

CLEVELAND
UNIVERSITY **HEIGHTS**
CITY SCHOOL DISTRICT

HEIGHTS FAMILY HANDBOOK

School-Home Academic Partnerships



Heights Family Handbook 2026-2027

Dear Tiger Nation Families,

The Heights Family Handbook serves as an academic companion and a reference in support of family-school partnerships. We will make the handbook available in both print at your school and online on our website for easier access. We will also commit to updating it regularly to ensure the information is accurate and timely. Each section provides in-depth information and includes links to help connect families to CH-UH programs, opportunities and accompanying academic websites.

In an effort to support families as essential partners in their child's education we worked on the contents of this first draft of the handbook in collaboration with parent groups, staff and community members and the annual family feedback survey results. We hope you find it helpful.

The District believes that families are a child's first teacher. We also believe in the research, which states that when schools, families and communities work in partnership, students are more successful in and outside of the classroom. We will continue to work to ensure information and opportunities are equitable and accessible to all of our families and in support of all of our students.

If there is information or an opportunity that you would like to see included in future editions of the handbooks, we encourage you to let us know. Thank you for being a part of Tiger Nation, trusting us with your children everyday and for your ongoing partnership and support.

Sincerely,

Elizabeth Kirby, Superintendent
CH-UH City Schools

Purpose

The purpose of the handbook is to help support CH-UH students' success by ensuring that families are equal and informed partners. Families are essential partners in students' success. This handbook was designed with partnership in mind and will serve to help build connections between home and school. This handbook will be updated annually in collaboration with staff, families and community members who will review and suggest additional changes and content.

The handbook is available in both print and electronic forms, and will be translated in different languages to ensure equitable access and sustainability. You can find the latest electronic version at CHUH.org on the [Family Engagement page](#). If you have any suggestions, questions and/or concerns please contact the Office of Family Engagement at 216.320.2204 or by email at I_hunt@chuh.org.

CH-UH Mission

Our schools provide a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career.

CH-UH Vision

The Cleveland Heights-University Heights Schools educate students by embracing diversity, ensuring equitable experiences and fostering outstanding teaching and learning to develop academically prepared, critical thinkers who contribute positively and compete successfully in the world.

Policies

The CH-UH Board of Education recognizes and values parents as children's first teachers and believes that student learning is more likely to occur when there is an effective partnership between home and school. The Elementary and Secondary Education Act (ESSA), as amended by the Every Student Succeeds Act of 2015 (ESSA), defines the term "parent" to include a legal guardian or person responsible for the child's care. Those terms will be used interchangeably in the handbook in order to include children's primary caregivers.

Registration

Families may choose to register their child either online or in person (by appointment)

Option 1: Online Registration

Upon initiating the online registration process, you will need to have all required documents accessible and ready to be scanned to chuhreg@chuh.org, or faxed to 216-371-7177.

All sections of the online registration application and required documents must be completed and submitted for the application to be processed, and your child enrolled.

Step 1 - Complete the [Online Registration](#) Form.

Or, if you are unable to complete the Online Registration, you may complete the forms in the registration packet for the year you wish to enroll your child and scan/email to chuhreg@chuh.org, or fax to 216-371-7177.

Step 2 - Scan or take pictures of the following required documents and email them to chuhreg@chuh.org. You may also fax documents to 216-371-7177. Please call 216.371.7430 if you would like to submit the documents in person or if you have any questions.

- **Birth Certificate** - A copy of the child's birth certificate, passport, or equivalent
- **Notarized Residency and Custody Affidavit** - Required for all families; one per household
- **Parent/Guardian Identification** - Ohio driver's license or photo identification card (ex. passport, County worker ID)
- **Record of all Required Immunizations** (find exemption form [here](#))
- **Ohio Medicaid Consent Form** (provides one-time consent for the reimbursement of Medicaid-qualified services provided by the district)
- **Proofs of Residency in school district (2 items)**
 - Mail - **ONE** piece of business mail (such as utility bill, bank statement, pay stub, current vehicle registration, voter registration, other government documentation) addressed to parent/legal guardian dated within the last **60** days (***water/sewer bills are not accepted***)
 - Residency Status - Provide 1 of the following in addition to the mail requirement above:
 - **Homeowner** – mortgage document or purchase agreement with a closing date
 - **Renter** – current signed lease. Leases must include the leasing agent or landlord's current contact information.
 - **If Parent/Guardian is not the homeowner or leaseholder, the Parent/Guardian must complete the Shared Residence Affidavit AND the homeowner or leaseholder of the home must provide one piece of business mail and either the mortgage/purchase agreement or current signed lease.**
- **Consent for Release of Records** (only necessary if your child previously attended a different K-12 school.)
- **Asthma Action Plan** (only necessary if your child has asthma.)

Custody Papers, if applicable - Court documents (certified copy) required, as follows:

- Divorce - Divorce decree (must establish residential parent for schooling purposes)
- Custody - Journal entry from Juvenile Court

- Guardianship - Letter of Guardianship from Probate Court

School Records, if applicable

- Withdrawal form and current report card from previous school
- Individualized Education Plan (IEP), Evaluation Team Report (ETR), and/or 504 Plan if the student received Special Education services at their previous school

Step 3 - Scan or take pictures of the following signed, completed documents and email them to chuhreg@chuh.org. You may also fax documents to 216-371-7177.

- [Asthma Action Plan Form](#) (only necessary if your child has asthma.)
- [Ohio Medicaid Form](#) (only necessary if your child has an IEP, ETR or 504 Plan.)
- [Consent for Release of Records](#) (only necessary if your child previously attended a different K-12 school.)

Step 4 - After Enrollment

Parents/guardians will receive information from their child's school (e.g. open houses, orientations, supply lists) at the start of the school year.

Option 2: In-Person Registration by Appointment

NOTE: All required documents have to be with you at your in-person registration appointment to initiate the registration process. If not, the appointment will be rescheduled.

Step 1 - Call (216) 371- 7430 and schedule an in-person appointment.

