

Maine Parent Federation's SCHOOL DAYS CALENDAR

August 2009 – August 2010

A green apple and a wooden pencil are positioned in the center of the page, overlapping the text. The apple is green with a small stem and leaf, and the pencil is light-colored wood with a dark eraser. They are set against a background of horizontal wooden planks.

Discovery, Middle School, Imagination, Spelling, Learning, Summer Break, Knowledge, Teachers, Exploration, Parent Involvement, Communication, Writing, Thinking, Laughing, Music, Education, Academics, Students, Recess, Clubs, Progress Reports, History, Projects, Student-Led Conferences, Homework, Elementary School, Math, Practice, Report Cards, Science, High School, Reading, Language, School Vacation, Art, History, Parent-Teacher Meetings, Physical Education, Classrooms, Principals, School Bus, Cafeteria, Discovery, Middle School, Imagination, Spelling, Learning, Summer Break, Knowledge, Teachers, Exploration, Parent Involvement, Communication, Writing, Thinking, Laughing, Music, Education, Academics, Students, Recess, Clubs, Progress Reports, History, Projects, Student-Led Conferences, Homework, Elementary School, Math, Practice, Report Cards, Science, High School, Reading, Language, School Vacation, Art, History, Parent-Teacher Meetings, Physical Education, Classrooms, Principals, School Bus, Cafeteria, Discovery, Middle School, Imagination, Spelling, Learning, Summer Break, Knowledge, Teachers, Exploration, Parent Involvement, Communication, Writing, Thinking, Laughing, Music, Education, Academics, Students, Recess, Clubs, Progress Reports, History, Projects, Student-Led Conferences, Homework, Elementary School, Math, Practice, Report Cards, Science, High School, Reading, Language, School Vacation, Art, History, Parent-Teacher Meetings, Physical Education, Classrooms, Principals, School Bus, Cafeteria, Discovery, Middle School, Imagination, Spelling, Learning, Summer Break, Knowledge, Teachers, Exploration, Parent Involvement, Communication, Writing, Thinking, Laughing, Music, Education, Academics, Students, Recess, Clubs, Progress Reports, History, Projects, Student-Led Conferences, Homework, Elementary School, Math, School Bus

Property of

Please contact me at

**Maine Parent Federation's
School Days Calendar
August 2009 - August 2010**



This calendar was created as a tool for families to use to help monitor their children's progress in school. The calendar can be used to write down important dates, homework assignments, record contacts made with the school, and other items that may be useful to you and the success of your child.

Each month includes information that has been taken from publications related to school and special education. Please call Maine Parent Federation at 623-2144 or 1-800-870-7746, or email us at parentconnect@mpf.org to receive more information about any of the topics in this calendar.

We would like to thank The Connecticut Parent Advocacy Center for support and inspiration on this project.

Don't forget that we are available by phone Monday through Friday, 8:30 am until 4:30 pm to answer any questions that you might have regarding your child's program in school.

Maine Parent Federation

Maine Parent Federation (MPF) is a private, non-profit organization that provides information, referral, support, and workshops to families, individuals with disabilities, educators, providers, and numerous professionals through multiple grant-funded projects. MPF's roots go back to 1984, when a small but dynamic group of parents identified the need for an organization that would support and strengthen the voice of families of children with disabilities in Maine. It was parent spark that marked the beginning of what would become Maine's largest statewide parent organization.

Since that time, MPF has expanded its efforts to include projects that emphasize empowering ALL parents to increase their role in all aspects of their children's lives. Through its projects, individuals can receive information and technical assistance in a variety of ways, including printed materials, workshops, telephone and email support, newsletter, website, lending library, parent-to-parent support, and home visitation through the *Parents as Teachers* program (Kennebec/Somerset counties only).

Maine Parent Federation's central office is located in Augusta with additional staff working out of regionally-based locations.

