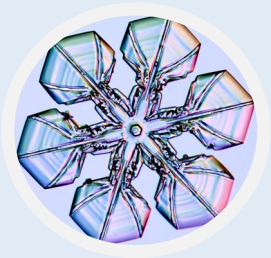
2026 Monthly Notes & Chronicle

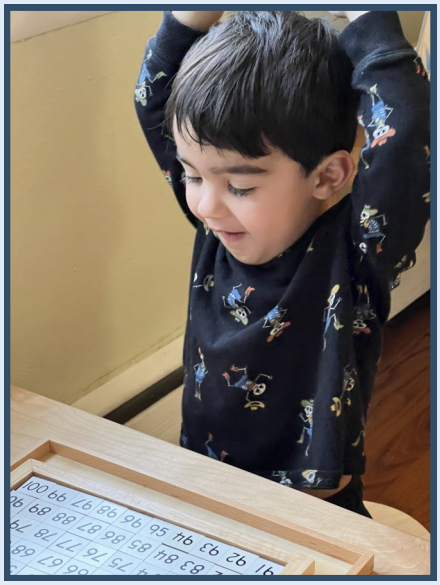
January 2026



Happy New Year!

I can always get carried away with the newsletter. At first it seems like too much and then I get sucked into interesting information and spending hours.

I'm trying to be done. It's 12/31 and I want to say there is so much in here. A lot of it is links to information that I think is reputable where you can learn more. I haven't read all of it, but have skimmed it and find it interesting. There are many quotes because otherwise I would take even longer making it mine. When we meet again, please let me know what intrigues you about the topics covered this month:



- Nurturing Humility
- Combatting the Sugar-ful Diet
- Boredom… and Mattering
- Learning About Race—and Our Own Implicit Biases

Off to Germany!

Let's be Pen Pals!

We think it would be fun to send letters, stories, a pic two back and forth…

Write to Ansel and family!

Am Sandwerder 17-19, 14109
Berlin, Germany

January Dates

1/1 & 1/2 **CLOSED** New Year's
1/9 **Ansel's last day in Germany until 6/8**
1/15 Zeffie's 4th Birthday
1/19 **CLOSED** Martin Luther King, Jr. Holiday (Birthday 1/15)

January				
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

Curriculum Ideas for January

- Tracks and Tracking
- Migrators, Hibernators and Adaptors
- Light, Rainbows
- Equity, Race, Racism
- Printmaking
- Weaving
- Germs—and staying healthy
- Snowflake cutting
- Snowflake matching

Nurturing Humility

So many of "our" kids seem to be correcting each other, arguing yes/no, yes/no, I'm right, no me, no ME! to the point of exhaustion. I was recently asked about this, and about how we support the development of humility.

Cultivating humble kids and fostering empathy and kindness in the preschool years includes: (1, 2)

1. Listening
2. Modeling empathy
3. Emphasize process over product
4. Encourage independence and self-motivation
5. Avoiding comparisons and praise for intelligence or achievements
6. Support healthy self-expression (great guide with developmental info)
7. Encourage children to take responsibility for their actions and emotions
8. Create a peaceful and respectful (home) environment
9. Emphasize teamwork
10. Promote a culture of sharing, encourage acts of kindness, helping others, maybe community service
11. Gratitude, practice thankfulness
12. Develop awareness of the world and global interconnections

"Being humble means your child understands they are not better or worse than anyone else. They can accept praise without boasting and admit mistakes without feeling ashamed." (mommysembrace.com)

Ideas for activities 1, 2

- Learning from mistakes journal pairs perfectly with;
- Reading, stories with humble heroes (*Willa the Whale Made 32 Mistakes* is a great book!)
- "Compliment" ball

Fun in the Snow!

Combatting the Sugar-ful Diet

CACFP Recommendations Add Limit for Added Sugars

Recently after a conversation about low-sugar breakfasts, I realized that I neglected to let you know about changes to the Child and Adult Care Food Program (CACFP) regarding added sugar.

