

Revere School Committee Meeting Agenda
March 18, 2025

A Regular Meeting of the Revere School Committee will be held on **Tuesday, March 18, 2025, at 6:00 PM in the Ferrante School Committee Room at Revere High School and via Zoom Webinar.**

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/82427934811?pwd=SkES1zqmKb04CVSwXPogwFb4s6qY42.1>

Passcode:501415

Watch on Revere School Committee YouTube

<https://www.youtube.com/c/revereschoolcommittee>

REGULAR MEETING:

1. Pledge of Allegiance/Call to Order
2. Recognition
3. Consent Calendar (Vote Required)
4. Student Representative Report (Attached)
5. Public Speak
6. Superintendent Report
 - a. PRE Presentation – “Playful Learning Institute: Preschool – 3rd Grade
 - b. Early Childhood Presentation – “Early Childhood Programming Development and Refinement”
 - c. STEM Presentation – “Update on RPS Coaching Programs”
 - d. Middle School Lottery Update
7. HEARINGS (None)
8. Report of the Sub-Committees
 - a. Ways & Means
9. Motions
 - a. Vote to approve School Year 2025-2026 Calendar
10. Unfinished Business
 - a. Analysis of RHS Attendance by Period
 - b. Bussing for Neighborhood Middle Schools
11. New Business
12. Executive Session

EXECUTIVE SESSION AGENDA:

1. Meeting in executive session pursuant to Massachusetts General Laws chapter 30A, section 21(a) for the following purpose:
 - a. Purpose (2) to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel.

The Committee will not return to Open Session.

13. Adjournment

Respectfully submitted,

Dianne K. Kelly, Ed.D
Superintendent of Schools

DK/rp

Note: The listed agenda items are those that are reasonably anticipated by the School Committee to be discussed at the meeting. Not all items, in fact, may be discussed, and other items not listed also may be brought up for discussion to the extent permitted by law.

File: BEDH - PUBLIC Comment AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The Revere School Committee desires and encourages community members of the district to attend and/or participate its meetings so that they may become better acquainted with the operations and the programs of Revere Public Schools. In addition, the Committee would like the opportunity to hear from the public on issues that affect the school district and are within the scope of the Committee's responsibilities. These matters include the budget for the Revere Public Schools, the performance of the Superintendent, and the educational goals and policies of the Revere Public Schools. Therefore, the Committee has set aside a period of time at each regular School Committee meeting to hear from the public. This time shall be available at every School Committee meeting whether held in person, online, or hybrid (both in person and online).

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the district's business in an orderly manner, the following rules and procedures are adopted consistent with state and federal free speech laws:

1. Members of the public can sign up for public comment starting 15 minutes before each regularly scheduled School Committee meeting and up until the end of the public comment period. Individuals or group representatives can sign up using the sign-in sheet provided by the School Committee and located in the back of the School Committee room. Members of the public who attend the meeting online/remotely can sign up by entering their name into the Zoom chat box. The sign-up sheet and/or online list will be provided to an officer of the Committee just prior to the meeting being called to order and any additional entries will be provided to the officer conducting the roll call for public comment on a rolling basis, until the end of the public comment period.
2. At the start of each regularly scheduled School Committee meeting, individuals or group representatives who have signed up to speak will be invited to address the Committee during its 15-minute public comment period, which shall be known as Public Speak. Public Speak shall occur prior to discussion of Agenda items, unless the Chair determines that there is a good reason for rearranging the order at a public meeting that is unrelated to deterring participation in Public Speak.
3. All speakers are encouraged to present their remarks in a respectful manner.
4. Speakers must begin their remarks by stating their name, town or city of residence, and affiliation. All remarks will be addressed through the Chair of the meeting.
5. Public Speak shall concern items that are not on the School Committee's agenda, but which are within the scope of the School Committee's authority. Therefore, any comments involving staff members or students must concern the educational goals, policies, or budget of the Revere Public Schools, or the performance of the Superintendent.
6. Assuming that four (4) or fewer speakers sign up to engage in public comment, each speaker will be allowed three (3) minutes each to present their material. If five (5) or more speakers sign up to engage in public comment, then each speaker will be allowed two (2) minutes each to present their material.
7. Large groups addressing the same topic are encouraged to consolidate their remarks and/ or select a spokesperson to comment at Public Speak.
8. Copies of public comments shared during the public comment period may be presented in writing to the Committee before the meeting for Committee members to review and for inclusion in the meeting minutes.
9. Speakers may not assign their time to another speaker, and in general, extensions of time will not be permitted. However, speakers who require reasonable accommodations on the basis Revere Public Schools of a speech-related disability or who require language interpretation services may be allotted a total of five (5) minutes to present their material. Speakers must notify the School Committee by telephone or email at least 48 hours in

advance of the meeting if they wish to request an extension of time for one of these reasons.

