



2026 Monthly Notes & Chronicle



Curriculum Ideas for April

- ◆ Birds; bird identification, bird calls
 - bird manipulatives
 - parts of bird books
 - songs and books about birds...
- ◆ Seed planting
 - experiments with seeds and
- ◆ plants:
 - what plants need
darkness, light, warmth, cold,
photosynthesis
 - seed songs and books, Garden
planning
 - mapping garden, songs, books
- ◆ Mud, rain

April Dates

- 3/30-4/3** Spring Recess
- 4/13** Leonardo starts!
- April/May** Family Event being organized

April						
M	T	W	Th	F	S	S
			1	2	3	
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
27	28	29	30			

April 2026

It's the little things we notice year to year. The predictability of rebirth in the spring. First crocus, at just about the time that the neighbor's maple trees are budding leaves—ours take longer for some reason. They become collections, treasures in a bucket, "precious food," part of a fairy house landscape.

Inside blocks have been a big hit—if you're lucky enough to get in there, the play can last the whole morning. We've been dressing up the play all around with our shine-able shoes and skirts. The shoe shine and sandwich shops have been busy spots.

Ramps flowers learning to cut curves babies

Crafty stuff has included learning to cut curves and how to sew a line, it's hard. Sewing the line was just about as frustrating as cutting curves—or maybe putting on the new noise cancelling headphones. Persistence! We practiced many ways to make paper flowers... folded tissue paper, cutting and stapling circles, collaging parts and drawing them. The best way ended up being drawing spring blossoms. I watched a [video](#). Lol.

In this newsletter you will find:

- ◆ 2026 Calendar
- ◆ 2026-2027 Tuition and Enrollment policies
- ◆ STEAM—Science, Technology, Engineering, Arts and Math
- ◆ Perfectionism in Preschool

Many basic concepts are learned and explored through play. From infancy children use their natural curiosity to explore, make observations and spot patterns and characteristics of things in the world around them. They learn to make predictions build a basic understanding of ecology, geology, physics, chemistry and astronomy. WE just don't realize it yet. By the time they children are in preschool they are already scientists! Through play, stories and hands-on exploration, young children *experience* STEAM. STEAM is an all day, every day, thing—for everybody.



STEAM learning is fundamentally about problem solving, critical thinking, creativity, expression and collaboration. STEAM activities can be found everywhere and do not require expensive kits or tools—they can be taught by all of us. By using age-appropriate language and introducing activities that are related to every day experiences, children apply and expand their foundational knowledge. To support STEAM learning, we want to ask open-ended questions to spark children's curiosity that may encourage them to think critically, investigate further, and discover answers through their own hands-on exploration. Consider the following STEAM activities you may already do with your children:



- ◆ Playing ball
- ◆ Building with blocks
- ◆ Playing with cars
- ◆ Cooking
- ◆ Artwork
- ◆ Sorting objects
- ◆ Setting the table
- ◆ Gardening

All of these things expose children to the magic of physics, engineering, chemistry as children explore patterns, gravity, force, motion, balance, and stability.

[Little Bins for Little Hands](#) and [Taming Little Monsters](#) both have a lot of great STEM activity ideas to help you get into STEM activities with your child. Let us know what you discover together!

Later in this newsletter we have also included several pages of a resource from the [Administration of Children and Families](#).



Perfectionism is a topic that came up during parent support gathering this month, let's take a little dive.

Where does perfectionism come from and why has it taken a hold of my kid?

It can be unbearable when your child is having a hard time learning something or is unhappy with the work they did and becomes overwhelmingly upset with frustration.

If we step back, we can see that in some sense, perfectionism starts with noticing. And we want that - noticing is a good thing.

Noticing is a critical skill.

Noticing means seeing details, identifying characteristics. We want children to use notice differences between shapes, patterns, letters, quantity. Noticing means we see a difference.

Then there are goals, unrealistic goals. The goal of wanting. Wanting to achieve, wanting to be able to do something, longing to be able to throw the ball through the tree, to be able to draw just what you imagine. This wanting drives our focus and helps us to learn and achieve skills. Some things are HARD to do! and take TIME. When we are 3, 4, 5 we are prone to unknowingly setting unrealistic goals and wishes for ourselves, essentially setting ourselves up to be upset.

The solution to personal and social pressures to succeed may be *matter*ing (which we had an article about in [Jan 2026](#)). It makes sense, one key to making it through disappointment is to have support. Supportive adults can help children who are frustrated with their current skills by helping them learn to manage their expectations by focusing on a growth mindset and recognizing effort over specific achievements.

