

California State Preschool Part Day Program Parent Handbook 2023-2024



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ANAHEIM ELEMENTARY SCHOOL DISTRICT

[Anaheim Elementary School District Website](#)

AESD Mission

Anaheim Elementary School District provides high quality schools for a diverse student population. The educational program focuses on mastery of skills, enabling students to live productively in a changing society and, in so doing, develop in them responsibility, confidence, and enthusiasm for life long learning.

AESD Vision

Together we create a service-oriented culture of excellence where success for each student and all relationships reflect our core values.

EARLY CHILDHOOD EDUCATION DEPARTMENT

[Early Childhood Education Department Webpage](#)

ECE Mission

The Anaheim Elementary School District Early Childhood Education Department provides children and families with comprehensive preschool services and early learning foundations to achieve success in school and life.

Program

The Anaheim Elementary School District (AESD), Early Childhood Education Department (ECE) provides preschool programs for qualifying children. The program serves approximately 850 children in center-based preschools that are funded by the California State Preschool Program (CSPP) grant.

Quality Preschool

All AESD Preschools are rated the highest quality through Quality Start OC. Quality Start OC is Orange County's Quality Rating and Improvement System (QRIS). The QRIS is a systematic approach to assess, improve and communicate the quality in early education programs. Preschool classrooms are rated using the elements of quality as defined on the Quality Stars QRIS Rating Matrix for Child Care Centers. The QRIS matrix evaluates the following (7) elements: Child Observation, Health and Developmental Screenings, Teacher Qualifications, Teacher/ Child Interactions, Ratio and Group Size, Program Environment and Director Qualifications. Through the participation of Quality Start OC the Preschool Program receives grant dollars for continuous program improvement.

[Quality Start OC Website](#)

Ages of Children Served

The AESD State Preschool Program serves children prior to starting Transitional Kindergarten (TK) or Kindergarten. Children must turn three or four years old by December 1st of the school year.

Hours and Days of Operation

Each preschool class operates for three hours either in the morning or afternoon, Monday through Friday. The preschool program will accommodate parent requests for either AM or PM whenever possible but cannot guarantee a requested time. The program follows the AESD single track calendar with a few exceptions. Children attend 180 days of school.

Locations

The AESD Early Childhood Education Department provides preschool services at 21 locations. Classrooms are funded through State and Local Funding sources.

Equal Access

The AESD preschool program enrolls children according to the CSPP eligibility guidelines and does not discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion or mental or physical disability.

State License/Inspection Authority

All of the State Preschool classrooms are licensed by the California Department of Social Services, Community Care Licensing Division. The State Preschool programs must comply with Title 22 Health and Safety Regulations. Regulations can be found at: [Title 22 Child Care Health and Safety regulations](#) The California Department of Social Services has the authority to inspect facilities, interview children or staff, and audit child care records without prior consent, according to Health and Safety Code Sections 1596.852, 1596.853 and 1596.8535.

Open Door Policy

The AESD preschool program has an open door policy, welcoming parents of currently enrolled children at any time during operating hours in accordance with current health guidance for schools. All classroom visitors are required to check in at the school front office, present a valid form of identification and obtain a visitor badge prior to entering the classroom. All parent volunteers must provide proof of; current measles, pertussis and influenza immunizations (SB 792), a current negative TB test and a signed statement of good health as required by the Community Care Licensing division.

Non-Religious Instruction

In accordance with the state of California the AESD preschool program does not provide religious instruction. Specific religious holidays will not be the focus of a teacher directed activity.

Adult/ Child Ratio

In addition to the great value *you* bring to your child's educational experience, we have a state requirement to uphold. The preschool program is required to have three adults in every classroom, *at all times*. All preschools are licensed under Title 22 and Title 5. Preschool classrooms are required to have a ratio of one adult for every eight children (1:8). Each preschool

classroom has one teacher along with at least one Preschool Instructional Assistant and/or other AESD preschool support staff. We value and welcome parent volunteers daily to support the program in so many ways, including meeting the required ratios daily and to enhance the quality of every child's preschool experience.

PROGRAM PHILOSOPHY & GOALS

Program Philosophy

The AESD preschool programs are committed to a holistic approach to educating children. All children are born with the innate desire and capacity to learn. High expectations, well-planned and research-based lessons and activities along with quality instruction, are the basis for student success. Educating a child involves the support of his/her family, school and community. The most important learning environment for a child begins in their home. The program is founded on the value and acceptance of every individual, in regards to ability, race, ethnicity, language, religion and culture and encourages each child's development according to their individual learning style.

Preschool programs provide a curriculum that is developmentally appropriate, culturally relevant, inclusive, and reflective of thoughtful observation. The High/Scope philosophy provides the framework for the program to integrate other curricula and to meet the needs of the children. Adults work together to establish a supportive educational environment. Children develop healthy physical, intellectual, emotional and social growth through play. This is achieved by providing active, sensory experiences that facilitate learning through discovery and hands-on interactions.

Play is the work of children. Preschool teachers plan opportunities for spontaneous play, guided play, directed play, and investigative play to teach new skills and concepts. Children learn best when they are pursuing their own goals and interests and are encouraged to make choices about materials and activities throughout the day. It is the program's goal to help children become critical thinkers, who have a love for learning and the gift of social competence.

Well developed school readiness skills and a successful transition to Transitional Kindergarten (TK) for each child and family is the primary goal. School readiness refers to the skills young children need as a foundation for learning by the time they enter Kindergarten. Children learn and practice the foundational skills they need to be successful in school every day, throughout the school year. Parents are educated to understand their role in their child's education and the expectations of the school district. Social-Emotional Development, Language and Literacy, English-Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science are promoted through intentional teaching using a balance of developmentally appropriate practices and age appropriate academic learning.

Program Goals

The ECE program provides a safe, well planned quality early learning program that utilizes the [Desired Results for Children and Families](#) accountability system, to achieve the following goals:

- Children are personally and socially competent

- Children are effective learners
- Children show physical and motor competence
- Children are safe and healthy
- Families support their children's learning and development
- Families achieve their goals

New Beginning

Beginning school is a joyful and exciting time for children and parents, yet it can also be stressful. Some children and parents experience separation anxiety. Children can display their anxiety in a variety of ways. A young child may feel happy and excited about starting school, yet cry the first few days. Teachers and parents will work together to ensure a comfortable and confident transition for children.