10. The Chair of the meeting may not interrupt speakers who have been recognized to speak, except that the Chair reserves the right to terminate speech which is not Constitutionally protected because it constitutes true threats, incitement to imminent lawless conduct, comments that were found by a court of law to be defamatory, and/ or sexually explicit comments made to appeal to prurient interests. Verbal comments will also be curtailed once they exceed the time limits outlined in paragraphs 5 and 7 of this policy and/ or to the extent they exceed the scope of the School Committee's authority.

Public Comment During Remote or Online Meetings

Should the School Committee hold its public meetings remotely, the process for participating in public comment shall replicate the above as much as possible. The only difference will be the manner in which those wishing to speak sign up. Members of the public wishing to speak can sign up for public comment at the beginning of the meeting via the chat feature and up until the end of public comment.

Participating in Public Comment Remotely During In-Person Meetings

As the School Committee expands its capacity to utilize online meeting tools that facilitate remote participation in meetings, it aims to identify new ways to expand public participation via remote or online technology, even when a meeting is held in person. This would entail the opportunity to view meetings in a “live stream” mode and submit public comment electronically, to be read aloud during the public comment period, following the procedures outlined above.

State law also provides that: No person shall address a public meeting of a public body without permission of the chair of the meeting, and all persons shall, at the request of the chair, be silent. No person shall disrupt the proceedings of a meeting of a public body. If after clear warning from the Chair, a person continues to disrupt the proceedings, the Chair may order the person to withdraw from the meeting and if the person does not withdraw, the Chair may authorize a constable or other officer to remove the person from the meeting.

Disclaimer: Public Speak is not a time for debate or response to comments by the School Committee. Comments made at Public Speak do not reflect the views or the positions of the School Committee. Because of constitutional free speech principles, the School Committee does not have the authority to prevent all speech that may be upsetting and/ or offensive at Public Speak.

SOURCE: MASC

Amended by Revere School Committee: July 2024



MARCH 18, 2025



STUDENT REP REPORT

PRESENTED BY **THE STUDENT ADVISORY BOARD**




STUDENT ADVISORY BOARD



GENERAL LAW - PART I, TITLE XII, CHAPTER 71, SECTION 38M

School committees of cities, towns and regional school districts shall meet at least **once every other month**, during the months school is in session, with a **student advisory committee** to consist of **five members** to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.



STUDENT ADVISORY BOARD

CLUB REPORT

FEM (Feminist Empowerment Movement)

FEM launched their Eating Disorder awareness week by tabling with pamphlets and stickers for students. They also raised awareness and support for teen dating violence.

North African Student Association

NASU had their 'Henna night' fundraiser to kick off Ramadan, along with setting up prayer rooms for RHS students.

STUDENT ADVISORY BOARD

CLUB REPORT



RHS Robotics (NUTRONS)



Revere High School hosted the 7th iteration of the Greater Boston District Event for Robotics, with NUTRONS winning first place for United Robotics.

Speech & Debate



Revere High's Speech & Debate team welcomed Essex Tech's Debate team to an exhibition to learn about different events for speech!


REVERE FINE ARTS NEWS

**Rumney Marsh Academy
Drama Club Proudly Presents**


**Disney
BEAUTY
AND THE
BEAST**

© Disney

Music by
Alan Menken
Lyrics by
Howard Ashman & Tim Rice
Book by
Linda Woolverton



**Thursday, March 27th
Friday, March 28th
7:00 p.m. - Tickets \$8.00
RMA Lecture Hall**




Scan the QR code

This Month the 27th and 28th Rumney Marsh Academy Drama Club presents Disney Beauty and the Beast


And on April 3rd and 4th The Revere High School Drama Club presents Grease Featuring RPS alum and kiss 108 personality Giana Gravalese.

April 3rd and 4th - 7:00 PM - \$10.00




REVERE HIGH SCHOOL
Drama Club
PRESENTS

GREASE



TICKET



RHS JROTC

This Month the JROTC Cadets are having their Annual Military ball with guess speaker, RHS Assistant Principal Ms. Falzarano.



