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WALTER S. PARKER MIDDLE SCHOOL

School Handbook 2025-2026



Kindness, Community, Personal Best

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If corrections or revisions to the School Handbook are necessary during the school year, they will be made to the electronic version of the handbook available on the Parker website. The online posting will be considered the current edition of the School Handbook.

Homepage: <https://parker.reading.k12.ma.us/>

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Principal's Message

Parker Middle School students, your middle school years are a time of tremendous growth and development. These are years when you will learn so much more about your own identity and who you are as a person. As a result, you will make mistakes, and that is okay. Our student handbook is designed to support your growth as a middle school learner. The guidelines developed in the handbook will help you to navigate academic and social situations you will face throughout your time here. Your school administrators, counselors, teachers, and other staff members know that you will encounter conflict and other challenges; following the guidelines set forth below will ensure that Parker Middle School is a safe, supportive, and inclusive environment where students take academic risks because they have the support of an educational team who will help them learn and grow through mistakes and challenges.

We believe in an academically rigorous learning environment that places an emphasis on collaborative learning and inquiry and is structured to meet the needs of all learners. The Parker Middle School teaching team is equipped and ready to provide a challenging and enriching learning environment where students develop empathy, understanding, and academic skills necessary for the 21st century.

We also believe in the importance of establishing a strong school-to-home connection with families, as we know that families are the anchors in the life of a child. To create a strong partnership, we recommend families spend time reviewing the student handbook together. It contains information that is important for the daily lives of students here at Parker.

As National Youth Poet Laureate Amanda Gorman writes, "For there is always light if we are brave enough to see it. If only we're brave enough to be it." We wish all students the opportunity to be the light in their school and community every day. Together, we continue to learn from one another and create a school community filled with a sense of pride, belonging, and camaraderie.

Sincerely,

Jill Story

Principal

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Beth Simpson

Assistant Principal

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The Vision of Reading Public Schools

Instilling a job of learning and inspiring the innovating leaders of tomorrow.

The Mission of Reading Public Schools

The Reading Public Schools strives to ensure that all students will have common challenging meaningful learning experiences in academics, health, and wellness, the arts, community service, co-curricular activities, and athletics. We will lead and manage our school community to reflect the values and culture of the Reading Community and guide and support our students to develop the appropriate skills, strategies, creativity, and knowledge necessary to be productive informed independent citizens in a global society.

The Parker Middle School Mission

Parker Middle School is committed to fostering a positive learning environment, where individuals display **kindness**, engage in respectful and meaningful interactions with each other as part of the school **community**, and strive to achieve their **personal best**, academically and behaviorally.

Who was Walter S. Parker?

Walter Scott Parker was born in Reading on July 21, 1846. After graduating from college in 1868, he was chosen as principal of Dowse Academy in Sherborn and soon after was elected to the principalship of Medfield High School. After one year, he was elected principal of a larger grammar school in New Bedford, but after a few weeks was chosen as sub-master of the Dwight School in Boston. He was then elected master of the Bennet School and then transferred to the mastership of the Everett School, where he attained a wide reputation in skillful teaching and efficient management. Mr. Parker had always shown a deep interest in the affairs of his native town, and the citizens of Reading had frequently called on him to fill many important positions of trust. He served as a member of the school committee and was one of the trustees of the public library. He was the commander of the Veteran Post 194, Grand Army of the Republic, as well as one of the originators and promoters of the First National Bank of Reading.

PARKER EXPECTATIONS & DAILY ROUTINES

The Parker Middle School Community is dedicated to structuring our school in a way that personalizes instruction and builds relationships. All students and teachers are assigned to a team. There are two teams at each grade level. The information in this handbook applies to all teams and is meant to clarify norms and expectations.

School Pride

Those of us who work at Parker take great pride in our school, including the building, the people, and the programs. We hope that this pride extends to every parent/caregiver, student, and all others associated with our school. This pride is reflected in the care we give to each other, the building, and the materials.

Advisory

Students will participate in an advisory period once a week on Wednesdays. The advisory program is designed to strengthen connectedness between adults and students and to foster a personalized and supportive school culture. Conversations and relationships built in advisory contribute to a caring, responsible, and responsive school culture. Students develop a sense of who they are, who they can become, and have an opportunity to exercise their voice and practice perspective taking while exploring relevant ethical and social issues.

Arrival

Students may enter the building at 7:15 a.m. and should report to the cafeteria until 7:40 a.m. Breakfast is served in the cafeteria during this time. The first bell rings at 7:40 a.m., and at that time, students may proceed to their locker, where they should store all personal belongings (coat, backpack, cell phone) for the remainder of the day. The homeroom bell rings at 7:50 a.m., and at that time all students should be in their homeroom. Students who arrive after 7:50 a.m. are considered tardy and should check into the main office for a pass to class.

Drop Off

Students should be dropped off or picked up at the end of the driveway on Temple Street or on King Street (access to school through the cafeteria). If students are sick or injured, they can get permission from the school nurse or principal to be dropped at the door. Please note the speed limit is 5 miles per hour.

Bicycles and other forms of student transportation

Students may ride their bicycles, scooters, rollerblades, or skateboards to school and lock them in the area provided in the front of the school or in their locker; however, upon entering the grounds of the school, students **must walk with their transportation** to

storage and **wear a helmet**. Rollerblades, scooters, and skateboards may not be used on school grounds and should be put in lockers or on the bike rack during the school day.

Books

Students will receive many different books during the year, and we hope they will take good care of them. All books, including those from the library, are the students' responsibility and must be paid for if they are lost, damaged or stolen. We need these books for other students, so it is important that students take good care of them.

Moving Between Classes

When students are dismissed at the end of a class period, they are expected to proceed immediately to their next class. Students may go to their lockers at times pre-determined by teams. Because major subjects are clustered together near the team's lockers, students should have no problem getting to class on time.

Leaving the Classroom

To help control the movement of students during class time, students who have been granted permission to leave the classroom should have adult permission and should sign in & out of the classroom with the date and time. Those going to the nurse should have a nurse's pass. Those who have arrived late to school or those being dismissed will be given passes from the office.

Bathrooms

Students are encouraged to use the bathrooms before the first bell of the day and during lunch. Students may also use the bathrooms with the signature of a teacher in their agenda or permission of a staff member with whom they are in class. If a student is proceeding to their next class, they should stop in the classroom first to drop off materials and to notify the teacher of the bathroom need. Students should not congregate in the bathroom. Students are only excused during class for emergencies.