Step 2 - Complete the forms in the registration packet for the year you wish to enroll your child and bring the completed forms and the following documents to the appointment:

- **Birth Certificate** - A copy of the child's birth certificate, passport, or equivalent
- **Parent/Guardian Identification** - Ohio driver's license or photo identification card
- **Record of all [required immunizations](#)**
- **Custody Papers, if applicable-** Court documents (certified copy) required, as follows:
 - Divorce – Divorce decree (must establish residential parent for schooling purposes)
 - Custody – Journal entry from Juvenile Court
 - Guardianship – Letter of Guardianship from Probate Court
- **School Records**
 - Withdrawal form and current report card from previous school
 - Individualized Education Plan (IEP), 504 Plan, Evaluation Team Report (ETR) if student received Special Education services in previous school
- **Proofs of Residency in school district (3 items)**
 - Mail - TWO pieces of business mail addressed to parent/legal guardian dated within the last 30 days (**water/sewer bills are not accepted**)
 - One of the following: mortgage document; current signed lease; Property Owner/Landlord Affidavit

- [Consent for Release of Records](#) (only necessary if your child previously attended a different K-12 school.)

Step 3 - After Enrollment

Parents/guardians will receive information from their child's school (e.g. open houses, orientations, supply lists) at the start of the school year.

Who may register a child?

Only legal residents who are the parent or legal guardian of the child may complete the registration process. All certified court orders pertaining to guardianship and custody must be presented at the time of registration. Cleveland Heights-University Heights City School District does not grant temporary enrollment.

Residency Requirements

The Cleveland Heights-University Heights City School District is tuition-free only for those students whose parents/legal guardians are residents of the school district. Residence for school purposes means that the parents/legal guardians of the student live within the school district seven days a week.

Which school will my child attend?

To find your child's school of attendance, you can [enter your address into our interactive boundary map](#). You can confirm this information by calling the Registration Department at (216) 371-7430.

Intra-District Open Enrollment

The District will only accept [applications for Intra-District Open Enrollment](#) from March through April. Parents/guardians will be notified of the Intra-District Open Enrollment decision via mail by May. ([Policy 5113](#))

Kindergarten Registration

Eligibility - A child must be 5 years old by September 30 of the year they will attend school.

Change of Address Instructions for Parents/Guardians

Please fax or email scans/screenshots of the following items:

- Your new lease or mortgage (an affidavit if you are staying with a family member)
- Photo ID (address does not have to be the new address)
- Business mail/email 2 pieces dated within the last 30 days (utilities, bank statements, etc.)

Fax - 216-371-7177

Email - chuhreg@chuh.org

Infinite Campus

Infinite Campus is the District's electronic grade book with information on attendance, assignments, grades and course content. It is the District's parent portal and can be accessed through an online [browser](#). There is also an Infinite Campus App, accessible on all App stores, for use specifically on mobile devices.

Families and staff are encouraged to sign up for Infinite Campus and [update their account](#) annually to be sure it contains the correct contact information. The contact information in Infinite Campus is used by the District to send notifications and important messages such as school closings and emergencies. It is also a good place to send and receive messages to all of your child's teachers

Parent Annual Updates

Ahead of the school year, parents and guardians must complete the Parent Annual Update (PAU) for each of their children in grades K-12. The PAU allows you to:

- Update/confirm your email address and phone number, which your child's school and the District use to contact you about emergencies, school closings, and general information
- Update your child's Emergency Contacts
- Add or update your child's Emergency Medical Authorization
- Sign off on state-required forms, such as technology permissions
- Sign off on your child's District photo/media release

You must complete the PAU in order to access your child's teacher/classroom assignment and/or schedule in Infinite Campus. Additionally, until your child's PAU for the school year has been completed, they will not be permitted to participate in field trips, sports*, or extra-curricular activities.

It's extremely important that we have the most up-to-date emergency contact and medical information for your child when they are participating in such activities.

Parents/guardians who do not complete their child's PAU will continue to receive reminders via email, mailed letter, phone call, etc. until this is complete. **Please note that the PAU is separate from the information that parents/guardians submit through FinalForms for student athletes.*

The PAU is still required for student athletes.

How to complete the PAU

1. Log into the [Infinite Campus Parent Portal](#).
 - All CH-UH parents/guardians have an Infinite Campus Parent Portal account. Parents/guardians have either self-registered or have been issued an account. Newly enrolled families receive account information via email within a few business days after their student is enrolled. If you are experiencing login difficulties or need a password reset, please contact your school's front office staff or the Data Department at icportal@chuh.org.
2. Navigate to the Online Registration tab. This can be accessed in two places:
 - Shortcuts: Online Registration & Required Annual Update, OR
 - Main Menu > More: Online Registration & Required Annual Update
3. You will see REQUIRED in red on the Annual Update. Click Start. A new window will open that will allow you to complete the Annual Update.

Find a PDF of these instructions [here](#).

Practice in Partnership

The CH-UH City School District understands that families are critical stakeholders in supporting and advancing their children's learning and development. Parents are a child's first teacher and upon enrollment a partnership is formed that shares the responsibility of the child's education and development. Parents are welcomed and encouraged to be actively engaged in the success of the schools. Our focus is to ensure that there are meaningful opportunities to connect with families, share resources and strengthen these important partnerships.

The Parent and Family Engagement Policy ([po.2111](#)) sets the following expectations and objectives, using a research-based framework. The [National Network of Partnership Schools \(NNPS\)](#) helps guide and organize the District's practice of partnering with families and the community. This framework is also known as Epstein's 6 Keys to Successful Partnerships. NNPS is an evidence-based framework developed from over 35 years of family engagement best-practices that help organize family engagement activities and efforts in support of student achievement, school success and whole child development.

The District also has adopted an Educational Equity Policy [po3122.03](#) which states that "it is the right of every student to have an equitable educational experience." And that "the responsibility for giving each student the opportunity and to meet his/her highest potential is broadly shared by District staff, administrators, instructors, communities and families."

More than 40 years of research supports the power of family and community partnerships as a strong predictor of student success and development. According to a 2021 Hanover Research Report, when families and educators partner, students see increases in development, educational attainment and success in life. Family and community engagement as a practice offers multiple benefits including:

- Higher student achievement
- More positive attitudes toward school
- Better student academic performance both in and out of the classroom
- Students take and are successful in more rigorous courses
- Teachers and staff feel more supported
- Improved student attendance and behavior
- Schools have a more positive and welcoming culture

Family Engagement builds a bridge between the schools and home. Authentic, research-based family engagement programs build the skills, knowledge and strengths of all involved. Most importantly, the student is better supported in their academic journey.

The Partners in Education Handbook, a trusted resource that synthesizes over 50 years of family and community engagement research helps define effective practices. One such approach adopted by CH-UH is the Dual Capacity-Building Framework, a research-based family engagement approach developed by Dr. Karen L. Mapp, senior lecturer on education at the Harvard Graduate School of Education.

