



OUR SCHOOL

A Non-Profit Corporation Founded in 1973

756 Cherryvale Rd., Boulder, Colorado 80303 (303)494-4112

September , 2000

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From the Chair:

New paint in the art room, the hallways, and bathrooms and the absolutely cooperative work of the parents on the two workdays all made the teachers ability to get the school ready for "D-day" without being stressed and tired. **Thank you, thank you, thank you!**

Many thanks to the family who donated the painting job. The best compliment to them are the very positive comments from parents *and* children. The whole family put their hearts into this project, and it certainly shows. More good news...two other families are underwriting the

financing of blinds on the school windows. **We can't thank them enough** for their support and generosity. The school, at this point, could not afford such window coverings on its own. We'll let you be surprised at the end of the month as you come to school. Be ready!

Thanks to the parents who bring those little things we always can use: paper, corks, caps, and even food. In the next newsletter we'll keep you up to date about other things the school needs.

The returning children - especially those who had attended the summer sessions - immediately went to the geo boards, the building blocks, the dress ups, "cooking, taking care of babies," the playdough, the sand and climbing outside, joyfully and without hesitation.

The others hid their bit of anxiety by talking a lot to us about everything and anything, and went around for a while before settling down to some activity. They also had to visit the stone wall in the ditch in front of the building, a construction process they periodically witnessed last year. For those children experiencing their very first day or had unsettling events before school started, especially in the 2-day session, their wandering was

much more extensive.

Somewhat like the necessity of tourists in a strange city: eager to visit while mapping into their minds places, landmarks and directions. One or two had to stay by the teachers either to cry a bit and to be reassured that Mom or Dad always comes back. But all the children somehow had to visit the guinea. Perhaps an anthropomorphic reassurance of the stability of living things in an environment still little known to them?

All these behaviors are predictable and necessary for children developing autonomy without Mom and Dad. For days to come then, we are discretely watching, slightly removed, only intervening when necessary.

From our observations, we register how each child copes, takes a risk (with what, how long); what kind of interaction he/she has with people and interest in objects; how relaxed, tense and curious each child is. This gives us guidance for future encouragement, extension, and boundaries each given child needs for his/her learning while interacting in this environment. Registered observations are compared with past ones in a continuous process though the year. Therefore, encouragement, extension and boundaries are

changed, modified or strengthened accordingly. We are off to a good start, confident that we'll have a cooperative, relaxing, and very enjoyable year!

Reminders:

1. You are encouraged to **car pool** if at all possible. It frees you a bit, we contribute less pollution and expanse of energy. Or you may even **park in the Platt Middle School** parking lot –weather permitting. Then just come through the field (not recommended for those who have to carry babies, of course). If you park in the **parking lot, make sure no one is blocked** (except Yvonne and the co-oper's car next to Yvonne's) from coming in and out or from turning around! Also **no parking** on the easement in front of and next to the school property, please.
2. For the few of you who have not returned all your **forms** (health, etc.), **please do so now**. These are **required** by the Human Services and Health Department and we need to report this month.
3. Library books **are returned in the box** at the kitchen entrance, **not on the library shelves**. Please do **return them within two days** so their rotation among children can be extensive. You can sign the same book out time and again.
4. Read your co-op guidelines (given to you with your packet of forms) and bring your questions to Jim and Yvonne.
5. Please check your **mailbox** when you sign in or out.
6. We are preparing 'calendar forms' informing us when you and your child will be absent from Our School. These forms

will be available soon in the parents' room and a copy will be kept in our office. Other forms will inform us when both or one of you are vacationing without your child or working away from home and who will be bringing your child to/from school.

Always....**always....always** tell us when there is any change in the routine!!!! While the routine of driving to/from the school may not change or the co-oping schedule may not change, the affect on the child will be noticeable in some significant form! For instance, a child becoming ill after a Friday session who convalesces during the weekend will need help in making a transition to school on Monday. A visit by relatives, a parent's travel schedule (if only for a few days) **are as important** as the larger issues that affect a child's transition and growth in Our School. Such issues as the birth of a sibling, separation/divorce, counseling, death of a relative or pet, moving to a new home, a family member gaining employment, changing employment or even loss of employment by one or both family members are only a few of the issues. We cannot stress enough the importance of having such information to help your child at school. We treat it with confidentiality, of course, if you wish.

