



California Council of Parent  
Participation Nursery  
Schools, Inc.

**Special points of interest:**

CCPPNS Convention 2009

Parenting Articles

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## Message From The President By Joyce Woodruff

Life is moving so fast these days. At this time, I assume all of you have enjoyed a wonderful Spring break. One filled with laughter, joy and nature. My son, Q, and I had some really great days. We were able to spend a lot of time at the beach, playing in the waves, watching the dolphins, and listening to the waves as they melted into the sea. Being with Q all week, with no interruptions, reminded me to slow down and to take it easy. Watching my 8 1/2 year-old throw sand into the water for over an hour, I thought to myself, "You know, this is all he needs at this moment and time."  
**CHERISH CHILDHOOD."**

As you read this edition of the Preschooler, the main event of our statewide organization has come to a close: Convention 2008: **Cherishing Childhood.** The Orange County Council and its member schools hosted this year's convention with Sally Newton and Barbara Crowley as the Convention Chairs.

They did an awesome job organizing this event and putting it all together. They had 2 top notch Keynote Speakers: Gloria DeGaetano and Larry Garf,

along with some great workshops.

When attending the CCPPNS conventions, I am always amazed by the quality of the event, the caliber of speakers, the number of attendees, and the energy of the Volunteers. We bow down to you with a grand "Thank you."

The CCPPNS convention proudly maintains the reputation as one of the top early childhood education conferences in the state, filled with many gifted and well-known speakers. The conference is attended not only by the communities of the Member schools, but also by college students, child development professionals, and parents from innumerable walks of life.

Next year the annual conference moves to the North hosted by the Sacramento County Council. Convention Chair, Denise Ansari is already making plans for Convention 2009. The theme this year is "**Play For Life**". The Sacramento County Council and CCPPNS will work cooperatively to maintain the tradition and to provide another fantastic event for our schools and councils.

This year the CCPPNS board has been quite busy, as always, by attending meetings and communicating by phone and e-mails. Some of the things that the CCPPNS Board has been working on are:

**Medical Insurance for CCPPNS schools:** The board is in the process of obtaining a medical insurance policy that will cover teachers who work in CCPPNS member schools. Every week we get a little closer to achieving this goal. When I first turned in the surveys, I was told that we need to have at least 200 people signed up to obtain a good rate. So far, we have 62 people who are willing to commit, and several others that have shown interest. Recently, I reached out to "an insurance know-it-all" to provide CCPPNS guidance on this. He has determined that we have two "insurable" groups with several single independent groups. He said that obtaining medical insurance for the teachers is quite "doable." I know it has been a long process, but the goal is to have information, quotes, etc. out to you all within a month.

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## Message From The President by Joyce Woodruff

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**School Paperwork Filing Schedule:** We have set up a system to remind schools and councils to file the proper paperwork that is required by the state, such as taxes, articles of incorporation, and maintaining your 501c3/4 status. (By now, every school should be a c3.)

**Convention Rotation Schedule:** We set up a 15-year Convention Hosting Rotation that is now available on our website: [www.ccppns.org](http://www.ccppns.org). Each Council will know well in advance when to begin preparations for Convention. Please note that the rotation is not set in stone and a Council can work out a trade with another Council.

In the October 2007 CCPNS JAB meeting in Selma, CA, committees were formed to work on the following projects:

**Fundraising Survey:** Member schools wanted ideas for fundraising so a survey was sent out to all member schools

to gather information on successful fundraising events.

**School Closing Procedure:** In this past year, several schools had to close down leaving the school board to figure out what do with old paper work, to pay any left over bills, etc. A procedure was developed to help schools with the closing down process.

**Membership Survey:** A survey was sent out to gather information from Member schools on ways to maintain family memberships as well as how they recruit new members.

Information on the above topics has been compiled and will be posted on the CCPNS website and on the CCPNS Yahoo group. Your Regional Council President will also have this information.

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Peace and Co-Operation,  
Joyce A. Woodruff

## Book Corner By Sharon Levin

Years ago (BK – Before Kids) I spent a semester living in France, studying French History and Art History (I know. I get no sympathy).