ATTENDANCE, PUNCTUALITY, ABSENCES

Students, parents/caregivers, staff, and administration share the responsibility for school attendance and punctuality. Students are expected to be present and prepared, to the best of their ability and circumstances.

The Reading School Committee and the Reading Public Schools believe in the importance of regular attendance by all students. Students are expected to attend school 180 days since vacation periods are built into the yearlong school calendar. Except in cases of illness and extenuating circumstances, students are expected to be present when school is in session. Parents/Caregivers are strongly urged not to schedule family vacations during school days and not to extend the scheduled vacation periods. Should a caregiver choose to keep a student out of school for reasons other than illness or extenuating family circumstances, teachers will provide the normal range of assistance upon the student's return to school. However, it is the student's responsibility for identifying and making up missed work. Teachers are not required to provide advance assignments to students, and the school and the individual teacher(s) are not required to assume responsibility for providing individual tutoring or extensive individual help for the student when he/she returns.

According to Massachusetts General Law (School Attendance, Chapter 76), all children between the ages of six and sixteen must attend school, and a school district may excuse up to seven day-sessions or fourteen half-day sessions in any period of six months. The law also states that parents/caregivers must be provided each year with the instructions for calling a designated phone number at a designated time to inform the school of the absence of a student and the reason for the absence. In addition, parents/caregivers must provide the school with a home, cell, work or other emergency telephone numbers so that they may be contacted during the school day if the school needs to call and inquire about an absence. It is also the responsibility of school officials to investigate all cases where a child is failing to attend school.

Reporting Student Absences

Whenever a child is going to be absent from school, the caregiver is required to email wspabsences@reading.k12.ma.us or call the school's attendance line as soon as they are aware of the absence (for Parker, this number is: 781-944-1236, then press 2). The absentee line is available 24 hours a day. When calling the absentee line, please state the reason for the student's absence so that we can properly code the absence. Failure to do so will result in an "Unexcused Absence".

Parents/Caregivers do not need to write a note when your child has been absent as long

as a message has been left on the attendance line. The exception to this is if a child is absent due to illness for 5 or more days, in which case we request a doctor's note to verify that the student is cleared to return.

In the event a child's name is on the school's absentee list and a call has not been received, the office will call the child's parents/caregivers. If verification is not received from parents/caregivers, the office will refer to the list of names supplied on the Pupil Information Form to call for verification. If verification is still not received, the administration may call the Reading Police Department (or the police department of the town of residence) to ensure that everything is OK.

Excused and Unexcused Absences

A school district may excuse up to 7 full day sessions or 14 half day sessions in any period of six months. Examples of *excused absences* are absences for illness of the student (a doctor's certificate is required for an absence of 5 days or more), a medical appointment (a doctor or dentist certificate should be provided for appointments scheduled during the school day), death in the student's family, observance of a religious holiday, court appointments, private school visits or school sanctioned absences. Please note that students who are observing a religious holiday will not have an absence recorded on their school record.

An *unexcused absence* occurs when school-aged children are absent from school, *with or without caregiver approval*, for any other reasons (such as family vacation, participating in a non- school sponsored sport event, doing errands, cutting classes, etc.),

The Principal or designee will make the final determination on whether or not an absence should be excused or unexcused.

Further Attendance Guidelines and Procedures

- Students absent from school may not attend school-sponsored activities on that day or evening, unless prior approval has been obtained by a building administrator.
- A student who has been absent for illness, five consecutive days or longer, must bring a note from a health professional stating the reason for the absence and that they are cleared to return.
- Days missed because of suspension will not be counted as absences. The student is responsible for working with their teacher to make up the work assigned by the teacher.
- All work missed because of absence will be made up typically following the guideline of **one makeup day per absent day upon return to class**, yet students

are encouraged to do any work they are able to do to prepare for the next day, if able. Most importantly, the student should contact each teacher involved as different arrangements may be made at the teacher's discretion. For extended absences due to illness, students and families should contact teachers to establish a reasonable schedule for making up missed work.

- Students are strongly encouraged to seek out extra help before or after school, or at some other mutually agreeable time if they need assistance from a teacher.
- If a student becomes ill or injured during school hours, they should report to the office after first reporting to class and getting a signed pass by the teacher, unless the illness/injury needs immediate attention. **(Students may not call home on personal devices for dismissal.)** If dismissal is necessary, the nurse's office will contact the student's caregiver. The caregiver or designee must pick up the student to be dismissed at the office in a timely manner.
- Pursuant to M.G.L. c. 76, § 18, any student (16 years or older) who is withdrawing from school prior to graduation must obtain a withdrawal form from their school office. No student shall be considered to have permanently left the school district unless an administrator from the school or school district has sent notice within a period of ten (10) days from the student's fifteenth (15) consecutive absence to the caregiver or guardian of such student in both the primary language of such caregiver or guardian and English, stating that such student and his caregiver or guardian may meet **with** the school committee or its designated representatives prior to **the** student permanently leaving school, within ten days after the sending of the notice. The time for meeting may be extended at the request of the caregiver or guardian and with consent of the school committee **or** its designated representatives, provided no extension shall be for longer than fourteen days. Such meeting shall be for the purpose of discussing the reasons for the student permanently leaving school and alternative educational or other placements. M.G.L. c. 76, § 18.

Dismissal Notices

If a caregiver wishes to have a student dismissed early from school for any reason, the caregiver must either provide a note given to the main office, call the main office, or leave a message on the absentee line. (Parents/Caregivers are strongly urged to make medical and dental appointments at times that do not conflict with the school schedule.)

Punctuality / Tardiness / Tardy Notes / Excused and Unexcused Tardies

Punctuality is a valued habit and life skill. Accordingly, students should make every effort to be on time to school in the morning and to each class during the day. Parents/Caregivers are asked to support this effort, as students cannot be on time if parents/caregivers are not on time. **To be counted as on time to school, a student**

must be seated in homeroom for attendance at 7:50 a.m. at the middle schools. A student who arrives late must first report to the main office before reporting to class.

If a student has a written note from the caregiver explaining why the student is late or the caregiver has notified the absentee line with this information, it will be documented as an ***excused tardy***. If the student has a note from a caregiver, it should be given to the main office. "Excused tardies" are limited to two in a marking period at the elementary and middle school and five per semester at the high school.

