



# WESTLAKE CITY SCHOOLS

2018-2019

## EARLY CHILDHOOD PROGRAM HANDBOOK

**The Westlake Early Childhood Program**  
(WECP)

**Hilliard Elementary School**  
24365 Hilliard Blvd.  
Westlake OH 44145  
(440) 835-6343



# PRESCHOOL TEAM LIST

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## PRESCHOOL TEAM LIST

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# WESTLAKE CITY SCHOOLS

## MISSION STATEMENT

***WE EDUCATE FOR EXCELLENCE...*** Empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.

### WESTLAKE EARLY CHILDHOOD PROGRAM PHILOSOPHY:

We believe that learning is enhanced by the opportunity provided to all children to interact with their environment and others. The early childhood services available through the Westlake City School District are based upon the works of Piaget, Erikson, Maslow, Kohlberg and Katze.

- Each child is unique.
- All children can learn and their potential is unlimited.
- Children learn best through play, exploration, and discovery.
- Learning activities must be age and individually appropriate.
- The sharing of knowledge and expertise is critical to development.
- The inter-relationships between the child, family, and community form the core for early childhood services.

We further believe that preschool programming should encompass and integrate all aspects of a child's development including:

- Self-help/independence
- Aesthetic
- Cognitive
- Communication
- Sensory-motor
- Social-emotional

Collaborative efforts between home, school, agencies, and community enhance the preschool experience. Together they assist in preparing children for their next learning environment according to their own unique needs. These efforts must support skills in decision-making, self-confidence, problem solving, and the acceptance of self and others.



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## PROGRAM GOALS:

The Westlake Early Childhood Program will provide opportunities to:

- Acquire self-help skills needed for independent living
- Explore art, music, literature, and movement
- Assist in the development of pre-academic, problem-solving, and critical thinking skills
- Promote the development of communication skills
- Develop sensory-motor skills
- Encourage the child in developing appropriate social/emotional capabilities

## PROGRAM DESCRIPTION:

The Westlake Early Childhood Program (WECP) serves children ages three through five who demonstrate developmental delays or disabilities in language development, motor skills, cognition, socialization, behavioral/emotional growth, and/or adaptive behaviors. The children may receive itinerant services in settings outside of the classroom or are either integrated into a classroom comprised of typical peers and other children with special needs or they are placed in a more intensive program with opportunities for typical peer interaction.

The classes meet four days a week, Monday through Thursday in either center based half day sessions or STAR full day sessions depending on the IEP placement determination. Fridays are dedicated to assessment, home visit, transition and training days.

The Westlake Early Childhood Program is based on developmentally appropriate practices for children ages three to five. A component of the program is the integration of children with special needs with typical preschoolers. The role of the typically developing peer is to serve as a model for children with identified special learning needs. The integration of the children provides an environment in which everyone learns to live and work together regardless of individual differences. Our goal is to meet the individual needs of each child enrolled in the Westlake Early Childhood Program. The STAR incorporates typical peer integration as programming and student needs permit.

The curriculum is a combination of Ohio's Early Learning and Development Standards and developmentally based, structured interventions. Procedures are designed to address the individualized needs of each child. Staff includes a teacher, teacher assistant, speech/language pathologist, occupational therapist, physical therapist and other support personnel, as needed. For more information on the current preschool standards, please visit: [http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre\\_K-Learning-and-Development-Stand](http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand)

Classes meet for two and one half hour sessions four days per week at Hilliard Elementary School and are from 8:35 to 11:05 A.M. and 12:20 to 2:50 P.M., Monday through Thursday. The STAR full day classroom meets four days per week at Hilliard Elementary School from 8:35 A.M. to 2:50 P.M., Monday through Thursday.

Parental involvement is a key component to the success of the program and is a valued part of our preschool program. Parent meetings may be scheduled for information and for support. Regular communication is maintained between teachers and parents through phone calls and written correspondence. Family services such as consultations and home visits can be scheduled on Fridays or other mutually arranged times. Visitation to the preschool program is welcomed; however, to ensure maximum instructional time and minimal disruption to routines and instruction, please contact the teacher prior to observation. (Refer to the Parent Access Policy on page 20 of this handbook.)



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# INTERNATIONAL BACCALAUREATE

## INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

Bassett, Dover, Hilliard and Holly Lane Elementary Schools are recognized by the International Baccalaureate Organization (IBO) as World Schools for the Primary Years Programme (IB PYP).

IB World Schools are schools that share a common philosophy—a commitment to high quality, challenging, international education that Westlake Elementary Schools believe is important for our students. For more information about IB, please take a look at IB around the schools in Westlake or visit <http://www.Westlake.k12.oh.us/IB/>.

## INTERNATIONAL MINDEDNESS

Westlake Elementary Schools will be preparing students to be Internationally Minded, Capable and Competitive. Understanding that “others with their differences can also be right” is at the core of International Mindedness, according to the International Baccalaureate (IB). As Global Learners, students will be encouraged to think beyond themselves.

The attributes of an Internationally Minded Student are described in the IB Learner Profile. These students will be equipped with the 21st century skills that are needed in today’s world.

As students strive to be Caring, Open-minded, Principled, Communicators, Risk-takers, Inquirers, Thinkers, Reflective, Balanced and Knowledgeable (The Learner Profile Attributes) they become better equipped to develop and share ideas, to take on leadership and team roles, and to assess their ideas and actions.

