

2016-2017

# Jackson Public Schools The Office of Early Childhood Parent Handbook



Jackson Public Schools



Office of Early Childhood



# Parent and Student Acknowledgement Form

This Parent Handbook provides information to the parents of students enrolled in the Early Childhood Pre-Kindergarten and Special Education Preschool programs in Jackson Public School District.

My signature verifies that I have received a copy of the handbook and I have access to an electronic copy.

I understand that the parent handbook is a work in progress and changes to this document can be made throughout the school year.

Student (Print): \_\_\_\_\_

Parent or Guardian (Print): \_\_\_\_\_

Parent or Guardian Signature: \_\_\_\_\_

Date : \_\_\_\_\_

**After reviewing this handbook, please sign and return this form to your child's teacher.**



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# Superintendent's Welcome

Cedrick Gray, Ed.D.  
Superintendent of Schools



Phone 601-960-8725  
Facsimile 601-960-8713  
Email [cegray@jackson.k12.ms.us](mailto:cegray@jackson.k12.ms.us)  
[www.jackson.k12.ms.us](http://www.jackson.k12.ms.us)

October 12, 2016

Greetings:

As the Superintendent of Jackson Public Schools, I am exceptionally delighted to greet the parents of our baby scholars! We clearly understand that reaching our scholars at the early stages of social and academic development will ensure the continuance of lifelong learning. Therefore, our school district maintains great pride in the instructional, fun-filled learning experiences that are being provided by our Early Childhood Program.



Our concentration supports the building of confidence and self-esteem in our scholars, so that they are able to flourish in a nurturing and engaging academic environment. Moreover, we welcome our parents to become involved in this teamwork effort for developing the spirit of learning in all our baby scholars. The district remains committed to the holistic development of every child, so that he or she can embrace the promises of a bright, prosperous future.

We thank you for entrusting the education of your child with us. Your enrollment in the Pre-Kindergarten Program signifies that you have certainly made the best choice for him or her at this stage of learning. Henceforth, we commend you for choosing to prepare your child for academic greatness.

Welcome to a World of Learning in the Jackson Public School District!

Sincerely,

A handwritten signature in blue ink, appearing to read "C. Gray".

Cedrick Gray, Ed.D.  
Superintendent

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JACKSON PUBLIC SCHOOL DISTRICT

662 South President Street

Post Office Box 2338

Jackson, Mississippi 39225-2338



## Director's Message

Dear Early Childhood Family Member:

Thank you for enrolling your child in the Jackson Public School District's Early Childhood Program. By choosing to have your child participate in our program, you have made a commitment to invest in your child's education.

The purpose of this handbook is to help you understand this unique educational program, to explain the goals and objectives and to offer suggestions that will help you and your child be successful in the Pre-Kindergarten or Preschool program and throughout his or her educational career.

We also want you to know we value your support and input. Never hesitate to contact a member of our Early Childhood team who can assist you during your child's Pre-K or Preschool experience. We are pleased to have you and your child as part of our school family.

On behalf of the entire Early Childhood team, we welcome your family to the program and we hope this first school year will be the beginning of a lifetime of learning. Thank you for sharing your child with us!

Leigh Sargent  
*Director*



## Mission & Vision

### **JPS Mission**

We are Building Stronger Schools Together so that Every Scholar, Every Day, is Ready for Life.

### **JPS Vision**

The vision of Jackson Public Schools is to have high-performing schools that serve high-performing scholars in clean and safe environments.

### **JPS Wildly Important Goals (WIGs)**

- ♦ Increase academic performance and achievement.
- ♦ Increase average daily attendance for students and teachers.
- ♦ Attract and retain high-quality teachers and administrators.

### **JPS Cultural Vision**

Every organization has a culture they want adopted, values they want championed, beliefs they want instilled, and behaviors they want reproduced. Leaders are the cultural architects of any organization. Eventually, every organization takes on the character and priorities of its leaders. As a result, leaders must be intentional in creating a culture endowed with the following beliefs:

- ♦ All students can perform at or above proficiency.
- ♦ We will never change what we are willing to tolerate.
- ♦ We are accountable and responsible for performance and growth of our scholars.
- ♦ All stakeholders are partners and owners of the school's academic success.
- ♦ Recognition of accomplishments promotes an effective learning and work environment.

### **Office of Early Childhood Vision**

Connecting the pieces in early childhood education by creating an intentional learning environment that is child-centered and developmentally appropriate.

### **Office of Early Childhood Mission**

To ensure every scholar is engaged, nurtured and has an opportunity to excel.



# The Office of Early Childhood

The Office of Early Childhood is a new department within the Jackson Public School District. The purpose of the department is designed to provide high-quality educational experiences to enhance school readiness for three and four-year-old children. By connecting the pieces in early childhood education, we will create intentional learning environments that are child-centered and developmentally appropriate.

Our Early Childhood Program consists of 29 Title 1 Pre-Kindergarten classrooms and 5 Special Education Preschool classes. We also offer a special education community-based program for children ages 3-5.

The early childhood education experience is critical, as it helps 3 and 4-year children develop the academic and life skills that will carry them into adulthood. We desire that ALL early learning scholars are provided with essential opportunities to learn and practice the social-emotional, problem-solving, and academic skills they will use throughout their lives.

Through common goals and high expectations, Jackson Public School District is dedicated to building a strong foundation and igniting a lifelong passion for learning for children and their families.





# The Early Childhood Team

## **Administrative Team**

Leigh Sargent, M.S.Ed., *Director*

Charolette Bailey, *Pre-Kindergarten Specialist*

Tremiecia Melvin, MSC., *Special Education Preschool Specialist*

Kiara Burton, *Administrative Assistant*

Betinna Jones, *Secretary*

## **Preschool Assessment Team**

Ashely Schmelzer, MA, *Psychometrist*

Jiwen Crump, Ed.S., M.A., CCC-SLP *Speech Pathologist*

Whitney Perkins, M.S., CCC-SLP *Speech Pathologist*

Lou Ann Cavett, MPH, OTR/L *Occupational Therapist*

Rachel Dear, *Physical Therapist*

Sarah Compton, PT, DPT *Physical Therapist*

### Attendance

Regular school attendance is a component to a child's academic success and when a child is excessively absent it hinders their progress and development. Students who are absent for 15 or more consecutive days may be dismissed from the Pre-K kindergarten program, unless the parent or legal guardian notifies the school of the cause of the absences and the school determines that they are excused absences.

### Tardiness

Teachers begin their school day promptly at 7:30 a.m. in order to maximize the instructional day. When your child arrives late it requires one member of the teaching team to break away from the classroom instruction to assist them, which disturbs the learning environment. Your child is considered late if he/she arrives after 7:45 a.m.

### Behavior

The Office of Early Childhood follows the district's behavior process called Positive Behavior Intervention Support or "PBIS." PBIS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating many minor misbehaviors as "teaching moments" rather than punishment opportunities.

PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

### Frog Street and Conscious Discipline

Our Early Childhood program also embeds Conscious Discipline through the Frog Street Program. Conscious discipline is a comprehensive classroom management and social emotional program that creates learning environments where children will know "Yes, I am safe" and "Yes, I am loved." From this foundation of safety and caring, children begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions. Our scholars participate in a calming strategy called S.T.A.R. (Smile, Take a deep breath, And, Relax) that involves them in deep breathing and stretching. They are taught to use it whenever they are upset.

Our classrooms are designed so that the children will be engaged in activities, which will assist in preventing serious behavior problems. However, if a child's behavior becomes violent where the teachers and children are not safe, we will adhere to the district's Code of Conduct.

Please remember that you know your child much better than we do and your support and input are critical. We believe that creating a safe and loving environment can help prevent many discipline problems which can occur in the classroom of young learners.