Dr. Mapp has written several books, including one in partnership with the U.S. Department of Education. Her work helps build support for both families and schools. This framework captures the power of family-school partnerships when student achievement and school improvement are embraced as a shared responsibility. This framework clarifies how home-school relationships are built on mutual trust and respect.

Families, schools and communities do share the responsibility of student growth and achievement. The CH-UH School District embraces the National Network of Partnership Schools (NNPS), a research-based partnership framework. Our district will work to provide successful school, family and community partnerships that work in concert for student success and school improvement. NNPS provides a pathway that families and schools can use to work collaboratively with the school community.

Epstein Frameworks' Keys to Successful Partnerships - Six Types of involvement:

1. **Parenting** - Helping schools understand families and helping families understand child and adolescent development and how to set a home environment that supports children as students at each grade level.
2. **Communicating** - Communicate with families about school programs and student progress and engage in the ongoing work of strengthening home-to-school and school-to-home (two-way) communications.
3. **Volunteering** - Improve recruitment, training, and scheduling to involve families as volunteers, audience members in and out of school building to support students and school programs.
4. **Learning at Home** - Share resources and information that involve families in their children's learning at home, including homework, curriculum-related activities, and course and programmatic decisions.
5. **Decision Making** - Include families as participants in school decisions, governance and advocacy through committees, actions teams, PTA, school councils and other parent organizations.
6. **Collaborating with the Community** - Coordinate community resources and services for students, families and the school with businesses, agencies and groups to provide services to the community.

CHUH.org is the District's website. Here you will find comprehensive updates and information, both District-wide and for each school-site.

Heights Family Resource Center

The HFRC, which opened in 2024 and is located in the Delisle Options Center, serves as a central hub for connecting CH-UH families to essential resources and support. Along with offering workshops, information, and education that build capacity and connect the community, the HFRC is available to help families with the following:

- Shelf-stable food items
- Hygiene and household essentials
- Clothing

- School supplies
- Connection to local resources (e.g. legal, financial, food, housing)

The Center's work is guided by the Five Protective Factors of the Strengthening Families Approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. It works to be a space for families, designed by families.

Ways you can support

All financial donations to the Heights Family Resource Center are facilitated by the Heights Schools Foundation, which allows Center staff to purchase needed items efficiently. Here are ways you can contribute:

- Make a monetary donation to the Heights Family Resource Center via the [**Heights Schools Foundation**](#).
- Mail a check to the Heights Family Resource Center (write "HFRC" in the memo line) to:
 - The Heights Schools Foundation 2155 Miramar Boulevard University Heights, OH 44118
- Purchase items on the [**HFRC Amazon Wish List**](#). Please include your name and address in the gift message if you would like to be acknowledged.
- Volunteer to help organize inventory or perform other administrative tasks at the center. Email: [**HFRC@chuh.org**](mailto:HFRC@chuh.org) if interested.
- If your family is having difficulty securing necessities or resources, please call 216-320-NEED (6333) or email [**hfrf@chuh.org**](mailto:hfrf@chuh.org). A member of our District HFRC team will help you with next steps.

School-based Health

The [MetroHealth School Health Program](#) has partnered with CH-UH to provide health care services to students right at school. These services are offered through the MetroHealth mobile units for middle schools and at the Heights Wellness Center, which is located inside Heights High School. Elementary students will be driven by district transportation staff to and from their appointments at the Heights Wellness Center with parent permission.

Participation requires that you complete this online [**consent form**](#). Students' consent forms remain valid for as long as they attend CH-UH City Schools. Families never pay out-of-pocket costs for their student's care through this service. MetroHealth will bill insurance when able. If you do not have insurance, our team can help connect you to insurance resources.

District families and employees can receive routine health care at the Heights Wellness Center. Make an appointment by calling 216-957-1303 or emailing SHPScheduling@metrohealth.org

What services does MetroHealth provide?

- Annual/Sports Physicals (including for work permits)
- Injury and Illness Care
- Routine Lab Tests
- Prescription Medications
- Teen Services
- Care for Chronic Conditions (asthma, allergies, diabetes, & seizure disorders)
- Mental/Behavioral Health
- Immunizations
- Dental

How to enroll your student

Fill out an online [consent form here](#). Students' consent forms remain valid for as long as they attend CH-UH City School District schools. You do not have to switch providers or hospital systems to use the MetroHealth School Health Program services.

Schedule and Locations

- Heights High School (Heights Wellness Center) is open three days per week. The schedule is updated on the [MetroHealth](#) page of the [CHUH.org](#) website.
- “Hub & Spoke” Elementary students are provided transportation to the Heights Wellness Center.
- Dental Clinic - Call 216.957.1303 for an appointment

Early Childhood

The Cleveland Heights-University Heights [Early Childhood Program](#) is a public preschool program licensed by the Ohio Department of Education. Each of our sites has been chosen to partner with Invest In Children's Universal Pre-Kindergarten Program to deliver high-quality learning experiences to the children and the families we serve.

We believe in supporting the growth of the whole child through attention to the development of social and emotional skills, physical development and intellectual growth. We strive not only to provide a solid education foundation for each child, but also instill a love of learning and the confidence necessary to explore our ever-changing world.

The program offers both Half-Day and Full-Day options.

For more information about Early Childhood offerings, contact Danielle Foran, Early Childhood Program Specialist at 216.371.7356 or D_Foran@chuh.org.

Attendance Matters

General School Calendar

- First Day of School: August 19, 2026 - Last Day of School: May 27, 2026
- See [District Master Calendar](#) for Holidays and Professional Development Days
- Early Childhood Preschool/PreKindergarten [Information](#): Offering Morning & Afternoon Programs

School Hours:

- Elementary School - First Bell is at 8:45, classes begin at 8:50. Dismissal is 3:25.
- Middle Schools - First Bell is at 7:55, and classes begin at 8:00. Dismissal is 2:45.
- High School - First Bell is at 8:15 and dismissal is 2:56

If you have an attendance issue or concern please contact your child's school attendance line.

When schools, families and community partners work together students succeed both inside and outside of the classroom. Ensuring good attendance is an important ingredient to that success. Everyday counts! And it sets students up for lifelong success. Working together to help students get to school and understand the importance of being on time is important.

- Infographic on [Why Attendance Matters](#) in elementary school.
- Handout on Why Attendance Matters in [Middle and High School](#).