I remember visiting museums and seeing field trips of French school children sitting in circles in front of Monet's Water Lilies or perhaps Van Gogh's Bedroom in Arles. I marveled at the amazing opportunities they had.

Well, now not only can your children look at these masterpieces they can touch them (okay, not the originals, but still)! Julie Appel and Amy Gugliomo have a fantastic Touch the Art series: ***Make Van Gogh's Bed, Brush Mona Lisa's Hair, Feed Matisse's Fish and Pop Warhol's Top*** (Sterling Publishing Company, 2006).

In ***Make Van Gogh's Bed*** the cut out cover allows the reader to pat down the red coverlet on the bed from Van Gogh's Bedroom in Arles. The text is written in cute rhyme always noting the 'treat' in the picture i.e. "Before we go we'll feed the pups and don't forget to count the cups." and the treat is that one of the pups is cut out and made out of soft, fluffy fabric.

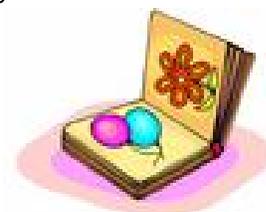
The cover and first page of ***Pop Warhol's Top*** allows you

to "Pop top, 1, 2, 3. Lift the lid. What do you see?" and the Campbell Soup (of course) lid glides upward. Another Warhol has beautiful, long, touchable lashes on a Marilyn Monroe portrait.

For those of you from my advanced years (just ask my children, I'm old) you'll recognize the LOVE painting that was also made into a stamp back in the 1970's.

The other two books ***Brush Mona Lisa's Hair*** and ***Feed Matisse's Fish*** have great touch and feel opportunities but the text feels forced. For example, each page in Matisse starts with "Tick-tock" and a time (book begins at 8 o'clock and ends at 4 o'clock) then assigns a chore "comb your hair" for Modigliani's Girl with Braids or "gather flowers" for Diego Rivera's The Flower Carrier. Each verse then ends with "What a busy day!"

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## Book Corner By Sharon Levin

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**Brush Mona Lisa's Hair** doesn't have a unifying theme or flowing verse – however I still recommend all four books in this series. They're interesting, educational and the 'Artifacts' (expanded notes on each painting at the back of the book) are highly informative. So, read the books, touch to your heart's delight, pull out the art supplies and let the kidlets create their own masterpieces.

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Sharon Levin has been reviewing books since her oldest daughter was two and attending Carlmont Parents' Nursery

*School in Belmont. It shocks her that that same daughter will be entering HIGH SCHOOL in the fall (and yet, Sharon is STILL 25 years old, isn't life amazing!?!?)*

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Sharon continues to review books for school newsletters, parents, teachers, librarians, bookstore owners etc. She gives book talks to professional groups, parent groups and university children's literature courses. She has recently served on the National Council of Teachers of English Notable Children's Books in the Language Arts committee. If you or your school would like to receive Book Corner on a regular basis or have Sharon speak to your group, please feel free to e-mail:

[sharonlevin@mindspring.com](mailto:sharonlevin@mindspring.com)

## CCPPNS Awards By Mindy Kajikami

59<sup>th</sup> Annual CCPPNS Awards Presentation was held during the CCPPNS Awards Luncheon on Saturday, April 11, 2008. The Awards were presented by Heidi Inouye Steiner.

Congratulations to all the award winners!

### Teacher/Director Lifetime Achievement Awards:

This award is given to honor a teacher/director who has devoted a significant portion of his/her lifetime in service of the parent participation movement.

Barbara Crowley – Laguna PP Preschool  
Sandy Holder – Portuguese Bend Nursery School  
Tina Stevenson – Seal Beach Play Group  
Linda Vissar – Crestwood Hill Co-op Nursery School

### Teacher/Director Awards:

This award is given to teachers and directors currently employed by member schools who have given outstanding service to their schools and the parent participation movement.

Shelley Burnett – Tustin Community Preschool  
Debi Kaufman – Studio City Co-op Preschool  
Patty Nowicki – Serra Preschool

### Award of Merit:

This award is given to an individual who has provided an outstanding service to preschool, to regional council or to CCPPNS.