Primarily to promote child health and academic performance, on October 1, 2025, new CACFP standards went into effect, limiting the amount of added sugar can be served. At this time, cereals, yogurt and flavored milk limits are in effect. Beginning July 1, 2027, there will be additional changes to other foods that contribute added sugars (such as grain-based desserts and bars), that limit added sugars to less than 10% of calories across the week in school lunches and breakfasts.

Besides health and academic performance, the factual reasoning also compelled the changes.
(From USDA Added Sugars, edited for readability):

"The *Dietary Guidelines for Americans* (*Dietary Guidelines*) recommend limiting added sugars to less than 10 percent of calories daily, yet"

- school breakfasts (were) providing about 17 percent of calories from added sugars
- school lunches provided 11 percent
- Further, the *Dietary Guidelines* indicate that the diets of about 70 to 80 percent of school-aged children exceeded the recommended limit for added sugars.

Current Limits for Preschool and Elementary Meals

- **Yogurt:** No more than **12 grams (g) of added sugars per 6 ounces (oz)**
- **Cereal:** No more than **6 grams (g) of added sugars per dry ounce (oz)**
- **Flavored Milk:** No more than **10 grams (g) of added sugars per 8 fluid ounces**

Resources–Learn More!

Provider's Resource on Creditable Cereals and Yogurts
(Wegmans Greek Nonfat Vanilla is also ok, Trader Joes is not)

Choose Yogurt That is Lower in Added Sugars in the CACFP

Identifying Added Sugar Limits in Cereal

USDA: Reducing Added Sugars at School Breakfast

Boredom... and Mattering?

"It's more than OK for kids to be bored – it's good for them"!

I was raised in child care and when the weekend came, if I said "I'm bored" my mom would exclaim something about how she could never have all the activities they have for me...

"Boredom is uncomfortable—Tolerating boredom is a skill that many children resist learning or do not have the opportunity to develop. Even many adults would rather shock themselves with electricity than experience boredom." An estimated 91% of youth in North America report experiencing boredom "often" and boredom avoidance is a primary reason young adults pick up their smart phone.

When a child complains how bored they are, we may have many reactions—we may feel frustrated, guilty or just bad because nothing we do or suggest works. It is particularly hard when we're just trying to cook dinner, finish a call, something that seems brief to us. Maybe we try to solve the boredom for them, it's so much easier for us. But what if we don't?

We all experience boredom. Even though it might feel like it is dragging you down, boredom actually has many benefits including cultivating curiosity, imagination and creativity, resulting in many benefits like discovering new interests, activities or places. But boredom can also be solved with negative actions and consequences. Learning to productively deal with boredom is important for us throughout life.

As I am summarizing and thinking about this topic, I find myself thinking that boredom may at times be about wanting connection. That's why Magda's practice of providing "want's nothing time" helps parents to get some time of their own. But there is something more…

I recently received an email from the *Center on the Developing Child at Harvard University* focused on the concept of mattering. Mattering is described as "our sense of whether or not we matter—the feeling that we are valued and have value to add to the world." A sense of mattering begins in the earliest days of infancy and brings lifelong well-being. I find myself wondering, if in wanting to be seen or to have (more) contact, children feel lonely and like they don't matter. Full circle, I find a Psychology Today article stating that mattering "is associated with positive relationships, satisfaction and purpose in life, and protection from social isolation and loneliness."

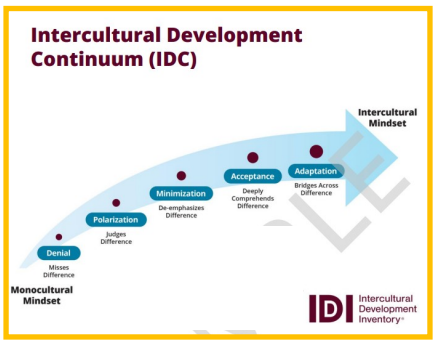
Resources-Learn More!

