

Montgomery County Schools Calendar

2019-2020

| July 2019 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

| August 2019 | | | | | | |
|-------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | W | R | R | R | W | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Optional Workday - August 19 TELEWORKDAY ONLY
 Required Workday - August 20, 21, 22
 Optional Workday - August 23
 First Day for Students - August 26

| September 2019 | | | | | | |
|----------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | H | 3 | 4 | 5 | 6 |
| 8 | 9 | 10 | X | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

Labour Day Holiday - September 2
 Early Release Professional Dev. All Schools Sept. 11
 Intersess for Middle & High Schools - Sept. 18
 Intersess for Elementary Schools - September 24

| October 2019 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | C | W | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

End of First 8 weeks - October 7
 3 Hour ER - October 10 Contin. M/W and W/F (TeleWFO)
 Optional Workday - October 12
 End of 11 8 weeks - October 29
 Intersess for Middle School - October 29

| November 2019 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | | |
| 3 | 4 | S | 6 | C | 8 | 9 |
| 10 | H | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | AL | H | H | 30 |

3 Hour ER - Nov. 2 Cont. Elem. End of Term (POWFO)
 Veterans Day Holiday - November 11
 End of Second 8 weeks - November 29
 Annual Leave - November 22
 Thanksgiving Holiday - November 28, 29

| December 2019 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | X | AL | 21 |
| 22 | H | H | H | H | H | 28 |
| 29 | AL | AL | | | | |

Intersess for Elementary Schools - December 4
 Intersess for Middle/High Schools - December 10
 3 Hour Early Release - December 10
 Annual Leave - December 22
 Christmas Holiday - December 23, 24, 25, 26, 27
 Annual Leave - December 30, 31

| January 2020 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | H | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | H | W | R | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

New Year's Day Holiday - January 1
 End of 11 8 weeks (3 1/2 wks/3 1/2 wks) - January 17
 Martin Luther King, Jr. Holiday - January 20
 Optional Workday - January 21
 Required Workday - January 22 (1/2 transition workday
 Start of Second Semester - January 23)

| February 2020 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | X | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

Early Release All Schools Feb. 1 (POD)
 Intersess for Middle and High Schools - Feb. 12
 No Day - February 14
 Intersess for Elementary Schools - February 27

| March 2020 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | N | 7 |
| 8 | 9 | 10 | 11 | C | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

End of Fourth 8 weeks - March 5
 No Day - March 6
 3 Hour ER - March 12 (Cont. M/W and W/F (TeleWFO))
 End of Third 8 weeks - March 27
 Intersess for Middle & High Schools - March 27

| April 2020 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | C | N | 4 |
| 5 | 6 | 7 | 8 | 9 | N | 11 |
| 12 | AL | AL | AL | AL | AL | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

Intersess ER - April 3 (Cont. Elem. and M/S (POWFO))
 No Day - April 3
 No Day - April 10
 Annual Leave - April 12, 14, 15, 16, 17 for Spring Break
 (End of Fifth 8 weeks - April 29)

| May 2020 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | H | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | AL | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

Intersess for Elementary Schools - May 7
 No Day - May 8
 Intersess for Middle & High Schools - May 20
 Annual Leave in lieu of Memorial Day - May 25

| June 2020 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | X | R | 13 |
| 14 | W | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

Last day for Students/3 Hour ER June 11
 Required Workday - June 12
 Optional Workday HIGH SCHOOL ONLY - June 13

B-3 HOUR EARLY DISMISSAL
 C-3 HOUR EARLY DISMISSAL
 AL - ANNUAL LEAVE
 H - HOLIDAY
 W - WORKDAY
 R - REQUIRED WORKDAY
 MCDS SCHOOL

C-3 Hour Early Release Middle & High Conferences (until 7:00)
 Professional Dev. For Elementary Dates:
 October 10
 March 12

C-3 Hour Early Release Elementary Conferences (until 7:00)
 Professional Dev. For Middle & High Schools Dates:

November 7
 April 2
 Weather Make-Up Days
 January 21,
 Feb. 14,
 March 6, April 3 &
 May 8

All weather make-up days cannot be used, MCDS can assign a Saturday as a weather make-up day.

JANUARY 21
 OPTIONAL WDO
 JANUARY 22
 REQUIRED TRANSITION WDO FOR HIGH SCHOOLS

Montgomery County School 2015

J Elliott

Montgomery County School 2015:

Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education. To ensure consistency across the volume chapter authors review and integrate existing research identify strengths and weaknesses note gaps in the literature and discuss implications for practice and future research. The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research and an entirely new section has been added on research methods in special education.

School Choice Mercedes K. Schneider, 2016-06-01 Proponents of market driven education reform view vouchers and charters as superior to local board run community based public schools. However the author of this timely volume argues that there is no clear research supporting this view. In fact she claims there is increasing evidence of charter mismanagement with public funding all too often being squandered while public schools are being closed or consolidated. Tracing the origins of vouchers and charters in the United States this book examines the push to globally compete with education systems in countries such as China and Finland. It documents issues important to the school choice debate including the impoverishment of public schools to support privatized schools the abandonment of long held principles of public education questionable disciplinary practices and community disruption. *School Choice The End of Public Education* is essential reading for anyone seeking a deeper understanding of the past and future of public education in America. Book Features Provides a comprehensive historical account of the origins of vouchers and charters. Includes accounts of intriguing historical experiences. Examines the defunding of neighborhood public schools in favor of often underregulated charters. Reveals charter school churn that often follows the closing of a mismanaged charter. Provides a cogent counternarrative to the claim that charters are necessary for America to compete globally. How fortunate that we have another soon to be classic from Mercedes Schneider that informs and empowers us all for the fight back. Joyce E King Georgia State University Schneider provides a must read for anyone especially educators interested in the future of public education. Margaret Mary Sulentic Dowell Louisiana State University Outstanding Powerful This is the most interesting and best researched book on school choice I've ever read Julian Vasquez Heilig California State University

