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January 2026						
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February 2026						
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March 2026						
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April 2026						
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May 2026						
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June 2026						
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## Key Dates

### FALL SEMESTER

**July 4:** Independence Day observed (District closed)  
**July 16:** Assistant principals report  
**July 28:** Teachers report, Teacher in-service day  
**July 29-31:** Teacher in-service day  
**Aug. 1:** Stockpiled PD Day (Students do not report)  
**Aug. 4:** Stockpiled PD Day (Students do not report)  
**Aug. 5:** First full day for grades 1-12; Half day for Pre-K and K  
**Aug. 6:** Full day for grades 1-12; Half day for Pre-K and K  
**Aug. 7:** Full day for all grades  
**Sept. 1:** Labor Day observed (District closed)  
**Sept. 4:** Progress reports issued  
**Oct. 3:** First quarter ends  
**Oct. 6:** Second quarter begins  
**Oct. 10:** Stockpiled PD Day (Students do not report)  
**Oct. 13-17:** Fall break holiday  
**Oct. 23:** Report cards issued  
**Oct. 24:** Parent conference day (Students do not report)  
**Nov. 6:** Progress reports issued  
**Nov. 11:** Veterans Day observed (District closed)  
**Nov. 24-26:** Thanksgiving holiday (District closed Nov. 27-28)  
**Dec. 16-18:** Half day for exams grades 9-12; Full day for Pre-K-K  
**Dec. 19:** Half day for all students, Exams grades 9-12; Second quarter ends  
**Dec. 23-Jan. 2:** Winter break holiday (District closed Dec. 24-25 & Jan. 1)

### SPRING SEMESTER

**Jan. 14:** Stockpiled PD Day (Students do not report)  
**Jan. 7:** Third quarter begins  
**Jan. 16:** Report cards issued  
**Jan. 19:** MLK holiday observed (District closed)  
**Feb. 5:** Progress reports issued  
**Feb. 16:** Stockpiled PD Day (Students do not report)  
**March 6:** Half day for all students, Third quarter ends  
**March 9-10:** Spring break holiday  
**March 16:** Fourth quarter begins  
**March 26:** Report cards issued  
**April 3:** Spring holiday (District closed)  
**April 16:** Progress reports issued  
**May 5:** Stockpiled PD Day (Students do not report)  
**May 18-20:** Half day for exams grades 9-12; Full day for Pre-K-K  
**May 21:** Half day for all students, Exams grades 9-12 (End of school year, Report cards issued elementary and middle schools)  
**May 22:** Teacher in-service day; Last day for teachers  
**May 25:** Memorial Day observed (District closed)  
**June 19:** Juneteenth observed (District closed)

**Potential snow make-up days:**  
 March 8, 10, 11, 12, 13, April 3

7 Stockpiled PD days  
 8 Stockpiled inclement weather days

### Calendar Key

<span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;"> </span> Students in school	<span style="background-color: #fff2cc; border: 1px solid #ccc; padding: 2px;"> </span> Stockpiled professional development (PD) day (Students do not report)
<span style="background-color: #f4cccc; border: 1px solid #ccc; padding: 2px;"> </span> Students out of school	<span style="background-color: #d9ead3; border: 1px solid #ccc; padding: 2px;"> </span> Half day for all students
<span style="background-color: #f4cccc; border: 1px solid #ccc; padding: 2px;"> </span> Students out of school, District closed	<span style="background-color: #fff2cc; border: 1px solid #ccc; padding: 2px;"> </span> Half day for exams (grades 9-12 only); Half school day
<span style="background-color: #fff2cc; border: 1px solid #ccc; padding: 2px;"> </span> Teacher in-service day (Students do not report)	

# Metropolitan Nashville Public Schools Pacing Guide

**SB Merriam**

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular shape partially visible behind it.

## **Metropolitan Nashville Public Schools Pacing Guide:**

**Instructional Leadership in the Content Areas** Jo Beth Jimerson, Sarah Quebec Fuentes, 2018-09-03 Co published with University Council for Educational Administration UCEA this textbook prepares aspiring educational leaders for the important and challenging task of supporting instruction in their schools Instructional Leadership in the Content Areas equips leaders who might not have content backgrounds that align with those of the teachers they supervise with research based practices and knowledge specific to a range of subject areas Presenting over 20 problems based cases at the elementary middle and high school levels and across seven areas of content this book deepens knowledge of exemplary instruction improves feedback dialogues and helps leaders work effectively alongside teachers and instructional specialists Rich with activities resources and discussion questions this casebook provides a broad overview of instructional leadership and the tools for school leaders to improve and support classroom practices across all content areas in intentional ways that support career long professional growth Case facilitation notes are available here [www.routledge.com/9781138578845](http://www.routledge.com/9781138578845)

**Resources in Education** ,1989     *Resources in Education* ,1980     **ERIC Educational Documents Index**  
Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education     *ERIC Educational Documents Index, 1966-69: Minor descriptors and author index* ,1970

**School Library Journal** ,1993     *Federal Times* ,1970-03     *Who's who in American Education* ,1990     [FaxUSA](#)  
Jennifer Perkins,2001-10     *World Meetings* ,1992     *The Boundless Classroom* Nathan Lang-Raad,James V. Witty,2022-01-05 Discover how to plan effective blended instruction with purpose and intention with help from this definitive practical guide to lesson design A global pandemic hit our world and education has forever changed But have your instructional practices changed Teachers must now leverage technology to provide students with high quality teaching and learning experiences that transcend a traditional classroom s walls This is a historic opportunity to abandon antiquated teaching practices and reimagine instruction in ways that boost learning outcomes and prepare students for living and working in the digital age This book offers guidance for creating and sustaining rigorous and engaging blended learning solutions Opening with lessons learned from the pandemic the book addresses impacts on lesson design and delivery student engagement assessment and teacher training and PD The following chapters build on and address these experiences with each chapter featuring strategies and examples of how to implement effective approaches to lesson design for blended and online instruction This book Explores seven different blended learning models with strategies and suggestions for implementing each one Provides detailed guidance for planning a blended learning curriculum from establishing a digital infrastructure to integrating students into a learning management system LMS to mapping a course scope and sequence developing a pacing guide and creating effective blended and virtual lessons Features downloadable templates checklists and

guided professional learning tasks in every chapter to help design virtual and blended lessons Includes strategies for implementing authentic student led assessments The book is sure to meet the needs of varying practitioners who are eager to learn about designing successful blended learning courses and understanding what makes each course work Audience K 12 teachers and instructional designers faculty in higher education programs The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces ,1881 **World Meetings: Social & Behavioral Sciences, Human Services & Management** ,1994 Promotion Standards and Curriculum Pacing Guide Cincinnati Public Schools,1998 **Who's who in the South and Southwest** ,1982 Includes names from the States of Alabama Arkansas the District of Columbia Florida Georgia Kentucky Louisiana Mississippi North Carolina Oklahoma South Carolina Tennessee Texas and Virginia and Puerto Rico and the Virgin Islands **Teacher Perception of Pacing Guide Use in the Secondary Classroom** Donna Michele Smith Turner,2015 Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students

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