STUDENT ADVISORY BOARD

SAFE HAVEN

Many students, teachers, and parents are **unhappy** with the results of a Resolution for Safe Haven.

Caregivers and teachers have expressed concerns that the timeline from inception to vote was too short, allowing for limited discussion of the resolution.


STUDENT ADVISORY BOARD



For many students, including those with mixed documentation status, the idea that this resolution would “place a target on student’s backs” is **unfounded**.

Many students feel **less safe** without the passage of this resolution and are requesting alternative solutions, along with improved communication from the School.





Playful Learning Institute: Preschool – 3rd Grade

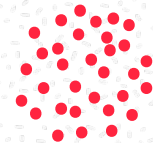
Paul Revere Innovation School
March 18, 2025



With you today...

Moe Coyle, Principal

Bianca Quirk, Assistant Principal



What is Play?

DESE refers to play as “what children and young people do when they follow their own ideas, in their own way and for their own reasons” (Lester & Russell, 2008 as cited in Purposeful Play, 2016).

Play as a Spectrum

(Zosh, Hirsh-Pasek, Hopkins, Hanne-Jensen, Liu, Neale, Solis, & Whitebread, 2018):



- Current practices are heavily focused on direct instruction. We will integrate purposeful play into our current curriculum to support all students and instill a love for learning.
- Teachers need specific training, coaching, and guidance to be able to effectively implement play-based instructional strategies.
- The PLI provides the necessary support and training to achieve this goal.

Why focus on play? What does current research tell us?

Students that engage in purposeful play as compared to those who only receive direct instruction (Bowman et al., p. 139) :

- Had lower rates of delinquency / need for behavioral intervention
- Were more willing to help their peers
- Were less likely to experience emotional problems

A longitudinal study by Hart, Yang, Charlesworth, and Burts (2003) confirmed these findings and also found that students who received only direct instruction were more likely to experience stress and noted a connection to increased likelihood of off-task and disruptive behavior.



What does all of this mean?

Our goal is to develop a balanced instructional approach that meets the needs of all students and allows:

- Time to play and explore with peers in thoughtfully planned ways that support academic growth with grade level standards.
- Opportunities to develop SEL and communication skills with peers while they “follow their own ideas, in their own way and for their own reasons”.
- High quality direct instruction that supports implementation of our core curriculum resources.
- Time for independent practice and synthesis of learning to support students’ independence and ownership while allowing for individual assessment.

How will we implement the PLI grant?

- One of the grant requirements was to have all grades from PK through 3 participate. We have worked with Melissa Lomas and will have two PK classes from GES join us!
- Each grade level PK-3 will have two classrooms participate in the grant.
- At each grade level from K-3, we have one classroom that has volunteered to be a “control” room for DESE’s research and program evaluation to determine the impact of the PLI.
- All staff participants have volunteered to be involved in this initiative. Teacher surveys completed before applying for this grant indicated that 100% of PRE staff felt this was the right direction for our school and that this should be the foundation for our new innovation plan.

Scope of work:

Classrooms that participate in the PLI will:

- Complete 10 hours of asynchronous learning during the month of March
- Attend two full days of professional development in April to learn about playful learning strategies and create an implementation plan for SY25-26.
- Receive 3 to 5 hours per month of in-person coaching from Neighborhood Villages, a non-profit organization contracted by DESE for all professional development and coaching associated with the PLI.
- PRE participants will provide professional development to colleagues during our weekly Wednesday early release days to expand this work to other classrooms and grade levels over the course of our 5 year innovation plan.



PLI Budget Structure

| | | |
|---------------------------------|---|-----------|
| Professional Development | Provided by Neighborhood Villages: 2 PD Days Asynchronous PD Ongoing Teacher/Admin Coaching | \$80,000 |
| Program Evaluation | Provided by NORC at University of Chicago: Evaluation of the program and the impact on teacher practice and student learning. Results will be released at the end of the program. | \$25,000 |
| Stipends | Allows for stipends to be paid to grant participants for mandatory tasks and meetings that occur outside of contracted hours. | \$20,000 |
| Supplies/Materials | \$3,000 to \$5,00 budget for each participating classroom to purchase supplies and materials that support playful learning strategies. Purchases guided by our coach. | \$50,000 |
| | | |
| | | |
| | TOTAL: | \$175,000 |