According to [Mental Health Center Kids](#), "If your child is self-critical, easily frustrated, and fearful of failure, they might be a perfectionist." They note that perfectionism in children "occurs when kids set unrealistic goals for themselves. They inflict immense pressure on themselves and engage in negative thinking patterns. When perfectionist children succeed, they often struggle to enjoy their accomplishments. When they fail, they generalize."

Perfectionism in children may look like:



- ◆ a tendency to become anxious, angry or upset about making mistakes
- ◆ a need for external validation
- ◆ chronic procrastination and difficulty completing tasks
- ◆ easily frustrated and gives up easily
- ◆ overly cautious and thorough in tasks
- ◆ re-doing things to improve them
- ◆ meltdowns if things don't go perfectly or as hoped
- ◆ hesitancy or refusal to try new things and risk making mistakes



How you can help:

- ◆ Praise skills that are not related to achievement: appreciate when they remember something important, share with a friend, help out at home...
- ◆ Help to create realistic schedules and break down larger tasks into manageable steps to manage procrastination. Not all tasks need 100% effort - find balance by striving for a “good enough” job
- ◆ Help your child develop healthy self-esteem, let them know they matter, just for being who they are
- ◆ Encourage healthy self-talk
- ◆ Model imperfections in a healthy way, help your child learn the value of mistakes. Sometimes we find something better through trial and error.
Read [The Worry, Worry Whale Made 32 Mistakes](#)
- ◆ Recognize effort. “You really worked on that for a long time.”
- ◆ Focus on the fun
- ◆ Encourage “Yet” thinking—read the [Magical YET](#)
- ◆ Reflect on, and manage your own expectations
- ◆ To learn more: read the articles linked above or also see [Perfectionism in Children: Why It Happens & How to Help](#)



The kids all played their part in this wonderful news!

- Dominic



“The population of monarch [butterflies](#) in [Mexico](#) increased **64%** this winter, compared with the same period in 2025, offering a glimmer of hope for an [insect](#) considered at risk of extinction.” (photo links to article)

LET'S TALK, READ AND SING ABOUT STEM!

TIPS FOR PRESCHOOL TEACHERS & PROVIDERS



From birth, children are curious. You can build on that natural curiosity by developing their interest in **science, technology, engineering and math (STEM)**. Use daily routines to build on skills and concepts in math and science. By talking, reading, singing, playing, signing or using other ways to communicate – whatever works best for your preschoolers – you can help develop their STEM skills through play and exploration. Easy ways to promote young children’s natural abilities as scientists and engineers is by encouraging them to document their observations by drawing, painting, or recording their voices describe what they are noticing; constructing towers with blocks or other objects; and talking about the changes in nature – like the weather!

Use the **bold STEM words** in these tips to build **early science, technology, engineering, and math skills** with young children every day. It’s never too early to start! Research shows that having a strong foundation in early math, for example, can lead to higher achievement in both math *and* reading later in school.¹ In addition, interacting with many different materials in early childhood prepares students for science and engineering later in school.

Partner with families and encourage them to try these strategies at home, including in their home language. Demonstrating the value of a child’s home language is critical for fostering a strong sense of self, and research has shown that students who are bilingual have certain cognitive and social benefits that facilitate success in school and life.²

For children with disabilities or developmental delays, communicate with other service providers and keep each other informed about the strategies you are using to make their language environment richer.

While we provide some tips below, we know every child is unique, and it is important to keep in mind that no 3-, 4- or 5-year-old is the same. As always, you should do what is best and most developmentally appropriate for each child.

WHAT IS STEM?

“STEM” stands for **science, technology, engineering and math**. STEM can refer to the subjects individually or one or more working together, but can also mean a way of doing things that includes solving problems, asking questions, and exploring the world around us.

For example, children learn about the concept of technology when they’re exploring tools or simple machines and investigating how they work. These can be items they use every day like a pair of scissors, or things they might see like the wheels of a car as they walk outside.

For young children, we focus on STEM through exploration, play, and building curiosity about the natural world and the way things work. STEM learning is important for everyone and can happen anytime, anywhere. The real-life skills that people develop when learning STEM help make everyone better problem-solvers and learners.

For children who are learning English as an additional language, talk about **STEM** in the children’s **home language**, in English, or both. Research shows that bilingual children have greater mental flexibility, which may be helpful in understanding math concepts.