If a student is late to school and does not have a caregiver note or a caregiver has not communicated with the school to report the student as tardy, it will **be** documented as an ***unexcused tardy***. Unexcused tardies are cumulative during the school year.

The school administration will work with students and parents/caregivers if patterns of absences or tardiness occur so as to support more timely and regular attendance and/or to accommodate extraneous circumstances. In some cases, disciplinary action (after school detention, lunch detention) may result.

Tardy to class (for middle and high school)

During the school day, students who are tardy to their next class should have a note from the staff member who kept them late. A student who is tardy to class without a valid excuse can expect to make up the lost time at the teacher's discretion. A student who is repeatedly tardy to class may then work with a teacher or administrator on a behavior intervention/ support. Tardy to class is defined as not arriving to class at the same time as the remainder of the class. The teacher determines tardiness in the absence of bells.

Truancy

A student will be considered truant when s/he is absent from school without permission of a parent/caregiver or school administration, or when a student is deliberately late to school. Parents/caregivers will be notified if a student is suspected of being truant. Administration will work with parents/caregivers and students to address and solve truant situations. In the event truancy or excessive absences continues, the administration is required to file for "failure to send" or "failure to attend," depending on the circumstances.

GENERAL EXPECTATIONS

Cell Phones / Electronic Devices / SMART Watches

Students are required to keep cell phones and other electronic devices turned off and in lockers during the school day (between 7:50 am and 2:30 pm). In addition, students should not use cell phones or other devices after school hours in an area that may be disruptive to an afterschool activity. For students who have extenuating circumstances and/or needs decided upon by their team of teachers, they must use their personal devices in accordance with all relevant technology agreements. Students are not allowed to install add-ons or extensions to district provided accounts unless given permission by a teacher. Students are NOT allowed to use cell phones in hallways, bathrooms, and locker rooms. (Hallway use is allowed after school hours.) Students should not text during the school day, even to parents/caregivers, nor is it recommended that parents/caregivers text students during the school day, which puts the students in a compromising position (viewing/responding to the text vs. following the school rules). If a student needs to contact home, they should ask a teacher for the use of the main office phone.

Students who violate this policy will have the device confiscated. On a first offense, the student should be expected to be redirected by a staff member and asked to put the device in their locker. On a second offense, the device will be confiscated. On a third offense, the device will be confiscated and turned into the main office. At this point, an administrator may contact the student's caregiver. Upon further offenses, additional consequences may occur, such as the student not being allowed to bring the device to school. (Students are also notified that laser pointers or any other electronic devices that could present safety issues are not allowed in school, and such objects will be confiscated.) *The Principal or Assistant Principal has final authority on these matters.*

SMART watches that have direct wireless capability are NOT allowed in school (or must be off and in lockers, just like cell phones). If a student is suspected of abusing this rule, the SMART watch will be addressed the same as a cell phone (see above).

Dress Standards

We support the importance of the expression of identity through various forms, including clothing. The Reading Public Schools does not seek to abridge that expression, provided that it does not cause any disruption or disorder within the school. The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

- Clothing should be school appropriate by covering undergarments and private

parts of the body and should reflect our core values. No wearing of clothing or other articles that advertise/depict illegal, offensive, or obscene language, messages, or symbols (i.e. drugs, alcohol, tobacco).

- While hats and head coverings are allowed, a staff member may expect removal in certain circumstances, such as (but not limited to): during an assessment, if the student's face is obscured, or if the head covering is being used to obscure earbuds or other items. Head coverings are permitted for religious observance or medical purposes.
- Specialized clothing may be required for specialized courses/situations (e.g., safety glasses, closed toe shoes in laboratories, physical education clothing, field trip clothing).

We understand that there may be unique exceptions to these guidelines and will work with students and families to accommodate personal circumstances.

Elevator

The school has an elevator to move equipment or to access the lower level and second and third floors without using the stairs. If an injury requires use of the elevator, the health office should have a doctor note for the student. Students may not access the school elevator without prior permission and an adult staff member with them.

Gum

Gum is not allowed at Parker Middle School, as careless disposal of gum can destroy school property.

Lockers

Students are assigned a locker, usually in a location near their homeroom. Students should keep lockers clean and organized. Other than cell phones, students should not store money or valuables in the locker. Instead, students may leave them with their teacher or bring them to the main office for safe-keeping. Lockers are school property and are subject to search and entry by school administrators, and students do not have a reasonable expectation of privacy in their lockers.

Lost and Found

There is a 'lost and found' for clothing and other materials located by the bathrooms on the first floor. If students lose something more valuable such as eyeglasses, jewelry, or phones, they should go to the main office to see if it has been found. Students should

not bring valuables or large sums of money to school. Although the school community does everything possible to protect students' property, the school cannot be responsible for lost or stolen items.

Water Bottles

Students are encouraged and allowed to use/carry water bottles during the school day, as long as they have securely fastening caps (to prevent spilling) and include only water (no other beverages should be carried with you throughout the day).

Wellness / Physical Education

Physical Education and Health Wellness are an important part of a student's education at Parker Middle School. Physical Education classes meet two days in a six-day cycle. Students should come dressed appropriately on PE days with comfortable clothing and sneakers. Students will experience various units designed to develop health and skill related components of fitness. There are separate curricula at each grade level. Students will experience lessons based on fitness development, skill practice, skill development, skill review, and game play, including individual, small group, and large group non-competitive educational settings. Students will also experience various health units designed to develop their mental, social, and intellectual components of wellness with an overarching goal of learning skills to help make health decisions. Health curriculum units will include topics such as nutrition, substance abuse prevention, adolescence/puberty, gender and sexual identity, and healthy choices.

If students are unable to take part in PE classes, they must obtain a signed medical excuse from their doctor which will be filed in their records in the Main Office. Unless the medical excuse states a date of return to physical education class, a new note from the doctor is required before a student will be allowed to participate. Students who are medically unable to attend PE classes will spend the time in the office instead. Caregiver requests to be excused from PE may be acceptable for a limited period, usually one day.