- How To Help Your Kids Embrace Boredom: Age-appropriate ways to help your kids beat boredom—without the help of screens.
- Why Boredom is Good for Your Kid
- On Boredom: A Guide for Parents and Educators
- Why It's OK for Kids to Be Bored
- Why Hearing "I'm Bored" Is a Good Thing for Your Child's Brain
- The Benefits of Boredom: What kids can learn from handling more free time
- Mattering in Early Childhood, Building a Strong Foundation for Life (also a podcast)
- Why Mattering Matters
- Jennifer B. Wallace website

Learning About Race–and Our Own Implicit Biases

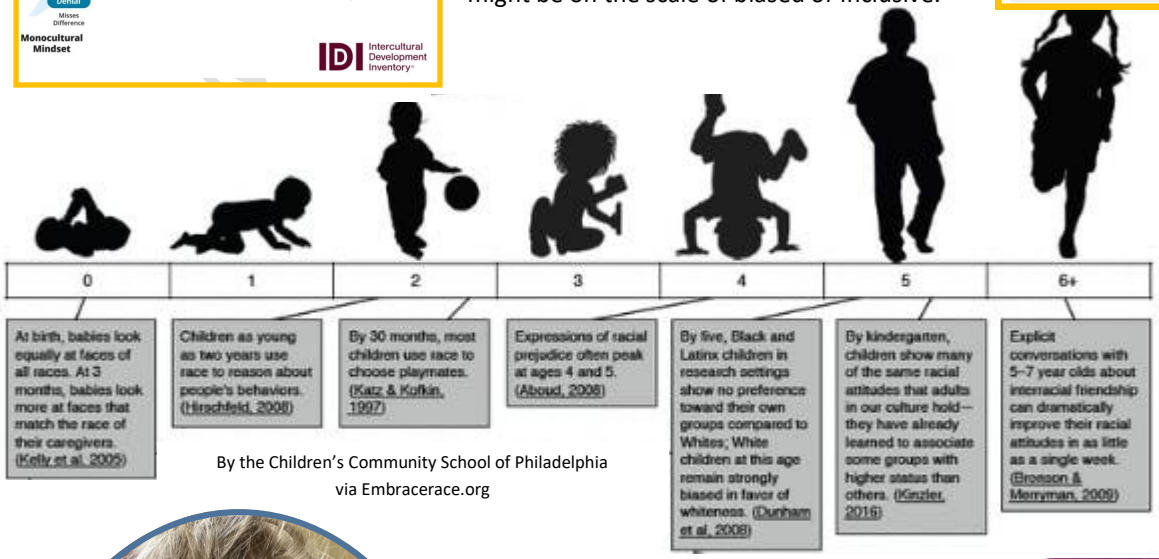
I have been holding onto the idea of sharing this information with you for awhile and it struck me that since we have an additional emphasis on equity with Martin Luther King's birthday this month, that it is as good a time as any. Learning about race and gender identity development has been a focus of mine and this information was really interesting to me.

Preschool is not too early to learn and even un-learn about race and racism. "The research literature shows us that children begin to distinguish faces by race early in infancy 2 " (embracerace.org) "Research documents the ways that young children take notice of racial differences and note that as early as preschool, children may begin excluding their peers of different races from play and other activities (Winkler2009)." (naeyc) "Without a real conversation about why they might think this way or how to counter these ideas, children don't unlearn bias; they just learn not to say it out loud." (scientificamerican). "They're Not Too Young to Talk About Race": The Science of Early Racial Learning is well researched article about children's learning.



Meanwhile… *How does our own learning about race impact our parenting? How well do we know ourselves?*

While working at the Child Development Council and Cooperative Extension of Tompkins County, I learned about a couple of different ways for adults to think about where they might be on the scale of biased or inclusive.



By the Children's Community School of Philadelphia via Embracerace.org

Curious about your own implicit biases?

Take a test!

It is interesting and can be quite surprising.