Source: Zelasko, N., & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education.

LET'S TALK STEM TIPS

STEM is about discovery. Be co-discoverers with your child! For many adults, STEM can be intimidating, especially if they didn't have much exposure to math or science as a child or found it difficult in school. STEM is about **exploring the world** around us and **asking questions** about **how or why something works**. It's a lot of what you, as a teacher, are already doing. Children are great at this! As their partners in learning, you can make STEM part of children's intentional play activities. Remember what it was like when you were younger (or even now) to look at the world with wonder and awe – that's what children need to be encouraged to do. It's helpful for adults to remember how amazing the world can be and make time to explore it too!

- **Use math concepts to talk with children.** Point out the **rectangular** side of a truck and the **circle- or triangle-shaped** sign as you wait at the bus stop or walk down the street. Help children **count** the number of students in class each day and compare that to how many are absent or **sort** a variety of everyday objects according to **size, color, shape** or **type**.
- **Look at the world around us!** Observing is important in science. Communicate throughout the day about what you **see, feel, smell, taste** or **hear** and ask students to describe the world as they observe it:
 - “Wow that is a **tall** tower! **How many** blocks did you use to make that structure? **1, 2, 3, 4.** You used **four** blocks to make that tower.”
 - “Do you have your raincoat and umbrella today? How does the raincoat protect you when it is cold and raining?”
 - “I noticed how you drew a **triangle** on top of the **square** to make a structure with a roof. How are those two shapes different?”
- **Ask open-ended questions.** Ask children to wonder about the world around them using phrases like “**What would happen if...**” Or “**I wonder...?**”
 - “I wonder if we can build a tower out of marshmallows or sticks;”
 - “What would happen if it started raining on our walk to school?”
 - “I wonder why the leaves are turning yellow and brown.”
- **Follow the child's lead.** Observe children closely and see what they are looking at, pointing to or seem curious about. STEM is about **exploration**, and when children make their own discoveries, they are making guesses or hypotheses while learning to make sense of the world around them. This empowers them to continue this type of exploration outside of the classroom.
- **Learn along with children!** You don't have to have all the right answers to help children learn about STEM. You can respond by saying, “That's a great question. How could we find out together?” It's also okay if students give answers that aren't quite right. Ask them to explain their thinking and you might find a really interesting explanation. Communicating and trying to make sense of the world – even if you don't have all the correct answers – are important STEM skills!
- **Use books.** Incorporate books about animals, nature and science. You can use STEM words during reading time to build vocabulary. Ask preschoolers if they can spot a mammal with sharp claws, an insect with six legs, or a tree with yellow flowers.
- **Sing!** Songs with repetitive **patterns** like “Old MacDonald Had a Farm,” “Wheels on the Bus,” or “Los Cinco Hermanitos,” teach children about patterns and other STEM concepts.STEM Concepts & Activities

MEASUREMENT

Children develop **measurement** skills as they explore **size, length, height** and **weight** of people and objects. For example, when children describe a baby sibling, they may say their sister is **little** and they are **big**. Encourage preschoolers to compare objects by **size, weight, length**, and other attributes. Ask them to order a set of objects by size (**smallest** to **largest**) or by length (**shortest** to **longest**). You can help children learn about measurement by asking questions like “Who is **taller**?” and “Which ball is **heavier**?”

- Children can explore and measure everyday objects together using conventional tools like rulers and a scale. They can even use non-standard instruments. For example, they can use crayons or paper clips to measure how **wide** the table is. Is it 10 or 12 crayons wide? Use a child’s feet to measure the distance from the door to the bathroom. This kind of informal measurement helps children build their skills.

COUNTING, ADDITION & SUBTRACTION

You can lay the foundation for **addition** and **subtraction** – and, much later, multiplication and division – by **counting** with children using everyday objects and throughout the day. Point out how to add by combining objects and subtract by removing objects.

- Asking specific questions can help develop in the child the concepts of **more** or **less, how many more** are needed, or how many are **left over**.
- Questions like:
 - “**How many will be left if we take one away?**”
 - “**Could we count to find out?**”
 - “**How many** forks, napkins and spoons do we need to make sure **each person gets one?**”
- To lay a foundation for later understanding of base 10 and place value, begin to **count by twos, fives, and tens**.
- Sing simple **number songs** and **nursery rhymes** like “Counting in Twos,” “One Banana, Two Bananas,” “Five Little Monkeys,” and “Tres Pececitos.”