# Early Childhood School Sites

SCHOOL	ADDRESS	TELEPHONE NUMBER
Baker	300 East Santa Clair Street 39212	601-371-4327
Barr	1593 W. Capitol Street	601-960-5336
Brown	146 East Ash Street 39202	601-960-5326
Clausell	3330 Harley street 39209	601-960-5319
Dawson	4215 Sunset Drive 39213	601-987-3513
French	311 Joel Street 39209	601-960-5316
Galloway	186 Idlewild Street 39203	601-960-5313
George	1020 Hunter Street 39204	601-960-5339
Green	610 Forest Avenue 39206	601-987-3519
<i>John Hopkins</i>	<i>170 John Hopkins Road 39209</i>	<i>601-923-2540</i>
<i>Johnson</i>	<i>1339 Oakpark Drive 39213</i>	<i>601-987-3501</i>
<i>Key</i>	<i>699 West McDowell Road 39204</i>	<i>601-371-4333</i>
<i>Lake</i>	<i>472 Mt. Vernon Avenue 39209</i>	<i>601-960-5308</i>
Lee	330 Judy Drive 39212	601-371-4336
Marshall	2909 Oak Forest Drive 39212	601-371-4342
<i>McLeod</i>	<i>1616 Sandlewood Place 39211</i>	<i>601-987-3597</i>
North Jackson	650 James N. Davis Drive 39213	601-987-3528
Pecan Park	415 Claiborne Avenue 39209	601-960-5444
Poindexter	1017 Robinson Street 39203	601-960-5304
Raines	156 Flag Chapel Road 39209	601-923-2544
Smith	3900 Parkway Avenue 39213	601-987-3525
Timberlawn	1980 North Siwell Road 39209	601-923-2556
Walton	3200 Bailey Avenue 39213	601-987-3591
Watkins	3915 Watkins Drive 39206	601-987-3594
Wilkins	1970 Castle Hill Drive 39204	601-371-4306

♦ Schools highlighted in yellow are schools that offer our Early Childhood Special Education Preschool program.

# Calendar

2016-2017 District School Year Calendar	
July 4-8, 2016	Independence Day Break (District-Wide Closure)
August 4, 2016	Teachers Report/Convocation
August 9, 2016	Students Report
September 5, 2016	Labor Day (District-wide Closure)
October 10, 2016	Fall Break (District-wide Closure)
October 11, 2016	Parent-Teacher Conference Day (No School for Students)
November 21-25, 2016	Thanksgiving Break (District-wide Closure)
December 22, 2016	Winter Break Begins (60% Day for Students)
December 23, 2016-January 5, 2017	Winter Break (District-wide Closure)
January 6, 2017	Teachers and Staff Return
January 9, 2017	Students Return
January 16, 2017	Martin Luther King, Jr. Day (District-wide Closure)
March 13-17, 2017	Spring Break (District-wide Closure)
April 14 & 17, 2017	Easter Break (District-wide Closure)
May 22 & 23, 2017	Graduation (School Days for All Students)
May 24, 2017	Last Day for Students (60% Day)
May 26, 2017	Last Day for Teachers
May 29, 2017	Memorial Day (District-wide Closure)

The following days will be used for inclement weather make-up days as needed:

- ◊ April 14, 2017
- ◊ April 17, 2017

*The Office of Early Childhood, Pre-Kindergarten and Special Education Preschool programs follow the district calendar, including any weather related schedule adjustments.*

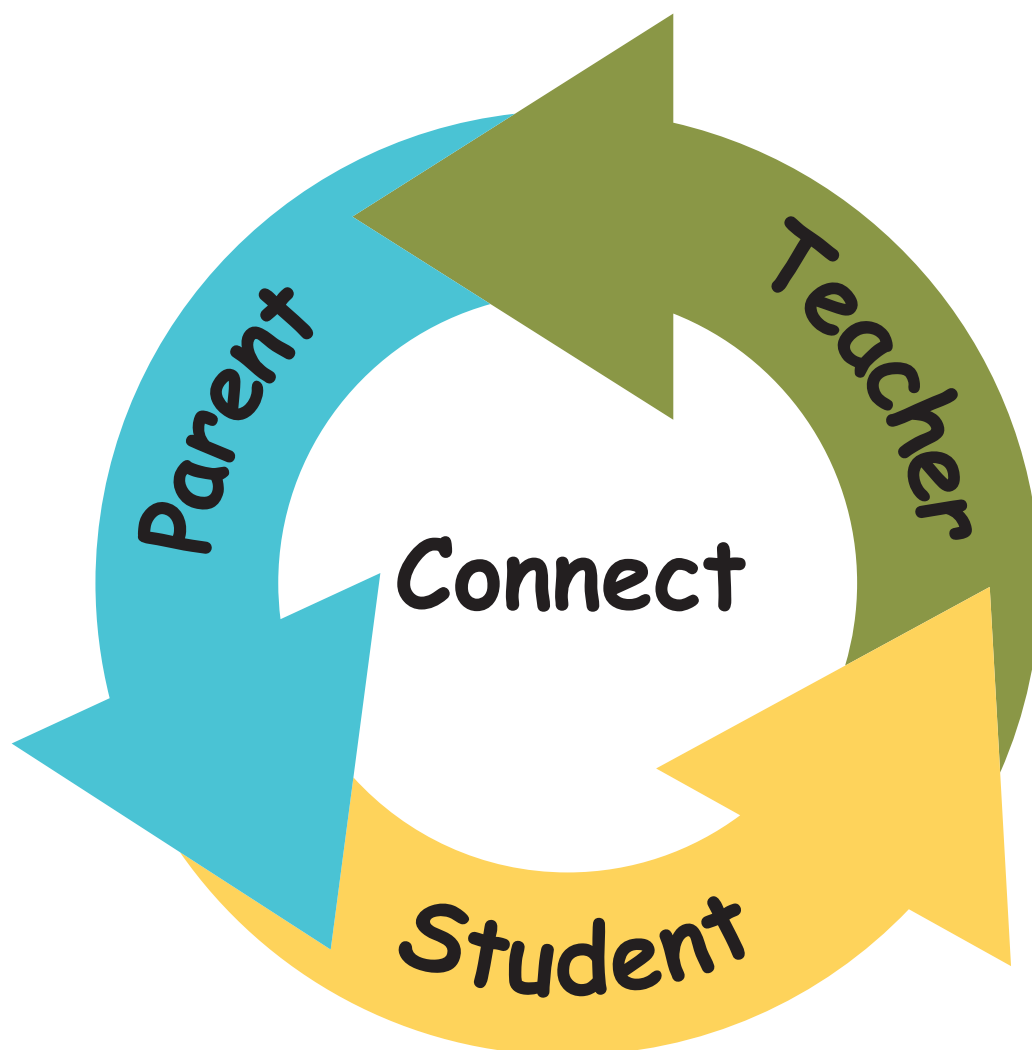
*The Early Childhood Pre-Kindergarten and Special Education Preschool programs will hold 2 additional Parent/Teacher conferences.*

- ◊ December 15, 2016
- ◊ March 23, 2017

# Parent-Teacher Conferences

## Parent-Teacher Conferences

*Parent-Teacher conferences are opportunities to report your child's progress, and for the teacher and the parents to get acquainted. The teacher and parent discusses how they can work together to enable the child has a successful school year. Parent-teacher conferences are always welcomed and scheduled throughout the year. Your attendance is strongly encouraged. The conferences will be held on Tuesday, October 11, 2016, Thursday, December 15, 2016 and Thursday, March 23, 2017.*





## Curriculum

### Curriculum

*Our Early Childhood program uses Frog Street Press, a researched-based and child-centered program that is aligned to the Mississippi Early Learning Standards. The program also focuses on social-emotional development featuring Dr. Beck Bailey's Conscious Discipline.*

### Program Features

- ◊ Embraces the joy of learning.
- ◊ Provides comprehensive, integrated instruction in all developmental domains.
- ◊ Balances intentional instruction with child-centered learning.
- ◊ Offers a strong daily routine that develops key social skills and emotional control.
- ◊ Empowers children with choices in self-directed activities.
- ◊ Honors the power of a strong teacher-child interaction to develop rich oral language and a robust vocabulary.
- ◊ Uses research-based principals of learning as the cornerstone of instruction.
- ◊ For more information on Frog Street Press, please visit the website at [www.frogstreet.com](http://www.frogstreet.com).

### Assessments

*Our early childhood scholars take the following assessments throughout the school year.*

- ◊ Kindergarten Readiness-Star Early Literacy (KRA)(MKAS<sup>2</sup>)
- ◊ Mississippi Early Learning Standards Checklist
- ◊ Frog Street Assessments
- ◊ Brigance Inventory of Early Development (Used by of Special Education Preschool Program)
- ◊ BDI-Battelle Developmental Inventory (Used by of Special Education Preschool Program)

### Grading

- ◊ Our Early Childhood program does not issue letter grades for our early learners. However, during parent- teacher conferences, your child's teacher will provide you with the Mississippi Early Learning Standards Checklist, Kindergarten Readiness report, Frog Street assessments, **Brigance, Battelle, and goals pages from your child's Individual Education Plan (IEP)**. Report of progress in blue are for our special education preschool scholars.