Absenteeism Type	Consecutive Hours	Hours Per School Month	Hours Per School Year
Chronic Absenteeism			10% of total hours (Excused or Unexcused)
Excessive Absenteeism		38 excused or unexcused hours absent <i>unless</i> the absence is medically excused	65 excused or unexcused hours absent <i>unless</i> the absence is medically excused
Habitual Absenteeism	30 hours <i>without</i> a legitimate excuse for the consecutive absences	42 hours <i>without</i> legitimate excuses for absences	72 hours <i>without</i> legitimate excuses for absences

Excerpts from the Ohio Department of Education's requirements from House Bill 410:

In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Beginning with the 2017-2018 school year, several changes took effect. Schools cannot suspend or expel students for missing too much school. Districts will amend or adopt policies that outline their interventions and plans for students who miss too much school.

Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance.

The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian
- Development and implementation of an absence intervention plan
- Supportive services for students and families
- Counseling
- Parent education and parenting programs
- Mediation
- Intervention programs through juvenile authorities, including referral for truancy

School Climate and Behavior

Policy 5517.01 - BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

Harassment, intimidation, or bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes aggressive behavior, physical, verbal, and psychological abuse, and violence within a dating relationship. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, on a school bus, or while enroute to or from school, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, in a school vehicle, or where an employee is engaged in school business.

This policy has been developed in consultation with parents, District employees, volunteers, students, and community members as prescribed in R.C. 3313.666 and the State Board of Education's Model Policy.

General Introduction: CH-UH Student Code of Conduct

The Cleveland Heights-University Heights City School District (the “District”) believes that it is important to maintain respectful, responsible, safe, and orderly learning and working environments for all students and employees. The 2019-20 edition of Student Guide: Student Code of Conduct (the “Student Guide”) is intended to support our continued efforts toward achieving this outcome.

As a learning community, it is our responsibility to teach students skills that will allow them to be successful not only as young people, but also as adults. Because we believe that all students will choose to demonstrate positive behavioral choices if they are prepared to make them respectfully and with dignity, the Student Guide was established as a systematic resource for describing:

- What appropriate actions and behaviors “look like” (also in the Student Code, or “the Code”)
- What student personnel do to help students choose them
- What inappropriate actions and behaviors “look like”
- What student personnel do to help students avoid them.

To this end, the Cleveland Heights-University Heights City School District Board of Education (the “Board”) is committed to the District-wide use of Positive Behavior Interventions and Supports (“PBIS”) with students, a school-wide systematic behavior management approach that embeds evidence-based practice and data-driven decision making to:

- Improve school climate and culture;
- Achieve improved academic and social outcomes, and
- Increase learning for all students.

The PBIS approach encompasses a range of systemic and individualized positive strategies intended by student personnel to:

- Teach appropriate behaviors to students;
- Reinforce desired behaviors; and
- Diminish recurrences of challenging behaviors.

To find out more about the District’s PBIS program, visit our website or contact your School office, school Principal, or school counselor.

The Student Guide also outlines the types of sanctions that may be used by student personnel, when necessary, if students have violated the Code. Any of these actions shall:

- Relate in kind and degree to the infraction;
- Help students learn skills to take responsibility for their actions; and
- Be directed, where possible, to reduce the effects of any harm which may have been caused by the misconduct of the students involved.

The Board believes that students should learn to assume responsibility for their own behavior and the consequences of their actions, but also recognizes that exclusion from the educational program, whether by Suspension, Expulsion, or Permanent Exclusion, is the most severe sanction that can be imposed on students. Whenever such a need arises, appropriate due process will be provided to those students involved in accordance with federal law, state statute, and/or Board Policy.

The Board also seeks to maintain a balance between maintaining a proper educational environment and a compassion for students, and recognizes that students may experience difficulties that educational programs and sound discipline may not prevent, and that other forms of assistance need to be available through the schools. To that end, the District may utilize a variety of student assistance programs to address violations of the Code whenever reasonable and appropriate.

To learn more, please take a look at the [Tiger Proud and Bully Free Handbook](#), designed to ensure each of our students and school communities stay safe, kind and respectful learning environments.

If you are having an issue regarding bullying, please complete this [Bullying Report](#) form and give it to your school principal.

Parent-Teacher Conferences

Parent-Teacher Conferences are meetings scheduled between teacher and caregiver and occur twice per year. However, conferences can be requested at any time. These meetings are a chance to formally talk with teachers about student progress.

During the conference you can expect to discuss your child's classes, grades, attendance, behavior and academic progress. This is also a good time for teachers to learn more about your child from the parent perspective. You may want to share more about how your child learns, what they're interested in and any significant events in your lives.

Because conferences are scheduled by the schools twice per year and are normally short in duration, it is a good idea to come prepared with a few questions and any concerns you may have. Below find helpful information and a note sheet to help families better prepare.

CLEVELAND UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

TIPS FOR A SUCCESSFUL PARENT-TEACHER CONFERENCE

Parent-Teacher conferences are a time that teachers set aside to discuss a student's progress with parents and caregivers. In CH-UH this happens twice annually, in the Fall and Winter. Families can always request a conference with their teachers at any point in the year, especially if there are any concerns.

Below are tips and suggestions that can help make conference time with your child's teacher successful.

BEFORE THE CONFERENCE:

- Secure your appointment time. And then talk with your child about school.
- **Consider asking the following questions:**
- How do you feel about school?
- Is there anything you want me to talk to your teacher about?
- What do you like best about school?
- What have you been learning at school? (math, science, reading/ELA etc.)'
- Are you having a hard time with anything you are learning at school?

WAYS YOU CAN BETTER PREPARE:

- If the conferences are scheduled for a time that you can not attend, contact your child's teacher to schedule a more convenient time.
- Take a few moments to review any work the teacher has sent home about the curriculum he or she is teaching.
- Look at the Ohio Department of Education's Standard Guides for Families and ask your child about the grade level indicators he or she has been learning at school.
- Think about the homework. Has your child had any? How much? How difficult has it been for them to complete his or her homework?

WHAT TO BRING TO THE CONFERENCE:

- A pen, paper and any work samples you may have questions about;
- Any questions, concerns and/or information you may have about the classroom curriculum;
- The Standards Guide for Families for your child's grade level;

- Your child is welcome to join you. However, if you are unsure if your child should attend, ask the teacher if they have a preference;
- Don't forget to bring an open mind, positive attitude and a willingness to work together.