## ESSENTIAL AGREEMENTS

Students and teachers at Westlake Elementary Schools create Essential Agreements in their classrooms and work groups.

Characteristics of Essential Agreements:

- They are few in number
- They are concisely written
- They describe how something is done, not what will be done
- They are binding for all

Students and teachers have worked collaboratively and given careful thought to the types of actions that help them learn and work best. They have kept these actions in mind when constructing their Essential Agreements. Students are encouraged to consider the Attributes of the Learner Profile when forming their Essential Agreements. By reflecting on their own actions and how they affect the learning environment, students are taking another step toward International Mindedness.





## PROCESS OF INQUIRY

Assessing the process of inquiry as well as the result of inquiry is recognized as an important objective of the programme. Teachers therefore record the detail of the inquiry initiated by the students in order to seek an increase in substance and depth.

In particular, teachers consider whether:

- the nature of the students' inquiry develops over time; whether they are, in fact, asking questions of more depth, which are likely to enhance their learning substantially
- the children are becoming aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas
- the children are mastering skills and accumulating a comprehensive knowledge base in order to conduct their inquiries successfully and find solutions to problems
- the children are demonstrating both independence and an ability to work collaboratively.

Consideration of these points allows teachers to plan for effective teaching and learning opportunities that give students a chance to develop their inquiries further.

celebrations. Our focus is on families, food and customs. Parents are welcome and encouraged by teachers to participate in classroom activities.

# SOCIAL/EMOTIONAL

## **PROGRAM OBJECTIVES:**

Children will be encouraged to...

- I. Engage in play activities.
- II. Express emotions.
- III. Value personal rights and property.
- IV. Respect self and others.

## **SUBJECT OBJECTIVES:**

### **I. ENGAGE IN PLAY ACTIVITIES:**

1. Explore play materials and play with a preferred toy
2. Begin and maintain spontaneous play activities for an appropriate length of time
3. Utilize materials in constructive play independently
4. Utilize materials in constructive play with peers
5. Play with at least one other child on a cooperative effort
6. Participate in associative play
7. Participate in games and group activities

### **II. EXPRESS EMOTIONS:**

1. Identify personal feelings
2. Express personal feelings
3. Recognize that a problem exists and attempt to solve a problem
4. Demonstrate fondness for adults and children
5. Demonstrate empathy for hurt or ill child
6. Manage temper in conflict situations
7. Mediate disputes with words and compromises

### **III. VALUE PERSONAL RIGHTS AND PROPERTY:**

1. Demonstrate respect for own and others' property
2. Demonstrate respect for own and others' personal space
3. Stand up for personal rights

### **IV. RESPECT SELF AND OTHERS:**

1. Identify self by full name
2. Identify children and adults by name
3. Offer alternatives to other children
4. Demonstrate awareness of cultural similarities and differences
5. Describe family members and their responsibilities
6. Demonstrate confidence in personal skills
7. Demonstrate increasing independence
8. Seek needed assistance



# COMMUNICATION

## COMMUNICATION:

### PROGRAM OBJECTIVES:

Children will be encouraged to...

- I. Refine and expand receptive language.
- II. Strengthen and expand expressive language skills.
- III. Utilize various modes of expression.
- IV. Expand social communication skills with staff and peers.

### SUBJECT OBJECTIVES:

#### I. REFINE AND EXPAND RECEPTIVE LANGUAGE:

1. Demonstrate ability to follow directions
2. Demonstrate ability to comprehend a story
3. Demonstrate ability to increase listening skills necessary for social interaction and communication

#### II. STRENGTHEN AND EXPAND EXPRESSIVE LANGUAGE SKILLS:

1. Communicate needs
2. Recall words in a song/finger play
3. Ask and respond to questions/directions
4. Express feelings and thoughts in a variety of ways (words, movements, art, music, technology)
5. Participate in group discussion utilizing turn taking, conversation and sharing
6. Participate in dramatic play and other experiences requiring spontaneous communication with adults and peers
7. Use technology to communicate

#### III. UTILIZE GRAPHIC MODES OF EXPRESSION:

1. Experiment with writing by drawing, copying and inventing
2. Progress from scribbling to using written symbols
3. Recognize name in print
4. Initiate steps necessary to write one's name
5. Begin to develop representational drawings

#### IV. EXPAND SOCIAL COMMUNICATION SKILLS:

1. Use greetings
2. Use language for a variety of functions: request, label, initiate, etc.



# SENSORY MOTOR

## PROGRAM OBJECTIVES:

Children will engage in...

- I. Gross motor activities.
- II. Fine motor activities.
- III. Sensory-motor activities.