# Teacher Requirements

## **PreKindergarten Teacher Requirements**

Our early childhood teachers follow the licensure requirements provided by the Mississippi Department of Education.

Our current early childhood educators of our four-year-old scholars hold either one or a combination of Nursery-Grade 4 Mississippi teaching licenses.

By Fall 2018, early childhood educators of our four-year-old scholars must hold a Pre-K – K, or an Elementary Education K – 3, Elementary Education K – 4, or Elementary Education K – 6 with a supplemental Nursery – Grade 1 endorsement Mississippi teaching license.

## **Teacher Assistants Requirements**

By Fall 2018, an assistant teacher shall possess an associate's degree in early childhood education, child development, or an equivalent field; or an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification.

## **Required Professional Development**


All teaching staff (teachers and assistant teachers) and program administrators shall annually complete at least fifteen (15) hours of professional development for program instructional staff specific to the education of pre-kindergarten children. This variety of content could include program administration, parent engagement, and instructional content approved by the Mississippi Department of Education and/or Mississippi Department of Health.

## **Preschool Special Education Teacher Requirements**

Our early childhood special education educators follow the licensure requirements provided by the Mississippi Department of Education.

Our current early childhood special education educators of our three and four-year-old scholars hold either one or a combination of Birth-Kindergarten and/or Mild/Moderate K-12 teaching license.





## Special Education Early Childhood Program

### **Special Education Early Childhood Program**

We offer a special education preschool program for children ages 3–5 who has been identified as having a developmental delay. We provide educational services through either our school-based program or the community-based program. The special education preschool program also uses the Frog Street program, in conjunction with the Brigance Inventory of Early Development.

### **Preschool Child Find**

The purpose of Child Find is to locate and evaluate children who are suspected of having a developmental delay or disability. If it is determined that a child's disability interferes with his/her learning, Special Education Early Childhood and/or other services may be recommended. Other services may include, but are not limited to, speech/language therapy, physical therapy and/or occupational therapy. A child may be referred to the Jackson Public School District by a parent, family member, physician, school personnel, childcare provider or community agency.

### **Preschool Assessment Team (PAT)**

The Preschool Assessment Team evaluates children ages 3–5. The purpose of the team is to provide parents with a multidisciplinary approach for evaluating children that are suspected of a disability. The team is comprised of a psychometrist, speech pathologists, physical therapists, an occupational therapist, program specialist and a special education teacher. Children are evaluated in a classroom style assessment room located at Walton Elementary School.



## Contact Information

### **Office of Early Childhood**

662 South President Street  
Jackson, MS 39201  
601-960-4006

### **Pre-Kindergarten Division**

101 Dennis Holloway Drive  
Jackson, MS 39203  
601-960-4002

### **Special Education Preschool Division**

621 South State Street  
Jackson, MS 39201  
601-960-8868

### **Website**

The Jackson Public School District's web page has been established to aid parents with the home/school connection. Please visit our website at [www.jackson.k12.ms.us](http://www.jackson.k12.ms.us).

Information regarding the Pre-Kindergarten and Special Education Preschool program will be under Early Childhood. There you will find classroom activities, home activities, newsletters, calendar of events and other important information.



## **Family Guide to Mississippi's Early Learning Standards for Three and Four-Year-Old Children**

The Mississippi Early Learning Standards provide the foundation for instruction in classrooms as teachers use these goals to plan instruction and activities for your child. The following is a variety of activities you can use at home to extend your child's learning. For a complete listing of the standards, please visit our website at [www.jackson.k12.ms.us](http://www.jackson.k12.ms.us).

Children will develop skills in listening for a purpose	
In the classroom, your child may...	Ideas to support your child at home
<p>Follow along and respond appropriately to music and movement activities such as the "Hokey Pokey"</p> <p>Respond verbally to books and stories</p> <p>Listen to books or stories on CD at the listening center</p>	<p>Play some classic games like "Simon Says" or "Mother May I?" Give 1-step commands at first and then progress to 2 or 3 steps. "Simon says turn around then clap your hands then touch your toes."</p> <p>Read a favorite story together and ask your child to give a signal each time he hears a particular word. For example, "Clap your hands when you hear me say the word bear."</p>
Children will learn to discriminate the sounds of language	
In the classroom, your child may...	Ideas to support your child at home
<p>Identify common environment sounds or animal sounds</p> <p>Clap hands for syllables in names or other familiar words</p> <p>Substitute different beginning sounds for common words</p> <p>Repeat finger plays and poems such as "Humpty-Dumpty"</p>	<p>Go outside and identify sounds you hear.</p> <p>Teach your child some hand clapping chants or jump rope rhymes you remember from childhood.</p> <p>Play silly rhyming games and substitute sounds.</p> <p>Recite nursery rhymes together. Emphasize the rhythm and rhyme that you hear.</p>
Children will develop an understanding of new vocabulary	
In the classroom, your child may...	Ideas to support your child at home
<p>Create a story for a wordless book</p> <p>Help create a language experience chart after participating on a field trip</p>	<p>Talk to your child while you are engaged in household activities like cooking, gardening or fix-it chores. Explain what you are doing and tell them the names of the tools you are using. Spatula, spade or wrench will soon become part of your child's growing vocabulary.</p> <p>Discuss the day's events after your return from an outing or special event.</p>

## Language and Literacy (cont.)

Children will develop expressive language (speaking) skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Ask questions for information and to solve problems.</p> <p>Engage in turn taking conversations</p> <p>Tell real or make-believe stories</p>	<p>Give your child lots of opportunities to engage in conversation with adults</p> <p>Let them order for themselves in a restaurant or answer the telephone using phrases you have rehearsed ahead of time.</p> <p>Create silly stories together while you are riding in the car or while you are waiting at a restaurant.</p>
Children will develop strategies that will assist in reading	
In the classroom, your child may...	Ideas to support your child at home
<p>Use puppets or flannel board to retell a story</p> <p>Identify letters using alphabet play dough cutters</p> <p>Discuss the characters in a story</p>	<p>Practice reading environment print – street signs, store names, favorite foods.</p> <p>Cut out logos from the ad section of the newspaper or the grocery store circular. Paste them on paper or put them in a photo album to make a book that your child will love to read often.</p> <p>Discuss books with your child after reading them together. Ask "How" and "Why" questions to extend their learning.</p> <p>Use newspapers and magazines for letter find activities. Children love to find and circle letters in their names.</p>
Children will develop age-appropriate writing skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Use scribble writing and letter-like forms</p> <p>Copy word cards at the writing center</p>	<p>Invite your child to "write when you write"</p> <p>Let your child write on old calendars, order forms, check registers or grocery lists. Provide a "grown-up" pen or pencil.</p> <p>Encourage all forms of writing, from scribbling to forming letters.</p>

Children will develop an understanding of numbers	
In the classroom, your child may...	Ideas to support your child at home
<p>Count in finger play or rhymes</p> <p>Match blocks with animals in the block center in one-to-one correspondence</p> <p>Count sets of objects during group time or independent play</p> <p>Participate in putting together large floor puzzles</p>	<p>Build one-to-one correspondence by letting your child set the table. Show him how to put one plate, one cup and one fork at each place.</p> <p>Develop the concept of part to whole by doing puzzles. Make your own puzzles by cutting apart magazine pictures and gluing them back together again.</p> <p>Encourage counting frequently in daily routines, such as counting the forks as you put them away. Create games around counting common objects, such as counting the number of doors, windows, telephones in your home</p> <p>Choose books from your local library that encourage counting.</p>
Children will sort and classify objects	
In the classroom, your child may...	Ideas to support your child at home
<p>Sort the counting objects into groups according to color or size</p> <p>Sort through a box of classroom buttons and makes up rules for organization</p>	<p>Let your child help put away flatware by sorting all the knives, forks and spoons.</p> <p>Have your child help sort laundry before you wash by putting all the socks in a pile, all the shirts in a pile, and all the towels in a pile.</p> <p>Let your child play with collections of similar items, such as a box of shells or buttons. Have your child tell you how they chose to group and organize them.</p>