FOOD SERVICES

Breakfast and Lunch

Breakfast (7:15 a.m. - 7:40 a.m.) and hot lunches are available to all students. The standard hot lunch and breakfast are free for all students (this does not include snacks or ice cream). In addition to the hot lunch option, students may purchase sandwiches and salads, as available. Students may also bring their lunch from home. Milk (standard with lunch), ice cream, juice, water, and snacks are available for purchase in the cafeteria. While lunch is free for all, those who may qualify for free or reduced lunch are strongly encouraged to apply, as the benefits extend beyond the lunch program (such as after school activities, field trips, etc.).

Cafeteria Payment System / PIN Code Accounts

All students have a school meal account through <https://linqconnect.com/main>. Students enter their 4 digit PIN number at the time of purchase. Parents/Caregivers are encouraged to put money in their student's account as it makes the lines go faster and eliminates the need to give students money each day. Families can set up in <https://linqconnect.com/main> to be notified when their student's account has a low or negative balance. Student PIN numbers carry with them from elementary school to high school. New students are given PIN numbers when they start school. For further details or if you have any other questions, contact the district Food Service office at 781-942-9134.

Financial help is available for those families who have qualified for free or reduced lunch. Forms can be found in the main office (and on the Parker Middle School website and in the newsletter). If you qualify, please contact the principal to request assistance.

Cafeteria Expectations / Procedures / Guidelines

After being dismissed by classroom teachers, students may stop at their lockers and then walk to the cafeteria in an orderly fashion. Unless otherwise directed, students may choose to sit anywhere and are expected to remain at their chosen table but for trips to the lunch line, garbage, and bathroom. Once everyone is seated, the adult in charge will begin calling up students by table to purchase lunch items. Students may not leave the cafeteria during lunch without the permission of an adult on duty. The adult in charge will check that the students have cleaned up their space. Once the table area is clean, the teacher will then dismiss that table of students. *At all times in the cafeteria, students are expected to act in accordance with Parker's core values.*

AFTER SCHOOL PROGRAMS

Parker Service

Members of this group wish to become active volunteers within the school and community. This group fosters and organizes students to participate/lead in leadership and service project opportunities. Students must submit a written application and teacher recommendations to be selected for this group.

A World of Difference

AWOD is a club for students dedicated to working together to build a truly inclusive environment here at Parker.

Math Team

The Parker Math Team includes members across all three grades. There are no tryouts required to participate, but students must maintain expectations involving attendance and behavior. Students who have a desire to enhance their math skills in a challenging competitive program are encouraged to join. The group meets one afternoon per week to practice for their meets. There are five meets throughout the year from October to April. The Math Team belongs to the Intermediate Math League of Eastern Massachusetts.

Science Olympiad

Each year, the Parker Science Olympiad Team competes at the state Olympiad tournament. Students who participate will be expected to be present for practice weekly and participate in the State Tournament in March. Practice times will be determined by the team once it is selected, based on student and coach availability.

Gender & Sexuality Alliance (GSA)

GSA is a space that is welcoming to all who identify as LGBTQI+, who are friends/ family of those who are LGBTQI+, or who are in support of those who are LGBTQI+. The group works to promote understanding in the school community and is a safe space for students to discuss LGBTQI+ issues.

Parkapella

This is an acapella group that requires auditions. This group performs at the Junior District Competition in the spring.

Musical

Parker is very proud of its musical theater program. Every year, a new musical is announced. Students try out for various parts. Beyond the acting/singing parts, there are also opportunities to be on the stage crew, lights, makeup, etc. All students who want to participate are given a part. Rehearsals run from January through mid-March, followed by performances. There is a standard fee for theater participation across the district.

After-School Activities

These programs are offered every 8-10 weeks and are designed to offer our middle school students opportunities to participate in a variety of enriching activities. Homework Club is always offered as one of the activities. Other activities are determined throughout the year per teacher leader as well as student interest. Only students who have signed up (and paid, if payment is required) are allowed to participate. These programs do have a cost; the cost is determined based on length of program, supplies needed, etc. Students who qualify for financial assistance may pay a reduced rate to participate. Please reach out to the principal to request assistance.

After-School Library

The library is open after school, Monday through Thursday from 2:35 to 3:30 p.m. to allow students the space to complete homework, to work together on projects, and to access computers. The library is not open on Early Release days or Fridays. As there are sometimes cancellations of the after-school library due to inclement weather or personal circumstances, parents/caregivers should not rely on the library as childcare. As best as we can, we will give notice if the library has to close after school. There is no cost to attend.

STUDENT SUPPORT SERVICES

Mental Health and Student Support

Each of us, student and adult, experiences problems of one kind or another. The school psychologists are aware of the various academic, personal, and social challenges that middle school students encounter. If your child needs help, do not hesitate to talk to a teacher, the principal, assistant principal, or a school counselor. Our counselors are:

- Kimberly Bernazzani, School Psychologist
- Sarah Creighton, School Adjustment Counselor
- Ann Ozanian, School Psychologist
- Jerika Santiago, METCO School Adjustment Counselor

Health Office

The Health Office is located in the main office, and a nurse is either in the building or on call at all times. In addition, first aid supplies are available in the Health Office, and someone in the office will administer first aid when and if it is needed. Should a student suffer any kind of an injury, or if a student does not feel well, the student should notify an adult, get a pass, and then report to the nurse via the main office. To reach the Health Office, please call: 781-944-1236.

Prescription Medication Guidelines

We wish to remind parents/caregivers that if any medication is to be administered by school personnel, the following requirements must be met:

- The medication must be prescribed by a physician.
- The school must have received written medical orders from the attending physician, and these orders must include a statement describing the diagnosis, the name of the drug or medication, the dosage to be administered, and the possible effects associated with the medication.
- The school must have written permission from parents/caregivers allowing school personnel to administer the medication.
- Medication forms are to be used for physician orders and caregiver permission. Forms may be obtained from the school nurse or local family doctors.
- The medication must be in the original container and should be clearly labeled, showing the student's name, the name of the medication, and the prescribed dosage. The label is in addition to the written medical order from the doctor.
- With the exception of inhalers and Epipens, all medication must be left in the office. The student may never carry it around school. Students using inhalers may

take responsibility for their use after the medication form has been completed and filed with the school nurse. A student must have prior written authorization to possess an EpiPen on school grounds.

- A student found in possession of medication in violation of this policy may be subject to discipline for possession of narcotics and/or drugs in a manner consistent with the applicable school and school district policies regarding illegal narcotics and M.G.L. c. 71, § 37H.
- Any questions regarding the school policy should go directly to our school nurse at 781- 944-1236.