The Harvard Project Implicit tests are free and available immediately, the IDC/IDI process is much more extensive and can be done for individuals or groups.

Click on one of the gold bordered IDC/IDI or Project Implicit image on this page.

Kids are processing race

4.5 years

earlier than adults think they are.

February Dates

2/16-20 **CLOSED**
Mid-winter Recess

2/17 **Chinese New Year**

February				
M	T	W	Th	F
2	3	4	5	6
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2026 Monthly Notes & Chronicle

February 2026

Thank you for the LOVE (testimonials)!

As I am writing this morning, I hear so many great things coming from the classroom—the kids are playing together, creating stories and adventures that we could never imagine…

Also, take a minute or two to check out our revised site. Mostly just the initial messaging (first page). There is more to do—I have unfortunately learned it is showing up as not secure, which will take some time to fix.

This month the newsletter is kind of dense. I hope you enjoy it. Find lots to ponder in the articles:

- Thoughts About Praise and Motivation
- The Power of Play: How WHE Supports Brain Development
- Chinese New Year

Curriculum Ideas for February

- **Love and kindness, *why not?***
- **Our bodies, inside out**
- **Chinese New Year**
- Weaving
- Space
- **Play!**

The Power of Play: How West Hill Educare Supports Brain Development

At WHE we integrate both Educaring and Montessori approaches.
Both approaches serve to develop children's brain by placing an emphasis on:

> ***"Observe more, do less. Do less, enjoy more."***
>
> *- Magda Gerber, Founder, RIE®*

- ***preparing the environment*** to build trust and support active, meaningful, elf-directed learning. To do this, we choose materials and activities to *meet children's interests,* build on their current skills with achievable challenges and meet their *developmental needs*. To understand children's needs, we *observe*, then later *support what they can do* and try to provide toys and materials that are in their *zone of proximal development,* things that are attainable, but challenging—just out of reach (a term coined by cognitive development theorist Lev Vygotsky.
- giving children the opportunity of ***free choice*** of activity and helping them follow-through with the complete a "work" cycle. This helps them learn to take responsibility for their choices and actions. This might look like reminding them to clean and prepare the materials for the next person before putting it back where they found it. *They might even be the one that is looking for it next!* These skills are reiterated with organizational tips for their own belongings.
- allowing as much time as possible for ***uninterrupted play*** without telling them *how* to do things.
  My mother was a single parent and chose her battles so she didn't just fight with us when we shared limited time together. She was out loud about it. Before barging in, she used to consider, *Is it dangerous? Is it illegal? Is it immoral?* Allowing time for uninterrupted play means not interrupting struggles or guessing what children want. When children are free to explore they learn persistence, physics, math and more. We all have the opportunity to be enamored with what they *are able* to do. When we resist anticipating children's needs and *doing for* them, we learn what they do want, and can do, and what kind of help they might want or need. Therefore, we ask children if they have tried yet before asking for help. After all, that's how we learn how to do things. When they just don't have the bandwidth to do something we know they can do, we recognize that *sometimes they don't want to* and make room for a little extra love and work *with* them to succeed. Friends are great people to ask too! In fact, helping and teaching others enables children solidify what they have learned. If children need or want help, we are happy to help them. We just encourage them to ask for it. When we guess what they need or what kind of help they want, we set ourselves up for potentially getting it wrong. *None of us adults want to create conflict!*
  When we see and hear tension rising, we intervene—of course, and support their efforts or help them to navigate their own frustration or resolve a conflict with another child.

> **"Play is the child's work"**
>
> - Maria Montessori

Asking for help is an invaluable lifelong skill.