# Mathematics (cont.)

Children will create and duplicate simple patterns	
In the classroom, your child may...	Ideas to support your child at home
<p>Snap, clap or stomp a rhythmic pattern</p> <p>Create a pattern using manipulatives toys, such as peg boards, or color block</p> <p>Recognize patterns in the environment</p>	<p>Point out the way items are arranged at the grocery store. "Look, here is where all the cereal goes. And all of the frozen food is over here."</p> <p>Let your child help you put away groceries according to a plan – all the cans together, all the boxes together, all the refrigerated items together.</p> <p>Play some music with a strong beat and clap hands and knees in an alternating pattern. Or face each other and clap your hands together and then clap your own hands. Say the pattern together, "Clap, together, clap, together, clap, together." Add a third motion to increase the difficulty–clap, together, knees, clap, together, knees."</p>
Children will develop a sense of space and understanding of basic shapes	
In the classroom, your child may...	Ideas to support your child at home
<p>Find common shapes in the environment</p> <p>Combine the unit blocks to make new shapes</p> <p>Use positional words such as over, under, behind</p>	<p>Make a SIGN BINGO game by drawing shapes on a piece of paper – circle, square, triangle, octagon. Then watch for those shapes in signs as you ride along. When you spot a triangular YIELD sign, color in the triangle or color the octagon when you see a STOP sign.</p> <p>Play games with your child at the table. Ask your child to move the napkin or fork over, under or beside the plate.</p>
Children will develop measuring skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Measure water in the sensory table</p> <p>Place objects in order according to size</p> <p>Use classroom objects to measure the length of a table or shelf</p>	<p>Cook together and allow your child to measure ingredients. Or put a set of measuring cups and spoons in your child's tub. Encourage him/her to fill and empty the cups. Ask which holds more? Pour from one cup to the other. How many small cups does it take to fill a bigger cup?</p> <p>Provide your child with objects such as paperclips to measure items in your household. Whose shoe is longer? Dad's or brother's?</p>

# Approaches To Learning

Children will develop skills in initiative and exploration	
In the classroom, your child may...	Ideas to support your child at home
<p>Select new activities during free play or center time</p> <p>Make patterns using colored feathers and sticks</p> <p>Complete classroom chores without being asked</p> <p>Take the initiative to create and complete a project without adult assistance</p> <p>Organize an outdoor game to play with friends</p>	<p>Encourage your child to create and complete a project by herself/himself</p> <p>Provide a wide variety of materials for him/her to explore, including books on a range of topics</p> <p>Encourage him/her to try new things</p> <p>Prompt him/her to ask questions</p>
Children will develop skills in attentiveness and persistence	
In the classroom, your child may...	Ideas to support your child at home
<p>Read a book his/her teacher has read many times in class</p> <p>Tie her/his friend's shoelaces when they become untied</p> <p>Walk all the way across the balance beam on the playground</p> <p>Race with friends to zip jacket faster</p> <p>Build a tall tower in the block area attempting several times to balance a long block on the top</p> <p>Attempt to draw a picture of an animal he/she saw on a recent class trip, sticks with the task until the picture is completed.</p>	<p>Recognize, point out, and reward persistence</p> <p>Demonstrate how he/she can set out to master something and move through setbacks to do so.</p> <p>Resist solving problems for him/her. Try to let them figure it out and step in only when you are absolutely certain that he/she has done all they can.</p>



Children will use processes of science to increase understanding of the environment	
In the classroom, your child may...	Ideas to support your child at home
<p>Observe collections of natural items in the science area.</p> <p>Identify objects by touch</p>	<p>Go on a nature walk and collect small items as you walk along. Try to collect several samples of each item – leaves, rocks, or twigs. When you get home, ask your child to look carefully at each rock, for example and find ways that they are different – shape, color, size.</p> <p>Talk about how different items feel while you are on an outing or shopping. Ask your child to find objects that might be soft? Furry? Or rough?</p>
Children will learn about health science	
In the classroom, your child may...	Ideas to support your child at home
<p>Identify healthy foods</p> <p>Sort the plastic food in the dramatic play area into groups of fruits and vegetables</p> <p>Discuss safety rules for the playground</p>	<p>Talk about the different colors of healthy foods. Make a simple chart and have your child color in a square for each food she eats during a day – a brown square for cereal or a green square for broccoli. At the end of the day, have her decide if she “ate a rainbow.”</p> <p>Talk about way to stay safe before going on outings to stores, restaurants or playgrounds.</p>
Children will learn about earth science	
In the classroom, your child may...	Ideas to support your child at home
<p>Draw a picture of the weather outside</p> <p>Read an outside thermometer and record observation in a weather journal</p>	<p>Look at the night sky for several weeks around the same time and locate the moon. Is it behind a tree, over the garage, or across the street? Does it change places? Does it seem higher or lower in the sky? Does it change shapes? Invite your child to draw a picture showing all the different ways he has seen the moon.</p> <p>Talk to your child about the weather. Does it feel hot, cold, or windy? Or is it cloudy or rainy?</p>

## Children will learn about life science

In the classroom, your child may...	Ideas to support your child at home
<p>Observe the life cycle of insects or amphibians</p> <p>Use picture cards and match animals with their offspring</p> <p>Assist with planting a tree or other plant</p>	<p>Look under rocks or around the foundation of your house to discover the tiny crustaceans called "roly polies" or "pill bugs." Put them in a plastic jar lid with some soil and a small rock and watch them move around. Talk about what all living things have in common – they move, breathe, eat. Ask your child why he thinks they are called "pill bugs." (They curl up in a ball when they are touched.) After an hour or so, put them back where you found them.</p> <p>Check out books from your local library about animals, plants and other science concepts.</p> <p>Let your child plant seeds or small plants in your garden and watch them grow.</p>

## Children will learn about physical science

In the classroom, your child may...	Ideas to support your child at home
<p>Describe how water flows through a tube in the sensory table</p> <p>Describe the difference between liquid and solid objects</p>	<p>During bath time, provide several different objects for your child to play with in the tub – a rubber duck, a metal spoon, and a plastic bowl, for example. Talk about why some sink and some float. Do some "experiments" to see if you can change what they do. Fill the bowl with water, for example, to see if it will sink.</p> <p>Put an ice cube in a bowl and watch it melt. Check it every few minutes and discuss the changes your child sees. Or, make homemade Popsicles by adding your child's favorite drink to ice cubes trays and placing plastic wrap over the top of the tray and inserting a Popsicle stick. Let your child predict what will happen and then observe the tray every thirty minutes to check the changes.</p>

# Physical Development

Children will participate in gross motor activities	
In the classroom, your child may...	Ideas to support your child at home
<p>Peddle and steer a tricycle</p> <p>Walk on a balance beam</p> <p>Climb a slide ladder</p> <p>Walk, gallop, jump, and run in rhythm to simple tunes and music patterns</p>	<p>Show your child how to roll socks together to make a ball and practice tossing them into an empty laundry basket.</p> <p>Make a bean bag by filling a small zip-lock bag with beans or rice and taping securely closed. Encourage your child to balance the bean bag on different parts of the body. Can she walk with it on her shoulder? Jump with it on her head?</p> <p>Play the mirror game. Face your child and ask him to copy your movements – put hand on head, touch nose, etc. Then switch places and you copy his movements.</p>
Children will participate in fine-motor activities	
In the classroom, your child may...	Ideas to support your child at home
<p>Tear paper or tape</p> <p>Use a paper punch</p> <p>Use writing tools</p> <p>Use scissors and art materials</p> <p>String beads or put pegs into boards</p> <p>Work with play dough</p>	<p>The kitchen is a great place to develop the fine motor skills and eye-hand coordination needed for handwriting. Give your child lots of opportunities to use tongs, tweezers, spatulas, hand juicers, and clothespins. Learn to use chopsticks together if you don't already know how.</p> <p>Provide writing utensils for your child daily. Give them reasons to write. Can you help me write this recipe or make a list for the store?</p> <p>Let your child cut magazines or newspaper before you recycle.</p> <p>String O-shaped cereal on lengths of yarn and hang over an outside bush or tree limb for the birds and squirrels to enjoy.</p> <p>Make snacks with pretzel sticks and cheese cubes. Spear the cheese with the pretzel and enjoy.</p>