The Preschool Teacher will schedule a meet and greet prior to the child's first day of school. Children and parents will meet the teacher and become familiar with what to expect in preschool. As parents, there are many things you can do to support your child. Begin talking to your child about the transition to preschool and discuss new learning opportunities. A transitional item such as a photo or note from mom or dad may be sent along with the child to help ease fears on the first day. Rest assured that preschool staff are nurturing and compassionate and that children will get the care and support they need.

Preschool to Kindergarten Transition

The goal of the ECE department is for all children to transition into Transitional Kindergarten (TK)/Kindergarten ready to learn. Transition to Kindergarten will be supported through the following strategies:

- The preschool program will collaborate, coordinate and align curriculum with TK/Kindergarten.
- Children will participate in planned visits to the TK/Kindergarten classroom at their school.
- Children will engage in activities that allow them to feel comfortable and confident about their transition to TK/ Kindergarten.
- Families will be provided with information, resources and support to become familiar with TK/Kindergarten expectations.
- Parents will be assisted in the TK/Kindergarten registration process.

Early Development Index (EDI)

The Early Development Index (EDI) data is used to produce holistic, community-level measures of childhood development within a neighborhood. The EDI is a checklist that teachers fill out, evaluating children's skills in Kindergarten including five key developmental areas and 16 sub-areas. EDI data is not collected on preschool children, however it is used to monitor populations of children over time, report on populations of children in different communities, predict how groups of children will do in elementary school, and inform policies concerning young children and their families.

The EDI Data ([EN snapshot here](#)) ([SPN snapshot here](#)) captured in AESD shows that less than half of the children entering AESD are on track and ready for Kindergarten. Children who are ready for Kindergarten demonstrate important skills such as playing and working cooperatively

with other children, proficiency at holding a pencil and the ability to communicate their needs clearly to others, just to name a few. Information about EDI is shared and used with Teachers and Parents as well as community members, agencies and groups, so all stakeholders can work together, to improve the overall wellbeing and development of young children in Anaheim. Participation in preschool plays an important role in preparing children for K early learning opportunities, at home and in their neighborhoods. More information about EDI in Orange County is available at [First 5 OC](#).

California Preschool Learning Foundations

Children attending the state funded program will receive a high quality educational experience focused on the California Preschool Learning Foundations and Curriculum Frameworks. The Learning Foundations describe the knowledge and skills young children will develop in all learning domains which include Social-Emotional Development, Science, History-Social Science, Health, Physical Development, Visual and Performing Arts, Mathematics, English-Language Development, and Language and Literacy. Access [The California Preschool Learning Foundations](#).

Curriculum

The preschool program provides an integrated curriculum approach utilizing multiple research based curricula. The HighScope learning approach emphasizes active play, social interactions, supportive environments, and ongoing assessments. The program also uses the Second Step Social Emotional Skills for Early Learning and Creative Curriculum. In addition, classroom teachers integrate teaching strategies from a variety of educational resources such as Guided Language Acquisition Development (GLAD), Thinking Maps: A Language for Learning, Preschool English Learners Principles and Practices to Promote Language, Literacy and Learning, and The Teaching Pyramid Model Promoting the Social-Emotional Competence of Young Children. The curriculum supports children's learning in the foundational skills they need to succeed as lifelong learners. Access [At-home SEL Resources](#).

The Creative Curriculum is a play based learning curriculum that focuses on interest areas and fosters creativity in both children and teachers. It goes beyond rote learning and focuses on big ideas, interesting projects and individual student interests and needs. The goal of Creative Curriculum is to help children become independent learners, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. The curriculum identifies goals in all areas of development: Social/emotional, Cognitive, Physical and Language. Units of study include fun and relevant topics for young learners to explore such as Buildings, Balls, Tunnels, Insects, Recycling, Roads, Wheels, Gardening and Pets.

Staff Qualifications

Qualified, responsive, and effective teachers are essential to a high-quality early education program. The preschool program creates and maintains a learning community in which individual differences and strengths are respected. Staff are highly educated and preschool teachers hold a Master Teacher Permit or higher issued by the State of California Commission on Teacher Credentialing.

Professional Development

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Professional development opportunities are provided for all department staff throughout the school year. Professional development needs are determined annually through observation and assessment including data gathered from the Desired Results Developmental Profile (DRDP), Early Childhood Environment Rating Scale (ECERS), Early Developmental Index (EDI), Inclusive Early Education Expansion Program (IEEEP), Social Skills Improvement System (SSiS), Desired Results Parent Surveys, Parent Advisory Committee and department staff interests.

Program Self Evaluation

The annual agency self-evaluation process is vital to providing a high quality early education program. The program is required by the California Department of Education to implement the Desired Results for Children and Families accountability system. The accountability system is made up of the following components: DRDP, Parent Survey, and the ECERS. Classroom and program data is collected, reviewed and aggregated into actionable plans for program improvement. The Program Self Evaluation is shared among stakeholders including parents, staff and AESD Board members.

Child Assessment: Desired Results Developmental Profile (DRDP)

Children in the program are assessed twice a year using the DRDP; a developmental continuum from Early Infancy to Kindergarten entry. The DRDP assessment is administered in natural settings through teacher observations, family observations, and examples of children's work. The DRDP is an ongoing student portfolio of children's knowledge and skills in the following (6) Developmental Domains; Approaches to Learning, Social-Emotional Development, Language and Literacy Development, English Language Development, Cognition, and Physical Development. Teacher's rate children on mastery of knowledge, skills and behaviors as demonstrated consistently over time and in different settings.

Learning Genie & Parent Square

The Preschool Program utilizes the Learning Genie application and the Parent Square application to engage, communicate and inform parents throughout the school year. The Learning Genie app will assist with capturing children's continuous growth through assessment and family engagement. Learning Genie is a confidential, district approved and program compliant application utilized for documenting, tracking and rating child observations. This electronic portfolio and reporting system enables teachers to maximize learning opportunities through quick and organized recorded observations of children. The Learning Genie helps teachers track and rate children's growth daily which informs their curriculum planning, activities and lessons.