Preschoolers and Food

by Jim and Yvonne

Food habits start in babyhood, of course. Children are influenced by the models they witness: our own likes and dislikes and prejudices, the fads we go through, our fears of

not eating enough or too much, our daily time rhythms, our own early experiences which we vicariously live through our own children. Our concern is somewhat exacerbated by the increased but spotty disclosures we acquire perusing media. Like in any other field, it's disturbing professionally to be continually confronted by much unsound research that endeavors to have us accept the 'findings' as 'truths.' To cite just one example, do you remember when it was 'found' that listening to Mozart's music was going to develop math paths within the brain of children? Further studies showed that this was far from accurate. After all, the 'research' had been made on college students –whose brains are pretty much developed already. So extrapolating such sketchy finding to learning brain paths in young children is not just bad science but against common sense. Still parents rushed to buy a few C.D.s and register their children for music lessons. Was their purpose to cultivate an appreciation of Western classical music? You know the answer!

So with food and young children we need to realize the influence of many factors. Thus we need to stress the obvious, namely the influence of cultural perspectives: horse meat and rabbit are part of a consistent diet for many French people, whale and raw fish for the Japanese; all healthy and nutritious food, but strange or even repulsive to American culture. Others choose guinea pigs, snakes, insects, dogs or other fish and meat sources. Or some have taken the vegetarian path of combining various plant foods to have the nutrients they need for a sound diet. Availability, history, religion, ethics and other cultural factors determine our food perspectives unless we have been open to the richness of food possibilities. Of course, families also mostly follow a particular

cultural pattern and habits from their own childhood. Therefore it is imperative to be aware of cultural and family perspectives. They will influence the children's sense of taste, smell, and touch. They will also influence them psychologically, namely, their attitudes as to what is or looks "good", or "bad" and what is acceptable or not to eat. We are all bound, more or less, to an extent in our food heritage. Our main concern here however, is to attempt to demonstrate how we can develop healthy, yet enjoyable food habits in young children. Together with open attitudes, its connection with appropriate physical activity leads to overall health and growth development.

We are all disturbed by the increasing number of children whose diet is limited in quantity or nutrients so they may supposedly excel in a particular sport. Gymnasts and ballet dancers, for instance, are a growing minority who develop eating disorders as they grow up influenced for the most part by parents and coaches with self-serving ambition. What we want to emphasize here, however is watching out for poor eating habits and activities that produce, according to various reliable sources, a rapid increase in young children becoming overweight and on their way to obesity at an early age.

Nutritionists, physicians, various therapists, and teachers who see pre-teens and teenagers in their offices or classrooms are alarmed at the increasing health, psychological and learning problems that are directly or indirectly related to poor nutritional habits during their childhood: low self-image, high blood pressure, stress, and trouble with sleep, are just a few. Let's quote from the Boulder Camera, August 4, 2000 (FIT section):

"According to recently released statistics from the National Health and Nutrition Examination survey, the number of overweight children and adolescents in the nation has more than doubled in the last two decades. More than 13% of America's kids were overweight in 1994, the most recent year on record, and some estimate that number could be as high as 25% today."

What about 'healthy,' 'exercised' Boulder County? This was the answer from Chuck Stout, Executive Director from the Boulder County Health Dept. To the Boulder Camera:

"Out of 281,000 people, do we have a problem? Absolutely not! But when you look at different subgroups, you see the beginning of a time bomb. That time bomb will go off when they reach they 30s and 40s."

What can we do to prevent this for our young children as they grow up? Swimming lessons or joining a sport's club for a few weeks may help, but little. We need to look at our habits and lifestyle: what preschoolers (and of course toddlers) eat, how and when, how they daily spend their time, what routine we provide, and how we adults fit into that pattern. It is quite possible to change or strengthen habits, attitudes and behaviors once we understand the emergency at hand. Hard, but possible. You may start by making your own **objective** family survey:

Breakfast: on a routine basis: small glass of juice or milk (a few ounces divided into two or three servings); three to four tablespoons of cereal or *one* egg and toast. Start **with very small quantities**. Children can always have a second helping of milk or cereal. Go *very* easy on the jam or butter; and do not hesitate to place a **small** amount of these on a child's

plate. Your children can thus begin to learn what is an appropriate amount and eventually delight at the autonomy of serving themselves. Avoid serving cereal or yogurt, etc. in the container in which they come - the food should be displayed on a plate! It's certainly more inviting, especially when child helps set the table. Fruits and vegetables can be served in portions of ¼ to ½ an apple **in slices**, plums **in slices**, or some **sliced** celery and carrots. Should sweets be avoided? Of course not: pancakes, waffles, and sweetbreads *once in a while!* Please forget about 'health' bars or cookies for breakfast. Your child is not weight lifting, mountain climbing in Eldorado Springs, or running 5 miles. **Never, never hurry**, or force them to eat by threat or bribe. Take it easy. Converse with your children, or just be with them... **telephone calls can wait**. Your friends and family know you have children. It's morning, it's breakfast time, and you need to be with your children.

Lunch: avoid the starchy, salty, sugary, fried foodstuff and soda-like drinks, all part of fast food diets. They all quickly become habits that are hard to break. Children can collect bad cholesterol in the body and expand the waistline even in early childhood; besides these foods stress the digestive system early in children's lives. Let's serve half a piece of bread, if needed (1/2 a bagel, plain), a few very small bite-like portions of either fish, poultry, beans, or cheese. Forgo the red meat except once in a while. A small piece of sliced fruit or a yogurt (watch for the sugar!) at the end, if we must. The food should be **arranged** attractively on the plate and not have the appearance of being **dumped!** Allow children to appreciate water for their meals, with a bit of juice or milk at the end, again if we must (a few ounces

divided into two or three servings). Most of all, let's **slow... down**. Encourage small bites, giving them time to chew and breathe and talk in between. **And most of all, break the habit of eating in the car.** If you absolutely must once in a while, a brown bag with slices of apples and carrots and a light sandwich given in quarters will do.

Dinner: the same type of diet as for lunch but certainly less in quantity, and definitely **not close to bed time**, (milk included) so the digestion process can start its course. The family eats together (without watching TV!) so children are **part of the conversation**. If the dinner lingers over 20 minutes (remember they are not 7 years old yet) let them go before dessert (if any) and join you later for that. If, however the father or mother is coming home late, does the child wait for the arrival of the parent to begin eating? **Of course not!** Children may become irritable, whiny or throw a tantrum and everything may become hectic around the home. Children should rather eat first and early with the parent **sitting, even eating a bit** (so s(he) can have dinner with the late spouse arrives) for **company and modeling**. When the late adult arrives s(he) can have a few minutes with the children or again keep them company while they finish dinner. Everyone is likely to be relaxed and enjoy each other when the child's routine is not compromised because of an adult's late schedule. **And play with them shortly and in a quiet manner before they go to bed**, unless it's bath time. Adults can always have dinner after children go to bed if it's too late for them to join the parents for dessert (if any). Forget juice, milk, sodas, snacks, and cookies before bedtime!

After all, what is food for? To nourish the body for growing needs, at times less, at times more, depending on growth spurts and the

levels of activity of children. Always let's keep in mind the present and future health habits of the child; the appreciation of a variety of food and its diversity in taste. Curious enjoyment rather than prejudice, and the company of friends and family where sharing relaxed mealtimes strengthens social bonds. Let's remember not to be "busy Americans always on the go." And especially let's not clutter our children's lives with unnecessary activities or with our endless errands. With all that clutter, fast food invades their lives.

Often one hears (barring physiological difficulties such as allergies) "my child is always hungry; (s)he eats as much of an adult," or, "my child does not like food much; (s)he only eats one or two things." Children will fulfill the parents' expectations. Or again, "my children choose what they want to eat." Then you reinforce self-gratification. Beware then. **Change the food approaches.** When adults have good sense about sound nutrition and have reasonable parameters on food choices for children (for instance, "shall we have carrots or broccoli tonight?") then they don't run a 'restaurant' or indulge their food caprices. It is left to the child's appetite to eat, not to eat, or partly eat what is served for that day. Let's not make it a battle of will, let's not bribe ("you'll have a cookie afterward,") threaten ("then no story tonite,") plead "one little bite for mommy, etc.") Let's not even get angry ("go to your room, etc.) Simply continue the conversation as if the child was eating. If the child complains, just say something like "that's what we're all having today." If the child makes a fuss, remove him or her from the table, **and don't say much!** Something like "this is a time for eating and for company; come back when the fuss is over," is plenty.