- When outside with children, ask them to count **how many** trees, cars or houses they see. Then count the objects by twos.

SPATIAL RELATIONS

You can help children develop **spatial relationship** skills by having them **compare** shapes and sizes of objects, space and positions like **on top of** and **under**, and direction and movement—following and predicting the path of a moving object, like a rolling ball for example.

- To teach spatial awareness, have students play with puzzles, and help them recognize which pieces **match** which spaces. Ask questions that direct their focus, such as “Should that piece go at the **bottom**? The **corner**? To the **right**?”
- Help guide their activity as you play with them. Have them count blocks **as they stack them**. During outside play, ask children to describe something that is **far away** from them. Ask what is closest to them? Ask them to point out other objects that are **near** or **far**.

SHAPES

Talk with children about the names of shapes and what makes them different (e.g., rectangles, hexagon or pentagon). Sort the shapes into groups according to their qualities and by their shape (e.g., shapes with four sides, shapes with four equal sides or shapes with angles).

- Explore shapes at learning centers or use manipulatives. Touching and playing with different shaped objects gives the child a sense of similarities or differences in shapes. Ask children to **describe** the attributes of each shape. Ask, “Can we roll or slide this shape?” “Which shapes are good for building?” This play teaches early **engineering** and **technology** skills!
- Use every opportunity to identify shapes. At snack time or when out walking, have children identify shapes. Ask, “What shape is that door?” or “What shape is that sign?” Compare shapes by asking what details the different shapes have that make them the **same** and makes them **different**. Have the child sort objects by their shape.

PATTERNS

A pattern is something that repeats more than once. Help children learn **patterns**, both with human-made and natural objects.

- Routines help preschool-aged children feel safe and secure, and also build an early understanding of patterns.
 - Develop daily routines for preschoolers to show a pattern.
 - Share songs that have **repetitive patterns**, like “Old McDonald Had a Farm,” “Juanito Cuando Baila,” and “Un Elefante Se Balanceaba.” Try rhymes with hand movement patterns, like “Head, Shoulders, Knees and Toes.”
- Make a **pattern** with coins. For example, lay out a penny, nickel, penny, nickel, penny, and nickel. As you make the pattern, ask, “**What comes next?**” Have children make their own patterns using coins or other manipulatives.
- Extend the patterns to science. Bring in objects from nature such as leaves, pinecones, and rocks or from the grocery store such as apples, oranges, pears or pictures and ask children to tell you **what patterns** they see. During outdoor time or on walks or field trips, ask children to identify **patterns** they see – either in nature or human-made. Some of these might be things they can see (shapes, colors) or things they can hear (bird calls, sirens).



OLD MACDONALD
HAD A FARM...

EARTH, PHYSICAL, AND LIFE SCIENCES

Children are naturally inquisitive and try to make sense of the world – like scientists. It’s never too early to start practicing basic science skills like **observation, prediction, and using evidence to support answers**. Preschool is also a great time to begin learning about scientific content like **weather, energy, ecosystems, plants, animals, motion, stability and life cycles**. For additional ideas and activities, make sure to download the [Helping Your Child Learn Science toolkit](#) (also in [Spanish](#)).

- Join your preschoolers in discovering the world! **Observing** is important in science. Have students draw interesting objects they observe and to describe what they see. Play “I spy” to give students the opportunity to **observe the world** around them. Look up at the clouds and talk about what they look like. Through “I spy,” children begin to build an understanding of what objects occur in nature and what objects are man-made. As one of your clues, share whether it is a **natural object** or a **man-made** one.
- Try an **investigation** together! Mix different colors of paint together to see what new colors you can create. Find simple recipes on the Internet and use household items to make gooey substances like oobleck, playdough, silly putty or slime. Talk about how these items **feel, look** and **smell**. As you make the recipe, use math words like **first, second, and third** to describe steps in the procedure. Talk about **measurements** as you use tools like measuring cups or spoons. Talk with children about how the ingredients **combine** as they are mixed together to make something new.
- Make a **weather chart** together. Discuss your weather chart and read books on weather that tell about rain, snow and clouds. Ask students, “How does weather affect daily activities?” Ask, “What should we wear when it rains? Snows?”
- Discuss different types of **animals** and **plants** with students and ask them to share about the plants and animals they know about. Talk with children about **habitats** of the animals and plants: where they live, what they eat, what they need to stay alive and the impact they have on the world.