In addition, the Learning Genie offers a secure interactive mode of two way communication that supports the school to home connection. Preschool parents will be expected to download the Learning Genie application to assist with daily digital sign-in and out. Having the application will also allow for parents to receive teacher messages, program notifications and other classroom updates. Teachers will share information including; pictures, videos, activity notes, event invites, reminders and important program notifications. (removed Links)

AESD utilizes the Parent Square application for communication with parents. The Parent Square app is the best way for parents to know up-to-date information and events happening at the

school and district level. The app facilitates parent connection through mass notifications, teacher communication, sending school forms and documents and engagement in the school website.

Early Childhood Environmental Rating Scale (ECERS)

Each classroom will use the ECERS tool to evaluate classroom environment annually as a part of the State mandated Desired Results accountability system. ECERS is an inclusive and culturally sensitive assessment used to evaluate the quality of environments in preschool settings. The tool consists of (43) subscale items that assess Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Parents and Staff, Interactions and Program Structure. The outcomes inform teachers and administrators by identifying areas that need improvement. Training and resources are then provided to support and improve the classroom environment.

Classroom Assessment Scoring System (CLASS)

Preschool classrooms are assessed utilizing the Classroom Assessment Scoring System (CLASS), a researched-based observation tool used to help teachers and schools improve the quality of classroom interactions. The CLASS tool is designed to provide an objective behavioral assessment of a classroom focused on interactions. The tool consists of 10 dimensions within 3 Domains; Emotional Support, Classroom Organization and Instructional Support. CLASS outcome scores drive instructional coaching for preschool teachers. Higher CLASS scores are associated with higher levels of children's success in early literacy, academic functioning and behavioral engagement.

Parent Engagement

Parent engagement is an integral part of the preschool program offered in AESD. The Preschool Program develops partnerships with families to enrich the educational experiences offered to children at school and at home. Research shows that parent engagement is an accurate predictor of educational success for children. The engagement of parents in their child's education contributes positively to their academic, physical and social-emotional success. In addition to the many great benefits of parent participation, volunteers are needed daily to meet the 1:8 adult/child ratios mandated by Title 5. The Preschool Program values parent contributions at all levels of engagement.

Parent/Teacher Conferences

Parent/Teacher conferences will be conducted twice a year. Parents are welcome to arrange additional conferences with their child's teacher throughout the school year. Conferences provide an opportunity for parents to meet individually to discuss their child's progress and shared concerns. Conference reports are inclusive of an individualized child report summarizing the child's strengths, areas of growth and recommended activities to support further learning.

Classroom Volunteering

Parents are invited to volunteer in their child's classroom as is permitted according to current health guidance for schools. The primary role of a classroom volunteer is to encourage children to be active learners. Volunteering creates opportunities for parents to interact with children in a structured setting. Parent volunteers will observe teachers implementing developmentally

appropriate strategies, contribute to the learning of all children by being actively engaged in planned activities, gain familiarity with the education system and learn the dynamics of school.

Preschool classrooms are equipped with parent engagement tools to support the partnership of the teaching staff and parents. Parents will complete a Parent Involvement Plan survey providing information to their child's Preschool teacher. The purpose of the survey is to provide information to the program regarding availability. Teachers provide parents with a classroom schedule outlining volunteer roles throughout the day. Parents are required to wear the parent volunteer lanyard provided by preschool staff during volunteer hours.

Parents are responsible to select dates to volunteer on the classroom calendar. Communication with the teacher is required when parents are not able to stay on their selected day. Parents are required to sign the volunteer log on the days they participate. Teachers will use the parent volunteer sign-in log to track parent participation.

The role of the parent volunteer is to assist *all* children throughout the components of the daily routine. All classroom volunteers are to adhere to the following Preschool Program Classroom Volunteer Guidelines: to ensure a successful experience for all.

- Dependability- Children look forward to the day their parents come to volunteer. The teacher and children count on the parent's commitment to meet the adult/child ratio required by Title 5 and support daily learning.
- Professionalism- The volunteer is a role model for children, often referred to as "teacher." Volunteers must work with others cooperatively and demonstrate a willingness to learn.
- Communication- The volunteer's success depends on effective communication with teachers. It is important for parent volunteers to follow the directions provided by teachers and adhere to program policies. Parents can refer to the classroom teacher for questions about the program.
- Confidentiality- The volunteer must respect the confidentiality of information learned at school pertaining to each child's growth and development. Volunteers may not discuss *any* information about children or their families with anyone to protect the rights of all children.

Teachers recognize parent volunteers with certificates of participation during the End of the Year Celebrations. The Preschool Program honors parents by recognizing outstanding parent volunteers from each school.

Classroom Volunteer Vaccination Requirements:

In order to volunteer in your child's preschool classroom, AESD and Community Care Licensing requires **ALL** of the following vaccines in accordance with CA Senate Bill No. 792:

- DTaP** Vaccine (Pertussis, Diphtheria and Tetanus)
- MMR** Vaccine (Measles, Mumps and Rubella)
- TB-** Tuberculosis Risk Assessment and/or Examination (dated within the last 4 years)
- Influenza** Vaccine (optional) must be between August and December of each year

- Statement to Decline Influenza Vaccine** By checking this box and initialing I am declining to have the influenza vaccine administered. Parent initials

It is a California Community Care Licensing requirement that: All Classroom Volunteer Vaccination records must be submitted prior to volunteering in the classroom.

Parent(s)/ Guardian(s) who are not available to volunteer may designate other caregivers as long as all volunteer requirements have been met by the designated volunteer. Volunteers must be 18 years of age.

Benefits of Volunteering:

For Children:	For Parents:
<ul style="list-style-type: none"> ● More adult supervision/ safety ● Increase student achievement ● Higher self esteem ● Increase in self-discipline ● Higher motivation for school ● Children become leaders among peers ● Children’s language is strengthened ● One on one time with parent 	<ul style="list-style-type: none"> ● Creates a realistic snapshot of child’s educational experience ● Home to school connection is strengthened <ul style="list-style-type: none"> ○ Parent gains a better understanding of teacher’s role, curriculum, child development, strategies ● Increase interactions with their children ● Establish relationships with other parents & strengthened relationships with staff ● Perceptions of school are improved resulting in stronger commitment

Parent Education Opportunities

Parent training and workshops are offered in person and or virtually via Google meets throughout the school year. Parent Interest Surveys, Desired Results Parent Surveys and the Early Developmental Index will determine workshop topics. Parents are encouraged to participate in these valuable opportunities that support their child’s development and educational achievement.