The "picky" eater can be helped by partaking in some in meal preparation (all children too, of course), tasting in particular. The reward from the child is his sense of achievement and appreciation from others, a first step in taking a risk with food. **So avoid making eating food an issue.** Don't stress manners much. Finger foods go a long with the preschooler. Just be a good model yourself. Remember that most preschoolers can only stay about 15-20 minutes at the dinner table. Encourage them to stay with conversation, but be flexible.

Let's make very sure the preschoolers have physical activity as an informal habit. More and more **they sit too much:** in cars, at home while they watch T.V., video or play on the computer. Physical activity has to be a habit, for life. That means they walk a lot, run and climb, kick a ball. It costs nothing and they don't need to be driven anywhere. It's not competitive or stressful. But the less they do this everyday, the less they want to do it, of course. The more weight they put on, the less muscle they build. Their sense of healthful well being goes down.

Let's not carry "treats" in cars or backpacks. How many children do not take risks anywhere because there is food in the car or the backpack? An active child in the school is given a small snack any time it is needed. We monitor the level of children's activity diligently, and parents tell us if their children have had enough breakfast.

Parents have to agree on 'sweets.' When and how much. Let's not make it a forbidden fruit or be overly permissive. It's still a matter of diet and enjoyment, not a battle for control, indulgence. **Balance is the rule.** Don't have much in the house, of course.

Barbara Dennisson, a pediatrician and research assistant at Basset Health Care Institute in Copportown, New York, interviewed 1,180 parents of overweight children (quoted in Psychology today, September issue) Her group discovered that these “parents treat mealtimes differently than parents of healthy children, often allowing the child to choose the meal –usually something less nutritious- or using sweets as a reward for finishing dinner.” Unfortunately, we have little research yet on children who are underweight because of low calorie, low sugar, low starch and low protein diet. These children are also at risk.

Assuredly, this is a somewhat long article, but concern over children’s nutrition is indeed nationwide. With a bit of knowledge and common sense, less prejudice and more objectivity we can be all confident and change inappropriate food habits now if needed. Don’t we all have the same goal in mind? The membership, in each session, deserves great applause for it’s outstanding support of teachers. It has eased the separation process with the very young ones in the 2-morning session. Thanks for your trust. In the 3-morning session, again with your support and understanding, the children not only have become more autonomous but are also more responsible. In the afternoon session, parents have become more like assistant-teachers rather than just staying with their child. Because of this, the children have expanded on their human resources to cooperate with one another, and realize the diversity of characteristics among them and among adults. Therefore, children’s involvement has become more and more complex in the pursuit of their interests. Among all children genuine mutual respect has displayed itself on numerous occasions. The block

structures of the older children are still standing and the younger children have negotiated the space around these structures. Additions to the structures have been made at times by other children in other sessions, *but never destroyed.* Educationally, the main concern at issue in the above example is attitude development. *As social learners, children are expected to develop positive attitudes* within a school climate. Ever present in our minds are attitudes of self-respect and respect of others, and interest in what they are doing and what others are doing. Attitudes of enjoyment, commitment and perseverance in their own activities, creative but not trivial. Attitudes of learning from others and appreciation of others’ achievements. Attitudes of responsibility for his/her own conduct and behavior. By observing these, we can see an emerging *foundation for a future socially ethical conscience worthy of anyone’s respect.* It is important that inappropriate adult rules or conventions (appropriate for adults) that stultify inquiries and the relevant understanding of these worthy attitudes do not riddle children. We teachers are responsible to facilitate these objectives for children. It would be easier to just have them abide by the conventional rules of the main adult milieu they live in, wouldn’t? However, we would be failing in our educational responsibility. Namely, that of freeing them from prejudice or strengthening the appreciation of differences among all, of helping them assess mistakes and achievements, of exploring humans and things alike, and of challenging their curiosity and imagination to develop their own creative inquiries and own problem solving ideas. In other words, we are also dedicated to the development of wiring brain channels (tailored to their maturity and experiences, of course) so we

can also see emerging a *foundation for a life commitment to the value of learning, knowledge and the joy of worthy social relationships.* All these we can and know how to do. But it is only a drop of honey without parents support and understanding. Thank you for all the times you have you have in fact understood and supported these goals.

Member news...

Congratulations: To the Familetto family for the birth of their son Ben.

Condolence: To the Rosen family for Judith’s loss of her father.