Maine Parent Federation

PO Box 2067

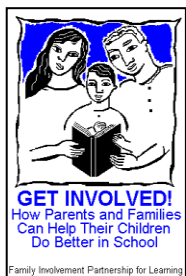
Augusta, ME 04338-2067

1-800-870-7746 (Statewide) or 207-623-2144

Fax: 207-623-2148

Email: parentconnect@mpf.org

Website: www.mpf.org



Steps You Can Take To Improve Your Children's Education

Read together.

Children who read at home with their parents perform better in school. Show your kids how much you value reading by keeping good books, magazines, and newspapers in the house. Let them see you read. Take them on trips to the library and encourage them to get library cards. Let your children read to you, and talk about the books. What was the book about? Why did a character act that way? What will he or she do next?

Look for other ways to teach children the magic of language, words, and stories. Tell stories to your children about their families and their culture. Point out words to children wherever you go -- to the grocery, to the pharmacy, to the gas station. Encourage your children to write notes to grandparents and other relatives.

Use TV wisely.

Academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day. Parents can limit the amount of viewing and help children select educational programs. Parents can also watch and discuss shows with their kids. This will help children understand how stories are structured.

Establish a daily family routine with a scheduled homework time.

Studies show that successful students have parents who create and maintain family routines. Make sure your child goes to school every day. Establish a regular time for homework each afternoon or evening. Set aside a quiet, well lit place, and encourage children to study. Routines generally include time performing chores, eating meals together, and going to bed at an established time.

Other steps include:

- Talking to your children and teenagers -- and listening to them, too
- Expressing high expectations for children by enrolling them in challenging courses
- Finding out about your school's high standards
- Keeping in touch with the school
- Using community resources

When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life.

Research shows that when families get involved, their children:

- Get better grades and test scores
- Graduate from high school at higher rates
- Are more likely to go on to higher education
- Are better behaved and have attitudes that are more positive

What is "Family Involvement in Education"?

It's a lot of different types of activities. Some parents and families may have the time to get involved in many ways. Other may only have the time for one or two activities. But whatever your level of involvement, remember: if you get involved and stay involved, you can make a world of difference.

Family involvement in education can mean reading a bedtime story to your preschool child...checking homework every night...getting involved in PTA...discussing your children's progress with teachers...voting in school board elections...helping your school to set challenging academic standards...limiting TV viewing to no more than two hours on school nights...getting personally involved in governing your school...becoming an advocate for better education in your community and state...and insisting on high standards of behavior for your children.

Family involvement can be as simple as asking your children, "How was school today?" But ask every day. This helps your children to understand that their schoolwork is important to you and you expect them to learn.

Transitions and Special Education

Parents of children with disabilities often go through several changes throughout the school years, but the two most important, and often the most stressful, are the transition from preschool services to kindergarten and the transition from public school services to adulthood.



Preschool to Public School: Preparing for the Transition

As the parent of a preschooler who has a disability, you may feel anxious about the move to kindergarten. This transition from preschool to public school is a big step, so it understandably causes you and your child some fear, as well as excitement. The best thing you can do to help your child make the change is to get yourself prepared. Then you can relax and concentrate on easing the way for your child.

1. To get specific ideas about the kindergarten program, ask for a copy of the curriculum and look for areas that match your child's strengths and those that may need special attention. Some activities to consider are to:
 - Visit kindergarten classes to see the routines and activities
 - Talk to other parents who have been through the transition.
 - Attend meetings for all parents of children entering kindergarten.
 - Ask the preschool staff and providers for suggestions.
 - Ask the kindergarten teacher for suggestions.
2. Think about your hopes for your child, for kindergarten and well into the future. Make a list of long-term goals you would like to see your child achieve; then write down the skills he or she will need to learn in order to reach them.
3. Invite school personnel to get to know your child. Ask them to observe in the preschool or to visit your home. Talk with them about your child's likes and dislikes and your family's values and goals. You may also want to share your fears and dreams for your child. Encourage them to ask you questions and share their concerns.