DURING THE CONFERENCE:

- Conference times are scheduled tightly, so try to start and end on time.
- Introduce yourself and keep your child as the focus.
- Share how you believe your child learns best, and be sure to include your child's interests, strengths and goals.
- Tell your child's teacher any hopes, dreams and any concerns you may have.
- **Consider asking the following questions:**
 - What are my child's strengths and challenges?
 - How is my child mastering grade level concepts and are there ways we can help at home, especially in reading and math?
 - Is my child participating in any groups for reading, math, social/emotional or other subjects that can provide opportunities for growth?
 - How is my child getting along with other classmates or peers inside and outside of the classroom?
- **Consider discussing:**
 - Attendance, tardies, time management, organization and/or if focusing are areas of concern.
 - Tests, strategies for studying and how your child is doing regarding assessments.
 - Communication: Why, when and how is best for contacting you. And why, when and how is best for contacting the teacher.
 - If there is a concern or need, be prepared to discuss ways you will plan to work together.

AFTER THE CONFERENCE:

- Take some time to discuss the conference with your child.
- Share highlights and strenghts.
- Also be prepared to discuss any challenges.
- Clarify how you and the teacher will be working together.
- Help maintain communication with your child's teacher to support the ongoing successes and help to minimize any new challenges.

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PTA Parent Guides

To help families understand and support their students' grade-level standards, the National PTA provides the [Parents' Guides to Student Success](#).

Each guide provides:

- Information on Grade-level Standards for English Language Arts and Math
- Samples of what your child will be working on during the academic year
- Tips for Talking to Teachers about supporting learning at home
- Help for supporting specific learning skills and grade-level materials

Testing and Assessments

Testing is a necessary and ongoing part of student learning and achievement. It can also be a challenging and highly stressful time for students. There are several ways to ensure students can show up and show what they know.

Edmentum, a leading provider of k-12 digital curriculum and assessment offers these [8 Tips](#) for helping students do their best on test day. The tips include:

- Prioritize attendance and homework - Testing is essentially an opportunity to understand how well students understand the material, so ensuring your child is present and up to date on assignments helps.
- Communicate with Teachers - Make an effort to talk with your child's teacher about what they're learning and what they'll be tested on.
- Talk to your child about test taking - Talk about how the purpose of testing is to understand strengths and weaknesses in order to guide instruction.
- Offer Positive Reinforcement - A little encouragement goes a long way, and simply saying "you've got this" helps.
- Support Healthy Habits - Ensure your child gets rest and proper nutrition.

The National PTA offers this [Family Guide to Ohio's State Tests](#). Here you will find information on the tests in Ohio, insight on grade-level performance and the Family Report. The Family Report is a resource sent to every student's home and often accompanies the student's report cards. Additional information can be found by visiting the [Ohio Department of Education's](#) webpage on testing.

Ohio's State Test (OST)/ End of Course Exams

Schools must administer six end-of-course exams and students are expected to take them in: Algebra, Geometry, Biology, English 2, American History and Government.

The state of Ohio requires assessments in English/Language Arts, Mathematics, Science and Social Studies.

Each school district chooses a consecutive series of school days to administer state tests within specified windows, or periods of time.

Acadience

Acadience Reading is a universal screening and progress monitoring assessment that measures early literacy skills from kindergarten through sixth grade. The assessment has six brief measures that act as indicators of the essential skills that every child must master to become a proficient reader. These measures are used to regularly monitor the development of early literacy skills in order to provide timely instructional support and prevent the occurrence of later reading difficulties.

Advanced Placement

Heights High offers a variety of Advanced Placement (AP) classes, available in the subject areas of English, math, science, social studies, world languages, economics, art, and music. The National Advanced Placement (AP) Exams will be administered in schools. For more information contact your child's guidance counselor.

MAP Testing

Measures of Academic Progress (MAP) is a state and nationally aligned program that provides CH-UH educators with the information that they need to improve teaching and learning and to make student-focused, data-driven decisions.

Students are tested three times per year (Fall, Winter & Spring) in various subjects. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP generates test questions based on a student's responses and adjusts to a student's skill level so that each student takes an individualized test. CH-UH uses the MAP test because it is aligned to state and national standards & offers multiple benefits to students and teachers.

It's untimed, so students can take their time understanding the problem and solving it without the added pressure of a time constraint.

Fall, Winter & Spring testing measures learning at regular intervals. Teachers get the results right away and can integrate needed supports immediately.

It is a nationally normed test that measures the current level of performance across the nation & each individual student's growth over time.

The MAP tests also help screen for possible gifted identification and college readiness and serve as an alternative assessment for the Third Grade Reading Guarantee.

MAP Scores

Student MAP testing results are reported in RIT scores (short for Rausch Unit). A RIT score is an estimation of a student's instructional level and a measure of a student's growth in school. You may have a chart in your home on which you mark your child's height to show how much he or she has grown from one year to the next. MAP assessments are very similar, as they measure your student's

growth in various subject areas from year to year. This enables teachers to pinpoint what students have learned and what students are ready to learn.

RIT Score

We expect RIT scores to increase over time. Students who test higher often show less growth. Sometimes RIT scores may decline from one test to the next. One low test score is not cause for immediate concern. Much like adults, students have good and bad days and their test results do not always indicate what they know. Students' attitudes toward the test can also affect their score. Therefore, growth over time is a better measure of student learning than individual scores.

It is important to understand that the MAP is one test at one point in time. It does not measure intelligence or a student's capacity for learning. When making important decisions about students, school staff will consider the MAP test results along with other data such as classroom performance, other test scores, and input from parents and teachers.

Parents and caregivers should also understand that students will grow at different rates. Anticipated growth rates for each student are based on national norms and should be viewed as "typical" growth, as opposed to "expected" growth. Here is a resource provided by NWEA for help on [Understanding MAP Growth](#)

CH-UH staff have participated in training to learn what the MAP test results mean and how to best utilize these results. Our goal is for teachers to use the data to differentiate and adjust instruction so that all students grow at levels appropriate for each individual.

About NWEA

NWEA is a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K–12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Our tools are trusted by educators in more than 9,500 schools, districts, and education agencies in 145 countries.

Below are two additional resources to better understand the Ohio's State Test.

- [National PTA - A Family Guide to Annual State Tests](#)
- [Measuring Student Learning](#)

[PSAT](#) and the NMSQT are assessments similar to the SAT administered by College Board with reading, math, writing and language sections. Scholarships and Recognition: Several scholarships use PSAT/NMSQT scores to find eligible juniors. Other partners and programs can help you get funding for college and academic honors. For more information on the SAT and the PSAT visit the [SAT Suite of Resources](#) by College Board.

