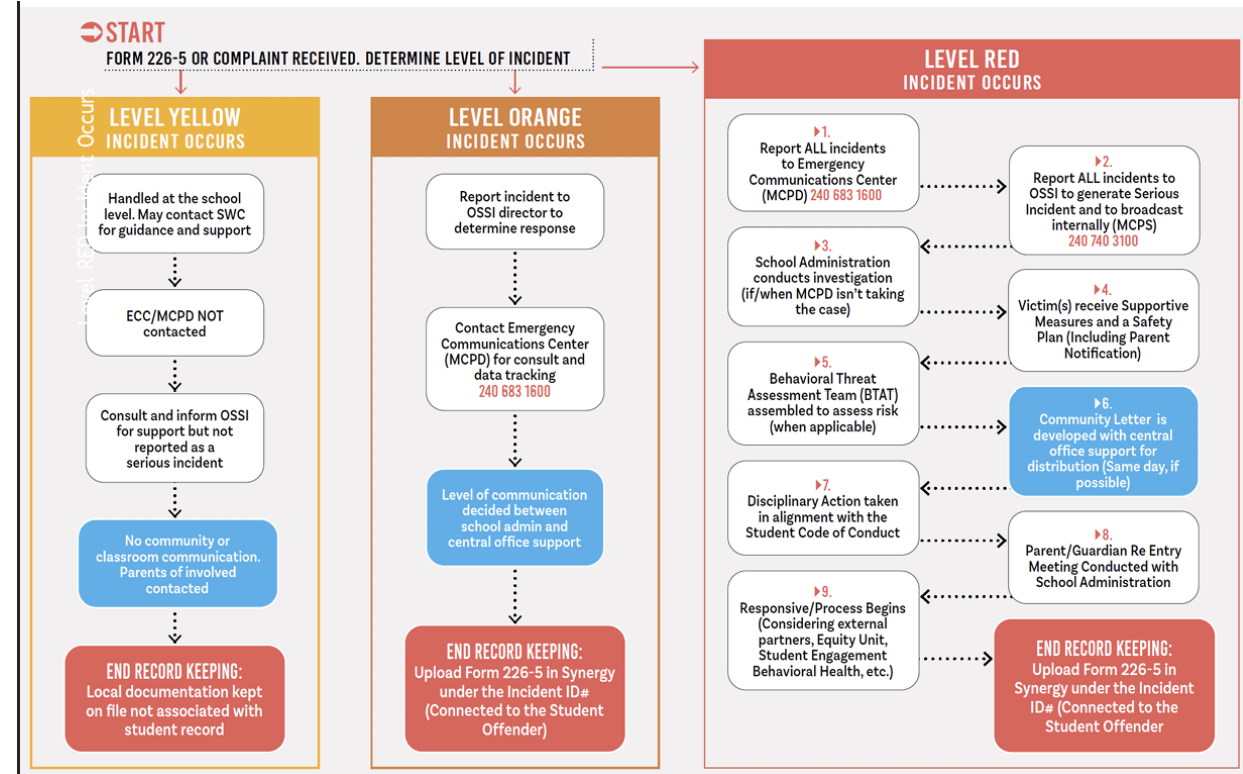
CALL 911 FOR ANY INCIDENTS OF IMMINENT DANGER



Purpose Statement

We Report By...

We have developed a tiered response system to more accurately reflect the situation and more effectively respond. A tiered reporting system will include specific steps to take regarding the incident with a better understanding of the context behind the incident through investigation and response.





Maryland Values Act

Montgomery County Public Schools Stance

Our schools are and will always remain safe places where every child—regardless of immigration status—is welcomed, valued, affirmed, validated, respected, and loved.

Dr. Thomas W. Taylor, Superintendent of Schools,
December 2024



MCPS has updated:

- Our Immigration Response Protocol to align with state law
- Student/ family flyers and websites
- Our school leaders on the new protocols, procedures and resources

We are in the process of:

- Retraining our transportation, security and family engagement teams

STUDENT AND FAMILY Immigration Supports

Our schools are and will always remain safe places where every child—regardless of immigration status—is welcomed, valued, affirmed, validated, respected, and loved.
Dr. Thomas Taylor, Superintendent, December 2024

KEY FACTS:

- Under state and federal law, all children, regardless of their citizenship or residency status, are entitled to a K-12 education, including college counseling services.
- Schools are **prohibited, without parental consent**, from providing information from a student's file to federal immigration agents unless they have a subpoena.
- Immigrant families have rights and should ensure that they know them.