Student Support Team (SST) Process

Meeting the academic needs of all students is a priority. When a student is struggling in one or more classes, teachers use a variety of supports, accommodations, and interventions to help students make progress. These types of supports / accommodations are considered best teaching practices. Parents / Caregivers should contact teachers or team leaders to discuss concerns, should they arise. Examples of structures and supports include:

- Before/after school help
- Student mentor/tutor (if available)
- Math intervention
- Reading intervention
- Reading District Accommodation Plan (DCAP)
- Differentiated instruction
- PRIM Manual Accommodations
- PBIS (Positive Behavior Intervention Supports)

For students who continue to struggle despite Tier I supports, they will go through an SST process. In this process, an expanded group of staff, consisting of teachers, support staff, administration, and the nurse (if appropriate) will work together to create a dedicated plan for the student, including, but not limited to, specific interventions, supports, and progress monitoring. Data will be collected to learn more about what the student may need to be successful.

Special Education Referrals

There are times when either teachers and/or parents/caregivers are concerned that a child has a disability, and that the child needs direct instruction in order to access the curriculum. If this is the case, and with caregiver permission, the child goes through a special education eligibility process to determine if direct instruction is merited. **Prior to this eligibility process, we recommend that teachers and parents/caregivers work**

together to provide students with the appropriate SST Supports listed above, as students are often able to be successful given non-special education supports and differentiation. It is extremely important for parents/caregivers to be in communication with teachers about any concerns, and vice-versa, so that student needs are being addressed appropriately and in a timely fashion. In the event a special education referral is merited, or if parents/caregivers have any additional questions about the eligibility process and/or supports available, the caregiver can contact the building administrators or the Special Education Team Chair.

ACADEMIC PROGRAM

Regular Day Schedule

GRADE 6	GRADE 7	GRADE 8
HR 7:50-7:58	HR 7:50-7:58	HR 7:50-7:58
1ST 8:00 – 8:50	1ST 8:00 – 8:50	1ST 8:00 – 8:50
2ND 8:52 - 9:42	2ND 8:52 - 9:42	2ND 8:52 - 9:42
3RD 9:44 – 10:34	3RD 9:44 – 10:34	3RD 9:44 – 10:34
LUNCH 10:36-11:02	4TH 10:36 – 11:26	4TH 10:36 – 11:26
4TH 11:04 – 11:54	LUNCH 11:28-11:54	5TH 11:28 – 12:18
5TH 11:56 – 12:46	5TH 11:56 – 12:46	LUNCH 12:20 - 12:46
6TH 12:48 – 1:38	6TH 12:48 – 1:38	6TH 12:48 – 1:38
7TH 1:40 - 2:30	7TH 1:40 - 2:30	7TH 1:40 - 2:30

Advisory Day Schedule

GRADE 6	GRADE 7	GRADE 8
HR 7:50-7:58	HR 7:50-7:58	HR 7:50-7:54
1ST 8:00 – 8:46	1ST 8:00 – 8:46	1ST 8:00 – 8:46
2ND 8:48 - 9:34	2ND 8:48 - 9:34	2ND 8:48 - 9:34
3RD 9:36 – 10:22	3RD 9:36 – 10:22	3RD 9:36 – 10:22
ADV 10:24 – 10:50	ADV 10:24 – 10:50	ADV 10:24 – 10:50
LUNCH 10:52-11:18	4TH 10:52 – 11:38	4TH 10:52 – 11:38
4TH 11:20 – 12:06	LUNCH 11:40-12:06	5TH 11:40 – 12:26
5TH 12:08– 12:54	5TH 12:08– 12:54	LUNCH 12:28 - 12:54
6TH 12:56 – 1:42	6TH 12:56 – 1:42	6TH 12:56 – 1:42
7TH 1:44 - 2:30	7TH 1:44 - 2:30	7TH 1:44 - 2:30

PROGRAM OF STUDIES

Core Curriculum Content

- Students in all grades enroll in ELA, Math, Science, and Social Studies
- Students in grade 6 will have two blocks of ELA per day.
- Students in grade 6 will enroll in World Language exploratory.
- Art, music, wellness, and project block meet every other day.
- Electives meet twice or three times per cycle.

Electives/enrichment

- Students have the option to enroll in band, chorus, art, or electives.
- In grade 6, students may enroll in band, chorus, Art Studio, or ceramics.
- In grade 7, students may enroll in band, chorus, Art Studio, Introduction to Coding, or Media Literacy.
- In grade 8, all students will enroll in Computer Science, Ethics & Digital Leadership, Financial Literacy, and Information Literacy.
- Grade 8 students will enroll in band, chorus, or additional art/media electives.

Project Block

- Students in all grades will have project block every other day. Project block is a time when teachers will provide additional support, develop executive functioning skills, and offer enriching interdisciplinary options for students.
- Students in grade 6 will have either World Language exploratory or project block.
- Students in grade 8 will rotate through the following pathways exploratory classes: Civic Action Project, Clean Energy, Engineering, and Public Health.
- Math and reading interventions will occur during the project block.

ACADEMIC GUIDELINES

Grade Communication

Assignments will be assessed promptly so that students are receiving feedback in a timely fashion. In order to maintain open lines of communication, teachers will update grades to the portal as assignments (tests, quizzes, etc.) are returned to the student. These updates are a method of communication between parents/caregivers and our school to inform parents of a child's progress in all subjects. While teachers are required to keep their gradebooks up to date, parents/caregivers are asked to monitor the gradebook during each term so that they are aware of student progress. When a child is struggling in a class, open communication between school and home is a natural and expected step in order to provide aligned support.

Grading & Report Cards

Students are evaluated by teachers each quarter and assigned grades as follows:

A+, A, A- = (90 - 100%)	A+ = 97-100	C- = 70-72
B+, B, B- = (80 - 89%)	A = 93-96	D+ = 67-69
C+, C, C- = (70 - 79%)	A- = 90-92	D = 64-66
D+, D, D- = (60 - 69%)	B+ = 87-89	D- = 60-62
F = (below 60%)	B = 84-86	F = 59 and below
I = Incomplete	B- = 80-82	
P = Pass	C+ = 77-79	
M = Medical	C = 74-76	

Students are also graded on their effort and conduct.