Additional Resources

| Title | Purpose | Link |
|--------------------------------------|---|---|
| PLI Grant Hub | Main page that describes all aspects of the grant and includes links to relevant research, etc. | https://www.doe.mass.edu/sfs/earlylearning/pli.html |
| PLI Grant Evaluation | Evaluation report from the first cohort of schools to participate in the grant. | FY 24 Final Evaluation Report — 3 Page Summary |
| A Pedagogy of Play | A book that was put together by Project Zero and Harvard University. This work is foundational to the PLI strategies and beliefs. | A Pedagogy of Play: Supporting Playful Learning in Classrooms and Schools |
| Focus on Early Learning | Boston Public Schools early learning curriculum that was developed and created by BPS. The six core classroom strategies/structures that we will be exploring as part of PLI come from this curriculum. | https://www.bpsearlylearning.org/ |
| Neighborhood Partners | Main page for the organization that will provide our coaching and professional development. | https://www.neighborhoodvillages.org/ |
| NORC at University of Chicago | Main page for PLI Grant research partner that is responsible for program evaluation and outcomes analysis. | https://www.norc.org/ |

References

- Bowman, B. T., Donovan, S., & Burns, S. (2001). Eager to learn: Educating our preschoolers. *Report of the National Research Council, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences Education*. Washington, DC: Academic Press. (see pages 215-220)
- Hart, C., Yang, C., Charlesworth, R., & Burts, D. (2003). Kindergarten teaching practices: Associations with later child academic and social/emotional adjustment to school. *SRCD Symposium presentation*, Tampa, FL.
- Lester, Stuart L., and Wendy Russell. 2008. Play for a Change: Play, Policy and Practice: A Review of Contemporary Perspectives. London: Play England.
- Zosh, J.M., K. Hirsh-Pasek, E.J. Hopkins, H. Jensen, C.Liu, D. Neale, S.L. Solis, & D. Whitebread. 2018. "Accessing the Inaccessible: Redefining Play as a Spectrum." *Frontiers in Psychology* 9:1-12. <https://doi.org/10.3389/fpsyg.2018.01124>.

Sneak Peek at the 25-30 Innovation Plan

Our primary areas of focus for our new Innovation Plan will be:

- Integrate play-based learning opportunities at all grade levels
- Student-led Parent and Teacher Conferences
- Uniform implementation of the Learning Pit and Zones of Regulation across all classrooms
- Revised club structure where staff can invite parents to participate in select clubs as a member.

Our finalized 2025-2030 Innovation Plan will be submitted to the School Committee no later than 5/15/2025 so that members can review and then vote on the plan in June.



Questions and Answers...

Thanks for having me today! I am happy to answer any questions you have and get back to you with any additional information you request.



Curriculum Updates: RPS Coaching Programs

Revere School Committee
March 18, 2025

Dr. Matthew Costa, Director of STEM
Disciplines

Agenda and Objectives

Objectives

- Participants will be able to describe key aspects and the impact of our coaching program

Agenda

1. Introduction
2. Teacher Efficacy
3. Innovation Connections
4. Coaching in RPS
5. Impact
6. Next Steps & Questions

Key RPS Belief

Adult learning and student learning are symmetrical.

Teacher Efficacy

- A teacher's belief in their ability to positively influence student outcomes.
- Teachers with high self-efficacy are more likely to embrace innovative methods and to adapt their practice in response to to evolving demands in education.

Fostering Teacher Efficacy

- Sustained opportunities to engage in professional learning, especially job-embedded professional learning
- Key RPS structures- Professional Growth Time (PGT) and coaching programs

Why Innovation is Critical in Education

- Evolving understanding of how children best learn
- Better balance of transferable skills and content knowledge
- Response to student assets and needs
- Informing our practice based upon new technologies
- A changing world

Recent Educational Changes

- New content standards with a greater emphasis on transferable skills (as well as content skills/knowledge)
- A greater emphasis on student-centered approaches to learning
- Implementation of technology and tech platforms
- New instructional materials
- A better understanding of student's emotional needs and well-being
- New system for educator evaluation
- New approaches for grading and feedback

The Role of an Instructional Coach

- Collaborate with teachers to improve teaching & learning
 - Work w/ teams during PGT
 - Conduct coaching cycles
 - Support implementation of new practices, instructional materials & technology
 - Co-plan & co-teach
 - Model lessons
 - Observe and provide feedback
 - Provide PD to teachers

Coaching Cycle



How Educators Describe Coaching

- Conducted in-depth qualitative interviews with educators in different roles who have regularly worked with an instructional coach during their careers in RPS
- Talk about a coach as a
 - Resource to improve instructional practices
 - Thought partner
 - Emotional support
 - Someone to hold me accountable to the work I want to do
 - Non-evaluative support