What happens if ICE or any other non-local law enforcement agent comes to the School?
Building administrators have a strict protocol to follow if an ICE agent or any other non-local law enforcement agent comes to a school to inquire about a student(s). Families will be contacted in the event of such an inquiry or occurrence.

Will schools share family information with ICE or any other non-local law enforcement agent?
Under the Family Educational Rights and Privacy Act (FERPA) and state law, schools are **prohibited, without parental consent**, from providing information from a student's file to federal immigration agents unless they have a subpoena.

How can families prepare?
Families with immigration status concerns should have an Emergency plan in place and designate a trusted family member who can care for their children in case of an emergency. Please read the [Standby Guardianship](#) to learn how to create an Emergency plan.

Understand Your Rights This is a sample of a Rights Card provided by the [Immigrant Legal Resource Center](#). Consult an immigration attorney for your specific circumstance.

You have constitutional rights:

- DO NOT OPEN THE DOOR if an immigration agent is knocking on the door.
- DO NOT ANSWER ANY QUESTIONS from an immigration agent if they try to talk to you. You have the right to remain silent.
- DO NOT SIGN ANYTHING without first speaking to a lawyer. You have the right to speak with a lawyer.
- If you are outside of your home, ask the agent if you are free to leave and if they say yes, leave calmly.
- GIVE THIS CARD TO THE AGENT. If you are inside of your home, show the card through the window or slide it under the door.

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door.

I do not give you permission to search any of my belongings based on my 4th Amendment rights.

I choose to exercise my constitutional rights.

These cards are available to citizens and noncitizens alike.

Standby Guardianship Information

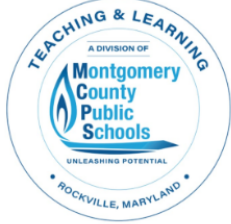
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Transparency: Refrigerator Curriculum

“Refrigerator Curriculum” Increasing Curriculum Transparency

To identify and ensure annual notification of core instructional materials, similar one-page documents were created and will be shared with all schools.



TEACHING & LEARNING
A DIVISION OF
Montgomery
County
Public
Schools
UNLEASHING POTENTIAL
ROCKVILLE, MARYLAND

Page-Turners & Big Ideas
First Grade: Quarter One

English Language Arts CKLA Standards by Unit Fables and Stories Text: <i>Tunjur! Tunjur! Tunjur!: A Palestine Tale</i> by Margaret Read MacDonald • Key Terms: startled, balanced, greedy, budge, disguise, bunch, waste, advice, mischief, satisfied The Human Body Text: <i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell • Key Terms: systems, support, voluntary, digestion, heart,	Math Grade 1 Parent Roadmap Sums and Differences to 10 • Key Terms: count on; track; expression; addend; doubles; doubles plus 1 Note: The Board of Education adopted the mathematics curriculum, “Eureka Math” by Great Minds.
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<https://mcpsmd.info/RefrigeratorCurriculum>



What has changed?