Parent Advisory Committee (PAC)

The Parent Advisory Committee is made up of parent volunteers, invited to take a leadership role in the preschool program representing their child’s classroom. Parents learn about educational programs, school governance, knowledge of child development and community resources Through PAC meetings, participants have the opportunity to provide program input and share information with other parents at their school site. PAC representatives also gain experience and

guidance on how to become involved with additional parent led committees sponsored within AESD.

Parent Leadership Institute (PLI)

Preschool Parents are selected each year to participate in the Parent Leadership Institute (PLI). PLI is composed of selected volunteer parent leaders from each school site that gather monthly at district meetings to develop their leadership skills to promote parent engagement at their school, district and community. PLI parent leaders facilitate parenting and academic workshops, promote parent engagement at school and district events, recruit parent volunteers and represent the district at community events. AESD's Parent Leadership Institute (PLI) is a partnership between designated parent leaders and Family and Community Engagement Specialists (FACES). The PLI enhances parent involvement across all 24 elementary schools while supporting the student achievement of all students. [AESD Parent Involvement webpage](#)

Nutrition

The program provides well-balanced foods that are culturally and developmentally appropriate for preschool children. The daily meal is provided at no charge to the family. Nutritionally balanced meals are provided in accordance with the National School Lunch Program. Monthly menus are posted in each classroom.

Parents may not bring food into the preschool classrooms without prior consent from the ECE office. It is the parents responsibility to inform; the Family Service Assistant upon enrollment and the preschool teacher, of any food allergies or restrictions pertaining to their child. Children with food allergies or restrictions should have the specific allergy/restriction information and reaction symptoms noted on their health history form. Also, the *Medical Statement to Request Special Meals/or Accommodations* form **must be completed by a physician** and submitted upon enrollment. Arrangements will be made to accommodate any special needs as prescribed by a physician.

Daily mealtime experiences help facilitate children's learning in areas such as health, nutrition, math, science, and language. Although children are encouraged to try new foods, they are never forced to do so. In accordance with the Federal Law and U.S. Department of Agriculture Policy, this institution is prohibited from discriminating on the basis of race, color, sex, age, or disability.

Family Services

Family interests and needs are identified during enrollment and throughout the year. Parents share input through surveys, child health history and developmental screening tools including the Desired Results Developmental Profile (DRDP), Early Developmental Index (EDI) and Ages and Stages Questionnaire. Program staff support families with resources, referral and follow up. Case management for children with special needs is provided through the program Student Success Team (SST).

Community Involvement

AESD has established strong community partnerships throughout Anaheim and Orange County. The preschool program values community services and provides families with information and connections whenever possible. Reciprocally, AESD is highly respected throughout the

community and is recognized for its high quality services for children and families. Valued partnerships include the City of Anaheim and Related property developers, with whom we partner to provide preschool programs in the affordable housing communities at Pradera, Vintage Crossings and Hermosa Village.

HOW TO QUALIFY FOR THE PROGRAM

The Anaheim Elementary School District Early Childhood Education Department does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), disability, or age in any of its policies, procedures, or practices in compliance with Title VI of the Civil Rights Act of 1964. This nondiscrimination policy covers admission and access to, and treatment and employment in, the District's programs and activities, including vocational education.

Eligibility

To receive State Preschool program services in AESD, families must meet eligibility criteria as follows:

- Children must be 3 or 4 years of age by December 1st of the current year of enrollment. Age must be verified by birth record documentation. Children who turn 3 years old on or after December 2nd of the current school year may enroll on or after their 3rd birthday.
- Children must live within the boundaries of the state of California.
- Children must have current immunization records including the results of a TB test and a physical exam performed by a medical doctor. No student will be admitted without current immunization records or medical exemption provided by a physician.
- Eligibility for enrollment in the preschool program will be based on qualifying documentation and verification laid forth in the **Enrollment Priorities** section of this handbook. Parents will meet and provide the State Program required documentation to prove family eligibility for the program.

HOW FAMILIES ARE SELECTED

Recruitment

California State Preschool Program recruits applicant families living within the AESD school boundaries and surrounding communities. Recruitment is conducted annually through digital and physical promotion. Recruitment materials are sent to all AESD families, community members and agencies. Walk-ins are welcome at any time. AESD will maintain an eligibility/wait list throughout the year to ensure enrollment according to state eligibility guidelines.

Enrollment Priority

1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency.
2. The second priority will be given to three and four year old children with identified and documented exceptional needs (disability) with family income *below the income*

eligibility threshold (after the set-aside pursuant to paragraph (1) of subdivision (c) of EC Section 8208 is filled.

3. The Third priority shall be given to eligible CSPP four-year-old children, not enrolled in Transitional Kindergarten, in the following order:
 - 3.1. Eligible children who were enrolled in CSPP as three-year-olds.
 - 3.2. Children whose families have the lowest income ranking based on the most recent Schedule of Income Ceiling eligibility table as published by the State Superintendent of Public Instruction (SSPI) at the time of enrollment.
 - 3.3. Prior to January 1, 2023, when two or more families have the same income ranking, according to the most recent Schedule of Income Ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.
 - 3.4. After January 1, 2023, If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has a primary home language other than English shall be enrolled first.
4. The fourth priority shall be given to eligible CSPP three-year-old children;
 - 4.1. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table shall be enrolled first.
 - Prior to January 1, 2023: If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the child that has been on the waiting list for the longest time shall be admitted first.
 - After January 1, 2023: If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, the *child that has a primary home language other than English shall be enrolled first.*
 - After January 1, 2023: If there are no families with *a child that has a primary home language other than English*, the child that has been on the waiting list for the longest time shall be admitted first.
 - After January 1, 2023: NOTE: Contractors must use the processes in MB 22-04a to determine if a child is a dual language learner prior to prioritization.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the eligibility income threshold. Within this priority category, priority shall be given to three- and four-year-old children with exceptional needs interested in enrolling beyond those already enrolled in the percent of funded enrollment set aside pursuant to Section 8208, then to four-year-old children before three-year-old children without exceptional needs.

After all otherwise eligible children have been enrolled in the first through fifth priority categories, the contractor may enroll the children in the following order:

6. A California preschool program site operating within the attendance boundaries of a qualified free and reduced priced meals school, in accordance with Section 8217, may enroll any *three-* and four-year-old children whose families reside within the attendance

boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income.