Lori Kimball – Cupertino Co-op Nursery School

### CCPPNS In-House Awards

#### President's Choice Life Award:

This award is given exclusively by the CCPPNS President to a current board member of CCPPNS who, through extended service and exemplary leadership, has made a lasting impression in the character and degree of excellence in the California Council and the parent participation movement.

Heidi Inouye Steiner

#### Life Award:

This unique award is given to a current board member of CCPPNS who, through extended service and exemplary leadership, has made a lasting impression in the character and degree of excellence in the California Council and the parent participation movement

Marguerite Baldwin

#### Award of Merit:

This award is given to an individual who has provided an outstanding service to preschool, to regional council or to CCPPNS.

Matt Steiner  
Michelle Williams

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*Mindy Kajikami is In-House North and The Preschooler editor.*

## Teaching Through Love Instead of Fear By Pam Leo

"However we treat the child, the child will treat the world."  
- Pam Leo

Can you imagine threatening your partner or good friend by counting "One... two... three..." if he or she did not do what you wanted?

One of the big issues in schools today is "bullying." Parents and teachers struggle daily with how to stop this behavior. Without realizing it, adults teach bullying behavior to children by modeling it when they use the threat of their physical size or power to make children do things. When I hear a parent counting "One... two" at a young child, I always wonder what the child has been told will happen if the parent gets to three. Is it the threat of a spanking, being yelled at, time out, abandonment (I'm going without you) or the withdrawal of love and approval? Whatever the threat may be, I rarely hear "three." As intended, the threat of what will happen if the parent gets to three usually compels the child to do whatever it is the parent is telling the child to do. Parents use threats to get children to cooperate because that was what adults so often modeled when we were growing up. Most of us are familiar with the phrase "or else." We did what we were told out of fear even if we didn't know what the "or else" would be.

While counting may appear to be a magic form of discipline, there is no magic in threats. Children know that adults are bigger and more powerful than they are. They comply in self-defense. If the only way we can get children to do what we ask is by intimidating them with our greater physical size and power, how will we get them to do as we ask when we are no longer bigger and stronger? Ask the parents of any teenager if counting still works. Not only do threats no longer work, they've learned to use the same means to make others do what they want.

Many parents see a child's uncooperative behavior as a challenge to their authority. Once we understand that uncooperative behavior is usually caused by a child's unmet need or an adult's unrealistic expectation, we don't have to take the behavior so personally. Parents and children often have different needs. Sometimes our needs or schedules conflict with our children's needs. Children who are deeply absorbed in play will not want to interrupt their play to go with us to the bank or the store before it closes.

When a parent needs to do one thing and a child needs to

do something else there is a conflict of needs. This conflict of needs turns into a power struggle when parents use the power of fear instead of the power of love. The bond or connection parents have with their children is their most powerful parenting "tool." A strong bond is created over time when parents lovingly and consistently meet a child's early needs. Threats communicate, "What you think, feel, want or need is not important." Threats undermine the parent-child bond. When we learn to resolve our "conflicts of needs" in ways that show children that their needs and feelings matter, we strengthen the bond and avoid many power struggles.

The most common reason for conflict of needs between parents and children is lack of resources. If parents had more resources we wouldn't have to bring the child to the bank or the store because there would be someone else to stay with the child. As long as there is lack of resources there will be conflicts of needs. Until we figure out how to bring more resources into our lives we have to find other ways to resolve our conflicts if we are to stop teaching children to be bullies. If we want to teach children to love instead of hate, we must learn to use conflict resolution skills in our daily interactions with children.

Just as children learn bullying from what adults model, they can learn conflict resolution and problem solving skills from what we model. When children learn the skills from how we treat them at home they will bring those skills to their relationships at school.