Impact on Teachers

- Increased confidence through regular support
- Makes me more willing to take risks and try new things
- Pushes me and helps me to stay motivated
- “I started teaching the way I was taught. I would have stayed like that.”
- Made me feel part of the community
- Do not view working with a coach on their “own time as more work” - rather a support for the work that they want to do
- “Really transformative” - “my students are much more curious”

Specific Work

- Implementing and refining center rotation
- Support understanding depth of standards
- Support w/ new instructional materials and technology programs
- Analyze data to help understand teaching and identify next steps
- Modifications to support multilingual learners
- Implementation of Deeper Learning practices
 - Structures to implement debates and support academic conversations
 - Structures for group work & peer collaboration
 - Ways to increase rigor and relevance
- Collecting and responding to student feedback

Closing Thoughts


- Highlighted by RPS teachers
 - RPS investment in coaches demonstrates how they “value educators that want to continuously learn”
 - “RPS values making sure that all students have the best possible teacher”
 - The coaching program provides a support for “teachers at all career stages”

Next Steps

- Areas where a coach (or additional coach) could be beneficial
- Continue to encourage more and more teachers to engage in coaching cycle work with a coach or CT
- Continue to support coaches with their own professional growth and learning

Thanks and Questions





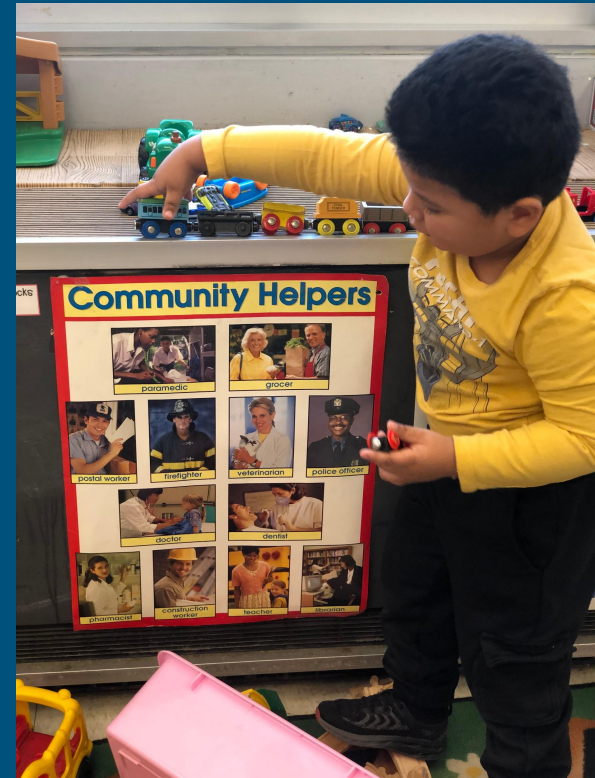
Early Childhood Programming Development and Refinement

Tuesday, March 18, 2025



Welcome and Objectives

- Learn about existing programming at the Early Childhood (EC) Level
- Explore the work of the EC team this school year
- Learn about plans for the EC expansion and the McKinley building



Current Program

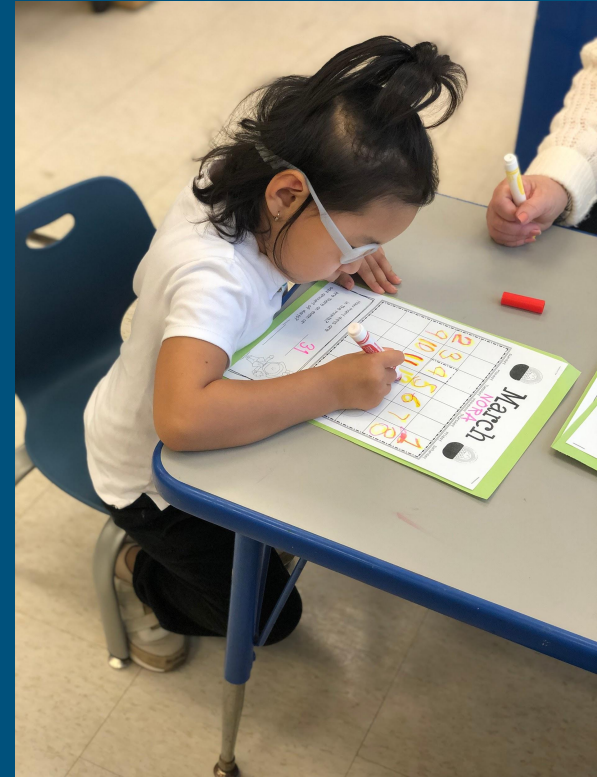


Classrooms

- 10 PreK Classrooms
 - 180 students enrolled
- Beachmont -
 - 1 Integrated
 - 2 Small Learning Groups
- Garfield
 - 2 Integrated
 - 2 Small Learning Groups
- Lincoln
 - 3 Integrated