7. ***Children enrolling in the California state preschool program to provide expanded learning and care to transitional kindergarten or kindergarten pupils, pursuant to EC Section 48000(l).***

ENROLLMENT PROCESS

Application, Enrollment and Notification Process

AESD utilizes written and verbal information to assist parents with the application for preschool services and required documentation. Flyers, AESD web-site and this Parent Handbook will be used to communicate the eligibility requirements and the enrollment process to parents. Interested parents complete the State Preschool Interest List survey to begin the enrollment process. Basic family information such as name, address, phone number, preferred school site is recorded by date of completion. The State Preschool Interest List survey can be found on the AESD district website linked here: aesd.org/ece anaheimelementary.org. Preschool Family Service Assistants and department staff assist families through the completion of the application process.

Preschool Enrollment Information

Required Documents

Parents must substantiate their specific circumstances with the approved documentation as listed below. *At least one document* must be presented in each of the areas that are applicable for the family.

- **At Risk:** Recent written referral from a licensed professional stating the child is at risk.
- **Family is a Current Aid recipient:**
- **Family Income:** paycheck stubs, any public assistance documents, CAL-Works, Welfare, Food Stamps, disability/unemployment/workers comp check stubs, spousal/child support check stubs, survivor/retirement benefits check stubs, rental income, dividends/interest income, student loan, insurance settlements, net gain from property, any other income verification needed, contact employer release.
- **Self Employed:** Letter from source of income that contains: name, address, and phone numbers of the place/business, gross amount and frequency of income, copy of most recently signed and completed tax return, other business records, such as ledgers, receipts, or business logs.
- **Homelessness:** agency written referral or parent's written declaration of homelessness.
- **Child Protective Services (CPS):** Certified statement from OC welfare department that shows the child is currently receiving CPS services.
- **Child has a Disability:** Individualized Family Service Plan (IFSP) or Individual Education Plan (IEP).
- **Documentation that a household member is a certified recipient** of benefit such as: Medi-Cal, calFresh, the California Food Assistance Program, the California special Supplemental Nutrition program for Women, Infant and children, the federal Food Distribution Program on Indian Reservations, Head Start or Early Head Start

- **Free or Reduced Price Meal (FRPM):** age eligible three and four year old children whose family exceeds the maximum allowable income may qualify for State Preschool under the Free and Reduced-Price Meal (FRPM) eligibility requirements so long as the family attends the school of residence. Address verification will be required upon enrollment.
- **Family Size:** Birth certificate of each child in the family, child custody court order, adoption documents, foster care placement records, school or medical records, county welfare department records, other reliable documentation indicating the relationship of the child to the parent.
- **Current Family Phone Numbers**
- **Emergency Contacts Including Full Legal Names and Phone Numbers**
- **Child’s Immunization Record**
- **Child’s Recent Physical Exam**

Income Documentation

The family’s total countable income must be documented for the one month preceding the certification of their application. AESD will require a record of wages, payroll check stub and a release authorization to contact family employers. AESD reserves the right to request any additional documentation to verify a family’s total countable income. Total countable income means all income of the individuals counted in the family size which includes: gross wages or salaries, overtime, tips, cash aid, child support, disability, unemployment, workers compensation, retirement benefits, survivor benefits, rental income, veterans pension, a portion of student grants or scholarships.

If a family member is self employed, AESD will need one of the following types of documentation to verify income: a letter from the source of income that contains a name, address, phone number of the place/business, gross amount and frequency of the income, a copy of the most recently signed and completed tax return along with self certification of income or other business records, such as ledgers, receipts or business logs.

Homeless, Child Protective Services and “At Risk” Documents

If a family is homeless, AESD will need a written referral from an emergency shelter or other legal, medical or social service agency or a written declaration that the parent is homeless and a statement describing the living situation.

If a child is under protective services, AESD will require a written referral dated within six months prior to the application for preschool services that includes the following: a statement from the local county welfare department child welfare services worker certifying that the child is receiving Child Protective Services (CPS) and that child care and development services are a necessary component of the CPS service plan, the probable duration of the CPS service plan and the name, address, phone number and signature of the county child welfare staff.

If the child is identified as “at risk,” AESD will require a written referral dated within six months prior to the application for preschool services including the following: a statement by a legally qualified professional (someone licensed in the State of California to perform legal, medical health or social services for the general public) that the child is at risk for abuse and neglect and

that child care and development services are needed to reduce or eliminate that risk, the probable duration of the at-risk situation and the name, address, phone number and signature of the legally qualified professional.

Free or Reduced-Price Meal Eligibility Criteria to Enroll Four-Year-Olds

A CSPP provider operating within the attendance boundary of a public elementary school, except a charter or magnet school, where at least 80 percent of enrolled students are eligible for free or reduced-price meals (FRPM) may enroll four-year-old children. Families will provide address verification to enroll four year old children who live within the boundaries of an FRPM school.

Notice of Action

When all required documentation is received and the preschool application is completed with AESD, qualified families will be certified and the Notice of Action will be given to the family. The Notice of Action is the written documentation from AESD providing the decision for services and the appeals information. Parents have the right to appeal any decision made about the services for their child by following the appeals procedure on the Notice of Action. The Notice of Action will be provided upon certification, termination or any change of services.

HOW TO CONTINUE IN THE PROGRAM

To continue receiving services families are required to abide by our program policies, procedures, and requirements as stated in this parent handbook.

PROGRAM POLICIES

Attendance Policy

Attendance is a very important aspect of the preschool program. Children's daily attendance is critical for their learning and school success. Children who have good attendance receive the full benefits of the program and establish a pattern for future education.

The attendance policy complies with California Department of Education, Title 5 regulations. Excessive unexcused absences may result in termination from the program. The preschool program policy for absences is as follows:

Parents are asked to report to the school website, or telephone the school office, each day their child will not be in attendance and provide the reason for the absence.