(Continues on next page)

The Power of Play: How West Hill Educare Supports Brain Development

In addition to all these points about the value of uninterrupted play, not being interrupted helps to build our brains. Having the time and space to organize *our* own thoughts and observations gives us *a chance to think* our own thoughts. When we are able to pause and reflect, we figure out what we think. We have the opportunity to learn from our efforts and actions, and consider what we might do differently next time. We build concentration. This might take a lifetime. Many of us build systems to support our executive functioning skills (like deciding where things go and putting them in their place). *I'm sure you all understand how challenging constant interruptions can be!*

- using ***descriptive* and *appreciative praise***. When we use *evaluative praise*, the stress response increases and the brain shifts to a self-evaluative mode. We might begin to judge and label ourselves as not good enough, rather than learning to recognize and appreciate how much we have accomplished or learned. We learn to be patient with ourselves and to be driven to learn more or try again to achieve the skills and we really want. (See next page to learn more about types of praise)

All of these efforts respect the developing child and serve to build executive functioning skills (link)… in turn building the brain! (link)

Thoughts About Praise and Motivation

The way we give feedback to children has an impact on their feelings —and their motivation. Recognition is often what a child is seeking when they glance at you during what is otherwise independent play. They are wanting connection, and want to be sure you're still there, you're interested in them, and that it's still safe to explore. Receiving and giving attention builds connection and praise can be a form of that attention. But not all types of recognition have the same impact.

There is immense power in what we choose to say (link). When you have something to say, describing and appreciating what you see can be the most effective forms of praise. There are three types of praise; *evaluative, descriptive and appreciative*.

"Extrinsic motivation, with its assortment of verbal and tangible rewards, can be a potent tool to catalyze learning engagement. However, the potential risks of dampening intrinsic motivation must be approached with caution. Striking a balance between extrinsic incentives and the inherent joy of learning is crucial for nurturing well-rounded, intrinsically motivated learners."
Research Gate article

- ***Evaluative praise*** *makes a judgment and develops self-worth based on the opinion of others.* We all say things like "I love it!" and "Good job!" when asked if we like the artwork. It may be worth considering trying to break that habit. What if you think your child's drawing is not their best or you don't like it? What do you say? Would it be authentic?
- ***Descriptive praise*** builds motivation. It gives information, emphasizes process over product, builds vocabulary, self-esteem and self-confidence. Describing what we see that is interesting helps children want to try more or different things, ultimately helps them to make choices and master skills. In addition, children learn to describe what the have done or created, want or think. Through descriptive recognition, children learn to describe what they see, what they know or have learned and to be understood.
- ***Appreciative praise*** gives recognition for effort and learning. It encourages on-going efforts and a desire to do with, cooperate and supports positive forward progress on your goals. *Imagine how it feels to be recognized for your efforts, for navigating a situation in an admirable way, To hear that your actions are appreciated, valued and seen.*

Whether it is behavior you like or want to change, sometimes just walking near without saying a thing, or a glance is enough...

Evaluative Praise

"Good work."

"Pretty."

"I like your drawing."

Descriptive Praise

"You used a little of every color and covered the page!"

"That really worked! You asked & they gave it to you."

Appreciative Praise

"That really helps me when you put your dishes away."

"You remembered to..."

More re descriptive and appreciative praise

"Mastery motivation" is a forerunner to future academic motivational development. (APA abstract)

Evaluative Praise
= external motivation

Descriptive Praise
= develops intrinsic motivation

Appreciative Praise
= boosts intrinsic motivation

Lunar New Year Festivals

Chinese New Year 2026

Year of the Red Fire Horse

Living across the bay from San Francisco, I grew up celebrating the Chinese New Year and pondering the Chinese Zodiac. I remember the little red silk book, bound with golden thread that I got in Chinatown. We would go to SF at night and watch the lion dance in the street, firecrackers, lights, a big crowd—I loved this celebration so much myself, and I continue to find it fun to share with children.

It looks like we have a group of Metal Oxen and one Water Tiger (Shiloh) being cared for by two water tigers!

What's your sign?

Maybe your family would enjoy learning about this as much as we did?