Thanks:

*For the various fruits, breads, etc. donated in the children’s sessions.

*For the wonderful spring flowers!

*To Cory Sevin: watch for the flowers that will soon bloom in the play yard.

*For the corks, bottle caps, fancy paper, etc. for collages and yarn, tutus and fancy dress up clothes, and grandfather’s hats.

Many, many thanks for the money donated to the school by current membership parents. This has been earmarked for the deficit incurred by former parents and for replacing the rapidly deteriorating curtains in the school.

Scrounge and other school needs:

Corks and bottle caps (especially beer, juice or soft drinks), *socks* and *bathing suits* and *bathing trunks, caps* or *hats with brims*.

School's *yard ladders* are getting old after 27 years, and the *wooden chairs* inside need sanding and painting (they are practically precious antiques now). We could find the help if we had the cash! The old *copier* is kaput! The part that needs replacement can't be found any more, which tells you how old it was. It was a very good Sharp, with few problems in upkeep. Does anyone know a business willing to donate a used one in working condition?

Semi-Annual Meeting Notes:

Elections: For those of you that unfortunately missed our required Membership meeting you need to know that Ruth Johnson (Secretary), Judy Rosen (Assistant Membership), Kathryn Koltun (Membership Chair), Yvonne Mayer (Board Chair) and Jim Heaney (Treasurer) were voted in unanimously by the membership present to form the Executive Committee for the next Academic year starting July 1st.

Fund-raiser:

The school Fund-raiser was discussed and some recommendations made to Rebecca Upthegrove.

Finances:

March budget was examined as well as the Fund-raiser budget.

Program:

Co-oping was examined and was followed by a lively discussion on the influence of the electronic media on young children, among other things.

TRANSITIONS, TRANSITIONS, TRANSITIONS...

By Jim and Yvonne

Life is full of transitions, of course. Sometimes we forget to acknowledge how difficult some may be for adults, but they are especially hard for children.

Anxious transitions before moving to another place, state or country. Transitions before exciting trips, long and short. Transitions caused by displacement and realigning relationships because of additions in the family. Oh, the unsettling feeling from anticipating family visitors or preoccupation with upcoming holidays! And the mounting anxiety facing the prospect of school or job changes.

What about the constant adjustment of a parent who goes on business trips? Or the more painful anticipation of change in economic status, and emotional trauma because of an impending divorce, illness, hospital stay, or even death? What about seasonal transitions?

Weather transitions? Or even small daily ones, as from home to school or jobs, or again from one activity to another? And let's not forget transitions in one's development from infancy to old age. All these transitions, big and small, have the potential to affect children minimally or even more harshly than they do adults, depending on the child's sensitivity to change. The affect on a child mostly depends on how adults handle any life transition themselves.

What is a transition? It is that period of time between a past event and a forthcoming one. Transitions all share common ground in letting the present event go into the past and getting adjusted to that future one. That in-between time can be either short or extensive.

This unsettling time is often demonstrated in children by having "deaf ears," dawdling, or having a temper tantrum. If that future event is unforeseen, disagreeable to a child or part of an adult's agenda and not that of a child's, then *ample time* is needed so the past event has appropriate *closure* for the child. Otherwise, disorientation, whining, argumentative "buts," frustration, anger, or resentment, (take your pick) can be added to the list above. If the future event is long in coming, anxiety mounts with the passage of time. Remember, the younger the children, the less cognitively able they are to comprehend adult time in terms of minutes, hours, weeks, months, calendar, etc. The usual abstract set of guidelines used by adults is a mystery to young children. They understand it in terms of *a series of concrete events, following fairly close together and in terms of their own psychological integrated experiences* (remember, mother's "five minutes" may not be the same as father's).

What is parent to do to prevent unnecessary conflicts, stress and distrust in the child? Though the content of the event may differ, the facilitating process is essentially the same for all transitions. Adults should *avoid hurrying* themselves and the child. This means good planning whenever possible. This can not be stressed enough in a society that perpetually functions in high gear toward the future. As we all know, hurrying only develops stress in children with resulting adverse psychological, social, emotional and/or health effects.