# Creative Expression

Children will explore creative expression through visual art	
In the classroom, your child may...	Ideas to support your child at home
<p>Use makers, paint, crayons, modeling clay, collage materials, play dough</p> <p>Explain a painting or drawing to another person</p> <p>Show interest in illustration in books or pieces of artwork in the environment</p>	<p>Give your child markers or crayons and a variety of surfaces to draw on – newspaper, waxed paper, foil, pages from an old phone book, cardboard, or Styrofoam.</p> <p>Make some homemade paint from food color and water or food color and liquid starch. Or add water to backyard soil for a wonderful “mud paint.”</p> <p>Put some shaving cream on a tray and finger paint to music.</p> <p>Visit a museum or art gallery and talk to your child about what they see. Explain what an artist is. Let your child become an artist at home.</p>
Children will participate in music and movement activities	
In the classroom, your child may...	Ideas to support your child at home
<p>Create a movement that responds to the beat of a record</p> <p>Use props to respond with expression to music of various tempos</p> <p>Sing a song with the group during circle time</p>	<p>Help your child learn about different kinds of music. Find the jazz station on the radio and listen together for a while. Talk about the sounds of the instruments and how the music makes you feel. Then try a different station with a different style of music.</p> <p>Roll a section of newspaper tightly and tape it together in several places to form a stick. Cut it in half and make a pair. Turn on some lively music and encourage your child to play his drumsticks on a variety of surfaces around the house – the kitchen table, the back of the sofa, his own knees. What makes the best drum?</p> <p>Sing songs together. Sing in the car, at home or outside. Recall some from your own childhood.</p>

## Creative Expression (cont.)

Children will use drama	
In the classroom, your child may...	Ideas to support your child at home
<p>Use props to retell familiar stories</p> <p>Participate in different forms of dramatic play</p> <p>Use symbolic materials to represent real objects</p>	<p>Fill a cardboard box with old scarves, hats, purses and other dress up props. Invite your child to dress up and act out a favorite slogan, song or jingle.</p> <p>Practice making faces together in front of a mirror. Who can make the scariest face? Who can look the most surprised?</p> <p>Use your hand or another object to pretend it is a phone. Carry on a pretend phone conversation with your child.</p>
Children will develop skills in how they approach play	
In the classroom, your child may...	Ideas to support your child at home
<p>Invite the teacher to be the student while playing pretend school</p> <p>Use dolls in dramatic play to act out "Rumpelstiltskin"</p> <p>Tell another student that dragons are not real</p> <p>Create a fire station with props during center time, decide on the location of the "fire," who needs to be rescued and who will be the firefighters</p>	<p>Try giving your child choices in their play area. Rotate different things into the mix so he/she has to learn to do different activities with each item.</p> <p>Create a prop box with a variety of items that requires him/her to use their imagination.</p> <p>Avoid toys and activities that spell everything out for him/her and leave nothing to the imagination.</p>

## Children will develop confidence and positive self-awareness

In the classroom, your child may...	Ideas to support your child at home
<p>Participate in classroom jobs and contribute to the classroom community</p> <p>Identify community workers in the puzzles, stories or pictures on the wall</p> <p>Pretend to be a store salesperson or mail carrier during dramatic play</p>	<p>On a trip to the grocery store, point out the different jobs people do – bag groceries, scan the food, or stack the vegetables. Emphasize the jobs that they do – not the titles. For example, “That man is cutting up the meat and putting it in packages so we can buy it.”</p> <p>Go out and meet the person who delivers your mail (or cleans the street or helps people cross.) Help your child write a thank you note to them for the jobs they do.</p> <p>Assign your child regular household jobs. Talk about how everyone in the family should help make the home a comfortable place to live.</p>

## Children will develop respect for differences

In the classroom, your child may...	Ideas to support your child at home
<p>Read a story about a child with a disability or about people from other cultures</p> <p>Learn some words of other languages</p> <p>Taste a snack from another culture</p>	<p>Look through magazines and cut out “people pictures.” Point out differences in skin color, hair color or style. Use positive words to talk about each color – warm brown, clear blue, etc.</p> <p>Visit outdoor festivals or ethnic celebrations. Try out new foods and recipes. Read books together like Everyone Cooks Rice by Norah Dooley or Bread, Bread, Bread by Ann Morris.</p>

## Children will develop geographic thinking

In the classroom, your child may...	Ideas to support your child at home
<p>Draw a simple map of classroom or school</p> <p>Build a familiar street with blocks</p> <p>Identify objects that are near and far</p> <p>Take a walking field trip to explore the community</p>	<p>Hide a small treasure and give your child directions for the search using positional/directional words. “Go out the door and across the porch. Look under the tree.”</p> <p>Point out landmarks along a familiar path – from home to school, for example. “Next the bus will turn right at the Blockbuster sign.”</p> <p>Help your child make a simple map of her room. Draw the outline of the room on a piece of paper. Point out the windows and doors. Invite her to draw her bed and other furniture in the room. Help her with locations. “Your bed is right here, under the window.” For added fun, draw the furniture on a separate piece of paper and cut out. Then she can rearrange it to make a new room.</p>

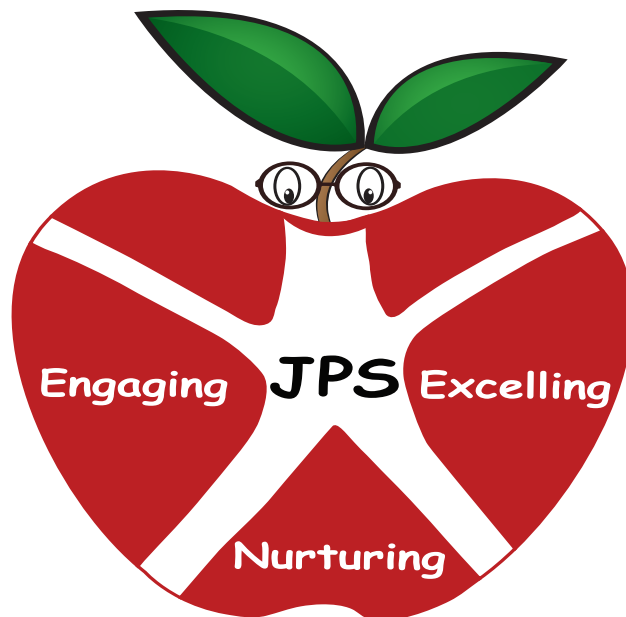
# Social and Emotional Development

Children will develop confidence and positive self-awareness	
In the classroom, your child may...	Ideas to support your child at home
<p>Describe self-using several basic characteristics</p> <p>Make choices during independent play</p> <p>Become aware of the uniqueness of each individual</p>	<p>Make an "I Can" can with your child. Cover a clean can with paper and decorate it. Each week, write a new skill on a strip of paper ("I can hop on one foot," "I can feed the dog," "I can sing a new song") and place it in the can.</p> <p>Look through photos with your child often. Point out how she has grown and changed over time.</p>
Children will develop curiosity, initiative, self-direction and persistence	
In the classroom, your child may...	Ideas to support your child at home
<p>Become involved with classroom materials without teacher prompting</p> <p>Select additional materials to complete a project</p> <p>Complete a challenging puzzle</p>	<p>Make plans for independent "time alone" play. Talk with your child afterwards and encourage him to tell you about what he did.</p> <p>Give your child some choices throughout the day. "Should we get out the LEGOS or the play dough now?" "Would you like noodle soup or tomato soup for lunch?"</p>
Children will increase the capacity for self-control	
In the classroom, your child may...	Ideas to support your child at home
<p>Provide ideas to make the classroom run smoothly</p> <p>Follow simple rules</p> <p>Understand and follow the daily schedule</p> <p>Use words to express frustration</p>	<p>Remind your child that every place has its own rules. Practices being quiet in the library, and waiting your turn at the bank or the ice cream store.</p> <p>Take turns speaking or listening. During dinner let each person take a turn "in the spotlight" to share something about their day.</p> <p>Listen while your child speaks.</p>
Children will develop interpersonal and social skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Greet the teacher or other adults when arriving at school</p> <p>Give assistance to peers who are trying to solve a problem such as zipping coats or tying shoes</p> <p>Cooperate with other children during dramatic play or in building block structures</p>	<p>When reading with your child, talk about how the book characters feel. Point out their facial expressions, their actions and their words. Say "show me how you look when you're disappointed," or "how do people look if they're excited?"</p>