Excused absences:

- Illness or quarantine of the child (stomach ache, headache, fever, sore throat, runny nose, diarrhea, flu, cold, unidentified rashes, ringworm, scabies, live head lice, medical appointments, or any other serious illnesses or contagious diseases)
- Illness or quarantine of the parent (same as above)
- Family emergency defined as:
 - Serious illness of an immediate family member
 - Death in the family
 - No transportation and /or transportation problems (serious mechanical failure, car accident, bus didn't come) that are beyond your control

- Court ordered visitation – if an excused absence is based on time spent with a parent or other relative as required by a court of law, the basic data file must contain a copy of the court order
- Best Interest of the Child – is **limited to 10 days per fiscal year** (except Child Protective Services CPS). An absence in the *Best Interest of the Child* is defined as:
 - Required court appearance
 - Religious holiday
 - Referral for Child Protective Services
 - Visit with immediate family members
 - Need to be with parents for the day
 - Family vacation/out of town or personal day

Unexcused absences: (are best defined as, but not limited to):

- Didn't wake up in time (parent or child)
- Couldn't find belongings (shoes, jacket, etc.)
- Child didn't want to go to school/was crying
- Parent or child felt indifferent
- Caretaker didn't feel like taking child to preschool

Late Arrival/ Pick-Up

Children arriving late to school results in missed instructional opportunities and classroom disruptions for students and staff. Children miss learning time, meals and fun when they are late to school. Late pick up results in teachers missing critical planning time as well as a required break time. Upon late arrival or pick up of children, parents will be asked to sign a notice that documents and tracks family tardies. Excessive tardiness will result in administrative intervention.

Sign-in/out Procedure

State law requires that the exact arrival and departure times are recorded using a legible signature using first and last name. *Children will not be released to unauthorized adults under any circumstance.* Other adults, 18 years or older, may be authorized to pick up children as long as they are on the emergency card, and provide government issued identification (i.e. driver's license, passport, military ID). The adult's Legal name must be listed on the emergency card and match government issued identification. This is state law and is for the safety of your child. Any changes to the emergency card must be made in person by the parent or legal guardian under supervision of ECE personnel.

The Preschool Program utilizes the Learning Genie parent application for contactless digital sign-in/out daily. This is a two step process that begins by parents scanning a classroom attendance QR code. Step 1: Parents sign their child in. Step 2: Sign in is complete once Teacher confirms the parent/guardian signature upon admitting the child into the classroom. When a parent or caregiver does not have access to a personal device with the Learning Genie app installed, a device will be available at the school to sign-in/out a child. A paper sign-in/out may also be used as a back up as necessary.

Court Orders and Custody

The preschool program may only restrict parents' access to their child if a current copy of a court decree has been provided to the school. The preschool staff will not become involved in any child custody disputes unless required by law. Family records are confidential and will not be disclosed unless required by a current court subpoena.

Preschool Student Success Team Policy

The Anaheim Elementary School District, Early Childhood Education Department does not discriminate on the basis of race, color, national origin, sex (including sexual harassment), disability, or age in any of its policies, procedures, or practices in compliance with Title VI of the Civil Rights Act of 1964. This nondiscrimination policy covers admission and access to, and treatment and employment in, the District's programs and activities, including vocational education. The program enrolls students with differing abilities and provides individualized educational goals and support according to the identified needs of the children. Children who show signs of educational or behavioral delays, will be supported through the Student Success Team (SST) process. The SST team is a multidisciplinary team of professionals that may include; Preschool Teacher, School Psychologists, Preschool Nurse, Preschool Administrator, School Principal, Speech and Language Therapists,, Registered Dietician, Special Education Administrator, Child Development Specialist and Program Specialist. The SST process begins with the parents and school staff communicating together to discuss observations and data related to the child's progress. Children may be referred to the SST for additional support and services to ensure their success in preschool. The State Preschool program SST is aligned with all district grade levels to support children which *may* include; academic action plan, behavioral action plan, health and/or developmental assessments or Individualized Education Plan (IEP).

Preschool Guidance, Discipline and Expulsion Policy

It is the goal of the Early Childhood Education department for every child to begin elementary school, personally and socially competent, and ready to learn. Children enter the preschool program at various levels of growth and experience in their social and emotional development. It is expected that children will need to learn social and emotional skills during their participation in the program. No form of discipline or punishment that violates a child's personal rights shall be permitted at any time in the State Preschool Program. Preschool staff will utilize a positive approach while integrating curriculum, strategies and best practices to guide the social and emotional growth of children daily. Dignity, kindness and respect will be the foundation for all interactions between children and adults. Adults will model social/emotional understanding, empathy, caring, cooperation, responsibility and secure attachments with children daily.

AESD ECE Guidance and Discipline Practices	
Do	Don't
Positive, attention, statements and communication	Threaten, intimidate, or criticize
Positive Descriptive Acknowledgement	Reprimand, scold, or shame
Redirect children's behavior	Strike, hit, spank, push, or pinch
Provide choices	Force or withhold activities or food
Consistent daily routine	Lack of structure
Classroom rules and expectations applied consistently	No limits or boundaries
Teach solutions and alternatives	Tell children what to do
Model appropriate behavior	Adult controlled interactions and conflicts
Safe and nurturing supervision at all times	Leave children alone, unattended, or isolated including time out
Respect, include and value all children	Discriminate on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, immigration status, religion, or mental or physical disability.

A child's behavior that poses a risk or danger to the health or safety of *anyone* in the program will be addressed immediately through an intervention plan. According to the Education and Health and Safety Code, the program will pursue and document intervention steps to maintain a child's safe participation in the program. The expulsion of a preschool child threatens the development of positive relationships, disrupts the learning process, instigates a negative cycle that increases inequality and denies the child and family access to much needed support.

No child will be expelled or unenrolled from the program for behavior without the documented pursuit and response to intervention plan carried out by the Student Success Team (SST) process. Children who display inappropriate behavior that persists over time and through multiple intervention strategies, will be referred to the SST. The SST team will communicate and collaborate with parents to provide individualized support which may include; education or behavior action plans, additional assessment, parenting classes, resources, referrals and case management for the child and family. The SST referral and case management process is ongoing throughout the school year and closely monitored by the team. It is highly confidential and the privacy of children and families will be maintained at all times.

Termination Policy

To ensure the safety and well-being of all children, families and staff, the program policies prescribe expectations of all participants. Participants must model positive collaboration and adhere to program policies and procedures at all times. The AESD Early Childhood Education Department reserves the right to suspend or terminate preschool services for any of the following reasons:

- The parent knowingly and willingly provides false information to obtain services that they do not lawfully qualify for.
- The parent refuses to adhere to AESD and/or State Preschool Policies.
- The parent exhibits behaviors that pose a risk of danger to the health or safety of others.
- Other reasons may be determined by the director of the program.