## SUBJECT OBJECTIVES:

### I. DEMONSTRATE GROSS MOTOR SKILLS:

1. Walk, run in activities of daily life and in play
2. Use alternating feet to climb stairs, using rail
3. Climb ladder rungs
4. Maintain own weight momentarily on overhead ladder
5. Run, changing direction
6. Roll, throw, bounce and catch a ball
7. Kick a ball
8. Jump off the floor with both feet and forward 8"
9. Clap hands
10. Pedal a tricycle
11. Negotiate small playground equipment

### II. DEMONSTRATE FINE MOTOR SKILLS:

1. Demonstrate functional grasp of pencil/crayon
2. Snip and cut with scissors
3. Use spoon, fork to eat
4. Use a dull knife to spread foods
5. Pour from a small pitcher
6. Build a block tower
7. Use a pegboard
8. String beads, lace objects
9. Complete puzzles
10. Print name or recognizable symbol
11. Screw together threaded toys
12. Draw simple recognizable picture
13. Use switches, adaptive devices
14. Fold papers
15. Tear papers
16. Open and close container
17. Trace straight and curved lines



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### III. DEMONSTRATE SENSORY-MOTOR SKILLS:

1. Make reasonable transition changes
2. Respond to music with body movements
3. Blow bubbles, candles
4. Suck liquids through straw
5. Use sight to distinguish physical properties
6. Use touch to distinguish physical properties
7. Use taste to identify food
8. Use smell to identify scents
9. Use hearing to identify environmental sounds



# COGNITIVE

## PROGRAM OBJECTIVES:

Children will engage in...

- I. Symbolic thought, sensory, social and play experiences.
- II. Seeking or generating solutions to problems through observation, exploration and discovery.
- III. Everyday problem solving using mathematical knowledge.
- IV. Developing concepts about themselves, others and the world around them.

## SUBJECT OBJECTIVES:

### **I. DEVELOP SYMBOLIC THOUGHT THROUGH SENSORY, SOCIAL AND PLAY EXPERIENCES:**

1. Recall specific things not present
2. Recall information, events
3. Use sensory information to identify objects not present
4. Express ideas and feelings
5. Construct imaginative play themes
6. Relate imaginative stories through words/pictures
7. Respond to things that are not as they are expected to be
8. Distinguish between real and pretend

### **II. SEEK SOLUTIONS TO PROBLEMS THROUGH OBSERVATIONS, EXPLORATION AND DISCOVERY:**

1. Explores with all senses
2. Makes decisions when given choices
3. Makes observations
4. Attends to activity/task
5. Tries out ideas, experiences using different strategies, invents
6. Makes comparisons (light, heavy)
7. Discovers attributes of objects
8. Relates cause to effect, interprets and generalizes
9. Communicates observations about events, actions, ideas
10. Asks questions
11. Generates ideas
12. Perceives self as a successful learner and problem solver
13. Predicts outcomes
14. Experiments/interacts with objects in environment using different strategies



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**III. FORMULATE AND SOLVE EVERYDAY PROBLEMS USING MATHEMATICAL KNOWLEDGE**

1. Places objects, events, actions into all kinds of relationships
2. Talks about math concepts with others
3. Explores and identifies spatial relations of position, size, and quantity
4. Develops simple and complex sorting skills
5. Serializes objects (puts in size order) with one or two dimensions or characteristics
6. Identifies, copies, creates, inserts into extends pattern (linear, three-dimensional, motor, auditory, literature)
7. Explores sequences, cardinal and ordinal number properties
8. Explores how much and how many with continuous quantities such as water and sand
9. Constructs and compares size of sets
10. Describes relations that are equal or the same and relations that are not
11. Uses numbers to solve problems
12. Explores parts to whole relationship
13. Determines specific quantities of objects
14. Identifies and sorts geometric shapes
15. Sequences events in time
16. Describes experienced events in the immediate, past, and future
17. Describes experienced time in terms of first, last; before, after; earlier, later
18. Compares events, objects along a time dimension

**IV. DEVELOP UNDERSTANDING OF CONCEPTS ABOUT THEMSELVES, OTHERS AND THE WORLD AROUND THEM:**

1. Demonstrates care and respect
2. Demonstrates and shares information regarding self, family and community
3. Demonstrates and shares information regarding physical environment and natural world
4. Demonstrates and shares information regarding work world



# AESTHETIC

## **PROGRAM OBJECTIVES:**

Children will engage in...

- I. Understanding basic concepts.
- II. Manipulating a variety of art objects.
- III. Exhibiting an appreciation of stories and poetry.
- IV. Movement to express feelings and/or understanding of spatial relationships.

## **SUBJECT OBJECTIVES:**

### **I. DEMONSTRATE UNDERSTANDING OF BASIC MUSIC CONCEPTS:**

1. Attend to music as exhibited by:
  - a. facial expressions
  - b. body movements
2. Exhibit understanding of the concept of steady beat by:
  - a. rocking
  - b. clapping
  - c. playing of rhythm instruments
3. Exhibit enjoyment of music by:
  - a. improvising
  - b. initiating previously taught finger-plays and songs

### **II. MANIPULATE A VARIETY OF ART OBJECTS:**

1. Demonstrate enjoyment of exploring a variety of art media by:
  - a. manipulating different forms of molding materials (e.g., clay, play dough)
  - b. experiencing various painting modes (e.g., printing, brushes, sponges, drawing)
  - c. drawing using a variety of materials (e.g., chalk, markers, crayons, brushes)
2. Express individuality by:
  - a. combining miscellaneous items into art forms using techniques of cutting, gluing, assembling, etc.
  - b. choosing color, materials, and design based on own personal preference

### **III. EXHIBIT APPRECIATION OF STORIES AND POETRY:**

1. Acquire appreciation of literature by:
  - a. attending to stories and poems
  - b. exploring picture books
2. Demonstrate understanding of literature by:
  - a. demonstrating an understanding of illustrations by pointing, gesturing or using spoken words.