**Sharing What Students
Will Learn**

TRANSPARENCY

Engage and Inform Families

COMMUNICATION

**Simple, One-page
Overview of Themes
and Texts**

CLARITY

**Respect for Religious
Beliefs**

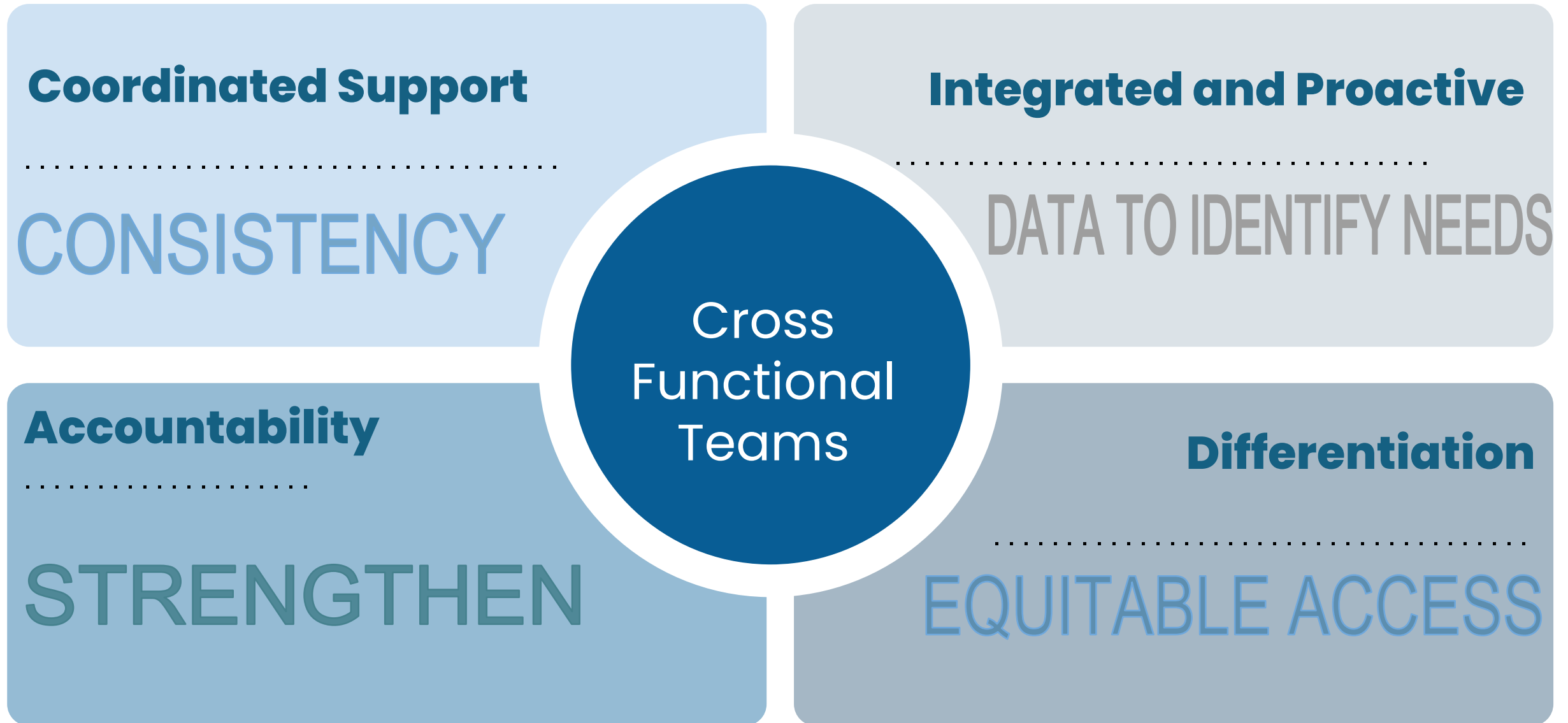
COMMUNITY



A photograph of a group of young children of various ethnicities, including a prominent Black boy in the foreground looking upwards. The image is overlaid with a solid blue color that covers the bottom half and serves as a background for the text.