Effort: Outstanding...Above Average...Satisfactory...Inconsistent...Unsatisfactory

Conduct: Satisfactory...Inconsistent...Unsatisfactory

Homework

A. Purpose

Homework is a part of the learning process and an exercise in preview, review and reinforcement of what is being taught in the classroom. While homework is important, we also realize that students and families have other commitments. Keeping this in mind, teachers will do everything possible to coordinate assignments, projects, and test dates so that students do not get overloaded.

On the average, a student will have between 1/2 hour to 1 1/2 hours of homework

per night. If parents/caregivers see that their child is spending more time on homework each night, or significant time on a specific subject, please communicate that information to your child's team leader or to the specific teacher of the subject that is taking a long time.

B. Responsibility

In order to foster independent study habits, students have certain responsibilities:

- Record assignments in their student agenda books.
- Take home all necessary materials needed to complete assignments.
- Complete all assignments within the timeframe provided and as independently as possible.

Student Recognition

When a student attains Honor Roll status, it means that their grades reflect superior academic work and acceptable conduct. Accordingly, Honor Roll eligibility is based on the following factors:

- Students achieve HIGH HONOR ROLL by earning all As or all As and one B.
- Students achieve HONOR ROLL by earning all As and Bs (more than one B).
- Students achieve MERIT ROLL by earning all Bs.
- Students who receive unsatisfactory in conduct do not make any high honor roll, honor roll, or merit roll regardless of their grades.

CODE OF CONDUCT AND DISCIPLINE

All students are expected to follow the Positive Behavior Expectations outlined in the rubric below. The rubric incorporates Parker's core values in each of the spaces in the building. Staff follow a tiered behavior response protocol when student behaviors deviate from the expectations.

Parker Middle School (PMS) Positive Behavior Expectations Rubric

We strive to achieve PMS core values of...	Kindness 	Community 	Personal Best 
Classroom / offices	• Listen • Respect opinions and perspectives • Respect privacy • Encourage peers	• Respect classroom materials & devices • Use materials & devices for their intended purpose • Return equipment & materials to their proper place	• Be on time & prepared • Engage in learning • Complete one's own work • Take responsibility for actions
Hallway / common spaces	• Be helpful to others • Be considerate of peers at lockers & water fountains	• Use inside voices • Be aware of surroundings • Be respectful of personal space • Walk in the hallway • Hold doors for others	• Use passing time effectively • Use appropriate language
Cafeteria	• Be courteous to all cafeteria workers, staff members, and peers • Be inclusive • Say "please" & "thank you"	• Keep food in the cafeteria • Put trash in barrels • Clean up area • Wait patiently until called for lunch or dismissal	• Follow staff directions and lunchroom expectations
Bathrooms	• Respect each others' privacy • Speak up for peers	• Keep floors and walls dry and clean • Report any lack of supplies • Report vandalism, damage, or inappropriate behavior to an adult	• Use the bathroom for its intended purpose
Auditorium & school events	• Listen and be respectful to the presenter • Show positive enthusiasm	• Represent Parker Middle School in a positive way	• Be respectful of visitors and guests

Code Of Conduct

Disciplinary action for code of conduct violations shall be issued in compliance with all student discipline due process requirements, pursuant to READING PUBLIC SCHOOLS 2025-2026 STUDENT HANDBOOK.

A safe, inclusive, and engaging learning environment is essential to the academic and social- emotional development of all students. A comprehensive education should endow students with the skills to develop and maintain respectful, healthy, and productive relationships among themselves and with faculty members, and should prioritize citizenship and responsible behavior at school and at school-sponsored events.

The purpose of this Code of Conduct is to 1) outline expectations for maintaining positive relationships and upholding the fundamentals of good citizenship within the Parker Middle School community and 2) establish accountability for students who fail to act as safe, respectful, and responsible community members at school and during school-sponsored events.

The Middle School Code of Conduct and the potential approaches to accountability for violations of the Code of Conduct apply to students during the school day, when students are on Reading Public Schools grounds, while students are engaged in or attending school-sponsored activities, and while students are traveling to and from school or a school-sponsored activity, whether that be on a school bus, in a personally owned vehicle, walking, riding a bike, or any other individual method of transportation. Students may be held accountable for violations of the Code of Conduct while away from school at other times if the conduct or incident is related to school, adversely impacts the school community, disrupts the school environment, or creates an unsafe environment at school.

Accountability: An essential part of learning is the expectation that students be required to account for the decisions they make and behaviors they engage in. The Middle School Code of Conduct is rooted in the theory of restorative and progressive accountability and attempts to limit the use of exclusionary accountability practices (i.e. suspension) when appropriate.

Restorative Accountability: Either in lieu of or in conjunction with traditional, progressive accountability practices, the school administration may recommend approaches to accountability, especially when incidents arise as the result of conflict between the Middle School community members.

- Any approach to an incident or conflict **will** be with the intent to assist a student or students to accept accountability by working with them to:
 - Acknowledge responsibility;
 - Directly engage with the person or people impacted;
 - and Agree to a plan to avoid similar incidents or behavior moving forward.
- A resolution to an incident will also be with the intent to restore a sense of safety and belonging for any Parker community member impacted by an interaction or incident.
- Prior to facilitating any response to an incident, the administration will confirm that all parties are willing participants, and have been oriented to the response protocols. Additionally, when possible, the administration will enlist the support of the school counseling faculty, or other sources of student support, to assist with the process.
- Accountability interventions may consist of but are not limited to:
 - Conferences
 - School or community conferences
 - Community service
 - Additional supports for community members in need
 - Restitution
 - Academic and social-emotional support upon reentry/return to school

Progressive Accountability: When requiring students to account for their behavior or decisions, the staff may consider consequences that consist of, but are not limited to the following, in accordance disciplinary due process requirements:

- Parent Outreach: The school faculty will prioritize parental engagement when requiring a student to account for violations of the Code of Conduct. This engagement may be in the form of email communication, a phone call, or a meeting. Parents may be required to meet with the school administration when students repeatedly violate the Code of Conduct. This includes violations of the Attendance Policy.
- Confiscation of Belongings: If the administration determines that a student has something in their possession that either violates the law or substantially disrupts the learning process for that student or for other students, the administration may confiscate those items.
- Withholding of Privileges: This may include the withholding of privileges during the school day or after school activities.
- Short Term Suspension: Will be determined by an administrator in accordance with disciplinary due process procedures; student's removal from school for no more than ten (10) school days.
- Long Term Suspension: Will be determined by an administrator in

accordance with disciplinary due process procedures; student's removal from school for more than ten (10) to ninety (90) school days.