### **IV. DEMONSTRATE MOTORIC MOVEMENT TO EXPRESS FEELINGS AND/OR UNDERSTANDING OF SPATIAL RELATIONSHIPS:**

1. Dance
2. Engage in dramatic play
3. Demonstrate creative movements



# ADAPTIVE/SELF-HELP

## PROGRAM OBJECTIVES:

Children will engage in ...

- I. Personal hygiene activities.
- II. Daily living skill activities.
- III. Personal safety activities.
- IV. Community and recreation services activities.

## SUBJECT OBJECTIVES:

### **I. DEMONSTRATE PERSONAL HYGIENE:**

1. Wash hands with soap and water
2. Dry hands using a towel or hand dryer
3. Notice need for wiping own nose
4. Wipe or blow own nose
5. Brush teeth
6. Wipe face with napkin
7. Groom hair
8. Wash and dry face
9. Manage own toileting needs

### **II. USE DAILY LIVING SKILLS:**

1. Drink from own cup
2. Pour own liquid
3. Express preference/choice of food
4. Use utensils to eat, prepare and serve food
5. Set table for meals and clean after meals
6. Hang up own coat
7. Remove personal clothing (outer, shoes and other)
8. Put on personal clothing (outer, shoes and other)
9. Manipulate clothing fasteners (buttons, zippers, snaps, Velcro, etc.)

### **III. PRACTICE PERSONAL SAFETY:**

1. State first and last names as means of identification to the proper authority figure
2. State address and telephone number as means of identification
3. Follow classroom safety rules
4. Recognize and avoid common hazards
5. Follow vehicle safety rules
6. Follow emergency procedures (e.g., fire, tornado drill, 911)
7. Differentiate between strangers and familiar others

### **IV. RECOGNIZE COMMUNITY AND RECREATION SERVICES:**

1. Location of community/recreation places
2. Function of community/recreation places
3. Community/recreation workers (e.g., police, zoo, etc.)



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## IEP EVALUATION PROCEDURES

In accordance with Operating Standards for Schools Serving Children with Disabilities, the preschool staff will use one or more of the methods outlined on the Individual Education Plan (IEP) to evaluate progress on goals and objectives.

The Westlake City Schools Board of Education has adopted policies regarding staff and cumulative records. These policies can be found in the Westlake City Schools Board of Education Policy Manual available in the principal's office and on our website at <https://www.boarddocs.com/oh/westlake/Board.nsf/Public>

## WHAT IS A PEER MODEL?

Peer models are typically-developing children three to five years old, selected to participate within the preschool program. While benefiting from the preschool experience, these children provide peer interaction and social motivation and language communication role-models for the identified preschoolers with a disability. Because all children learn not only from adults, but also from watching and interacting with other children, peer models are an integral part of the preschool program. Peer relationships are important for the social, communicative, and cognitive development of every child.

To provide quality services to our preschool children, it is necessary to charge families of our peer role models a tuition fee that will assist in the ongoing cost of the program along with the purchasing of consumable items used in the pre-kindergarten environment. Some of these consumable items may include: snacks and cooking experiences, art supplies, paper products and special events.

Families of peer models must provide their own transportation. The Westlake Early Childhood Program staff will not arrange carpools.

For families of PEERS only:

A non-refundable deposit of \$125 is due at the registration appointment to secure your child's placement as a Peer in the Westlake Early Childhood Program. You may use the preschool tuition payment options offered by the Department of the Treasurer of the Westlake City Schools. Please make checks payable to Westlake BOE.

**Families must pay the tuition balance of \$700 (balance reflects amount minus the \$125 deposit) no later than July 16, 2018.**



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## PEER MODEL WAIVER

The role of peer models is crucial to the special education preschool program; therefore, we reserve the right to ensure that these children demonstrate the skills necessary to be effective models. **Parents of selected peer models will be asked to sign a waiver with the understanding that their child may be asked to leave the program if the peer model proves to be inappropriate for the program.** This judgment will be made by the teacher and other team members. In the unlikely instance that this situation arises, we will do our best to provide a smooth transition for the child.

Parents of peers receive the waiver with their registration materials and must return it before the student can begin attending preschool.

### DAILY SCHEDULE:

**Half day class sessions:**

**Mondays -Thursdays**

8:35 to 11:05 A.M.

12:20 to 2:50 P.M.

**Fridays are reserved, but not limited to testing, meetings & home visits.**

One special education teacher and one classroom attendant serves 6-16 children per session.

**STAR full day class sessions:**

**Mondays -Thursdays**

8:35 A.M. to 2:50 P.M.

**Fridays are reserved, but not limited to testing, meetings & home visits.**

One special education teacher and up to two classroom attendants serve 6-10 children per session.



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## **FAMILY COMMUNICATION & COLLABORATION:**

### **NEWSLETTER:**

A weekly newsletter will be provided to parents with information about themes, activities and special events. The newsletter may also include ideas for family activities. The newsletter is also available online on the Preschool Teachers school-based website found under the Schools tab of the District's home page at [www.wlake.org](http://www.wlake.org).

### **PARENT/TEACHER CONFERENCES:**

Parent/Teacher conferences are scheduled in November and May.