Transition Planning

In Maine, transition planning must begin by the first IEP in effect when a student turns 14 years old. All students with disabilities should receive transition planning as part of their IEP meetings. The student and his or her IEP team create a vision for the future, and then each year specific goals and services are identified to work toward that vision. This plan becomes part of the student's IEP. Transition is a process that builds on itself each year, and goals evolve and change as the student gets older and gains new insights.

Transition planning should focus on these issues:

- Assessment specific to transition preferences, needs, strengths and interests;
 - Instruction;
 - Related services;
 - Community experiences;
 - Employment;
- and, if needed,
- Vocational evaluation;
 - Daily living skills; and
 - Connecting with community agencies.

Numbers to Remember



Child's Name: _____ Grade: _____ School Year: _____

School: _____

Address: _____ Phone: _____

School Principal: _____ Phone: _____

Special Education Office: _____ Phone: _____

Teacher's Names:

Subjects:

Support Staff:

School Psychologist: _____

School Nurse: _____

Speech and Language Pathologist: _____

Occupational Therapist: _____

Physical Therapist: _____

Others:

Physician: _____ Phone: _____

Counselor: _____ Phone: _____

SNAPSHOT OF YOUR CHILD

Photo
Here

1. Who is _____? (describe your child, such as personality, likes, dislikes)
2. _____'s strengths (highlight all areas where your child does well):
3. _____'s successes (list all successes, no matter how small):
4. _____'s challenges (list areas where your child has the greatest difficulties):
5. Supports needed for _____: (list supports that will help your child achieve his/her potential.)
6. My dreams for _____: (describe your vision for your child's future, including both short-term and long-term goals.)
7. _____'s dreams for him/herself:

Steps to Success: Communicating with Your Child's School

If you have a child who is receiving special education services, you're more likely to be involved with your child's school and teachers -- including planning, reviewing, and assessing your child's educational program. While your knowledge, skills and confidence will naturally increase, there are some specific communication skills that can help you become more successful in developing and maintaining a strong partnership with your child's school.

1. Keep your cool.
2. Focus on the positives.
3. Be clear about your goals.
4. Listen. Ask questions. Clarify.
5. Present options in a collaborative way; for example, say, "we can" instead of "you should," say "yes and..." instead of "yes, but..."
6. Request a copy of the school handbook or policy book.
7. Discuss a method for communicating with your child's teacher(s).
8. Obtain a copy of the current Special Education Regulations.

Source: Consortium for Appropriate Dispute Resolution in Special Education (CADRE): www.directionservice.org/cadre

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



Register NOW to attend

Maine Parent Federation's *Celebrating the Family* Conference scheduled for October 2 & 3!!

Conference will be held at the Wyndham Portland Airport Hotel, South Portland, ME

More details can be found on our web site at www.mpf.org

Call 1-800-870-7746 for a registration form or conference brochure.

August 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						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	<p>We are bound together in our desire to see the world become a place in which our children can grow free and strong.” – James Taylor, “Shed A Little Light”</p>				

AIM: Accessible Instructional Materials

In most schools, print-based instructional materials are a prime way of delivering curricular content. This system works fine for many learners. But for others—those who struggle to read because of physical, sensory, cognitive, or learning differences—such materials may not be appropriate for learning.

Accessible Instructional Materials (AIM) are specialized formats that can be used by and with print-disabled learners. They include Braille, audio, large print and electronic text.

Schools need to provide instructional materials in accessible formats in a timely manner. The State of Maine requires that children with print disabilities receive specialized instructional materials at the same time as students without print disabilities.

Helpful Websites:

Maine AIM website: <http://aim.maineecite.org>

Source: Maine AIM website

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

It's not what is poured into a student, but what is planted."

