



April 2026 Newsletter



A QUICK NOTE FROM LAUREN

As we move into April, we have been busy preparing for the 2026-2027 school year. We are currently finalizing enrollment, and at this time we have a limited number of spaces available. If you have friends or family who may be interested in joining our community, we encourage them to reach out to schedule a tour.

In addition, we are actively working on classroom placements and processing financial aid applications. Families can expect to receive financial aid offers and updates in the next few weeks. We appreciate your patience as we thoughtfully plan for each child's placement.

We also have several exciting events on the horizon! Be sure to check the upcoming dates for important events like Picture Days and our Spring Fling—we look forward to celebrating together as a community. -LS

Reminder! Lauren is on Parental Leave. Sharon is serving as Interim Director.



MEET SAMANTHA COOPER! INTERIM ASSOCIATE DIRECTOR

While Lauren is on her leave, Sharon will be serving as Interim Director and Samantha will be here as Interim Associate Director. Samantha has worked in Early Childhood Education for over 20 years as both a teacher and a director, and has completed ECE coursework at CCA, Pickens Technical College, and the Early Childhood Council.

Samantha loves working with children of all ages, but she is especially fond of toddlers. She is also an infant supervisor and enjoys working with babies.

Supporting young children as they grow and learn is her passion, and she has dedicated her career to partnering with children and families. In every role, her goal is to provide the highest level of care and attention to each child.



MEET MAGDA SMITH! NEW ASSOCIATE TEACHER IN THE MOONBEARS

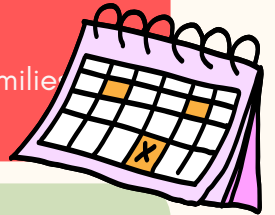


Magda (any pronouns) is excited to be joining the Fisher team. During the 2024-2025 school year, Magda worked in special education at an elementary school and quickly developed a passion for working with children. Most recently, Magda served as a Registered Behavioral Technician at a clinical center providing ABA therapy to children with autism. While grateful for the experience and impact of that work, Magda is excited to return to the school setting.

Originally from Michigan, Magda moved to Denver in August 2025 and looks forward to making a meaningful impact in the community through supporting and nurturing Denver's children at Fisher. Outside of work, Magda enjoys reading, drawing, and spending time in nature, including a month-long backpacking trip hiking the coast of Oahu last summer. Magda is passionate about creating a safe, enriching environment where children feel respected, supported, and empowered to reach their full potential.

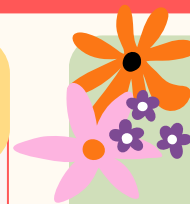
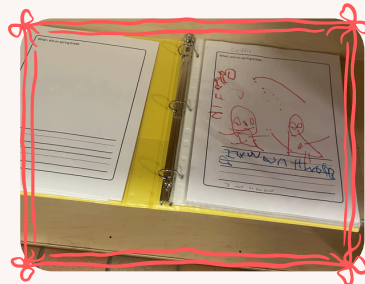
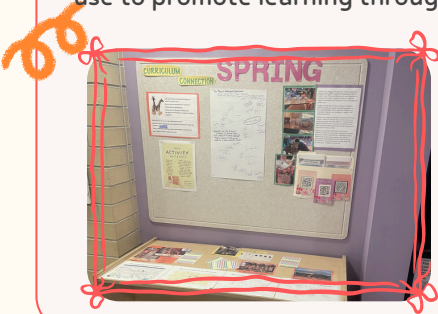
MARK YOUR CALENDARS

- **Saturday, April 11th** | WeRead & Central City Opera Frida Kahlo Storytime – Free Event
- **April 13th - 17th** | Week of the Young Child
- **Thursday, April 16th** | Parent/Teacher Conferences – No School /Fisher Closed
- **Wednesday, April 22nd** | Grad Photos (PreK Classrooms Only)
- **April 29 & April 30th** | Class Photos (All Classrooms)
- **May 4th - May 8th** | Teacher Appreciation Week
- **Friday, May, 8th** | Professional Development Day – No School /Fisher Closed
- **Thursday, May 14th** | Fisher Night at Birdcall – Restaurant Fundraiser
- **Friday, May 15th** | Spring Fling – 4pm New Family Orientation; 5pm – 7pm All Families
- **Monday, May 25th** | Memorial Day – DU & Fisher Closed



CURRICULUM CORNER

Please stop by the new Curriculum Connection area in the front hallway! This area will be updated regularly to highlight NAEYC initiatives, give examples on how our curriculum is conceived and implemented in the building and highlight ways in which we promote our mission and values throughout the school. The current display encourages family participation in communicating ways that you all spent Spring Break and talking about the return of the Giraffe family as a learning provocation to a variety of topics as an example of the Project Approach Curriculum—one of the evidence based curricula we use to promote learning through play.



Spring Fling

Spring Fling will take place on Friday, May 15th. At 4PM, new families are invited to a family orientation to learn about the school and curriculum from Sharon and Meaghan.

From 5–7PM, all families are welcome to visit classrooms, meet teachers and friends.

New school year classroom placements will be announced in the days leading up to the event so children and families can meet classmates and connect with new families.

FISHER ADVISORY BOARD

Spring Survey

If you didn't get a chance last month, please take a moment to share your feedback:



New Family Survey

Is your family new to Fisher? Take a moment to let us know a little about you!



Comment Box

Ask questions, share anonymous feedback, give praise!





WEATHER

Reminder

As warmer weather approaches, please update the extra clothing stored in your child's classroom. We also ask that each child bring a sun hat for outdoor play and walks, and that sunscreen is applied at drop-off.