Health and Safety Policy

The health and safety of every child is our first priority. The preschool program adheres to all local and State Health Guidelines for children. The preschool program provides information and assists parents with the prevention and appropriate treatment of illness. Teachers complete a health inspection daily upon arrival to check children for signs of illness. Sick children will not be allowed in the classroom to prevent the spreading of illness. Children will not be admitted to class if they have exhibited any of the symptoms listed below within the last 24 hours:

- Fever of 100° or more
- Diarrhea and/or vomiting
- Cold accompanied by: constant cough, fever, headache, sore throat or earache
- Red eyes with yellowish drainage

Healthy children learn better in school. With parental consent, health screenings are conducted by preschool nurses and support staff to ensure health issues are identified and treated. Health screenings may include: hearing, vision, dental, immunizations, body mass index, health history, Ages and Stages Questionnaire (ASQ) developmental screening and Social Skills Improvement System (SSIS) Rating Scales. If a child does not pass a health screening it may be necessary for the child to have a medical exam. Parents will be provided with all screening results and if necessary a referral to a medical doctor. Consultation with a health team member may include; Preschool Registered Nurse, Preschool Administrator, Registered Dietician and may be

Illness/Injury Procedure

In the event that a child becomes ill or injured at school, staff will take immediate action to obtain medical treatment for the child. Ill children must be separated from the group to prevent the spread of illness. Staff members will contact parents using the emergency card information. Parents are required to keep the emergency card information current with multiple emergency contact numbers. Parents must come to the school as soon as they are contacted to pick up their child. Emergency medical treatment will always be provided and/or accessed when a child's illness or injury is urgent or severe.

Emergency and Crisis Preparedness

The ECE department follows district crisis response procedures. Preschool classrooms participate in fire, earthquake and lock-down drills with the elementary school children and staff at their sites regularly. In the event of an emergency or natural disaster, children will remain with program staff until a parent or authorized person arrives. All government employees are required by law to stay and attend to children at the school in the event of an emergency. Please be assured that the appropriate steps will be taken to maintain your child's safety on the premises. On-site staff is trained in CPR, First Aid, and emergency preparedness.

Medication Procedure

Should your child require medication during the three hour program, the medication will be stored with original labels in a safe place not accessible to children or refrigerated if needed. Parents are required to submit authorized instructions from the child's physician for the administration of medication. No over the counter medications such as; Tylenol, cough syrup, cough drops, Vicks Vapor rub etc. may be administered at school by staff or parents.

Individualized Healthcare Plan

The Board of Education recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider, to be able to fully participate in the educational program. Parents/guardians will be required to provide the completed medication form signed by the child's physician before admittance to school. The ECE School Nurse will develop a written, Individualized Healthcare Plan (IHP) and process for the administration of medication for students, as needed. Medications will be stored and distributed in accordance with Title 22 section 101173. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's IEP or Section 504 services plan.

The IHP along with any related records and parental authorization will be kept in a designated place in the classroom, a copy will be kept with the nurse and a copy will be kept at the administrative office in the family data file. All records will be kept confidential and in a locked cabinet. Medications will be stored in a marked, locked cabinet in the classroom and/or taken with the child onto the playground according to the IMS plan.

The ECE School Nurse will provide training for a minimum of two staff members on how to administer medications and when to call 911. Additional training may be provided depending on the child's IHP. Staff members will follow the education code to provide all other types of medical services and care.

Mandated Reporting

By law (Section 11166 of the Penal Code), AESD personnel are mandated reporters of child abuse and neglect. Child Protective Services may visit the classroom when a report is made. The department or licensing agency has the authority to interview children, or staff, and to inspect and audit child or child care center records, without prior consent.

Restroom/Toileting Policy

To ensure safety and compliance with state law, children are actively supervised at all times by employees, this includes when they are using the restroom facility. **It is the parent/guardian's responsibility to inform preschool staff, at enrollment, if their child is not independently using the restroom.**

- Children will be encouraged to manage their toileting needs with minimal adult assistance. This will increase autonomy and independence in the young child.
- The Preschool Program acknowledges that toilet learning is developmental, and children will enroll at various levels or abilities of toileting independence.
- The Preschool Program partners with families to teach children toileting independence utilizing developmentally appropriate practices such as; restroom breaks, embedded in daily routine, visual cue cards in the restroom and practicing daily health and hygiene. If needed, parent(s) and teacher will work together to develop an individualized Toilet Teaching and Learning Plan for their child.
- Children will remain under full supervision of an AESD employee and will be accompanied to the restroom in the classroom or outside of the classroom utilizing the licensed restroom facility at each school. All children and adults will wash their hands before exiting the restroom.
- It is recommended for a change of clothing to be kept at the school for your child to change into in the event of a toileting “accident” or soiling clothes during the day.
- Children are assisted in changing their soiled clothing. Preschool staff will communicate with parents when a change of clothing occurs.

Nondiscrimination

The Anaheim Elementary School District prohibits discrimination on the basis of race, color, national origin, actual or perceived sex, disability, or age in any of its policies, procedures, or practices. Please see the AESD Parent-Students Rights and Responsibilities book for full policy.

Americans with Disabilities Act

In adherence to the Americans with Disabilities Act (ADA), the program does not discriminate based on a child’s disability, and we strive to offer reasonable accommodations to enable children with disabilities to become fully included in the program. (Americans with Disabilities Act, 1997)

GENERAL POLICIES

Confidentiality of Records

The preschool program routinely handles confidential information about children, families and staff. All AESD practice employees practice ethical and legal responsibility to protect the privacy of individuals and families. The preschool program respects the rights of every child and parent who participates. Parents/guardians are expected to maintain confidentiality at all times and will not discuss or otherwise communicate any form of information concerning the care or condition of any child or family member. The preschool program, Community Care Licensing and the California Department of Education have legal authority to inspect family/student data files at any time without notice.

Cell Phones

For the safety and supervision of children, the use of cellphones is prohibited in the classroom and on the playground by parents, caregivers and volunteers. This includes checking voice messages, texting, taking pictures/videos, e-mailing or talking on the phone. Photos, videos and any public posting such as Facebook, Instagram, Twitter, Snapchat etc. are strictly prohibited. We ask that phone ringers are off while adults volunteer.