### **CLASSROOM PARTICIPATION:**

Parents are encouraged to attend classroom parties, field trips, graduation ceremonies, a school open houses and family event nights. When presented with the opportunity, parents are also encouraged to engage with the program by signing up to volunteer as parent helpers in the classrooms. Any parent who would like to volunteer in the classroom to share a talent or skill with the children is welcome. Please contact your child's teacher.

### **FAMILY SERVICES:**

While a preschool child may be in school for ten hours per week, the great majority of his/her week is spent in the home environment. The child's learning experiences can be greatly enhanced when parents and staff work together to support the child's development.

Fridays are set-aside for family service, professional growth opportunities, and/or assessments. Family service means the classroom teacher and individual parents/families will have the opportunity to collaborate in their child's progress and needs. Collaboration activities will vary and may include consultation, home visits, informational meetings, etc. These activities are mutually planned and arranged by parents and teacher. Activities and topics could include: learning opportunities at home and in the community, your child's adjustment, school progress, and behavior issues.

### **PARENT COMMENT/COMPLAINT PROCEDURES:**

Communication is always the key to a successful learning experience. Communication should always begin with the parent and the teacher. Should a situation arise where consensus cannot be reached then administrative avenues may be pursued. The official complaint form may be obtained from either the central office or from the principal's office.

### **SPECIAL DAYS:**

Due to the diverse cultural representation within our enrollment, we discuss many different holidays and celebrations. Our focus is on families, food and customs. Parents are welcome and encouraged by teachers to participate in classroom activities.



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### **BIRTHDAYS:**

Birthdays are very special to children. Due to the increase in the amount of attention on nutrition, wellness and in the frequency of severe allergies, we ask that you do not send any “edible” items into school for special days. You are welcome to send in **non-edible** items for your child to pass out to their friends. If an edible item does come to school we are required to send it back home with the child. This will help us to comply with wellness, nutrition and allergy concerns and to keep all of our students healthy and safe.

Birthday celebrations can be scheduled on the school day closest to the actual date. Please check with the classroom teacher to avoid double celebrations. Summer birthdays may be celebrated anytime during the school year. Contact the teacher to make arrangements.

## **POLICIES & PROCEDURES:**

### **DISMISSAL PROCEDURE:**

Unless otherwise notified in writing, children are expected to be transported home by the means established by the school district. Any change in dismissal procedure, such as picking up a child during or after school, should be stated in writing to the child’s teacher. If another person is picking up your child, a note of authorization signed by a parent or guardian should be presented to the teacher. **In the case of an emergency**, please call Hilliard Elementary School at 440-835-6343 to inform the teacher of any change in dismissal procedure.

### **ABSENCES:**

Please call Hilliard’s attendance line at 440-835-6345 to report your child’s absence. If your child receives transportation provided by Westlake City Schools, please call the Transportation Department at 440-835-6313 to notify them of your child’s absence.

### **DRILLS:**

Fire drills are held regularly. Tornado and lock down (intruder) drills are also scheduled throughout the year. Every effort is made to teach your child to remain calm and follow proper drill procedures/evacuation techniques from the building.

### **FOOD SERVICE:**

Please inform us of any food that your child cannot eat. A variety of healthy foods will be presented as snacks and children will be encouraged (not forced!) to try new foods. Lunch will be available at Westlake cafeteria prices for our full day students who will eat lunch in their classroom.

### **SCHOOL NURSE:**

A nurse is available in district during the hours students are in session.

### **SNOW DAYS/SEVERE WEATHER:**

When Westlake City Schools are closed - the Westlake Early Childhood Program classrooms will also be closed.



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### **TEACHER PHONE CALLS:**

Feel free to telephone the Early Childhood program staff through the numbers provided in this handbook. All staff members have access to voicemail. If you need to reach a staff member during the school day, they can also be reached by calling the main office at 440-835-6343.

### **ADMISSIONS POLICY:**

The Westlake Early Childhood Program will provide services for children ages 3-5 with identified developmental delays or developmental disabilities using the evaluation and determination procedures as outlined by Ohio Model Policies and Procedures for preschool age children.

Peer models will be chosen after Westlake City Schools conducts a preschool screening in the spring of each year. Families interested in the program may apply through the Student Services Department. Parents will be notified of admission by April. There will be no more than 8 peers in each class with a total enrollment of preschoolers with disabilities and peers not to exceed 16 per class in our PSE/ECE classes. Our STAR classroom enrollment will not exceed 10 students.

### **REGISTRATION PROCEDURES:**

Registration instructions will be provided to all parents of children in the program. Registration and all necessary forms will need to be completed before attendance in the program can begin.

### **WITHDRAWAL PROCEDURES:**

The Westlake City School System strives to be accurate and thorough in tracking student residency, attendance and enrollment status. As such, parents are asked to notify the classroom teacher and the school office in the event that they need to withdraw their children from the Westlake Early Childhood Program. The District will be required to withdraw students under the following circumstances:

- Receipt of a written request for records from another school district indicating the student is seeking enrollment or has enrolled in another school district
- Receipt of signed, written notification from the student's parent/guardian requesting a records transfer to a designated school for the purpose of enrolling in that school
- Accumulation excessive hours of unexcused absences without documented rationale for those absences despite district staff members' efforts to contact the parent/guardian/student to remedy attendance.
- Inability to substantiate continued residency within Westlake, despite District attempts to verify residency, excluding exceptions outlined in RC3313.64 as permitted by current BOE policy.