- Linda Conway



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	13	16	17  Registration Deadline for Maine Parent Federation's October Conference REGISTER NOW!!	18
19	20	21	22	23	24	25
26	27	28	29	30	September is ADD/ADHD Awareness Month	

Ways for Parents to be more Involved in their Child's Education




Whether your child is new to school this year or getting ready to graduate, participating in their education is one of the most important things you can do to ensure your child's academic success. Here are some tips that can help you work more effectively with your child's school.

- ▶ Talk with your child daily about his/her school day, homework assignments, and specific happenings.
- ▶ Attend parent-teacher conferences with specific questions you want to ask.
- ▶ Read and know your child's school handbook.
- ▶ Contact your school for information on family programs and resources.
- ▶ Attend parent fairs and other events designed for parents and families.
- ▶ Attend PTA, school board, and/or town meetings and speak to issues of concern.
- ▶ Offer to share a particular expertise such as use of computers, information about your career, places you have visited, etc.
- ▶ Ask the school what they need and specific ways you could become more involved.

Source: National PTA at www.pta.org.

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

October 2009

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	October is Parent Involvement Month				1	2
					 <div style="border: 2px solid red; border-radius: 50%; padding: 10px; display: inline-block;"> <p>Maine Parent Federation's <i>Celebrating the Family Conference and 25th Anniversary Gala!!</i></p> </div>	
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

How Can I Tell How My Child is doing in School?

Ask your child to share their schoolwork with you. Note the grades and any comments made by the teacher.

Check report cards carefully for grades, attendance, and conduct. Ask the teacher or school counselor for other kinds of information about your child's performance, such as test scores and teacher observations. Participate in Parent/Teacher Conferences and/or Student Led Conferences. Discuss your child's progress with the special education personnel who work with your child.

In the course of a school year, your child may take a variety of standardized tests, including the New England Common Assessment Program (NECAP). Your child's scores and other information may be sent home or mailed directly to you. Check with your child's teacher about when these tests are given and when to expect the results.

Ask teachers to show you examples of successful work and compare it to your child's work. Listen to the teacher's comments about your child's work and what they need to do to improve. Discuss ways you can work together, as a team, to help your child improve their schoolwork.

Source: US Department of Education, Office of Communication and Outreach, *Questions Parents Ask About Schools*, Washington, DC, 20005

Helpful Websites: www.maine.gov/education/mea/index.htm, www.studentprogress.org

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

November 2009



Sun	Mon	Tue	Wed	Thu	Fri	Sat
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	 <p>"We often worry about what a child will be tomorrow, yet we forget he is someone today." – Stacia Taushe</p>				

Homework Tips for Parents

Parents of students with disabilities should expect that their children will have homework in order for them to be successful in accessing the general education curriculum. Without appropriate supports and accommodations, homework can be especially challenging for students and parents. The following tips can help homework be a meaningful and positive learning experience.

- ★ Ask questions about what students will be learning (curriculum), what the homework requirements are for the year, and how much time your child should spend on homework.
- ★ Communicate frequently with teachers about how your child is handling homework and what additional supports might be needed.
- ★ Include goals (and for certain students, objectives) in the IEP about homework completion, if necessary.
- ★ Ask the school to provide all materials needed for each assignment, including textbooks and information about how assignments will be graded.
- ★ Help your child understand how homework relates to class work and how they will use this in real life. Homework should not be busy work.

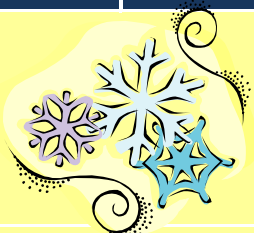
Source: Research Connections in Special Education, "Homework Practices that Support Students with Disabilities." 2001

Helpful Website: The ERIC Clearinghouse on Disabilities and Gifted Education: <http://eric.org>

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

December 2009



Sun	Mon	Tue	Wed	Thu	Fri	Sat
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27	28	29	30	31	<p style="margin: 0;">“You must be the change you wish to see in the world.” – Mahatma Gandhi</p>	

Tips for Dealing with Bullying

When a child is a target of bullying, it is important to document the events and develop a record (or history) of what is happening. This record is useful when talking with school staff, law enforcement personnel, or other individuals who may need to assist parents in intervening against bullying. Parents should also ask for a copy of the school's "Bullying Prevention Policy".