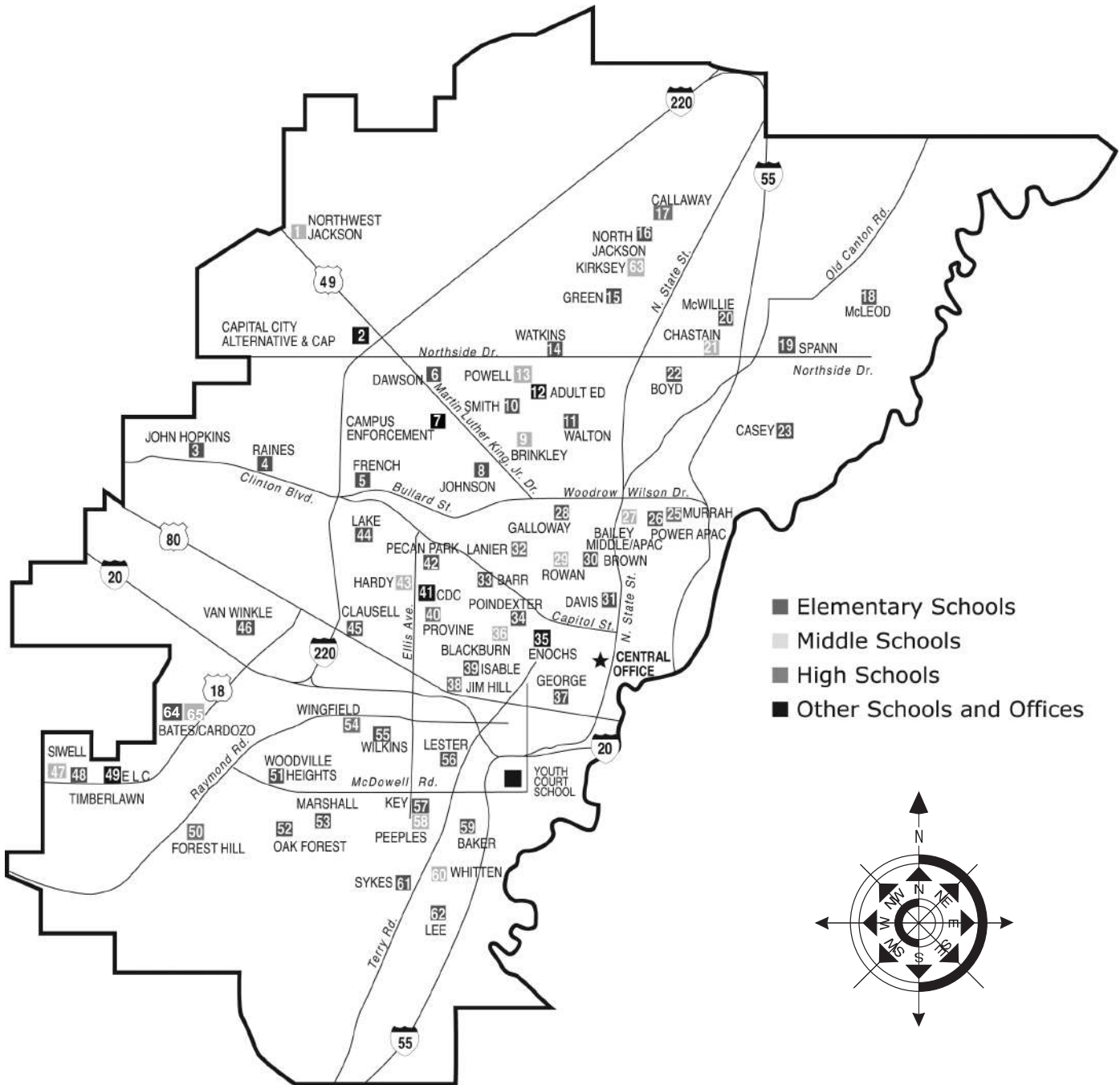


Planner 2016-2017



**Office of Early Childhood**

# JACKSON PUBLIC SCHOOLS MAP



## FEEDER PATTERNS

<b>CALLAWAY</b>	High	<b>FOREST HILL</b>	High	<b>JIM HILL</b>	High	<b>LANIER</b>	High	<b>MURRAH</b>	High	<b>PROVINE</b>	High	<b>WINGFIELD</b>	High
Kirksey	Middle	Cardozo	Middle	Blackburn	Middle	Brinkley	Middle	Bailey APAC	Middle	Hardy	Middle	Peeples	Middle
Northwest IB	Middle	Siwell	Middle	Baker	Elementary	Baker	Middle	Chastain	Middle	Clausell	Elementary	Whitten	Middle
Powell	Middle	Bates	Elementary	Barr	Elementary	Rowan	Elementary	Boyd	Elementary	French	Elementary	Key	Elementary
Davis IB	Elementary	Oak Forest	Elementary	George	Elementary	Brown	Elementary	Casey	Elementary	Lake	Elementary	Lester	Elementary
Green	Elementary	Timberlawn	Elementary	Isable	Elementary	Dawson	Elementary	McLeod	Elementary	Pecan Park	Elementary	Marshall	Elementary
Hopkins	Elementary	Van Winkle	Elementary	Lee	Elementary	Galloway	Elementary	McWillie	Elementary	Raines	Elementary	Sykes	Elementary
N. Jackson	Elementary	Woodville	Elementary	Poindexter	Elementary	Smith	Elementary	Power APAC	Elementary			Wilkins	Elementary
Watkins	Elementary	Heights				Walton	Elementary	Spann	Elementary				

# MAP LEGEND

## ELEMENTARY SCHOOLS (Grades K-5)

59	Baker	300 East Santa Clair Street	601-371-4327
53	Barr	1593 West Capitol Street	601-960-5336
64	Bates	3180 McDowell Road Ext.	601-346-1412
22	Boyd	4531 Broadmeadow Drive	601-987-3504
30	Brown	146 East Ash Street	601-960-5326
23	Casey	2101 Lake Circle	601-987-3510
45	Clausell	3330 Harley Street	601-960-5319
51	Davis IB	750 North Congress Street	601-960-5333
6	Dawson	4215 Sunset Drive	601-987-3513
5	French	311 Joel Street	601-960-5316
28	Galloway	186 Idlewild Street	601-960-5313
37	George	1020 Hunter Street	601-960-5339
15	Green	610 Forest Avenue	601-987-3519
39	Isable	1716 Isable Street	601-960-5310
3	John Hopkins	170 John Hopkins Road	601-923-2540
8	Johnson	1339 Oakpark Drive	601-987-3501
57	Key	699 West McDowell Road	601-371-4333
44	Lake	472 Mt. Vernon Avenue	601-960-5308
62	Lee	330 Judy Drive	601-371-4336
56	Lester	2350 Oakhurst Drive	601-371-4339
18	McLeod	1616 Sandalwood Drive	601-987-3597
20	McWillie	4851 McWillie Circle	601-987-3709
53	Marshall	2909 Oak Forest Drive	601-371-4342
16	North Jackson	650 James M. Davis Drive	601-987-3528
52	Oak Forest	1831 Smallwood Drive	601-371-4330
42	Pecan Park	415 Claiborne Avenue	601-960-5444
54	Poindexter	1017 Robinson Street	601-960-5304
26	Power APAC	1120 Riverside Drive	601-960-5387
4	Raines	156 Flag Chapel Road	601-923-2544
10	Smith	3900 Parkway Avenue	601-987-3525
19	Spann	1615 Brecon Drive	601-987-3532
61	Sykes	3555 Simpson Street	601-371-4303
48	Timberlawn	1980 North Siwell Road	601-923-2556
46	Van Winkle	1655 Whiting Road	601-923-2547
11	Walton	3200 Bailey Avenue Ext.	601-987-3591
14	Watkins	3915 Watkins Drive	601-987-3594
55	Wilkins	1970 Castle Hill Drive	601-371-4306
51	Woodville Heights	2930 McDowell Road Ext.	601-371-4300