Family Relationships

- Our program is built on relationships
- Parent and Child Time
- Consistent communication - daily logs, sharing pictures and videos
- Expand on existing intake/screening process
- Explore opportunity for information sharing events
- Create more opportunities for families to engage in learning at school (workshops, guest speakers, etc.)

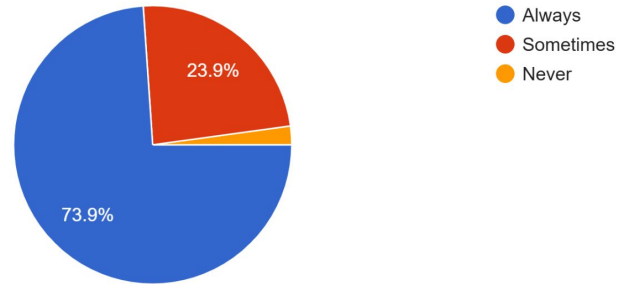


Family Survey Data



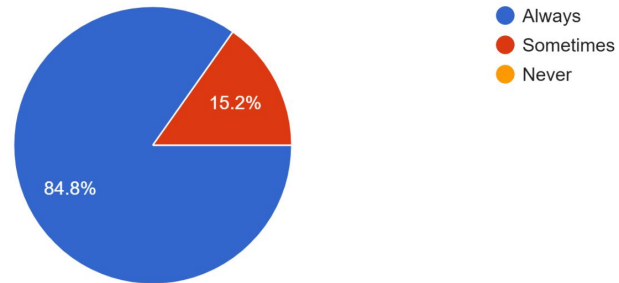
I feel informed concerning the day to day activities in my child's classroom.

46 responses



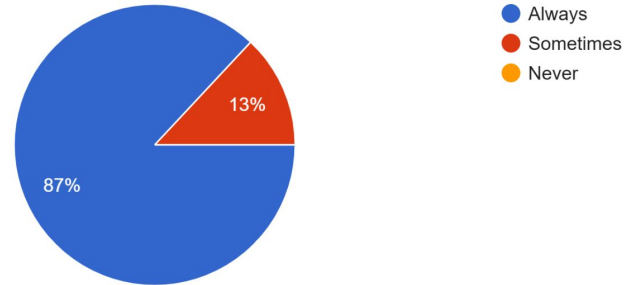
I feel informed about program goals, policies and procedures.

46 responses



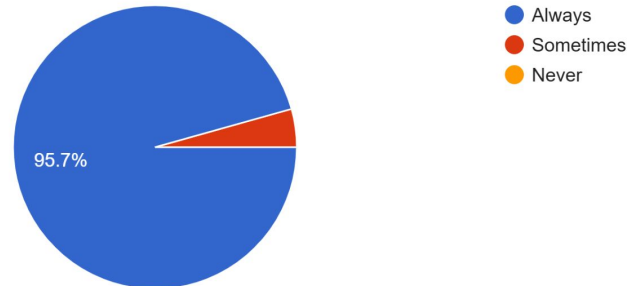
I feel included as a major role player in my child's educational plan.

46 responses



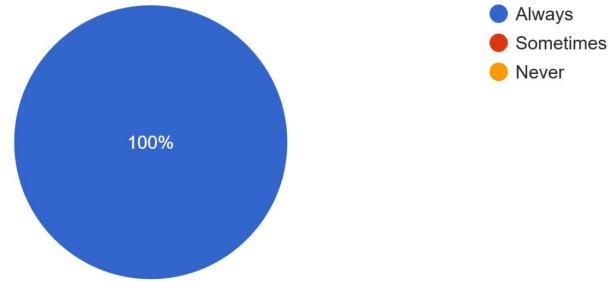
I feel welcomed in my child's classroom.