Your Documentation Should Include:

- Written information about the bullying incident
- Date of the event
- Persons involved
- The child's account of the event

Also Include:



- All communication with professionals
- Summary of the event
- Reports filed by the school in accordance with the school district policy

Source: Pacer Center, Inc., www.pacer.org

Helpful Websites: www.stopbullyingmaine.com/, www.maine.gov/education/bullyingprevention/resources.html

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

January 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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24	25	26	27	28	29	30
31	<p>"Anyone who has never made a mistake has never tried anything new". – Albert Einstein</p>					

The IEP Team



The Individualized Education Program Team (IEP Team) is the team of parents and educators that make decisions regarding your child's special education program. The team may also include, at the discretion of the parent or the school district, other individuals who have knowledge or special expertise about your child.

Below are suggestions for you to consider when preparing for your child's IEP meeting:

- Talk to your child.
- Talk to your child's teachers.
- Review your child's records.
- Prepare your own questions.
- Be prepared to discuss your expectations for your child.
- Bring samples of your child's work.
- Keep a file of communication you have with the school.
- Talk to other parents.
- Write down your questions.
- Talk to the school to prepare an agenda for the meeting.

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

February 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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21	22	23	24	25	26	27
28	<div style="border: 2px solid red; border-radius: 15px; padding: 10px; display: inline-block; text-align: left;"> <p>“Every student can learn, just not on the same day, or the same way.” – George Evans</p> </div>					

Disability Categories under IDEA

The Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Part B, includes different disability categories under which children may be eligible for special education services. For a child to be eligible for services, the disability must affect the child's educational performance and as a result, the child needs specialized instruction and supportive services. In Maine, this includes children ages 3-20. The disability categories included in Chapter 101 of the Maine Unified Special Education Regulation, Birth to age 20, are:


- ✓ Autism
- ✓ Deaf-blindness
- ✓ Deafness
- ✓ Developmental Delay (B-2) (3-K)
- ✓ Emotional Disturbance
- ✓ Hearing Impairment
- ✓ Mental Retardation
- ✓ Multiple Disabilities
- ✓ Orthopedic Impairment
- ✓ Other Health Impairment
- ✓ Specific Learning Disability
- ✓ Speech or Language Impairment
- ✓ Traumatic Brain Injury
- ✓ Visual Impairment (including Blindness)

Adapted From: National Dissemination Center for Children with Disabilities (NICHCY): www.nichcy.org

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



March 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	<p>“A man never stands as tall as when he kneels to help a child.” – The Knights of Pythagoras</p>		

Questions to ask your Child's Teacher about Reading

- ↳ What is my child's current reading level? What does that mean?
- ↳ What strategies are being taught to help my child work through the difficult sounds or words when reading?
- ↳ When my child is having trouble understanding, what is provided to help him/her understand the material?
- ↳ Is there a difference between how well my child reads individual words and how well he/she understands what has been read?
- ↳ Can you tell me about some activities that I can do at home to help my child with reading?
- ↳ What are other teachers doing to support my child's reading, writing, and spelling needs?


Source: Exceptional Children's Assistance Center (ECAC): www.ecac-parentcenter.org

Helpful Websites: www.ncl.org, www.readingrockets.org

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



April 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	April is Autism Awareness Month			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	

No Child Left Behind

The No Child Left Behind Act (NCLB) of 2001 is the Federal law governing education in the US for children kindergarten through 12th grade (K-12). NCLB was designed to hold schools, school districts, and states accountable for student achievement. By requiring that all students, including students with disabilities, participate in assessments of reading/language arts and math, schools are graded on how well students are learning the knowledge and skills defined by content standards. By requiring that the performance of various subgroups (e.g., students with disabilities or English Language Learners) is reported, schools are graded based on how well these particular groups of students are learning - not just the total school population. This approach holds schools accountable for the learning of all students.