Gifted Services

The Cleveland Heights-University Heights City School District Gifted Services programming nurtures the unique social-emotional and intellectual needs related to giftedness while providing an environment that fosters 21st century skills. We will support our strategic plan through the integration of:

- Creative and critical thinking
- Communication and collaboration
- Social and emotional needs
- Self-directed learning

We will support the strengths and needs of all gifted learners in collaboration with students and families for success in a global society. We will support and advocate for equitable practices in regards to identification, service and enrichment for children of color.

Goals:

- To provide vehicles to address the social and emotional needs of gifted students.
- To provide a Continuum of Learning for all identified gifted students.
 - To create Written Education Plans for students on the Ohio Child Count List that address student strengths and help to provide information about the progress, services provided, and individual goals of each student.
- To work collaboratively with parents, students, teachers, and administration to create, implement, and evaluate student goals and progress.
- To screen, assess, and identify students who are gifted in accordance with ODE mandates (Ohio Revised Code 3324)
- To create and facilitate programs which invite and challenge all students to demonstrate their abilities and to be recognized for their achievements.
- To advocate for identified gifted students and to provide support services and information for parents/guardians of gifted students.
- To foster collaborative relationships with classroom teachers and Gifted Specialists to develop and adapt the curriculum and teaching strategies to reflect the breadth, depth, and pace of learning characteristic of high-ability students.
- To provide ongoing opportunities for identified students to recognize and understand their strength and the opportunities that may exist for them in the real-world.

Gifted Identification

How does the state mandate the identification of students identified as gifted? As outlined in House Bill 282, Ohio Revised Code 3301-51-15 (Revised 3/08), the state of Ohio mandates that school districts identify students in the following four areas:

- **Superior Cognitive** - Perform at the 95th percentile on a basic or composite battery of a nationally normed intelligence test; or obtain a state approved score on a nationally normed test.

- **Specific Academic** - Perform at the 95th national percentile or above on achievement tests in math, reading, science and social studies.
- **Creative Thinking** - Perform at a state approved score on a national percentile intelligence test, plus a qualifying score on a state approved assessment for Creative Thinking.
- **Visual and Performing Arts** - Performance, auditions, exhibitions, or a display of work are required for identification in this category along with a checklist of behaviors related to the specific arts area.

See the [National Association of Gifted Children's](#) Guidance Statement for additional information on identification and services. Also visit the District's Website at CHUH.org for additional information including applications and checklists. For more information, please contact Toia Robinson-Snowden, Coordinator of Gifted Services & Fine Arts at 216.320.2182 or by email at T_Robinson@chuh.org.

Special Education Services

The Cleveland Heights – University Heights City School District is committed to providing a challenging and engaging education to prepare all our students to become responsible citizens and succeed in college and career. The district is committed to providing a [Free Appropriate Public Education](#) (FAPE) to students with a disability between the ages of 3 and 21; ensuring that students receive Special Education and Related Services in accordance with the [Individuals with Disabilities Education Act](#) (IDEA).

The Individuals with Disabilities Education Act (IDEA) is a federal law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children. Ohio imposes rule requirements based on the federal IDEA requirements. Ohio also provides [A Guide to Parents Rights in Special Education](#).

The district embraces the Core Values articulated below by the Council for Exceptional Children.

Core Values

- Dignity and worth of all individuals.
- Diversity and inclusiveness.
- Advocacy and social justice.
- Professional excellence, integrity, and accountability.
- Full participation in society.
- Effective individualized education.
- Family engagement.
- Collaboration and community.
- Responsibility to members.

Visit the Council's website at [Council on Exceptional Children](#).

Designated Instructional Services (DIS): Also called Related Services. Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. There are 16 DIS services available for students:

- Speech and Language
- Occupational and Physical Therapy(OT)
- Adapted Physical Education (APE)
- Hearing Services (HH)
- Interpreting Services
- Vision Services (VI)
- Orientation and Mobility (OM)
- Behavior Intervention Services (ABA)
- Counseling and Guidance
- Parent Counseling and Training
- Psychological Services
- Social Worker Services
- Specially Designed Vocational Ed.
- Recreation Services
- Health and Nursing Services
- Mental Health Services
- Counseling/Therapy - Individual, Group
- Parent Counseling and Training
- Psychological Services

Also visit the District's [Academic Services Department](#) page for additional resources. If you need assistance or guidance please contact the appropriate department coordinators.

CH-UH Parent Mentor

The Ohio Department of Education shares that “for nearly 30 years, Ohio Parent Mentors is a group that has helped families navigate local and state special education processes and services so that children with disabilities can get the most out of their educational experience.” Each Parent Mentor is a parent, who uses their “lived experience” coupled with an evidence-based approach to work in partnership with families, schools, and local agencies to create the conditions for success for children with special needs. For more information visit: [Ohio Department of Education's Parent Mentor Project](#)

Ohio's Parent Mentor Project offers all services free of charge to families. For assistance, support and current events contact the CH-UH Parent Mentor, Joy Howard at Joy@Reachingheights.org or 216.780.1160.

Post-Secondary Preparedness

High School Course Planning Guide

The [High School Course Planning Guide](#) is provided annually to assist with identifying and registering for current high school course offerings.

Credit Flex

Full-online coursework is an option in which students and families can design their plan for earning course credit in non-traditional ways.

In this case, students will learn at home through an online learning provider called Edgenuity. All Credit Flex plans must be submitted ahead of the established deadline, reviewed by the CHUH Credit Flex Committee and approved before any student is

enrolled in the corresponding coursework. Access Clever Login [here](#). Access the Credit Flex Application [here](#). View the Credit Flex handbook [HERE](#).

In the case of online coursework, the Edgenuity online platform will provide access to asynchronous, independent instruction delivered by IlluminateEd and will require the support of a parent or family member. The online platform offers flexibility regarding when students can complete activities, however, students and families are required to complete 1 hour of school-related activities per class per school day. We understand this virtual learning format may be new to many; this family guide will offer program information, tips to prepare and monitor progress, and your role as an at-home learning coach and ways to connect with your assigned Credit Flex teacher of record.

Students will remain enrolled at Cleveland Heights High School and the student's scheduled courses will be designated as "Credit Flex" as listed on their schedule in Infinite Campus. Students using Credit Flex are able to participate in district athletics, extra-curricular activities, and after-school functions, just as any traditional high school student would.