Very young children can learn conflict resolution if we model it. An older sibling can be taught to find another toy to exchange with their younger sibling instead of just snatching their toy back. When two children want the same toy at the same time we can help them "problem solve" a solution. When there is a conflict of needs because the parent wants to do an errand and the child just wants to stay home and play we can say "let's problem solve to see if we can find a way for us both to get what we need." Maybe the child could take the toy in the car or perhaps the errand could wait until tomorrow. When the parent is ready to leave the playground and the child wants to stay longer we can suggest a compromise of five more minutes and doing something fun when we get home. Often it's not that the child doesn't want to leave as much as it is that she doesn't want the fun to end. When we teach children that

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## Teaching Through Love Instead of Fear By Pam Leo

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everyone's needs are important by honoring their needs they learn to honor the needs of others.

There will be times that we won't have the time or the resources to meet a child's need. There will be times that even after honoring the child's need, the child is still unable to cooperate. At those times it is important to communicate that parents have needs too and even though it makes the child unhappy we do have to go now and then allow the child to have his feeling about having to leave. It is never OK to tell a young child that you will leave without them. Threatening a child with abandonment terrifies a child. When a child has a tantrum about leaving it may not be about leaving the playground at all. Leaving may just be the last straw that unleashes the day's accumulation of little frustrations. The child may just need to cry to empty out the stresses of the day. A child will be able to move forward much more readily when we can say "I know you're sad and it's OK to cry" than if we say "Stop that crying or I'll give you something to cry about!" When the crying is done the child will usually feel better and be more able to cooperate

When children's needs are met and nothing is hurting them they are usually delightful to be with. Whenever a child responds negatively to a reasonable request we need to look for the conflicting need. Once we know how our needs are in conflict we can try to problem-solve. I have learned to say, "When you behave that way I know something is wrong, because we love each other and people who love each other don't treat each other this way. Can you tell me what you need or what's hurting you?" If I can remember to stop and ask that one simple question it changes the whole context of the conflict. That question communicates, "I love

you and what you feel and need matters to me."

Sometimes there isn't a way for both people to get what they need. But not getting what we need is much easier to bear if we are treated in a way that allows us to keep our dignity. Counting at a child communicates, "I am bigger and more powerful than you and you'd better do as I say or I'm going to (in some way) hurt you." When a big kid says to a smaller one, "Do what I say or I'm going to hurt you," we call it bullying. When an adult communicates the same thing to a child by counting, we call it discipline. When we treat children in ways that take away their dignity we teach them how to take away other's dignity. If we want kids to stop bullying, we have to stop bullying kids. The power of fear is easy and quick but short-lived. The power of love requires more work and takes longer but children never outgrow its influence.

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Suggested Reading:

"Kids, Parents and Power Struggles" by Mary Sheedy Kurcinka

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*"Teaching Through Love Instead of Fear"*

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## Thank you Bob Hadzor of Rick Johnson Insurance!

CCPPNS wishes to thank Bob Hadzor of Rick Johnson Insurance for his donation of over \$1500. With his generous donation, Orange County Council, which hosted the CCPPNS 2008 Convention-Cherishing Childhood, was able to provide a Hospitality Suite, refreshments, and transportation for the Progressive Dinner. The California Council appreciates your support. Thank you again!

If you have insurance questions, please contact:

Bob Hadzor  
Rick Johnson Insurance  
701 Main Street  
Martinez, CA 94553  
(925) 370-9505

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## Hansel & Gretel 60<sup>th</sup> Anniversary By Susie Stone

Hansel & Gretel Parent Participation Nursery School (East Bay Council) celebrated its 60th Anniversary with a Dinner-Dance and Auction on Saturday, March 8, 2008. Here is a brief history of this wonderful school.

H&G started in response to the call for women workers in the shipbuilding plant in Richmond in 1942. Rosie the Riveter needed child care for her budding family. Many women whose husbands had gone to WWII were willing to organize an enriching program for their children.

Our school was established in 1948. When the original preschool grew too big it needed more space - so it was split into three preschools! Hansel and Gretel moved to its present site in El Sobrante in 1960. Peter Pan is still in El Cerrito. Wonderland and Roots and Wings thrived for a time and then folded when their teachers retired.

Phaedra Burnett, who also attended H&G with her children, is teacher-director for the current families at H&G. Member families love Phaedra, and they experience the joy that participation brings to their parenting. Parents put in at least

five hours a week for classes and more for serving on the board and on committees.