- **Compare and contrast** the needs of one animal to the needs of another animal to start building an understanding about what plants and animals need to survive or how they might change to meet their needs. For example, “I wonder if bears could live at the **beach?**” or “I wonder if a fish could live on **land?**”
- Take walks to **observe** and **describe** the plants and animals that live in your local environment.
- Talk with children about their own homes and habitats.
- Begin to introduce the concept of **force** to your students by examining what happens when you **push or pull** an object. Use the swing set to examine what happens when you push **gently** or push **harder** – how **high** do you go? Ask your students to explain why they think that happens.

ENGINEERING SKILLS AND CONCEPTS

Children can explore early engineering skills through **building models, trying out new ideas, and designing structures.**

- Ask children about their environment – like a playground. “What **material** can we use to sit on the slide to make us go the **fastest (e.g., cardboard, newspaper, pillowcases, carpet squares)?**”
- Introduce engineering to your students by giving them loose materials such as cardboard, tubes, string, fabric and tape to **build, create** and **problem-solve together.** You can also provide simple **tools** and **machines** like **scissors, rulers, and wheels.** Give them a prompt and watch them be creative! You might ask them to build something they think could ride to get to school or help **transport** materials from one place to another. Then ask them to **explain why** they chose to build their design the way they did and what tools they used to make it easier. Then have them test out their idea. Depending upon the results, you may want to have students **redesign** and rebuild their creation. Redesign is an important piece of engineering.

TECHNOLOGY

Explore **technology** with children by observing and using simple **tools** and **machines** you find around you.

- Using toys, ask children to sort objects by those that have **wheels** and those that do not. Take the wheels off a toy car or find a broken one so children can explore or compare function. Ask “Where else can we find wheels and why are they important?”
- Let children explore tools like **screwdrivers** and **hammers** used to attach things together (plastic bottles, doors, chairs, etc.). Set up for children a problem to solve but without the use of the right tool (e.g., clean up sand table area without a broom or try to cut paper without scissors) or have children use the “wrong” tool for the job (e.g., a fork to eat soup or scissors to paint). This helps children focus on the function of the “best” tool and about other ways to solve the problem and teaches children about the purposeful structure and function of different tools.
- Have children write, dictate or draw step by step directions on how to do a task. This is a foundation of programming.
- Integrate technology devices appropriately into play and learning experiences, such as calculators, cell phones, tablets and personal computers to help children understand that these can be tools to learn, solve problems and gain information. Sometimes, they can save time or provide a different way of doing something and requiring new skills (e.g., drawing a picture, completing a puzzle, adding and subtracting).



You can find more tips like these—as well as videos, information, and more—at [Too Small to Fail](#) and [Let's Talk about Math](#). Other early childhood STEM resources can be found at the [Early Childhood Learning & Knowledge Center](#). Track the development of the children in your program and encourage families to do the same by using the [Milestones Moments Booklet](#). If you have concerns about a child's development, including their language development, talk to the child's family about it. Ask them if they have concerns and if they observe the same issues at home. With their permission, conduct a developmental and behavioral screening and encourage them to talk to their primary care provider.

For more information on developmental and behavioral screening, visit [Birth to Five: Watch Me Thrive!](#) and [Learn the Signs. Act Early](#). For more information on early learning, please visit the [National Center on Early Childhood Development, Teaching, and Learning \(NCECDTL\)](#), Head Start's [Center on Quality Teaching and Learning](#), [Early Head Start National Resource Center](#) and the U.S. Department of Education early learning webpage.

For more information on working with young children who are learning more than one language, please visit Head Start's [National Center for Cultural and Linguistic Responsiveness](#) and the [National Clearinghouse for English Language Acquisition \(NCELA\)](#). For more information on making the language environment richer for children with developmental disabilities or delays, please visit the [Center for Early Literacy Learning](#), and [Facts about Developmental Disabilities](#). For resources on building language, see the [Talk, Read, and Sing Together Every Day!](#) tip sheets.

These resource materials are provided for the user's convenience. The inclusion of these materials is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Departments of Education and Health and Human Services. The U.S. Departments of Education and Health and Human Services do not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials.