Taken from: Cortelia, C. (2006). *NCLB and IDEA: What Parents of Children with Disabilities Need to Know and Do*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Helpful Website: www.education.umn.edu/NCEO

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



May 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
May is Mental Health Awareness Month and Asthma and Allergy Awareness Month						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	<i>Things to do before school ends:</i> _____ _____ _____				

Extended School Year Services

During the summer, your child may receive Special Education Services, called Extended School Year Services (ESY). ESY, which is part of the Individualized Education Program (IEP), gives students an opportunity to maintain skills and/or behaviors learned during the school year. ESY Services are not designed to assist in acquiring new skills or behaviors.

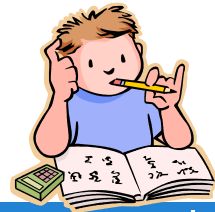
Summer Fun!


You may be looking for different activities for your child and family over the summer months. Here are a few examples of easy, fun activities to do with your child, or together as a family.

- Create a craft
- Go hiking
- Explore someplace new
- Attend a summer camp
- Try a new board game
- Garden
- Go fishing
- Redecorate a room
- Read a book together
- Go to the beach
- Go to the library
- Visit a museum
- Go camping
- Play a summer sport
- Go biking
- Take part in community service activities

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.

June 2010



Sun	Mon	Tue	Wed	Thu	Fri	Sat
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	<div style="border: 1px solid #0070C0; border-radius: 15px; padding: 5px; background-color: #D9E1F2;"> <p>If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could be better changed in ourselves. – Carl Jung, Psychiatrist</p> </div>		

Summer Project: Create a Home File

Summer is a great time of year to discard old items, update, or start your home file with the most current IEP, reports, etc. Call your school if you need copies.

It is extremely important to keep detailed and organized records about your child in a home file. We recommend a three-ring binder that can be tabbed for easy access. Keep records chronologically with the most recent on top. The file is a useful tool that you can take with you to your child's meetings.

Your child's home file should include:

- Your child's IEP
- Medical records
- Samples of schoolwork
- Psychological reports
- All educational testing

Also include detailed notes on:

- Parent/teacher conferences
- Conversations with medical personnel
- Telephone conversations with school personnel and others regarding your child

Helpful Website for Family Educational Rights and Privacy Act (FERPA): www.ed.gov

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



July 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<p>“Learning is a treasure that will follow you everywhere.” – Chinese Proverb</p>			1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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Self-Advocacy

Below is a sample goal for students to begin demonstrating self-advocacy skills.

Goal: Student will demonstrate self-advocacy skills in order to communicate learning style, academic, and behavioral needs.

How would a student do this? Here are some sample ideas.

1. Student will communicate to others the strengths and weaknesses of his learning style.
2. Student will communicate with teachers to seek help, clarify instructions or requirements of academic tasks, and make them aware of needed accommodations.
3. Student will accept the consequences of being unprepared for class by discussing the consequences and developing a strategy to avoid such problems in the future.
4. Student will appropriately confront uncomfortable topics or issues with teacher/educational technician (Ed. Tech.) support.

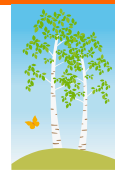
Source: CT Transition Task Force Parent Subcommittee 2007

Helpful Website: National Center on Secondary Education and Transportation, www.ncset.org

Please contact MPF at 1-800-870-7746 or visit us online at www.mpf.org for more information.



August 2010



I have found the best way to give advice to your children is to find out what they want and then advise them to do it."
- Harry S. Truman

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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	<i>Things to do before school starts:</i> _____ _____ _____				