"The Metal Ox, a formidable and respected figure in the Chinese Zodiac, represents individuals born in 1961 and 2021, whose character is forged by the potent combination of the Ox's earthly diligence and the Metal element's unyielding strength. These individuals are defined by their profound sense of duty, unwavering determination, and an active, hardworking nature that drives them to achieve their goals with remarkable persistence. Guided by a strong moral compass and an innate honesty, the Metal Ox navigates life with a quiet confidence, valuing stability, integrity, and tangible results over fleeting fame or superficial praise. Understanding this sign offers a window into a personality built on resilience, reliability, and an unshakable will to succeed."

https://miamidaily.life/horoscopes/metal-ox-personality-traits/

"The Water Tiger, a unique and compelling sign appearing only once every 60 years in the Chinese zodiac, represents a powerful fusion of raw courage and profound intuition.

Those born under this sign, most recently in 1962 and 2022, are defined by the Tiger's natural bravery and leadership, which is tempered and refined by the calming, reflective qualities of the Water element.

This creates a personality that is less impulsive and more strategic than other Tigers, one driven by a deep sense of purpose, objectivity, and an exceptional ability to connect with others on an emotional level. They navigate the world not with brute force, but with a quiet confidence, intellectual curiosity, and an innate understanding of the currents of human nature."

https://miamidaily.life/horoscopes/water-tiger-personality-traits/

March Dates...into April

3/20	Parent Support Mtg
3/30 & 3/31	CLOSED Spring Recess
4/1-4/3	Spring Recess

March				
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			

2026 Monthly Notes & Chronicle

March 2026

We have been having a great time this snowy winter! Last year we got the sleds out twice—this year, it's been so many times I stopped counting!

And now, in March the hope of spring is here! Looking ahead, I see predictions of several days of 50 degree weather in a row!

When it warmed up over our February break, we spread clover seed in the yard and hope for less mud and more lawn this spring and summer.

In the meantime, we will continue making our own sunshine and dream of the crocus peeking up soon. We will celebrate flowers and plan for our own garden in April.

Curriculum Ideas for March

- **Spring!!**
- **Animals and their young**
- **Doctor/Vet**
- **Community Workers**
- **Flower manipulatives, flower collage**
- **Playdough with flower and egg shaped cutters**
- **Shoe Shine**
- **Eggs—egg coloring, collage and Psanky egg drawing**

Parent Support Meeting!

Friday, March 20, 2026

5-6:30 p.m at the Boatyard

The Mystery of Lucy Brown

I love hearing what children notice and think about…

This morning over breakfast there was some talk between two children about wanting to set playdates outside of school (Veda and Shiloh). When the discussion turned to details, I asked them to stop and make plans at home, with the help of their parents. I explained, it's kind of like saying I love you—that's something we usually do with one person. I do know that many of "you" get together outside of school, but if you didn't it could be upsetting to people who aren't included… At meals when we're all together, we want to chat about things that everyone can be included in.

Veda shifted the conversation to a "mystery." She wanted to talk about Lucy Brown.

Jude: Who is Lucy Brown? Is she someone you know?

Veda: She is a statue I saw on my way to school.

Jude: Oh! I think I know what statue you are talking about…
(realizing she probably drives down Clinton St.)
Is she sitting on a bench?

Veda: Yes.

Jude: Yes, I've seen that statue.
Do you know why there is a statue of Lucy Brown?
Usually when we make a statue of someone they did something important.

Veda: I don't know

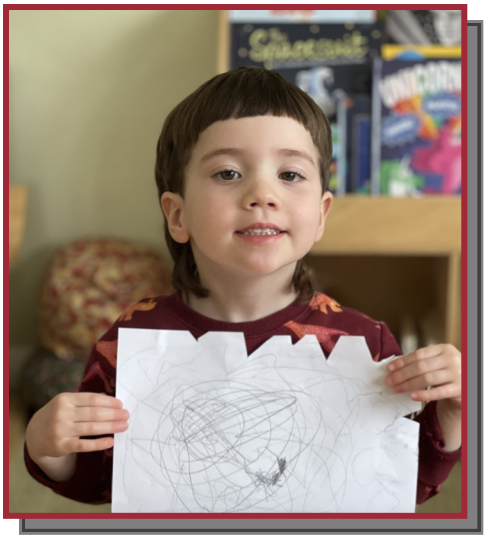
Jude: There are a couple of bronze statues of people sitting on a bench in Ithaca. They are in memory of famous African Americans that lived here. I don't know what Lucy Brown did, but we could learn about her. Would you like that?