**No refunds will be issued to parents of typical peers who withdraw after payment of tuition.**



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## **TRANSITIONING INTO OR OUT OF WESTLAKE EARLY CHILDHOOD PRESCHOOL PROGRAM:**

Our preschool staff wants to guarantee that your child's preschool experience is positive. In order to achieve this goal, our staff plan intentional transition activities to help every student to be successful. Examples of some of these transition activities includes a yearly orientation prior to the school year starting, an annual Kindergarten Information Night to prepare for entering kindergarten, social events throughout the year, and a spring ice-cream social for children and families. We will also create an individualized transition plan for your child upon entrance and/or departure from the program which will include strategies to assure a smooth transition. This transition process is initiated by your child's case manager and the timeline for dictated by the nature of the transition. Typically, when preparing for transition to kindergarten, the case manager initiates conversation and planning in November the year before the child is age-eligible to enter kindergarten at Parent-Teacher conferences. Conversation and meetings continue throughout the remainder of the year until placement decisions are finalized in the Spring. Specific transition activities are initiated by the case manager and are facilitated by either the case manager or the Principal of the receiving school.

### **PROGRAM OPTIONS:**

The Westlake Early Childhood Program is currently able to serve a total of 54 children with disabilities and up to 36 peer role models. Based upon IEP placement determination, or when the program is filled or at family preference, a preschool teacher will provide itinerant services to identified preschoolers with disabilities in the family home or at other licensed facilities within the boundary of Westlake.

If the evaluation team determines a need for center-based programming and the Westlake Early Childhood Program is filled, referrals will be made to other preschool programs that serve children with disabilities. Westlake City Schools will provide transportation to these programs. In the event that alternative center-based programming is not available, a typical peer may be required to withdraw from one of the Westlake Early Childhood Programs.

### **DEVELOPMENTAL SCREENINGS AND REFERRALS:**

The Westlake City School District believes in the importance of childhood development. For more information on typical development, please refer to the following:

- 3 years old: [www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists\\_3yr.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_3yr.pdf)
- 4 years old: [www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists\\_4yr.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_4yr.pdf)
- 5 years old: [www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists\\_5yr.pdf](http://www.cdc.gov/ncbddd/actearly/pdf/checklists/checklists_5yr.pdf)

Hard copies of these checklists will be made available upon request or at preschool orientation.

The Westlake Early Childhood Preschool Program screens every child each school year in the areas of communication, cognitive, social-emotional/behavior, and motor skills within 60 business days of the child's start date with the program. Your child's screening results will be shared with you. If a concern arises about your child's development, you will be notified of the concern and a referral to appropriate community resources will be made if appropriate. Referrals may include, but are not limited to, physicians, mental health agencies, or school staff responsible for Child Find activities.



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### **GRIEVANCE PROCEDURE:**

The staff of Westlake City Schools is eager to meet the needs of all of our students' families. We welcome comments and suggestions for improvement.

Should a concern arise, the matter should be brought to the attention of the classroom teacher or therapist who will hear your suggestions and/or grievance and attempt to work through the problem. If additional communication is necessary, the problem should be taken to the Building Principal. If necessary, the Director of Pupil Services may be called upon for further guidance. Our goal is to work with parents until a solution is reached.

All policies, procedures, and licensing regulations are available in the Hilliard Main Office.

### **PARENT ACCESS POLICY:**

Any parent of a child enrolled in this program will be permitted access to the program during its hours of operation at Hilliard Elementary School from 8:35 – 2:50 P.M. You must SIGN IN at the office prior to coming to the classroom. Non-custodial parent visits need to be arranged through the custodial parent and program staff. Due to the need for minimal distraction and maximum instructional time, observations must be planned in advance. We ask that you provide your child's classroom teacher with 24 hours' notice.

In order to limit disruption to instructional time, we prefer to limit classroom observations to 60 minutes in duration. We request no more than two observers be present at any given time. Observations are to be scheduled with the classroom teacher & approved by the building principal and/or program supervisor.

**Parents may request copies of this program's compliance report.**



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## **COMMUNITY RESOURCES:**

The Westlake Early Childhood Program strives to support our students and families. If you should ever need referral or information on services outside of the school setting, please do not hesitate to contact your child's teacher or the preschool school psychologist. Your request will be handled in a confidential manner. Some of our local resources are listed below:

### **Connecting for Kids**

(Nonprofit educational and resource agency for families concerned about childhood development)

440-250-5563

Email: [info@connectingforkids.org](mailto:info@connectingforkids.org)

### **Westlake Community Services Department**

(Westlake's system of social supports for residents in need)

(440)899-3544

<http://www.cityofwestlake.org/departments/community.aspx>

### **Westlake Porter Public Library**

(Programming for students with special needs and general information assistance)

440-871-2600

<http://www.westlakelibrary.org>

### **Cuyahoga County Board of Developmental Disabilities**

(Early intervention services for children with developmental delays)