46 responses



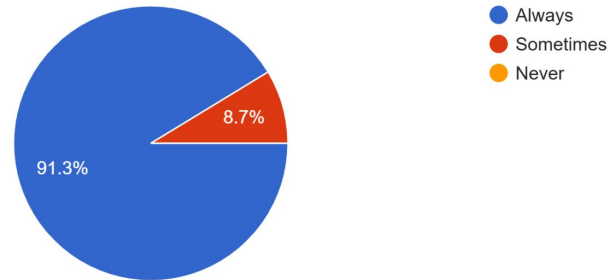
I feel comfortable consulting with my child's teacher about concerns I may have regarding my child's overall development.

46 responses

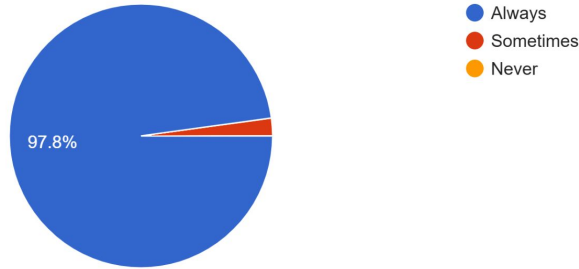


I feel assured that my child is safe at their school.

46 responses



I feel confident that my child's relationship with his/her teacher(s) is healthy, supportive and caring.
46 responses



“My child’s teacher does an amazing job keeping me informed and even checking in when he is out sick for the day”

“I really appreciate the teachers to make school safety and comfort for kids, he really love to go school even in the weekend he is asking me to take school”

“Going to specials. In school field trips.”

“Reciban mis felicitaciones por que es una escuela amorosa, y mis hijos se sienten muy feliz de asistir a sus clases! Muchas gracias y bendiciones”

“Would love a full day option”

“Add more hours to the program even if that means increasing the price”

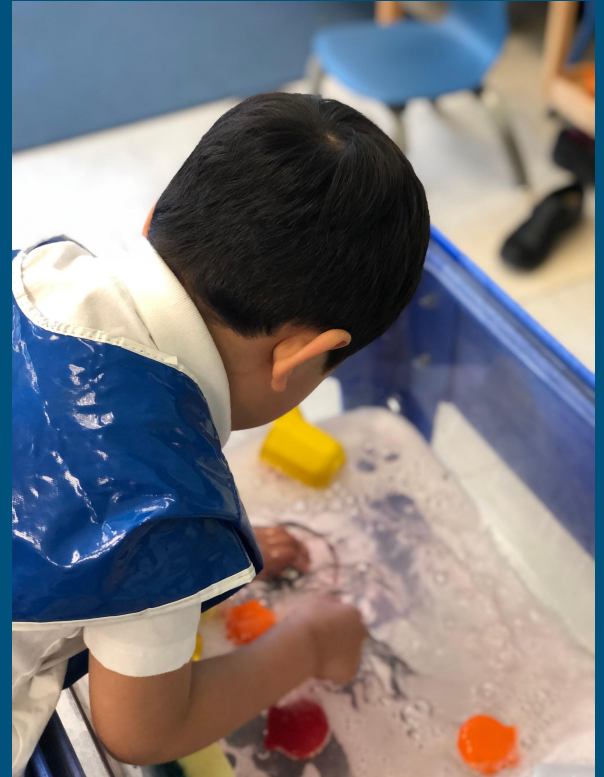
Curriculum



- [Blueprint for Early Literacy](#) from the Children's Literacy Initiative
- Adopted in 23-24 school year
- 10 Units include: ADD UNITS
- Based on pedagogy of intentional and guided play
- Encourages deeper learning and building curiosity and independence
- Committee currently working on:
 - report card alignment
 - scaling the curriculum to fit our model
 - exploring gathering time to increase accessibility and relevance

Teaching

- Highly collaborative team
- Thoughtful and intentional
- Focused on building school readiness skills
- Student centered
- Engage teachers and paraprofessionals in professional learning focused on initiating and sustaining play
- Developing multi-year professional learning scope and sequence



Assessment of Child Progress



- Baseline data on academic and social skill readiness
- Two additional formal assessments during the school year
- Information shared with families throughout the year and more formally at report card and conference time
- Expanding intake assessments to include family questionnaires and standardized student screening
- Committee currently working on redesign of registration and orientation process

Community Relationships

- Current community partners
 - Chelsea-Revere Family Network
 - Chelsea/Revere CARES Early Childhood Initiative
 - CAPIC Head Start
- Parent Child + and Popplestone Programs
- Plans to engage in home and center based PreK programs this spring
- Plans to extend professional learning opportunities to other PreK providers in the community



McKinley Project



- In the design phase
- Committee including
 - Superintendent Kelly
 - Director of Facilities
 - Integrated EC Teacher
 - Small Learning Group EC Teacher
- 8 PreK Classrooms
- Administrative offices
- Therapy and meeting space

Questions?