Many of our local leaders went through this wonderful preschool program, which is still partly sponsored by the Adult Education department of the West Contra Costa Unified School District. H&G has a unique program in which they incorporate a daily Science Activity and weekly excursions. The program continues to enrich the caring community which forms anew each year.

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*H&G is a family tradition for Susie Stone. Her mother was enrolled with her siblings and passed on the coop spirit to her kids in the 1970's. Susie was teacher-director at H&G from 1981 until 2001. Currently, she is a volunteer for both CCPPNS and PCPI. Stone is the CCPPNS Advisor North and Past President for PCPI. She can be contacted at [smilestones@msn.com](mailto:smilestones@msn.com).*

## PCPI Awards 2008 by Susie Stone

PARENT COOPERATIVE PRESCHOOLS,  
INTERNATIONAL  
AWARDS 2008  
[www.preschools.coop](http://www.preschools.coop)

Presented in Irvine, California during the CCPPNS 2008 Convention.

### NATIONAL AWARD:

This award is presented to those members who have demonstrated leadership and provided a positive impact on parent cooperatives at more than a local, council or regional level. They have also served as a PCPI board member, a liaison with other related national organizations, as a contributor to original research, writing or editorial work, or as a unique contributor to the Parent Cooperative Movement.

KATHY EMS—Oregon, USA  
LINDA HENEGAR—Oregon, USA  
MARIA CAMPBELL—Ontario, Canada  
SOPHIE MIRON—California, USA

SUSIE STONE—California, USA

DISTRICT AWARD: This award is presented to those members who demonstrated effective leadership, dedicated cooperation with parents and teachers, tangible benefits to children and/or dedicated commitment to local parent coop or council at the local or regional level.

DEBBIE BROWN—Virginia, USA  
KATIE COWDE--British Columbia, Canada  
MARY FRY—British Columbia, Canada  
MIKE SEXSMITH—British Columbia, Canada

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*Stone is the CCPPNS Advisor North and Past President for PCPI. She can be contacted at [smilestones@msn.com](mailto:smilestones@msn.com).*



## Surfing the Waves of Your Child's Emotional Tsunami By Tina Bryson, PHD

### What you can do when your kid's upset about something ridiculous.

Here's a conversation I recently had with my 7-year-old when he wasn't at his logical best.

**Ben:** I can't go to sleep. I'm mad that you never leave me a note in the middle of the night.

**Me:** I didn't know you wanted me to.

**Ben:** You never do anything nice for me, you do things at night for Luke, and I'm mad because my birthday isn't for 10 more months, and I hate homework.

Sound familiar? An encounter like this can be frustrating, especially when you're beginning to feel that your child is finally old enough to actually be reasonable and discuss things logically. All of a sudden, though, you're interacting with a being who becomes over-the-top upset about something completely ridiculous and illogical, and it seems that absolutely no amount of reasoning on your part will help.

This is one of those times when knowing a little bit about the brain can help us parent in more effective (and more empathic) ways.

You probably already know that your brain is divided into two hemispheres. The left side of your brain is logical and verbal while the right side is emotional and nonverbal. That means that if we were ruled only by the left side of our brain, it would be as if we were living in an emotional drought, not paying attention to our feelings at all. Or, in contrast, if we were completely "right-brained," we'd be all about emotion and ignore the logical parts of ourselves. Instead of an emotional drought, we'd be drowning in an emotional tsunami.

Clearly, we function best when the two hemispheres of our brain work together, so that our logic and our emotions are both valued as important parts of ourselves and we are emotionally balanced. Then we can give words to our emotional experiences, and make sense of them logically.

Now, let's apply that information to the interaction above. My son was experiencing an emotional tidal wave. When this occurs, one of the worst things I can do is jump right in trying to defend myself ("I do nice things for you!"), or to argue with him about his faulty logic ("That's just not true, and your birthday is actually only nine months away"). My verbal, logical response hits an unreceptive brick wall and creates a

gulf between us: he feels like I'm dismissing his feelings and that I don't understand; I feel frustrated that he's being so ridiculous and impossible. It's a lose-lose approach.

So I have to come to an important recognition: Logic will rarely work until the child's right brain is responded to.