## MIDDLE SCHOOLS (Grades 6-8)

27	Bailey APAC	1900 North State Street	601-960-5343
36	Blackburn	1311 West Pearl Street	601-960-5329
9	Brinkley	3535 Albermarle Road	601-987-3573
65	Cardozo	3180 McDowell Road Ext.	601-346-5635
21	Chastain	4650 Manhattan Road	601-987-3550
43	Hardy	545 Ellis Avenue	601-960-5362
63	Kirksey	5677 Highland Drive	601-987-8371
1	Northwest Jackson IB	7020 Highway 49 North	601-987-3609
58	Peebles	2940 Belvedere Drive	601-346-5660
13	Powell	3655 Livingston Road	601-987-3580
29	Rowan	136 East Ash Street	601-960-5349
47	Siwell Road	1983 North Siwell Road	601-923-2550
60	Whitten	210 Daniel Lake Boulevard	601-371-4309

## HIGH SCHOOLS (Grades 9-12)

17	Callaway	601 Beasley Road	601-987-3535
41	Career Development Center (CDC)	2703 First Avenue	601-960-5322
50	Forest Hill	2607 Raymond Road	601-371-4313
58	Jim Hill	2185 Coach Harris Street	601-960-5354
52	Lanier	833 West Maple Street	601-960-5369
25	Murrah	1400 Murrah Drive	601-960-5380
40	Provine	2400 Robinson Street	601-960-5393
54	Wingfield	1985 Scanlon Drive	601-371-4350

## OTHER SCHOOLS AND OFFICES

12	Adult Education Center	1224 Eminence Row	601-987-3695
7	Campus Enforcement	2601 Ivanhoe Avenue	601-960-8830
2	Capital City Alternative School (CCAS)	2221 Boling Street	601-713-2376
	Re-engaging in Education for All to Progress (REAP)	2221 Boling Street	601-982-5221
★	Central Office	662 South President Street	601-960-8700
55	Enochs Complex	101 Near Street	
49	Environmental Learning Center (ELC)	6190 Highway 18 West	601-923-2572
■	Hinds County Youth Court Detention Center School	940 East McDowell Road	601-985-3062

# DISTRICT DIRECTORY

## SUPERINTENDENT

Dr. Cedrick Gray

## BOARD OF TRUSTEES

Ms. Beneta D. Burt, President

Mr. Rickey Jones, Vice President

Ms. Camille Stutts Simms, Secretary

Dr. Richard Lind, Member

Mr. Jed H. Oppenheim, Member

Mr. Kodi Hobbs, Member

Ms. Kimberly Campbell, Member

## DISTRICT LEADERSHIP TEAM

Superintendent of Schools	601-960-8725
Deputy Superintendent, Instruction & Schools	601-960-8733
District Counsel	601-960-8916
Chief Financial Officer	601-973-8543
Chief of Staff	601-960-8850
Chief Academic Officer, Elementary Schools	601-960-8874
Chief Academic Officer, Elementary Schools	601-960-8921
Chief Academic Officer, Middle Schools	601-960-8869
Chief Academic Officer, High Schools	601-960-8730
Executive Director, Advanced Learning Programs	601-960-8310
Executive Director, Campus Enforcement	601-960-8829
Executive Director, Curriculum	601-960-8872
Executive Director, Exceptional Education	601-960-8868
Executive Director, Facilities & Operations	601-960-8784
Executive Director, Federal Programs	601-960-8707
Executive Director, Finance	601-960-8789
Executive Director, Food Service	601-960-8911
Executive Director, Human Resources	601-960-8742
Executive Director, Information Technology Services	601-960-8877
Executive Director, Internal Auditor	601-960-8791
Executive Director, Public & Media Relations	601-960-8935
Executive Director, Special Projects	601-968-4519
Executive Director, Student Academic & Behavior Support	601-973-8662
Executive Director, Student Support Services	601-960-8705
Executive Director, Transportation	601-960-8919

## DEPARTMENTS

Accountability & Research	601-960-2772
	601-960-8701
Accounting	601-960-8775
Accounts Payable	601-960-8785
Adult Education	601-987-3695

## DISTRICT DIRECTORY

Advanced Learning Programs	601-960-8310
APAC, Performing & Visual Arts	601-960-5387
Athletics	601-960-8825
Attendance Counselors	601-973-8660
Board of Trustees	601-973-8625
Budget Office	601-960-8809
Business Services	601-960-8801
Certified Personnel	601-960-8749
	601-960-8746
Classified Personnel	601-960-8824
	601-960-8822
Environmental Learning Center	601-960-3022
Exceptional Education Services	601-960-8868
Family Medical Leave	601-960-8744
Federal Programs	601-960-8707
Finance	601-973-8517
Food Service	601-960-8911
Gifted Education Program	601-960-8310
Graphic Arts/Print Shop	601-960-8716
Human Resources	601-960-8745
Information, JPS Central Office Receptionist	601-960-8700
Information Technology	601-960-8831
Instructional Technology	601-960-2778
Instructional Television (ITV)	601-960-8948
	601-960-8898
JROTC Program	601-987-4931
Parent Resource Center, Enochs	601-960-8945
Partners in Education/Education Foundation Trust Grants	601-960-8905
Payroll Deductions	601-960-8790
Payroll Supervisor	601-960-8976
Pre-Kindergarten	601-960-4006
Property Accounting	601-960-8806
Public & Media Relations	601-960-8771
Pupil Assessment and Appeals	601-960-8705
Pupil Placement	601-960-8852
Purchasing	601-973-8582
Risk Management	601-973-8594
Campus Enforcement Office	601-960-8830
SAM & MSIS Programs	601-960-8816
Special Projects/Dropout Prevention	601-968-4519
Substitute Teachers/Kelly Services	601-939-4113
	ext. 3
Teacher Certification/Mississippi Department of Education	601-359-3483
Teacher Recruitment	601-985-3159
Teacher Resource Center/Lead Librarian	601-960-8317
Transportation, Field Trip Requests	601-960-8919
Verification of Employment	601-960-8823
Web Manager	601-973-8604

# NOTES

## JPS School Terms, Mid-Term Reports and Report Cards

Term	Begins	Mid-Term Progress Reports	Ends	Report Cards
1st Nine Weeks	August 9, 2016	September 13, 2016	October 7, 2016	October 11, 2016
2nd Nine Weeks	October 12, 2016	November 15, 2016	December 22, 2016	January 18, 2017
3rd Nine Weeks	January 9, 2017	February 7, 2017	March 10, 2017	March 28, 2017
4th Nine Weeks	March 20, 2017	April 18, 2017	May 24, 2017	May 31, 2017

## NOTES

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## NOTES

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## NOTES

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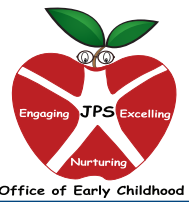
# PERSONAL DIRECTORY

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# PERSONAL DIRECTORY

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# JULY 2016



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

3

4

Independence Day

5

6

Schools and

10

11

12

13

17

18

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25

26

27

31

July 2016

2  
0  
1  
6

AUGUST						
S	M	T	W	T	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			

THURSDAY

FRIDAY

SATURDAY

1

2

7

8

9

Offices Closed

14

15

16

21

22

23

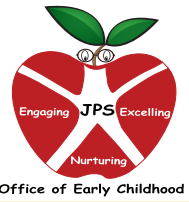
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29

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NOTES

# AUGUST 2016



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	1	2	3
7	8	9 First Day for Students (Class Work Begins)  First Term Begins  Fall MELS Observation Period August 9 - October 7, 2016  1/180	10      2/180
14	15    5/180	16    6/180	17    7/180
21	22    10/180	23    11/180	24    12/180
28	29 Frog Street Beginning of Year Assessment (BOY) 8/29 - 9/9  15/180	30    16/180	31    17/180

August 2016

2  
0  
1  
6

SEPTEMBER						
S	M	T	W	T	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	

THURSDAY

FRIDAY

SATURDAY

4

5

6

11

12

13

3/180

4/180

18

19

20

8/180

9/180

25

26

27

13/180

14/180

NOTES

# SEPTEMBER 2016



Office of Early Childhood

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

4

5

6

7

**LABOR DAY**  
(Schools and Offices Closed)

20/180

21/180

11

12

13

14

24/180

25/180

26/180

18

19

20

21

29/180

30/180

31/180

25

26

27

28

34/180

35/180

36/180



# September 2016

2  
0  
1  
6

OCTOBER						
S	M	T	W	T	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					

## THURSDAY

## FRIDAY

## SATURDAY

1

2

3

18/180

19/180

8

9

10

22/180

23/180

15

16

17

27/180

28/180

22

23

24

32/180

33/180

29

30

37/180

38/180

## NOTES

# OCTOBER 2016



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
2	3 Rosh Hashanah 39/180	4 40/180	5 41/180
9	10 Fall Break Schools & Offices Closed MELS Reporting Period 10/10 - 10/21	11 Parent/Teacher Conference Day 10:00 a.m. - 6:00 p.m. (No School for Students)	12 Yom Kippur National School 44/180
16	17 47/180	18 48/180	19 49/180
23 30	24 52/180 MELS Observation Period 10/24 - 1/27 31 57/180	25 53/180	26 54/180