REVERE PUBLIC SCHOOLS 2025-2026 SCHOOL CALENDAR

DRAFT
2.26.25

This is a district-wide calendar. Consult your child's individual school calendar for additional events, release days, and unique schedules – particularly for ELT and Innovation Schools

H = Holiday/No School **PD**=Professional Development () =Early Release or Half Day * = End of Quarter Δ = End of Trimester **V** = Vac
184 Student Days 185.5 Teacher Days

25th Teachers half PD No School
26th First Day Grades 1-12
29th No School
1st Labor Day No School
2nd First Day for Grade K
4th First day for Pre-K & Meet the Teacher Elementary Schools
10th Meet the Teacher Middle Schools
11th Meet the Teacher High Schools
16th No School- Preliminary Election
17th Early Release (All Schools) PD

| AUG/SEPT '25 | | | | |
|--------------|-----------|------|----|----|
| M | T | W | Th | F |
| 18 | 19 | 20 | 21 | 22 |
| PD | First day | 27 | 28 | 29 |
| H | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | (17) | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

23 student days

| FEBRUARY '26 | | | | |
|--------------|----|------|----|----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | (11) | 12 | 13 |
| H | V | V | V | V |
| 23 | 24 | 25 | 26 | 27 |
| | | | | |

5th Parent Conferences GMS, RMA, SBA (early release middle schools only)
11th Early Release (All Schools) PD
16th – 20th Vacation No School

15 student days

13th Columbus Day No School
15th Early Release (All Schools) PD

| OCTOBER '25 | | | | |
|-------------|----|------|----|-----|
| M | T | W | Th | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| H | 14 | (15) | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31* |

22 student days

| MARCH '26 | | | | |
|-----------|----|------|----|-----|
| M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13Δ |
| 16 | 17 | (18) | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

5th Parent Conferences RHS, CityLab (No early release)
18th Early Release (All Schools) PD
26th Parent Conferences all elementary schools (early release elementary schools only)

22 student days

4th Teachers PD No School
6th Parent Conferences GMS, RMA, SBA (early release middle schools only)
11th Veterans Day No School
19th Early Release (All Schools) PD
13th Parent Conferences RHS, CityLab (No early release)
26th Half day ALL SCHOOLS
27-28 Thanksgiving No School

| NOVEMBER '25 | | | | |
|--------------|----|------|----|----|
| M | T | W | Th | F |
| 3 | PD | 5 | 6 | 7 |
| 10 | H | 12 | 13 | 14 |
| 17 | 18 | (19) | 20 | 21 |
| 24 | 25 | 26Δ | H | H |

16 student days

| APRIL '26 | | | | |
|-----------|----|----|----|----|
| M | T | W | Th | F |
| | | 1 | 2 | 3* |
| 6 | 7 | 8 | 9 | 10 |
| H | V | V | V | V |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

8th Early Release (All Schools) PD
13th – 17th Vacation No School

17 student days

11th Parent Conferences all elementary schools (early release elementary schools only)
17th Early Release (All Schools) PD
23rd Half Day ALL SCHOOLS
24th – 31st Vacation No School

| DECEMBER '25 | | | | |
|--------------|------|------|----|----|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | (17) | 18 | 19 |
| 22 | (23) | H | H | V |
| 29 | 30 | H | | |

17 student days

| MAY '26 | | | | |
|---------|----|------|----|----|
| M | T | W | Th | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | (13) | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| H | 26 | 27 | 28 | 29 |

13th Early Release (All Schools) PD
25th Memorial Day No School

20 student days

1st New Year's Day No School
2nd Holiday No School
14th Early Release (All Schools) PD
19th MLK Day No School

| JANUARY '26 | | | | |
|-------------|----|------|----|-----|
| M | T | W | Th | F |
| | | | H | H |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | (14) | 15 | 16* |
| H | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

19 student days

| JUNE '26 | | | | |
|----------|----|----------|----|----|
| M | T | W | Th | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | (10) | 11 | 12 |
| 15 | 16 | Last day | S1 | H |
| S3 | S4 | 24 | 25 | 26 |
| 29 | 30 | | | |

10th Early Release (All Schools) PD
16th Last day if no snow days.
19th Juneteenth
S = Make up snow day

13 student days