Support for Schools: Cross Functional Teams and Ambassadors

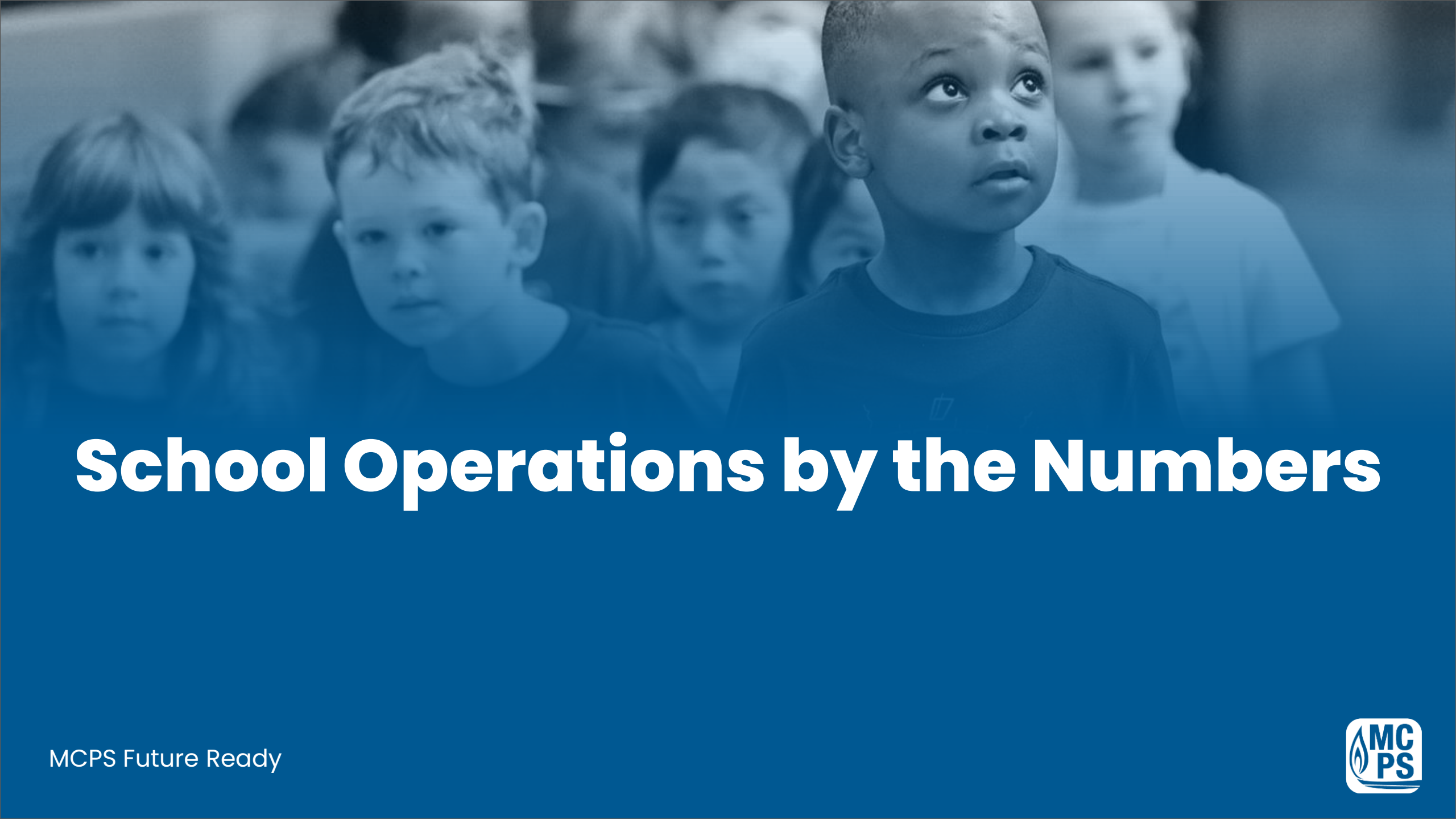
Strategic Investments in School Support



Strategic Investments in School Support

369 Ambassadors





School Operations by the Numbers

Opening of Schools Operations by the Numbers

- Free student meals in the 2025–2026 school year:
 - Free breakfast in 117 schools
 - Free lunch in 60 schools
- 18,713,985 student meals served in FY 2025 (2% increase)
- 1,204 school bus routes for the 2025–2026 school year
- 5 Major HVAC construction upgrades
- Construction projects, added a 10 classroom addition at Greencastle Elementary School and completed the last phase of the Poolesville High School major capital project



Cluster-wide Kickoff: Hospitality at Scale

Seneca Valley HS



Northwest HS



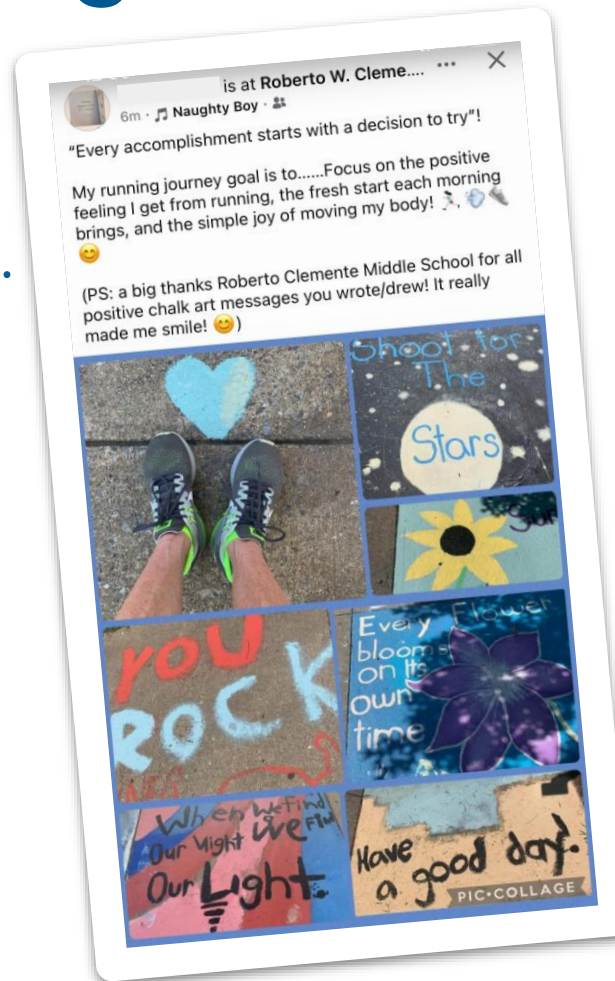
“Relationships begin before the bell”



Roberto W. Clemente Middle School

Summer Programming: Extending Our Reach

- Hosted the only community funded Local Summer Program.
- More than 120 students participated.
- Focused on learning, belonging, and readiness.