(216)241-823

<http://www.cuyahogabdd.org/en-US/Early-Childhood-Services.aspx>

## **MANAGEMENT OF COMMUNICABLE DISEASES:**

In order to protect the health and safety of students, staff and the community at large, the Westlake Board of Education follows all state statutes and Cuyahoga County Board of Health communicable disease guidelines. A child with any of the following signs or symptoms of illness shall be isolated immediately and discharged to his parent or guardian: Unusually dark urine and/or grey or white stool; Stiff neck. (BOE Policy 8450)

## **HEALTH SCREENING & REFERRAL PROCESS:**

The Westlake Early Childhood Program requires that all preschoolers have a yearly physical exam that includes height, weight, vision, hearing, lead, hemoglobin & immunizations on file in the school office. They also require a yearly dental exam. Current child medical and dental statement expire one year from the date of the exam appointment date. Your pediatrician and dentist can provide these screenings/exams. The preschool program will review your child's physical & dental forms once they have been received and contact you if there is any missing information. Without current and proper documentation of these medical requirements on file in the school office, students may be excluded from attendance. The program also screens each child's vision and hearing annually. You will be informed if there are any concern regarding your child's screenings within 90 days. If these screening red flags any concerns you may be referred to an outside agency that can best meet your child's needs.



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### **MANAGEMENT OF ILLNESS DURING THE SCHOOL DAY:**

- Should your child become ill while at school, we will isolate him/her from the rest of the children and make him/her as comfortable as possible. We will contact you to pick your child up from school. If someone other than the custodial parent/guardian will be picking up a child, staff members will require identification. Written notice of this pick-up should be supplied to the school.
- A temperature over 100 degrees Fahrenheit is considered a fever. Your child is required to remain home for 24 hours after his/her temperature returns to normal.
- If your child is being tested for strep throat, he/she should not be sent to school while the result of their throat culture is pending. If short and long cultures are performed, your child should remain home until the results of both cultures are known. Your child will not be able to reenter the classroom until 24 hours after their first dose of medication.

### **SYMPTOMS OF ILLNESS:**

Your child will be removed from the classroom and sent home if any of the following symptoms of illness develop during the school day:

- Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- Difficult or rapid breathing;
- Yellowish skin or eyes;
- Conjunctivitis;
- Temperature of one hundred degrees Fahrenheit or higher taken by the auxiliary method when in combination with other signs of illness;
- Undiagnosed/untreated skin rash and/or lesions;
- Unusually dark urine and/or grey or white stool;
- Stiff neck; or
- Evidence of head lice scabies, or other parasitic infestation

If your child has any of the following signs or symptoms of illness they will be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed above as well as the following:

- Unusual spots or rashes;
- Sore throat or difficulty in swallowing;
- Elevated temperature; or
- Vomiting.

We follow the Control Communicable Disease Guidelines designed by the Cuyahoga County Board of Health.



# Ohio

Department of Medicaid

## fact sheet

### OVERVIEW

Healthcheck services are required by the federal government. These services include a comprehensive health and developmental history to assess physical and mental health, screenings for potential health problems – including vision, hearing, and dental screenings.

#### Healthcheck also covers:

- » necessary laboratory tests,
- » vaccines,
- » blood lead screening, and
- » health education and nutritional advice.

Providers may make referrals to other health providers for more specialized care. Healthcheck services are also available to individuals covered by a Medicaid managed care plan or who are on a Medicaid home and community-based waiver.

#### Additional Services

If a screening reveals a medical condition, Ohio Medicaid can be billed for any necessary follow-up services provided to treat the child's medical condition.

## HEALTHCHECK: OHIO'S EPSDT PROGRAM

Healthcheck is Ohio's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) service package. These are comprehensive and preventative services for babies, kids, and young adults younger than age 21 who are covered by Ohio Medicaid.

### A CLOSER LOOK AT HEALTHCHECK IN OHIO



#### WHEN SHOULD A CHILD GET HEALTHCHECK SERVICES?

Babies should have at least 8 Healthcheck exams by their first birthday. Children should have Healthcheck exams at 15, 18, 24, and 30 months. After 30 months, one exam per year is recommended until the age of 21.



#### HEALTHCHECK COORDINATORS

Every county department of job and family services has a coordinator responsible for informing Ohioans covered by Medicaid about available Healthcheck services. The person supports the coordination of non-medical Healthcheck support services when requests are made.

Examples of these services include:

- » assistance making appointments,
- » transportation,
- » referrals to food pantries, clothing, and heat assistance, and
- » referrals to lead-free housing options.



#### HEALTHCHECK PROVIDERS

Any doctor who accepts Medicaid can provide Healthcheck services. Individuals can ask their doctors for Healthcheck services at their next appointment. Sometimes, a provider may refer a patient for specialized care. Some services may need prior approval.



#### HEALTHCHECK AND MANAGED CARE

Healthcheck services are a part of the benefit package every managed care plan offers its members. Managed care plans and county Healthcheck coordinators work together to ensure Healthcheck services are available.



#### PREGNANCY RELATED SERVICES

In many counties, the Pregnancy Related Services (PRS) and Healthcheck coordinators are the same. The county's PRS coordinator can explain the importance of Healthcheck services to a mother before a baby is born. They can also assist pregnant women with services like arranging transportation, making prenatal appointments and explaining the importance of attending these appointments to increase the likelihood of a healthy pregnancy and a healthy baby.