How do we do that? I suggest that we use the "Respond with the Right, Redirect with the Left" method.

#### Step 1: Respond with the right.

In our society, we're trained to work things out using our words and our logic. But when your four-year-old is absolutely furious because she can't walk on the ceiling like Spiderman, that's probably not the best time to give her an introductory lesson in the laws of physics. Instead, you can take that opportunity to realize that at this moment, logic isn't your primary vehicle towards bringing some sort of sanity to the conversation. (And keep in mind: your child's feelings, no matter how nonsensical and frustrating they may be for you, are real and important to your child. So it's important to treat them as such in your response.)

You can use your own right brain to connect with your child's right brain; relate with her by using nurturing nonverbal, nonlogical, emotion-based tools, like physical touch, empathetic facial expressions, and nonjudgmental listening.

In the situation above, though it was really tempting (and almost automatic) to ask my son, "What are you talking about?!" I pulled him close, rubbed his back, and said, "Sometimes it's just really hard, isn't it? I would never forget about you. You are always in my mind, and I always want you to know how special you are to me." I listened a little longer and nodded while he expressed what he needed to. I could feel him relax and soften. He felt heard and cared for.

There are plenty of parenting situations I don't handle as I'd like, but in this instance, knowing about the brain helped me to respond sensitively and effectively; instead of fighting against the huge waves of the tsunami, I surfed them by responding with the right.

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*An electronic version of The Preschooler is available at our website at [www.ccppns.org](http://www.ccppns.org). Please feel free to download and make more copies.*

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See us at:  
[www.ccppns.org](http://www.ccppns.org)

## Surfing the Waves of Your Child's Emotional Tsunami

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### Step 2: Redirect with the left.

Then I was able to begin to use logic and words to address the issues Ben had brought up, since he could now be more receptive to problem-solving and planning. In this case, after responding with the right, I could redirect with the left by logically explaining to Ben how hard I work to be fair; I could promise to leave a note while he slept; and we could strategize together about how to make homework more fun. The point is that once the right had been acknowledged, it was much easier for the left to

come in and deal with the issues in a rational manner.

I'm not saying that this "Respond with the Right, Redirect with the Left" method will always do the trick. After all, there are times when your child is simply past her point and her emotional tsunami just needs to ride itself out (or she just needs to go to sleep or eat). You may need to wait until a later time to talk logically with her. And I'm also not saying that you don't maintain your boundaries simply because a child isn't thinking logically; rules about respect and behavior aren't thrown out the window simply because we understand that our child's

left hemisphere is disengaged. But most of the time, when your child is drowning in a right-hemisphere-induced emotional tsunami, you'll do yourself and your child a big favor if you'll recognize that that's what's going on, respond with the right, and then (and only then) redirect and solve with the left.

Trust me, this method can be a life preserver that helps keep your child's head above water, and that keeps you from being pulled under along with her.

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*Tina Bryson, PhD led a workshop titled "Parenting with the Brain in Mind" at the 2008 CCPPNS Convention. Her website is [www.TinaBryson.com](http://www.TinaBryson.com)*

## Editorial By Mindy Kajikami

Spring is here! The days are warm, and color is exploding around us. Shed that sweater and feel the sun on your skin and smell the fragrant air.

Slow down and take some time with the Preschooler. Check out the highlights of the CCPPNS year, the celebration and history of Hansel & Gretel, the CCPPNS and PCPI awards, and the great parenting articles.

Days are moving quickly and our preschool days are

coming to an end. I asked my son Zachary the other day, "What are your favorite things about preschool?" Here are his favorites:

- GAK
- The playground
- Getting wet
- Getting muddy
- Getting sandy
- Painting my clothes
- Painting fish
- Singing with my teacher and my friends in the rain

He is looking forward to

new favorites next year in Kindergarten. Hurray! We are graduating!

Thank you to all the contributors of this issue: Joyce Woodruff, Susie Stone, Pam Leo, Sharon Levine, and Dr. Tina Bryson.

Enjoy the rest of the school year and have a great summer!

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Mindy Kajikami  
In-House North  
Preschooler