"We didn't wait for August 26 to start building community"

Transition Day

Grade 6

- 285/305 (94%) Grade 6 Students attended.
- A full day of team-building, orientation, and culture-building.
- Same-day fingerprinting for Outdoor Ed parent-chaperones.



Grades 7 and 8

- Staff hosted three Community Pop-Ups with games, raffles, and smiles.
- Reconnection with returning students and outreach to new ones.



"We didn't just onboard—we inspired"

The First Day and Back To School Fair

- 896/909 (98.57%) attended.
- Enrolled 49 new students this summer
- Enrolled 8 new students the first week



“Attendance is the first act of academic excellence”



Pine Crest Elementary School

MCPS Future Ready



A FIVE STAR EXPERIENCE AT A FIVE STAR SCHOOL



Equity | Excellence | Relationships

Staff

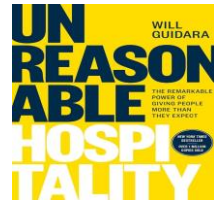
Families

Students

A five-star school culture isn't just about academic ratings—it's about how people *feel* when they walk into a building, attend a meeting, or receive support.

- **Unreasonable Hospitality**

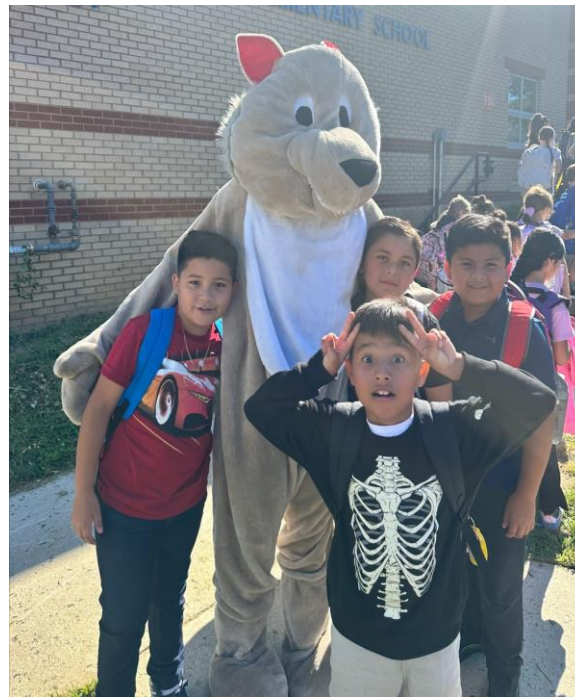
Pine Crest Elementary School is operating with both.



Staff

- **Focus on an exceptional experience.**
 - Entire staff definition of a five-star experience from a variety of lenses.
 - MCPS Smith Center team builder
- **Focus on academic excellence.**
 - Unpacking the rigor of the MSDE standards.
 - Understanding what is being asked of the standard, and how to ensure every single student has access.





Students

Focus on an exceptional experience.

- Block Party to welcome students back to school!
- Back to School Bash!
- Transition Day – Focus on welcoming our new to Pine Crest students!

Focus on academic excellence.

- Chief Impact Officers → ILT Monitoring of student growth
- Strengthening our village – Village Time (WIN) time. → Every single student matters.



Families

- **Focus on an exceptional experience.**
 - 25 new enrollments throughout the summer
 - Clear and consistent communication anchored in love
 - Block Party participation
- **Focus on academic excellence.**
 - Clear and consistent communication around Village Time and student progress/monitoring
 - Understanding the focus on metrics and the importance of knowing why the metrics matter

Expectations – Excellence – Effectiveness

Expectations: Clear, aligned and student-centered

Excellence: Firm empathy, high standards, and Future Ready outcomes

Effectiveness: Process and structures, with intentional aligned acts of improvement

The superintendent recommends the Board receive this report for information and discussion.