Rape and Sexual Assault Alison E. Hatch, 2023-01-18 This authoritative one stop resource helps readers understand the problem of sexual assault in the United States including societal factors notorious cases laws and practices victim advocacy and reform efforts and keys to recovery. It discusses who is being victimized who is perpetrating the offenses and what can be done and is being done to reduce rape sexual assault and sexual harassment in homes and communities across America. The volume also explores the role that investigative shortcomings and rape culture have played in facilitating sexual assault and abuse and how shifts in attitude and policy could combat this devastating crime

Moody's Manual of Investments John Sherman Porter, 1963 American

government securities 1928 53 in 5 annual vols v 1 Railroad securities 1952 53 Transportation v 2 Industrial securities v 3
Public utility securities v 4 Government securities 1928 54 v 5 Banks insurance companies investment trusts real estate
finance and credit companies 1928 54 Moody's Municipal & Government Manual ,1963 Moody's Manual of

Investments ,1949 **Standard & Poor's Creditweek** ,1995 **Teaching Twice-Exceptional Learners in Today's Classroom** Emily Kircher-Morris,2021-08-25 Recognize and support twice exceptional 2e learners to help them succeed in school and beyond Twice exceptional 2e learners have often been misunderstood disciplined unchallenged and left behind Even as awareness of 2e learners has grown educators are still in need of practical tools to recognize and support their twice exceptional students This book answers that need providing teachers with accessible information about twice exceptional diagnoses and suggested accommodations modifications and collaboration with other educational professionals Dedicated to the needs of all 2e learners the first part of the book covers identifying and understanding 2e students strength based instruction motivation and self regulation and executive functioning skills The second part details how gifted students are affected by another diagnosis including Specific learning disabilities ADHD Autism Spectrum Disorder ASD Processing difficulties Anxiety based diagnoses Depression and other mood disorders This book equips educators with information that will make it easier for them to advocate for their 2e students including what they need to know about the individualized education plan IEP and Section 504 plan process Special topics such as gifted students with physical disabilities students experiencing trauma and gifted learners from diverse backgrounds are also included With Teaching Twice Exceptional Learners in Today s Classroom educators can better identify support and meet the needs of their 2e students

Strengthening Anti-Racist Educational Leaders Anjalé D. Welton,Sarah Diem,2021-10-21 This edited volume expands on the existent research on anti racist educational leadership by identifying what type of capacity building is needed for school administrators to facilitate anti racist change in their schools Racial inequities in education persist in part because the solutions that districts and schools choose to employ largely ignore why and how institutional and structural racism is the root cause of inequities in education Yet racial inequities in schooling can be redressed if districts and schools have leaders who are deeply committed to combatting racism in their daily practice and structures of schooling This book underscores why we need more educational leaders who adopt an anti racist stance in how they lead and are prepared to work toward racial justice and equity in a society so entrenched in racism Through diverse perspectives and voices including scholars in the field of educational leadership sociologists of education school and district administrators and grassroots community members and activist groups this book addresses issues related to anti racist educational leadership at various levels

Official Report American Association of School Administrators,1908 *Polk's Crocker-Langley San Francisco City Directory* ,1890 **Collaborative Leadership for Classroom and School** Don Broadwell,2016-11-22 Todays globalized economy depends on the dissemination of knowledge rather than the manufacture of goods and the provision of services This

alone calls for new models of classroom leading to prepare children for an interactive future Moreover students are better equipped to interact with their teachers than ever before and they get frustrated when they cant participate in decision making As psychologist William Glasser writes Boss management fails because it limits both the quality of the work and the production of the student worker Its use actually causes most of the discipline problems we are trying to prevent Don Broadwell a former Marine college instructor and leadership expert offers a blueprint that will help teachers and students become more successful Learn how to discern the differences between collaborative leading and top down leading create your own leader style One size does not fit all make leading exciting for students and turn leading a classroom into a pulsating stress free activity From the evolution of leadership thinking from Lao Tzu in ancient times through the 1990s and the Human Potential Movement to the present Obama inspired emphasis on collaboration this book is an essential resource for anyone who works with and cares about students Don Broadwell lays a solid foundation and makes a persuasive argument for changing the way teachers facilitate the decision making process Collaboration between students and their teachers in goal setting activities selection and outcomes assessment promises much more than buy in it leads to enthusiastic achievement embraced by all classroom stakeholders children teachers administrators parents and community Gary C

Newbill JD EdD a retired school district superintendent from Washington State Dean and Professor of Education Emeritus at Northwest University in Kirkland Washington *Annual Reports of the Officers of State of the State of Indiana, Administrative Officers, Trustees and Superintendents of the Several Benevolent and Reformatory Institutions ...*

Indiana,1877 *Legislative Documents, Including the Message of the Governor and the Annual Reports of ..., Transmitted Therewith to the General Assembly of the State of Indiana ,1876* **Report of the Superintendent of Public Instruction, for the State of Indiana, Being the ... Bi-ennial Report for the Years ... and ... Indiana.** Department of Public

Instruction,1890 **NAEB Journal ,1963** Proceedings of the Annual Meeting American Association of School Administrators,1908 Records of meetings papers etc of the department are also to be found in Proceedings of the National Education Association **Mergent Municipal & Government Manual ,2010** *Moody's Bank & Finance News Reports ,1999* **Report of the State Board of Education, Shewing the Condition of the Public Schools of Maryland for the Year Ending ...** Maryland. State Board of Education,1879

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