NOTES

1. K. Denton and J. West, "Children's Reading and Mathematics Achievement in Kindergarten and First Grade (Washington, DC: U.S. Government Printing Office, 2002). A. Claessens and others, "Kindergarten skills and fifth-grade achievement: Evidence from the ECLS-K," *Economics of Education Review* 28(4) (2009): 415–427. G. Duncan and others, "School readiness and later achievement," *Developmental Psychology* 43(6) (2007): 1428–46.
2. Diaz, R. (1985). *The intellectual power of bilingualism*. In Southwest Hispanic Research Institute, *Second language learning by young children*. Albuquerque, NM: University of New Mexico. Zelasko, N., & Antunez, B. (2000). *If your child learns in two languages*. National Clearinghouse for Bilingual Education. Retrieved from http://www.ncela.gwu.edu/files/uploads/9/IfYourChildLearnsInTwoLangs_English.pdf



Tuition & Enrollment Policies 2026-2027



Monthly Tuition

(Enrollment limited to full-time 8:30am-4:30pm, M-F) **\$1,675**

Annual Materials fee \$ 300

Due at time of enrollment, billed annually in September

- Rates averaged over the year, for equal monthly payments, regardless of scheduled holidays
- Limited early care (8-8:30am M-F) *by arrangement*
\$15/day; \$275/month - 5 days/week

The following is required to secure enrollment

- 1) Non-refundable Last month's deposit, applied to last month of care
 - 2) Non-refundable annual materials fee
- 30 days' notice required to terminate contracts

WHE Provides	Families Provide
<ul style="list-style-type: none"> • Nurturing, responsive care 	<ul style="list-style-type: none"> • Rest mat or blanket
<ul style="list-style-type: none"> • Prepared environment 	<ul style="list-style-type: none"> • Indoor shoes
<ul style="list-style-type: none"> • Healthy vegetarian meals/snacks 	<ul style="list-style-type: none"> • Diapers, diaper cream
<ul style="list-style-type: none"> • Parent support 	<ul style="list-style-type: none"> • Families provide diapering wipes, sunscreen and general lotion if child needs specific different items than we offer.
<ul style="list-style-type: none"> • Sunscreen, lotion, insect spray 	
<ul style="list-style-type: none"> • First aid supplies 	
<ul style="list-style-type: none"> • Water-based disposable wipes 	

WHE follows the ICSD 2026-2027 school calendar with the following adaptations:

ADDITIONAL DAYS WHE IS OPEN

- ◆ ICSD Parent/Teacher Conference days, Superintendent, and Professional Learning Community days
- ◆ 9/21/2026 Rosh Hashanah
- ◆ 11/11/2026 Veterans Day
- ◆ 3/10/2026 Eid al-Fitr/Recess Day

ADDITIONAL DAYS WHE IS CLOSED

- ◆ 9/4/2026 Labor Day Recess
- ◆ 12/21 & 12/22/2026 Winter Break
- ◆ 5/28 Memorial Day
- ◆ 7/2 & 7/5/2026 Independence Day
- ◆ 8/2-8/6/2026 – Summer break

**West Hill Educare
Calendar
2026-2027**



Labor Day Recess 9/4 & 9/7

9/12 Rosh Hashanah

9/21 Yom Kippur (OPEN)

9/25-30 Sukkot (OPEN)

September				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

March				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

3/1-9 Ramadan cont.

3/10 Eid al-Fitr (OPEN)

3/26 Good Friday (OPEN)

3/28 Easter

10/1-2 Sukkot, cont. (OPEN)

10/12 Indigenous People's Day

October				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

4/5-9 Spring Recess

4/21-29 Passover

11/8 Diwali Festival

11/11 Veterans Day OPEN

11/25-27 Thanksgiving

November				
M	T	W	Th	F
2	4	5	6	7
9	10	11	12	13
15	16	17	18	19
23	24	25	26	27
30				

May				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

5/2 Orthodox Easter

5/16-17 Eid al-Adha

5/28 & 31 Memorial Day Rec

12/4-12 Hannukkah

Winter Recess 12/21-1/1

12/25 Christmas

12/26-1/1 Kwanzaa

December				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

6/10-12 Shavuot

6/18 Juneteen Recess

1/1 New Year's Day Recess

1/18 Martin Luther King, Jr.

January				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

July				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

7/2-7/5 July 4th Holidays

2/6 Lunar New Year

2/8-28 Ramadan

Mid-Winter Recess 2/15-2/19

February				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

August				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

8/2-6 Summer Break

PLEASE NOTE : WHE remains open on parent/teacher conference days, superintendent and professional learning community days.

3/19/2026