College Credit Plus

Cleveland Heights High School will host a College Credit Plus Information Night on Thursday, February 5 at 6:00 p.m. in the Cleveland Heights High School Auditorium.

Parents and students will have the opportunity to hear from representatives from local colleges about the requirements for earning college and high school credits. Students in grades 7-12 are eligible to participate in the program. If you are interested in learning more about College Credit Plus, please plan to attend.

The College Credit Plus program helps students earn college and high school credits at the same time by taking college courses from a local college or university. The purpose of this program is to promote rigorous academic pursuits and to provide options to college-ready students. Taking a College Credit Plus course from a public college or university is free - there is no cost for tuition, books, or fees. If students attend a private college or university, there may be limited costs.

Who may benefit from College Credit Plus?

- College-ready students in grades 7-12 who wish to begin earning college credits now.
- Students who have taken all the courses offered in a particular subject at the high school.
- Students who have taken all the courses they need to graduate and are ready to begin college work.
- Students who want to experience college-level work in preparation for college.
- Students who may be interested in pursuing a particular career pathway.

If you have any questions, please contact the Cleveland Heights High School Guidance Office at 216-320-2049.

GEAR UP

The GEAR UP Program stands for *Gaining Early Awareness and Readiness for Undergraduate Programs* and is an initiative focused on increasing the college and career readiness of students. Support staff and programming for both students and families can be found at both of the middle schools and on the high school campus. Program offerings include information, education, guidance, incentives and family workshops. For more information on College and Career Readiness, please contact:

- Robert Swaggard, Director of College and Career Readiness at R_Swaggard@chuh.org

College and Career Readiness

Naviance

[Naviance](#) is a comprehensive website for students and parents to plan for college and a career. Counselors use Naviance to track and analyze data about a student's college and career plans. The site provides up-to-date information that is specific to each school. Naviance allows students and parents to:

Get involved in the planning and advising process – Build a resume, complete career interest and personal strengths surveys, and manage timelines and deadlines for making decisions about careers and the needed training programs for that career

Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past

Research careers – See hundreds of careers and career clusters, and take career assessments

Create plans for the future – Create goals and to-do lists and complete tasks assigned to you by the school to prepare yourself for your future college and career goals

Digital Convenience – College applications, high school transcripts, letters of recommendations and scholarship opportunities are all managed through the Naviance student portal

Students will receive Naviance messages from guidance staff about upcoming college visit meetings and events, local scholarship opportunities, and other resources for college and career search. Students can also use the site to communicate with the counseling office.

Parents will receive a registration code that is connected to their students' account to register for access. If you have questions about Naviance, please contact your guidance counselor.

TRANSCRIPTS

To request a transcript in-person, complete the [Transcript Request Form](#). Note: This link is a downloadable fillable form.

Transcripts are \$2.00 per copy. Payment must be paid at time of request. No transcript order can be processed without payment. Please allow 48 hours to process your request. If available, copies of test scores (ACT, SAT, & AP) are included.

Transcript request(s) may also be emailed to transcripts@chuh.org or mailed to:

Cleveland Heights High School
13263 Cedar Road
Cleveland Heights, Ohio 44118
ATTN: Registrar's Office

Accepted methods of payment: Money order, cash, or personal check payable to Cleveland Heights High School. To request an education verification by mail or fax, please provide the following:

- Full name while in high school
- Birthdate
- Graduation year

For more information, call the Transcript Information Line at (216) 320-3145, email transcripts@chuh.org, or fax (216) 371-6506. *Hours of operation are from 9:00 a.m. - 4:00 p.m. Hours are subject to change due to holidays and social calendar reviews.

Free Application for Federal Student Aid (FAFSA)

Federal Student Aid packages are available by visiting the Studentaid.gov website and completing the FAFSA Form. The Office of the U.S. Department of Education is where students and families can find information on the process and complete the free application. Completing the application form allows students to be considered for financial aid by colleges and universities, as it is what they use for their grants, scholarships and loans.

Career and Technical Education

[Heights Career Tech](#) is a consortium of five schools, offering a strong academic and technical education to prepare students for both college and career. Heights Career Tech (CTE) offers courses through a five-district consortium, which includes Bedford, Cleveland Heights - University Heights, Maple Heights, Shaker Heights, and Warrensville Heights High Schools. Academic programs are open to eleventh and twelfth grade students and can result in students earning industry recognized credentials, professional certifications and the opportunity to earn college credits during high school.

The mission of the Heights Career Tech Consortium is to prepare students for the ever-changing workforce by developing the requisite knowledge and skills for employment and post-secondary education. Providing a

career-focused education that fully integrates rigorous academics to meet the needs of all learners and strengthen the community.

Each year tenth grade students are able to tour the District's CTE facilities and learn more about the programs.

To learn more about the programs offered contact the Heights Consortium Director, Dr. Carmen Daniel at c_daniel@chuh.org.

Volunteering

SCHOOL VOLUNTEERS

The purpose of volunteers in the schools is to augment the educational and support resources available to students through the use of the diverse talents and skills of community members. The Board recognizes that community volunteers can make valuable contributions to the educational program. The use of community volunteers is endorsed by the Board, subject to legal requirements and administrative procedures.

Volunteer: One who voluntarily offers and provides a service to the school district without receiving compensation. Volunteers can fall into one of three categories, those being: single event, short-term, or long-term; and one of two student contact categories: limited contact or substantial contact. School district employees who volunteer their services to the school district are not subject to the definitions in this section but are subject to the remaining contents of this policy unless otherwise indicated.

VOLUNTEER CATEGORIES

Single-Event Volunteer: One who voluntarily provides service to the school district, without compensation, for a single event that will be completed in one (1) to three (3) school days.

Short-Term Volunteer: One who voluntarily provides a service to the school district, without compensation, on an occasional basis not exceeding two (2) weeks in the aggregate during a school term.

Long-Term Volunteer: One who voluntarily provides a service to the school district, without compensation, from time to time, throughout the entire school year. Said service does not necessarily have to be performed on consecutive days. The Intent, however, is to use a long-term volunteer over an aggregate period exceeding two (2) weeks throughout the school year.

STUDENT CONTACT CATEGORIES

Limited Contact Volunteer: A contact where the volunteer is in proximity of a district professional employee, and there is no time where the volunteer is alone with a student or students in a secluded, isolated, or in a remote area.