When *an abrupt transition* is unavoidable (as in the case of an emergency, not because of poor planning), adults stay *calm, friendly, firm and reassuring*. Avoid too much talking! Thus you give support to the child, rather than

creating undue anxiety and resistance. You may still get a temper tantrum, but not a full blown one. *Avoid promises of rewards or punishment* of any sort: you'll avoid a future of manipulation or distrust. When all is calm again, you may *briefly and concretely* give a short matter-of-fact explanation.

In instances of *daily transitions* where adults know the events planned, *sloooow down!* The few minutes adults take to help the child with a *closure, helping the child expect and adapt to the next event* are greatly worthwhile. The children will begin trusting that you respect their time, interests, and their time to understand. Indirectly, by respecting them in these "simple" transitions, you will create a foundation for the child to take care of life's more difficult or painful transitions later on.

What about a *trip* (with or without children), *moving*, or *visitors staying* for while at your home? Let the children be *part of packing*, just a day or two ahead for the trip, and gradually (no more than a month ahead!) for a move. They may be reassured they are going with you. Show them *pictures, or visit the new home*, if at all possible. As for *visitors*, remember that the child will feel displaced or may be spoiled by these visitors. Therefore *plan your visitors entertainment and house rules* with this in mind. Refrain from setting your children in front of TV or videos. This maybe seducing to children, but deep down, they'll still feel rejected anyway.

For a *new pregnancy*, wait till the *mother's body is very visibly* changing (around the six or seventh

month). Slowly engage the children to *participate concretely* in the family's changes, such as purchasing, reorganization of household furniture or rooms for *everyone*. The harder job is to prepare your children for a *permanent change*. Once the baby is born or a child adopted, take it one day at a time. Watch for clues from the displaced children. They may be delighted and avidly curious at first by this new event. At one point or another, they may become angry, feel abandoned, rejected or resentful. They may be aggressive toward someone in the household. *Be empathetic without condoning destructive behavior*, that is, be open to the children's feelings but *emphasize their growing competence*, and help them find their own resources for positive coping behaviors. Furthermore, in the case of a death or divorce, or a new companion or spouse in the household, children will display the process of a grieving period.

Paying attention to transitions pays off in developing flexibility, adaptability, and in learning how to cope well with difficulties and pain. Successfully solved, they encourage more harmonious relationships between adult and child. The child can take risks without undue fear or depression. Understanding transition opens a whole range of feelings with which our children learn to communicate, develop empathy, and genuinely help others constructively.

A reminder about electronic media:

Do you think preschoolers learn much from TV, video or the computer? *There is no research that*

supports it, just faith in the technology.

What we know is the constant staring on lit screens is of absolutely no help in developing the eye muscles and their ability to scan (think of reading, observing, sports, etc.). Young children need to move their whole bodies and use all their senses fully to signal to their brains where they are in space so they can develop a sense of depth, distance, speed, balance. They need to develop elbows, wrists, and fingers by manipulating objects of every sort. Staring at a screen and moving the mouse won't do that. They need to hear stories from a present, interacting and real human voice that cares about them; they need direct eye contact as they have a dialogue or play with others. They need to smell, touch and explore real things, real people rather than the electronic plastic. They need to learn and feel their growing humanness from direct, live interaction in their environment. We also know that they may get good information (but not always) from these media. We know that pictures make a direct imprint on the brain while any form of oral language needs to be deciphered and interpreted by the brain. The former is effortless or at best entertaining, the other requires the brain to work fully. This is why the electronic media on the whole does not nurture imagination but freezes it, while story reading or telling enriches it. Think of brain development, a delicate organ that needs numerous real experiences to develop fully. Think that a machine is just that; a machine. Not a friend, a mother, a father, not even a therapist. And we haven't even touched upon media content...!

Calendar:

May 10: Monday-Wednesday-Friday **class meeting**, 7 p.m.-8:30 p.m.

May 16: **Board meeting** at 7 p.m.

May 23: **Orientation meeting for Parents with new Children**, 7 p.m.-9 p.m.

May 13 and 20th: **Open Houses for interested prospective families**, 10 a.m.-12 noon.

June 4: **Picnic for new, returning, and leaving families**, 4 p.m.-7 p.m. (Heritage Park, Louisville. See Map in parent's room)

June 9: **End of academic school year.**

July 17: **Summer session starts for** Monday, Wednesday, Friday a.m. and p.m. session.

July 18: **Summer session starts for** Tuesday/Thursday a.m. session.

August 3: **Summer session ends for** Tuesday/Thursday a.m. session.



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