October 2016

2

0

1

6

NOVEMBER						
S	M	T	W	T	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			

THURSDAY

FRIDAY

SATURDAY

1

6

7

8

First Term Ends

42/180

43/180

13

14

15

Lunch Week Celebration

45/180

46/180

20

21

22

50/180

51/180

27

55/180

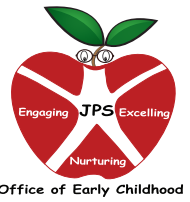
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56/180

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NOTES

# NOVEMBER 2016



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
		1 58/180	2 59/180
6	7 62/180	8 63/180	9 64/180
13	14 67/180	15 68/180	16 69/180
20	21	22	23 THANKSGIVING All Schools and
27	28 72/180	29 73/180	30 74/180

November 2016

2  
0  
1  
6

DECEMBER						
S	M	T	W	T	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

THURSDAY

FRIDAY

SATURDAY

3

4

5

60/180

61/180

10

11

12

65/180

66/180

17

18

19

70/180

71/180

24

25

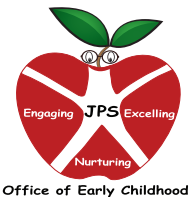
26

HOLIDAYS

Offices Closed

NOTES

# DECEMBER 2016



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
4	5	6	7
	77/180	78/180	79/180
11	12	13	14
	82/180	83/180	84/180
18	19	20	21
	87/180	88/180	89/180
25	26	27	28
Christmas	Winter		

December 2016

2  
0  
1  
6

JANUARY						
S	M	T	W	T	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				

THURSDAY

FRIDAY

SATURDAY

1

2

3

75/180

76/180

8

9

10

**District Term Test  
12/8-12/21**

80/180

81/180

15

16

17

85/180

86/180

22

23

24

**Winter Break Begins  
60% Day for Students**

**First Semester Ends**

90/180

**Hanukkah Begins**

29

30

31

**Break**

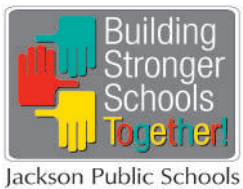
NOTES

# JANUARY 2017



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
1  Hanukkah Ends	2    ←	3    	4    Winter
8	9  Students Return Second Semester Begins  91/180	10    92/180	11    93/180
15	16  MARTIN LUTHER KING, JR. HOLIDAY (Schools and Offices Closed)	17    96/180	18  Second Term Report Cards Issued  97/180
22	23    100/180	24    101/180	25    102/180
29	30  MELS Reporting Period 1/30 - 2/3  105/180	31    106/180	





January 2017

THURSDAY

FRIDAY

SATURDAY

5

## Break



6

### Teachers & Staff Return

7

12

94/180

13

95/180

14

19

Frog Street  
Middle of Year Assessment  
(MOY)  
1/19 - 1/27

98/180

26

103/180

20

99/180

104/180

21

28

30

FEBRUARY						
S	M	T	W	T	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				

## NOTES

# FEBRUARY 2017



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
			1 107/180
5	6 MELS Observation Period 2/6 - 4/28 110/180	7 Midterm Progress Report 111/180	8 112/180
12	13 115/180	14 116/180	15 117/180
19	20 120/180	21 ACT/MAP MSATP2 - PD 9:00 a.m. 121/180	22 122/180
26	27 District Term Test 2/27-3/10 125/180	28 126/180	

← Benchmark Tests →

February 2017

2  
0  
1  
7

MARCH						
S	M	T	W	T	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	

THURSDAY

FRIDAY

SATURDAY

2

3

4

108/180

109/180

9

10

11

113/180

114/180

16

17

18

118/180

119/180

23

24

25

123/180

124/180

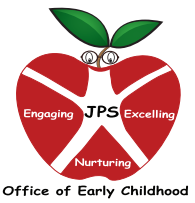
Black

History

Month

NOTES

# MARCH 2017



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

1

127/180

5

6

7

8

National School



130/180

131/180

132/180

12

13

14

15

SPRING



19

20

21

22

Fourth Term Begins

135/180

136/180

137/180

26

27

28

29

140/180

141/180

142/180

March 2017

2  
0  
1  
7

APRIL						
S	M	T	W	T	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						

THURSDAY

FRIDAY

SATURDAY

2

3

4

128/180

129/180

9

10

11

Breakfast Week

Third Term Ends

133/180

134/180

16

17

18

BREAK

23

24

25

Third Term Report Cards Issued

138/180

139/180

30

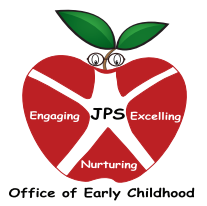
31

143/180

144/180

NOTES

# APRIL 2017



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

2

3

4

5

145/180

146/180

147/180

9

10

11

12

150/180

151/180

152/180

16

17

18

19

**Easter**

**Easter Break**  
(Schools and Offices Closed)

**Mid-Term Progress Report**

154/180

155/180

23

24

25

26

30

158/180

159/180

160/180

April 2017

2  
0  
1  
7

MAY						
S	M	T	W	T	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			

THURSDAY

FRIDAY

SATURDAY

6

148/180

13

153/180

20

156/180

27

161/180

7

149/180

14

**Easter Break**  
(Schools and Offices Closed)

21

157/180

28

162/180

1

8

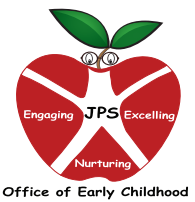
15

22

29

NOTES

# MAY 2017



SUNDAY	MONDAY	TUESDAY	WEDNESDAY
	<div>1</div> <div>MELS Reporting Period 5/1 - 5/5</div> <div>District Term Test 5/1-5/12</div> <div>163/180</div>	<div>2</div> <div></div> <div>164/180</div>	<div>3</div> <div></div> <div>165/180</div>
<div>7</div> <div></div>	<div>8</div> <div>Frog Street End of Year Assessment (EOY) 5/8 - 5/16</div> <div>168/180</div>	<div>9</div> <div></div> <div>169/180</div>	<div>10</div> <div></div> <div>170/180</div>
<div>14</div> <div></div>	<div>15</div> <div></div> <div>173/180</div>	<div>16</div> <div></div> <div>174/180</div>	<div>17</div> <div></div> <div>175/180</div>
<div>21</div> <div></div>	<div>22</div> <div>Graduation Exercises</div> <div>178/180</div>	<div>23</div> <div></div> <div>179/180</div>	<div>24</div> <div>Classroom Work Ends Last Day for Students (60% Day for Students)</div> <div>Second Semester Ends</div> <div>180/180</div>
<div>28</div> <div></div>	<div>29</div> <div>MEMORIAL DAY (Schools and Offices Closed)</div>	<div>30</div> <div></div>	<div>31</div> <div>Report Cards Mailed</div>



May 2017

2  
0  
1  
7

JUNE						
S	M	T	W	T	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	

THURSDAY

FRIDAY

SATURDAY

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166/180

167/180

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12

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171/180

172/180

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19

20

176/180

177/180

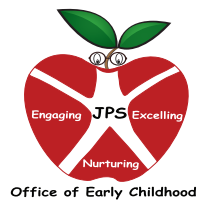
25

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27

NOTES

# JUNE 2017



SUNDAY

MONDAY

TUESDAY

WEDNESDAY

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June 2017

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7

JULY						
S	M	T	W	T	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					

THURSDAY

FRIDAY

SATURDAY

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NOTES

# JULY 2017

SUNDAY	MONDAY	TUESDAY	WEDNESDAY
2	3	4 Independence Day	5
9	10	11	12
16	17	18	19
23 30	24 31	25	26



July 2017

AUGUST						
S	M	T	W	T	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		

THURSDAY

FRIDAY

SATURDAY

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## NOTES

## PLANNING AHEAD

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