Communication

Open communication between parents, staff and administration is very important to your child's education. Parents/guardians may use multiple modes of communication including; email, Learning Genie Two-Way Communication, ParenSquare, phone, or in-person. Questions and concerns should be directed to the classroom teacher first. If additional support is needed, parents may contact a Family Service Assistant at the Early Childhood Education office at (714) 517-7125.

In addition, parents may also receive school site communications via ParentSquare. ParentSquare is **a safe and secure platform for all school-to-home communication**. The two-way group messaging, private conversations, district-wide alerts and notices, and simple user interface keeps everyone connected, creating a vibrant school community.

Uniform Complaint Procedure

The goal of AESD is to ensure compliance with applicable state and federal laws and regulations. The district has adopted policies and procedures for investigation and resolution of complaints alleging failure to comply with applicable state and federal laws. Please refer to the *AESD Parent-Student Rights and Responsibilities* booklet provided for every enrolled family, for *Uniform Complaint Procedure* details.

Grievance Procedures

If concerns or complaints arise, please contact the teacher first. If the issue is not resolved, please contact the Early Childhood Education Department at (714)517-7125.

Appeals Procedure

If the parent/guardian does not agree with an AESD State Preschool decision as stated in the Notice of Action (CD-7617), the parent/guardian may appeal the intended action. To protect the right to appeal, the parent/guardian must follow the instructions as described. If the parent/guardian does not respond by the required due dates or fails to submit the required appeal information with the appeal request, the appeal may be considered abandoned.

Step 1: Complete the appeal information as found on the reverse side of the Notice of Action.

Step 2: Mail or deliver the written local hearing request within 14 days of receipt to:
AESD, Early Childhood Education Department
1001 S. East St.
Anaheim, Ca 92805

Step 3: Within 10 calendar days following the agency's receipt of the appeal request, the agency will notify the parent/guardian of the time and place of the hearing. The parent/guardian or an authorized representative is required to attend this hearing. If the parent/guardian or representative of the family does not attend the hearing, the parent/guardian abandons the right to appeal, and the action of the agency will be implemented.

Step 4: Within 10 calendar days following the hearing, the agency shall mail or deliver to the parent/guardian a written decision.

Step 5: If the parent/guardian disagrees with the agency's written decision, the parent/guardian has 14 days from the receipt of the decision to file an appeal with the California Department of Education (CDE). The appeal must include the following documents and information: a written statement specifying the reasons you believed the agency's decision was incorrect, a copy of the agency's decision letter and a copy of both sides of the Notice of Action.

Mail the appeal to:

California Department of Education
Child Development Division
1430 N Street, Suite 3410
Sacramento, CA 95814
Attn: Appeal Coordinator

Step 6: Within 30 calendar days after the receipt of the appeal, CDE will issue a written decision to the parent and the agency. If your appeal is denied, the agency will stop providing child care and development services immediately upon the receipt of the CDE decision letter.

Holiday/Birthday Celebrations

Each individual child and family has their own culture, religion, customs, and/or traditions that make up their holiday celebrations. Children learn about diversity through classroom experiences. Parents will be encouraged to share cultural experiences with their children such as stories, songs, traditional dress etc. as are appropriate for young children. Holiday's may be celebrated through developmentally appropriate activities that follow the interests of children. Parents can schedule these experiences with their child's teacher, not just during a holiday, but throughout the school year.

Birthdays are special events for children and will be acknowledged by staff (except when religious preferences prohibit celebrations). Some examples of how teachers may celebrate a student's birthday include singing Happy Birthday and or making a birthday crown. The program is devoted to teaching healthy eating and prohibits celebrating birthdays with non-healthy foods such as cupcakes, cookies or ice-cream during the school day. Should you wish to celebrate your child's birthday at school, please make arrangements with the classroom teacher to discuss age appropriate activities that can be accommodated at school. Here are some examples of fun things you can do;

- Be a guest reader and read your child's favorite book
- Share a personal talent such as playing a musical instrument
- Engage children in a fun science experiment such as making slime or playdough
- Provide pencils or stickers for your child to distribute

Personal Belongings and Toys

The preschool program provides many enriching experiences and materials for children. We discourage children bringing toys from home to school unless it is an arranged share day communicated by the teacher.

Dress Code

Children's clothing and shoes must fit properly, weather appropriate and safe for active play. Students participate in a variety of indoor and outdoor activities each day. Children must wear closed-toe shoes that are securely strapped. In the event that a child's shoes or clothing is not safe for school, parents will be asked to change their child and return back to school once the child's clothing and shoes are safe for daily activities.

Adults must wear appropriate clothing at school. Clothing for adults, staff, and children may not display inappropriate images or wording i.e. promoting alcohol, drugs, or tobacco. To ensure safety, adult volunteers should wear comfortable clothing and closed-toe shoes. Adult clothing that is too tight, too high, or too low cut is inappropriate and will not be permitted in the classroom.

Extra Clothing

A child's day is filled with exploration and discovery. Many activities and daily experiences can be messy. Play clothes allow children comfort without concern about ruining their good clothes. It is recommended that an extra change of clothing be available at school labeled with the child's name.

2023-2024 STATE PRESCHOOL CALENDAR

AM Session 8:00-11:00 and PM Session 12:00-3:00 PM

July					AUGUST					SEPTEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4					1
10	11	12	13	14	7	8**	9	10	11	4	5	6	7	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
31					28	29	30	31		25	26	27	28	29
OCTOBER					NOVEMBER					DECEMBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29
JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5				1	2					1
8	9	10	11	12	5	6	7	8	9	4	5	6	7	8
15	16	17	18	19	12	13	14	15	16	11	12	13	14	15
22	23	24	25	26	19	20	21	22	23	18	19	20	21	22
29	30	31			26	27	28	29		25	26	27	28	29
APRIL					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3					
8	9	10	11	12	6	7	8	9	10	3	4	5	6	7**
15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
22	23	24	25	26	20	21	22	23	24	17	18	19	20	21
29	30				27	28	29	30	31	24	25	26	27	28

**First Day of School: August 8 Primer dia de clases: 8 de agosto

**Last Day of School: June 7. Ultimo dia de clases: 7 de junio

There is no school on gray days.No hay escuela en los dias marcados en gris

*180 Student Days 180 Dias Escolares***