Substantial Contact Volunteer: A contact where the volunteer could be in contact with a student or students alone and unsupervised for periods of time. This volunteer contact could include, but is not limited to, coaching, overnight field trips or competitions, and/or providing supplemental assistance to help address student needs as

directed by applicable school staff but in a manner that is not in direct or close proximity of a professional employee and/or head coach, director or advisor.

The Board authorizes the selection and use of parents/guardians, community members, and others as volunteers to assist and supplement regular school district staff. Under no circumstances shall a volunteer be considered an employee of the school district.

A volunteer shall receive no wages or other consideration that has a monetary value for the performance of volunteer services. The volunteer position is not a right, but rather a privilege, which is conferred by the Board and the administration. As such, any volunteer position may be eliminated, and/or the services of any volunteer may be terminated at any time at the sole discretion of the responsible school district administrator(s).

Single-event and short-term volunteers shall be approved by the school principal. A record of their names and a brief description of the service performed shall be maintained via the visitor logs at the building level for two (2) years. All such services are to be performed under the direction of and in the presence of a school district employee. Volunteers do not assume the responsibilities of school district staff but may, under the direction of the school principal(s) and teachers, provide assistance in an approved and appropriate school-level activity such as tutoring, chaperoning, monitoring, speaking, reading and similar activities.

All volunteers are to perform only those duties and/or functions assigned to them by the school principal and/or designee.

Volunteers are not legally empowered to regulate student behavior by performing or imposing disciplinary measures unless the volunteer is a school district employee whose scope of employment allows such and who has been assigned to do so by the building principal and/or designee.

The school principal and/or Athletic Director shall assume general authority and responsibility for all volunteers serving at that school site.

Parent/ Caregiver Leadership

There are many opportunities to serve in a leadership role in support of CH-UH City Schools for PreK through high school. Being a part of a parent group increases parent voice in decision-making and collaboration. It helps families and schools collaborate in developing activities, initiatives and offers unique support for students. Parent group opportunities are represented in each of our schools. No training is initially needed. If you are interested in serving in a leadership role or on a school-based committee please reach out to the Office of Family Engagement, at 216.320.2204 or by email at L_Hunt@chuh.org. Below, please find the names, a brief description of current active parent groups and the associated contact person. This is not an exhaustive list.

Action Team for Partnership (ATP)- This team is the action arm of each of our schools. It works collaboratively with staff and other community partners to design, implement & measure activities that support the school's academic, behavioral and climate goals. The ATP is essential to the National Network of Partnership Schools (NNPS), a framework designed to organize and amplify family engagement connected to student achievement and school success. Ask your principal when you can look forward to joining the ATP at Noble, Oxford, Gearity in their pre-School programs.

PTA Unit- National advocacy organization with over 120 years of serving every child. PTA Unit membership has a small annual membership fee of \$5 which goes to support the work nationally. Many units meet monthly at the school site, with opportunities to serve on various committees and lead initiatives that work to support each school's volunteer and fundraising work. Reach out to the District's PTA Council to join your school's unit by emailing [**chuhptacouncil@gmail.com**](mailto:chuhptacouncil@gmail.com)

Exceptional Children's Advocacy Group (ECAG)- This group works to support families and students living with disabilities. The group meets as an advocacy and support group while also providing resources and supports that help families navigate the special education process. Your experience as a parent builds a wealth of experience for your student and other families. Become an ECAG Representative TODAY! For more information, contact Joy Howard, CH-UH Parent Mentor at 216.780.1160 or at [**Joy@reachingheights.org**](mailto:Joy@reachingheights.org).

Classroom Parent - This opportunity is based on classroom availability and teacher preferences. Please contact your child's teacher and ask if the Classroom Parent position is available and if you can serve as one this or next school.

High School Athletic Boosters - The Boosters is a new non-profit organization designed to support and advance athletic programming in the district. While the group has many goals, it is driven by a desire to remove barriers to participation for students and their families to create more accessible athletic programming and communication to equitably celebrate and honor our student-athletes. **For more information email [**heightsathleticboosters@gmail.com**](mailto:heightsathleticboosters@gmail.com).**



2026-2027

At-a-Glance Calendar

August 2026

Su	Mo	Tu	We	Th	Fr	Sa
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9	10	11	12	13	14	15
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September 2026

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October 2026

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November 2026

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December 2026

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January 2027

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February 2027

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March 2027

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April 2027

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June 2027

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July 2027

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25	26	27	28	29	30	31

Aug. 10-12 Orientation of New Teachers
Aug. 13-14, 17-18 Professional Development Days (Students Not in Attendance)
Aug. 19 First Day of School
Sept. 7 Schools Closed (Labor Day)
Sept. 21 Schools Closed (Yom Kippur)
Oct. 22 Elem. Records & Conf. Day (Elementary Students Not in Attendance)
Oct. 23 Records Day (Students Not in Attendance)
Nov. 3 Professional Development Day (Students Not in Attendance)
Nov. 25 No School (Compensatory Day for Parent Conferences)
Nov. 26 & 27 Thanksgiving Recess
Dec. 21-Jan. 3 Winter Recess
Jan. 4 Records Day (Students Not in Attendance)
Jan. 5 Students Report to School
Jan. 18 Schools Closed (M. L. King, Jr. Commemorative Day)
Feb. 12 Teacher Independent Work Day (Students Not in Attendance)
Feb. 15 Schools Closed (Presidents' Day)
Mar. 18 Elem. Records & Conf. Day (Elementary Students Not in Attendance)

Mar. 19 Professional Development Day (Students Not in Attendance)
Mar. 22-26 Spring Recess
Mar. 29 No School (Compensatory Day for Parent Conferences)
Mar. 30 Students Report to School
May 27 Last Day for Students
May 28 Prof. Day (Students Not in Attendance)/End of School Year
May 31 Schools Closed (Memorial Day)
June 18 Schools Closed (Juneteenth Observed)
July 5 Schools Closed (Independence Day Observed)

The 2026-2027 School Calendar is subject to revisions. Days that may be used to reschedule classes are Martin Luther King, Jr. Day, Presidents' Day, Compensatory Day(s), and/or May 28.

 All Schools Closed	 No School for Students - Teacher Independent Work Day
 No School for Students - Teachers Report for PD or Records Day	 First and Last Day of School (K-12)
 No School for Elementary Students Only - Teachers Report for PD or Records Day/Conferences	 First Day of Preschool