For a list of Healthcheck Coordinators, visit:  
<http://medicaid.ohio.gov/Healthcheck>

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## **DISCIPLINE:**

Our goal is to help the child learn to live with him/herself and others. To achieve this, we encourage each child to develop self-control and for children to be responsible for their own actions.

We...

- practice preventive discipline by recognizing the age-level characteristics and needs of individual children in planning programming to meet these needs. By being proactive, most problems can be prevented by redirecting a child to a more appropriate activity.
- provide many choices of play equipment and activities.
- clearly define limits and consistently and fairly enforce them.
- allow children time and opportunities to solve problems for themselves.
- state suggestions or directions in a positive manner.
- use words and tone of voice that helps the child feel confident and self-assured.
- provide redirection.
- provide outlets for releasing feelings of tension.

If behavior continues to be inappropriate, it may be necessary to remove a child from the group or area for a limited time out, defined as no more than one minute for each year of age. If inappropriate behaviors become frequent, form a pattern, and/or become severe, the supervising adult will communicate with the parents.

## **COMPLIANCE:**

In order for our program to be in compliance with the Ohio Department of Education the following information must be included in this handbook:  
Preschool Compliance Checklist

**PS 37 10-A** A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

**PS 37 10-B** The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

**PS 37 10-C1** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.

**PS 37 10-C2** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No discipline shall be delegated to any other child.



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**PS 37 10-C3** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control, this is in compliance with our Board of Education policy.

**Positive Behavior Interventions and Support:**

Every effort will be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence-based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

**PS 37 10-C4** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.

**PS 37 10-C5** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.

**PS 37 10-C6** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

**PS 37 10-C7** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Techniques of discipline shall not humiliate, shame, or frighten a child.

**PS 37 10-C8** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Discipline shall not include withholding food, rest, or toilet use.

**PS 37 10-C9** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

**PS 37 10-C10** The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows: The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

**PS 37 10-D** The parent of a child enrolled in a center shall receive the center's written discipline policy.

**PS 37 10-E** All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.



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## WESTLAKE CITY SCHOOLS TRANSPORTATION DEPARTMENT:

Transportation to our program will be offered by the school system to each **preschool student with a disability as determined appropriate by the IEP team**. Parents of **peers** must **provide their own transportation**.

The Westlake City School District's Transportation Department is committed to providing safe and reliable transportation to all students.

State law mandates students up to 4 years old **AND** weighing less than 40 pounds must be secured in a car seat. Students are required to use belt-positioning booster seats once they outgrow their child safety seats (usually at 4 years old and 40 pounds) until they are 8 years old, unless they are at least 4 feet, 9 inches (57 inches) tall.

To ensure your child's safety, the following guidelines have been established:

### PARENT RESPONSIBILITIES:

- Children must be loaded and unloaded on the passenger side of the vehicle.
- Parents are to assist their child/children to the vehicle.
- Parents are to place and secure their child/children in the vehicle.
- Parents are to meet the vehicle promptly upon their child's return home and assist the child out of the vehicle.

### TRANSPORTATION DEPARTMENT PERSONNEL RESPONSIBILITIES:

- Drivers are to ensure that all booster and child restraint seats are secure in the vehicle.
- Drivers will verify that all child restraints are appropriate for child/children.
- Driver may assist the parents, when possible, with placing the children in, or taking the child out of, the vehicle.
- Drivers will remove child from restraint seats in order to assist the building personnel when discharging the students from the vehicle.
- Drivers are to maintain a safe environment on the vehicle at all times.

**Following these simple guidelines will ensure the safety of all children being transported.**



# Westlake City School District Preschool Calendar 2018-2019

## AUGUST

16 Opening Staff Day - PAC  
 17 Staff In Service Day  
 20 Teacher Work Day  
 21 Staff Work Day - No Students  
 27 Preschool Orientation  
 29 First Day for Preschool Students

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## SEPTEMBER 2018

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

## SEPTEMBER

3 Labor Day - No School

## OCTOBER

12 NEOEA Day - No School  
 16 WHS PM Conferences  
 25 End of First Quarter  
 25 WHS PM Conferences  
 26 Teacher Work Day - No Students

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## NOVEMBER 2018

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

## NOVEMBER

15 K-8 PM Conferences  
 19 K-8 PM Conferences  
 20 preK-8 Day Conferences – No School for preK-8 Students  
 21-23 Thanksgiving Break

## DECEMBER

24-31 Winter Break

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## JANUARY 2019

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

## JANUARY

1-4 Winter Break  
 7 Classes Resume  
 17 End of Second Quarter and End of First Semester  
 18 Staff Records Day - No School for Students  
 21 MLK Day-No School

## FEBRUARY

13 WHS Day Conferences - No School for WHS Students **ONLY**  
 15 Peer Model Screening  
 18 Presidents Day-No School

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

## MARCH 2019

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

## MARCH

28 End of Third Quarter  
 29 Teacher Work Day – No Students

## APRIL

19-26 Spring Break  
 29 School Resumes

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

## MAY 2019

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

## MAY

27 Memorial Day  
 30 Preschool Last Day - Ice Cream Social (no transportation)

## JUN

5 End of Fourth Quarter and End of Second Semester  
 6 Staff Records Day – No Students

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

## JULY 2019

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

## Legend

\*Dates in RED indicate no school for students  
 \*End of Quarter/Semester  
 \*Staff Work Day-No Students

Revised 6/2018