- Expulsion: Will be determined by an administrator in accordance with disciplinary due process procedures; student's removal from school for more than 90 school days, including permanent removal from school.
- When considering progressive accountability measures, the administration will consider all relevant facts, which include, but are not limited to:
 - Previous incidents involving the student
 - The severity of the disruption caused by a student's actions
 - The degree of the safety risk or the harm to a student or other students or staff members
 - The degree to which a student is willing to change their behavior, or has been willing and able to change their behavior in the past.
- When school administrators consider suspending students from school, as the result of an inappropriate exchange, incident, or behavior, they will adhere to the notification protocols and due process requirements contained in Massachusetts General Law Ch. 71, Sections 37H, 37H1/2, and 37H3/4.

Behavioral Expectations

The physical and emotional safety of all students and RPS community members is a top priority of the Code of Conduct. Additionally, in keeping with the Core Values and Beliefs of the Reading Public Schools, Middle School community members are expected to foster respectful and responsible relationships and contribute positively to a diverse and inclusive learning environment. Students who detract from these community goals, or fail to act as positive community members, will be required to account for their behavior in accordance with the school's progressive approach to accountability.

Students will not engage in the following list of behaviors:

- Discrimination against a student based on that student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, or disability status.
- Targeting, ridiculing, or using as a source of humor another student's race, color, religion, national origin, ethnic background, gender, sexual orientation, gender identity, or disability status.
- Create, post, or inappropriately comment on any online or social media item that harasses, threatens, intimidates, abuses, or demeans individuals or groups on the basis of race, ethnicity, religion, gender, gender identity, sexual orientation, creed, national origin, or disability status.

- Possession, intent to possess, consumption, distribution, selling, purchasing, or being under the influence of any drug or drug paraphernalia, alcoholic beverage, or intoxicant of any kind, to include the possession, use, or distribution of tobacco related products, electronic cigarettes, vaping products, and vaping paraphernalia.
- Possession of a weapon of any kind, including, but not limited to knives, blades, guns, or other dangerous instruments such as lighters and pepper spray. This includes the possession of mock weapons.
- Sexually harassing another person, either by words or actions. This includes words, expressions, or images posted online or on social media platforms.
- The issuance of a criminal complaint charging a student with a felony or the issuance of a felony delinquent complaint.
- Assaulting, fighting, or striking another person, or threatening to assault, fight, or strike another person.
- Profanity, obscenity, discourtesy, or disrespect directed toward school staff members.
- Insubordination, or failure to comply with, or ignoring the requests of a staff member. This includes a student's failure to properly identify themselves when asked by a staff member for their name. It is the expectation of all students that they comply with staff members' directives. If a student disagrees with a directive, they should at first comply and then appeal to their counselor or assistant principal for support.
- Dishonesty, which includes, but is not limited to academic dishonesty (i.e. cheating and/or plagiarism), forgery, and dishonesty about incidents or behavior.
- Theft, or attempts to steal, the belongings of another. This includes the theft or attempt to steal school equipment, materials, or supplies.
- Vandalism or the destruction or attempt to destroy school property or the property of others. This includes the misuse of lockers.
- Leaving the building, school property, or a mandatory school sponsored event without permission.
- Being present in an unauthorized area of the building or the RPS facilities. This includes, but is not limited to, loitering in bathrooms, and unsupervised use of the athletic facilities before, during, and after school.
- Failure to report to an assigned detention, to include assigned teacher detentions.
- Ordering food and having it delivered to school during school hours.
- Disrupting school by pulling a fire alarm or falsely reporting a risk that leads to an emergency response (i.e. a bomb threat).
- Inciting or provoking another student to violate school rules, disrupt school

or a school-related event, or engage in dangerous or inappropriate behavior.

- Any behavior not listed above that compromises the discipline and routine of the school day or a school-sponsored event or a person's physical or emotional safety, or that the administration determines is inappropriate for the school environment.
- All employees are required to report to the principal any incident in which a student is found in possession or use of a dangerous weapon on school property or a student-sponsored event. Principals will file reports under as required by M.G.L. Chapter 71, Section 37L. This state law then requires follow up reporting and assessment for students.

Bus Expectations: Any violation of the bus code of conduct is expected to be resolved as soon as possible. The bus driver and monitor will work closely with each school Principal, the METCO Director, and the METCO Coordinator to make sure the bus rules and guidelines are followed. To ensure students have a safe and efficient ride to and from Reading every day, all students must adhere to the following rules and guidelines on the bus.

Rules:

1. Respect

- Be respectful to the driver, monitor and peers.
- Always remain seated.
- Use appropriate language and content.
- Physical contact, even as a form of greeting, is discouraged.
- No horseplay or play fighting.
- Recording of other students is not allowed.

2. Responsibility

- North Suburban Transportation prohibits eating on the bus, please respect that by eating prior to entering the bus.
- Use of musical devices and cell phones with headphones is allowed. Speakers may not be used on the bus.
- Clean up after yourself.

3. Seating

- All students **will sit** two to a **seat**.
- No student will have their own seat unless designated by a building principal, METCO Coordinator, METCO Director, or bus monitor/bus driver.
- Any student refusing to let a student who needs a seat sit with them will

be subject to disciplinary actions.

- Middle school seats will be assigned by the METCO Director in collaboration with Middle School Principals.
- 6th graders will sit in the front followed by 7th graders who will sit in the middle, and all 8th graders will sit in the back.

Bus Discipline:

All disciplinary outcomes are meticulously determined by the principal, following a comprehensive framework established by the district handbook and in strict adherence to both Massachusetts state laws and relevant federal regulations. This structured approach ensures that each disciplinary decision is fair, consistent, and aligned with the established guidelines, fostering a safe environment for all students while upholding their rights and responsibilities.

All incidents on the bus can result in school suspension or any school disciplinary actions.

A bus suspension does not necessarily include a suspension from school. Students suspended from the bus are still expected to attend school. Any student who is suspended from the bus and does not attend school will be marked absent for the day(s). It is the parent/guardian's responsibility to arrange for transportation to and from school during a bus suspension.