Veda: Yes. But I want to tell you something. One day when we drove by and she was wearing a jacket.
And then another time we drove by and the jacket was gone and she was wearing a hat and a scarf. And then today we drove by and she only had the scarf.

Jude: Does anyone have an idea of why someone would put the jacket or hat or scarf on the statue?

Chorus: No… I don't know...

(Continues on next page)



Veda: Well, we have a plan. We are thinking we will go and put a jacket and a scarf and a hat and mittens and maybe pants on the statue.
And then we will stay up all day and watch.

Jude: Oh, so you will put a jacket and a scarf and a hat and mittens and maybe pants on the statue and wait to see who comes to take them off?

Veda: Yes

Jude: (to group) Why would someone come and take the a jacket and a scarf and hat off the statue?

Jude: Well, if the statue is made of metal, can it get cold?

Chorus: No…

Jude: That's true—this statue is made of a metal called bronze. Is a statue alive?

Chorus: No…

Jude: Right. This statue is made of metal so it doesn't get cold or hot unless it is cold or hot outside.
So, I wonder why someone would put those things on a statue…
Or why would someone take them off the statue?

Norie: I have seen that statue.

Austin: Maybe they would put a sun hat on.

Shiloh: Maybe they needed the scarf.

Zeffie: Maybe they took the jacket and scarf and hat to wear them.

Jude: These are all great ideas. If it was hot out, maybe someone would put a sun hat on the statue. It has been SO COLD out, so maybe that's why they put some warm winter things on the statue.

(There was more discussion…)

Veda had another idea:
Maybe a mean person took them off of somebody and put them on the statue and then the person went and took them off the statue.

Jude: Oh, that would be horrible. I like to think about someone wanting to help people who were cold.
This has been a great discussion.
Veda you really brought up something interesting that everyone could talk about!

While there was a little more chatter, and I was giving Zeffie some more breakfast, they quietly said to me—I want to plan a time to go to xyz's house. I haven't been to their houses before. I asked if they would remember to talk with their parents about it or if they would like me to write it down to help remember to talk with their parents. I was asked to write it down….

I left the main room and came to write the story down for you all. When I returned, almost everyone was making cards for Lucy Brown!

Brain-Building Through Play

Another great "scene" to come upon… These three had just finished putting together the planets puzzle and began walking around it and singing our birthday song!

If we help them remember this song over the years, they will be light years ahead of nearly one quarter of Americans surveyed (in 2014). It's an old article, but according to the National Science Foundation, when asked "Does the Earth go around the Sun, or does the Sun go around the Earth," a quarter of Americans surveyed answered incorrectly.

Keep singing! - Songs are so helpful for remembering things!

Activities for Preschool Children

More about play from the Harvard Center for the Developing Child.

"From infancy on, play is an important part of a child's life. For babies and toddlers, simple, playful interactions with adults help develop sturdy **brain architecture**, the **foundations of lifelong health**, and the building blocks of **resilience**. Through games and playful activities, children can practice and strengthen important **executive function** skills that will help them throughout their lives, including learning to focus their attention, strengthening their working memory, and developing basic self-control. The following handout series, developed with support from the LEGO Foundation, provides suggestions games and play-based activities based on a child's age. The activities for younger children are designed for adults to engage in with children. Activities for later ages allow the adults to step back, enabling children's independence to blossom as they transition to playing more often with peers."