Technology, Internet, and Wireless Network Use

At the beginning of each school year, students (and parents/caregivers) are required to read and sign the district Acceptable Use Regulations for computer and Internet use. When it is distributed, students and parents/caregivers should refer to that policy for guidelines on appropriate use of school computers and network (and the possible consequences for failing to adhere to the conditions and rules set forth in the policy). Such consequences could include, but not be limited to parent contact, restorative measures, administrative discipline, revocation of access to any Reading Public Schools computer in the building, revocation of network privileges and/or access, and/or possible legal action. The ultimate consequences are at the discretion of the building administrators. Students should also always exercise great care and demonstrate great responsibility when using school equipment of any kind. Students who damage school equipment (whether through direct action or negligence) will be asked to pay the expense of replacing any damaged equipment.

When students are assigned a personal log-in and password for the school computers and/or network, they are responsible for any use that occurs with their log-in name/password. Students should NOT share their passwords with other students, as they may receive disciplinary action for doing so and/or be held accountable for all the activity done under their log-in name.

1:1 Device Expectations

Students will be assigned a laptop that is “theirs” to use at school and at home (if the proper forms have been filled out). Students are responsible for the proper care of this device, including treating it with care, using it with clean hands, walking with it carefully, shutting it down properly, storing it properly, plugging it in after use, and not sharing it with others. **Negligent, accidental or purposeful behavior may result in being responsible for the cost of repair or replacement.**

“Bring Your Own Device” (BYOD) Guidelines / Accessing the Wireless Network

Given that students are all assigned a laptop, there is rarely a need for students to access the internet with their personal devices. That being said, there are sometimes circumstances that may merit the use of a personal device. In these circumstances, the student must receive permission from an administrator, the technology integration specialist, or the school nurse. Students who have been granted permission to use their own device and/or access the school's wireless network must follow the responsibilities stated in the Reading Public Schools Acceptable Use Policy and the School Handbook.

OTHER

Sex Education (Middle Schools)

In accordance with General Laws Chapter 71, Section 32A, all parents/guardians of students in middle school courses and curriculum that primarily involve human sexual education or human sexuality issues shall be notified by separate notice issued by the school prior to implementation of relevant courses/curriculum.

Under Massachusetts Law, parents/guardians may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexuality issues, without penalty to the student, by sending a letter to the principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the principal.

Six Day Cycle Rotation

Middle School

6-Day Cycle Rotation / Calendar 2024-2025

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	
8/28	8/29	9/3	9/4	9/5	9/6	8/28 First Day of School for Students
9/9	9/10	9/11	9/12	9/13	9/16	8/30 No School
9/17	9/18	9/19	9/20	9/23	9/24	9/02 Labor Day (No School)
9/25	9/26	9/27	9/30	10/1	10/2	9/19 Early Release, 12:30pm Dismissal
10/3	10/4	10/7	10/8	10/9	10/10	Back to School Night
10/11	10/15	10/16	10/17	10/18	10/21	9/27 Early Release, 12:30pm Dismissal
10/22	10/23	10/24	10/25	10/28	10/29	10/03 Rosh Hashanah (begins sundown 10/2)
10/30	10/31	11/1	11/4	11/6	11/7	10/12 Yom Kippur (begins sundown 10/11)
11/8	11/12	11/13	11/14	11/18	11/19	10/14 Columbus Day (No School)
11/20	11/21	11/22	11/25	11/26	11/27	10/25 Early Release, 12:30pm Dismissal
12/2	12/3	12/4	12/5	12/6	12/9	11/01 Diwali
12/10	12/11	12/12	12/13	12/16	12/17	11/05 Teacher In-Service Day
12/18	12/19	12/20	1/2	1/3	1/6	11/11 Veteran's Day (No School)
1/7	1/8	1/9	1/10	1/13	1/14	11/15 Teacher In-Service Day
1/15	1/16	1/17	1/21	1/22	1/23	11/27 Half Day, 10:45am Dismissal
1/24						11/28-11/29 Thanksgiving Break
Start of 2 nd Semester						12/6 Early Release, 12:30pm Dismissal
1/27	1/28	1/29	1/30	1/31	2/3	12/25 Christmas Day
2/4	2/5	2/6	2/7	2/10	2/11	12/26-12/31 Winter Vacation
2/12	2/13	2/14	2/24	2/25	2/26	12/26-1/1 Hanukkah (begins sundown on 12/25)
2/27	2/28	3/3	3/4	3/5	3/6	12/26-1/01 Kwanzaa
3/7	3/11	3/12	3/13	3/14	3/17	1/01 New Year's Day Holiday
3/18	3/19	3/20	3/21	3/24	3/25	1/02 School Resumes
3/26	3/27	3/28	3/31	4/1	4/2	1/07 Orthodox Christmas
4/3	4/4	4/7	4/8	4/9	4/10	1/10 Early Release, 12:30pm Dismissal
4/11	4/14	4/15	4/16	4/17	4/18	1/20 M. L. King Jr. Day (No School)
4/28	4/29	4/30	5/1	5/2	5/5	1/27 Start of Second Semester
5/6	5/7	5/8	5/9	5/12	5/13	1/29 Lunar New Year
5/14	5/15	5/16	5/19	5/20	5/21	2/07 Early Release, 12:30pm Dismissal
5/22	5/23	5/27	5/28	5/29	5/30	2/17 President's Day
6/2	6/3	6/4	6/5	6/6	6/9	2/18-2/21 February Vacation
6/10	6/11	6/12	6/13	6/16*	6/17	2/24 School Resumes
6/18	6/20	6/23	6/24**			3/01 Ramadan (begins sundown 2/28)
Early Dismissal Dates are Shaded						3/05 Ash Wednesday
						3/10 Teacher In-Service Day
						3/31 Eid al-Fitr
						4/12-4/20 Passover (begins sundown on 4/11)
						4/13 Palm Sunday
						4/18 Good Friday
						4/20 Easter Sunday/Orthodox Easter
						4/21 Patriots Day
						4/22-4/25 April Vacation
						4/28 School Resumes
						5/09 Early Release, 12:30pm Dismissal
						5/22 Early Release, 12:30pm Dismissal
						Open House
						5/26 Memorial Day (No School)
						5/30 RMHS Graduation
						6/16 Last Day of School (no snow days, half day dismissal at 11:00am)
						6/19 Juneteenth Day (Federal Holiday)
						- No School
						6/24 Last Day of School (if all 5 snow days are used, half day dismissal at 10:45am)