Here are five activities they offer for brain-building through play for children 4-7 years old:

- Freeze Dance (or "Musical Statues"
- Simon Says
- I Spy
- Opposites Bingo
- "Continue the Story" Game

(Descriptions can be found for all activities here)

Montessori Three Period Lesson–a Keystone

"How old are you?"

"What color is this?"

"Show them you know the ABCs... "

We frequently hear people asking children these types of questions. Why do we ask children questions we know they know the answer to? Our mentor, Magda Gerber believed this type of questioning was disrespectful to the child. She would even say that asking children to perform their knowledge was for the entertainment of adults.

Both Magda and Maria Montessori would agree: quizzing children about their knowledge can make them feel on the spot. Rather than helping to boost them up, they may end up feeling bad about themselves, that they disappointed you, or they may feel less confident—probably not our goal.

Adults laughing about it or saying it's cute may add to the injury.

In our newsletter I have included a lot about the power of observation. By observing children and letting them lead, we connect with them about things that are of interest to them and learn from what they choose to share. A lot of knowledge is caught, rather than taught.

One of the most insightful things I learned from Maria Montessori's work was her way of presenting information and learning what children know through a practice called the "Three-period lesson."

The Three Period Lesson

1) **Name it**. Vocabulary is often learned in context. "We need to get a lemon."

2) **Invoke the child's recall.** When you have the lemon in the context of other fruit, you might ask, "Can you touch the lemon?" *If they touch the lime, resist correcting! Take note—and present the lemon more, later. Support that learning in the context of conversation and play. Children learn and figure things out in context a great percent of the time. Expressive language follows recall for a long time.* (continues next page)

3) What is it? We reach this step once we know the child knows the information. This enables them to feel successful and proud.

The key to the three period lesson is that the adult is engaged with the child—and that it is the adult who is learning!

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
		1	2	3
6	7	8	9	10
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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

STEAM–Science, Technology, Engineering, Arts and Math

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 in Preschool

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 *mattering* (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."

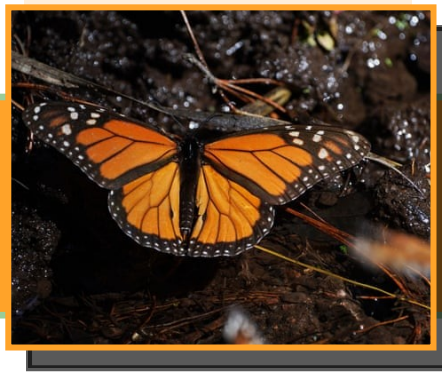
Perfectionism in children may look like:

- 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 Balenceaba." 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).

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 the 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.

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/IfYourChild LearnsInTwoLangs_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
• Nurturing, responsive care	• Rest mat or blanket
• Prepared environment	• Indoor shoes
• Healthy vegetarian meals/snacks	• Diapers, diaper cream
• Parent support	• Families provide diapering wipes, sunscreen and general lotion if child needs specific different items than we offer.
• Sunscreen, lotion, insect spray	
• First aid supplies	
• 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

Additional enrollment policies including payment deadlines, late fees, absences for personal illness and other reasons are included in enrollment contract.

Effective 09.01.2026-08.31.2027. *Rev. 3.19.2026*

West Hill Educare
Calendar
2026-2027

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		

Labor Day Recess 9/4 & 9/7
9/12 Rosh Hashanah
9/21 Yom Kippur (OPEN)
9/25-30 Sukkot (OPEN)

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

10/1-2 Sukkot, cont. (OPEN)
10/12 Indigenous People's Day

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				

11/8 Diwali Festival
11/11 Veterans Day OPEN
11/25-27 Thanksgiving

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	

12/4-12 Hannukkah
Winter Recess 12/21-1/1
12/25 Christmas
12/26-1/1 Kwanzaa

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

1/1 New Year's Day Recess
1/18 Martin Luther King, Jr.

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

2/6 Lunar New Year
2/8-28 Ramadan
Mid-Winter Recess 2/15-2/19

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

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

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

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

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

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