PICTURE days

Wednesday, April 22nd | Grad Photos (PreK Classrooms Only)

April 29 & April 30th | Class Photos (All Classrooms - Check with your teachers for your classroom's day)



DENVER BEER CO meet up

Thanks to everyone who joined us last month at Denver Beer Co for a casual family meet-up! We filled the space with warm conversation and enjoyed some beautiful weather together. Do you have ideas for future meet-ups? We'd love to hear them - email us at FisherAdvisoryBoard@gmail.com.



STUFF to do in Denver

Looking for fun and interesting things to do this month with the family?

Check out this fun resource we love!

downtowndenver.macaronikid.com



Read More Below!

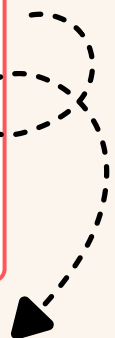
WEEK OF THE YOUNG CHILD 4/13- 4/17

- Monday | Music Monday
- Tuesday | Tasty Tuesday
- Wednesday | Work Together Wednesday
- Thursday | Artsy Thursday
- Friday | Family Friday



BACKPACK connections series

The Backpack Connection Series was created to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home. We'll share a new one each month!





Backpack Connection

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model



The Pyramid Model is a framework that provides programs with guidance on how to promote social emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.

More Information

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ChallengingBehavior.org

How to Give Clear Directions

Brooke Brogle, Alyson Jiron & Jill Giacomini

"Why do I have to repeat myself time and again?" "Why won't she listen to me?" Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.

The child does not hear the direction. Parents often give directions from a distance or in passing. "Lauren, get your shoes on." Did your child actually hear what you said? Just as adults often don't hear what their partner has said to them because they are focused on reading, email or talking on the phone, children too often don't hear what a parent has said because they are focused on a task such as building a tower or drawing a picture.

The parent gives too many directions at one time. When you give your child too many directions at one time, it reduces the chance that she will follow the directions and increases the chance that she will be confused. "Lauren, please go upstairs, brush your teeth and pick up your blocks while I finish the dishes." This multi-step direction is too long and complicated for your child to easily understand. Instead, try giving one direction at a time.

The child doesn't understand the direction or the direction is too vague. Directions such as "Settle down," "stop," or "be nice" might be too vague and difficult for your child to understand. If she is throwing toys out of the bathtub and you simply say, "Lauren," you have not actually told her what you want her to do. If you say, "stop it," it may temporarily stop the behavior, but she still may not know what you want her to do. If what you mean is, "Lauren, toys stay in the tub," then you need to explicitly tell her so.

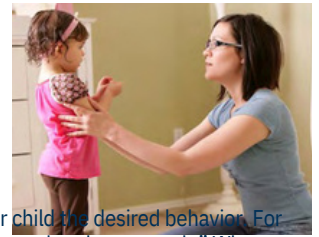
The direction does not tell the child what to do. Parents often tell children what not to do, rather than what they should do. It is important to state directions positively in order to teach your child the expectation. Instead of saying, "Stop running!", state the direction positively by saying, "Use walking feet."

The direction sounds like a suggestion or question. Daily conversation is filled with questions, suggestions and directions. When you say, "Will you put your shoes away?" you are not giving your child a direction—you are asking her a question. When you give your child a direction that needs to be followed, it is essential that you tell your child what to do rather than ask. For example, "Lauren, put your shoes by the door."

Try This at Home

- It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.
- » Do—State the "do" direction.
 - » W—Wait for compliance (silently count to 5).
 - » A—Ask the child to restate the direction.
 - » W—Wait for compliance (silently count to 5).
 - » P—Provide encouragement or help (helping will ensure success).

Make sure that you have your child's attention. Eye contact is a great indicator! When you state the "do" direction you are teaching your child the desired behavior. For instance, "Lauren, go brush your teeth." When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don't forget to encourage your child by saying something like, "Wow, Lauren, what great listening ears! Thank you for brushing your teeth."



Practice at School

In addition to verbal instructions, teachers use many methods to give directions and help children understand expectations. These methods may include using symbols or pictures, sign language or gestures, songs, puppets, instruments, sand timers, or other tools. The more opportunities children are given to see or hear the instructions, the more likely they are to complete the task. For example, when teachers need to tell the class that it is time to go inside from the playground, in addition to words they may use a sound (e.g., ring a bell) to alert the children about this event. Children know that the sound means that it is time to line up at the door, even if they do not hear the verbal instructions. When teachers pair words with other signals, they help children to confidently and successfully participate in activities.

The Bottom Line

Listening and following directions are skills that children learn through their daily interactions. When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through.

An important consideration for parents when teaching their child to follow directions is to "pick your battles". You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.



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NAEYC

Week of the Young Child

APRIL 13 - APRIL 17

A fun-filled week celebrating early learning, young children, their teachers, families, and communities—now marking 100 years of NAEYC and the 55th anniversary of Week of the Young Child.

MUSIC MONDAY



Please share a song or rhyme from your family or culture with your classroom teachers! We will be putting together a fun project that represents our community!

TASTY TUESDAY



We'll explore interesting and tasty creations!

WORK TOGETHER WEDNESDAY



We'll share more soon on how classrooms will be working together to create a school-wide art project!

ARTSY THURSDAY



PD Day | No School




We're combining Work Together Wednesday w. Artsy Thursday since Fisher is Closed.

FAMILY FRIDAY

We're focusing on our families to close out the week! We'll share about how every family is different and unique!

Learn more online:
www.naeyc.org/events/woyc





Denver Central
CityOpera & WeRead
presents:

FRIDA KAHLO STORYTIME

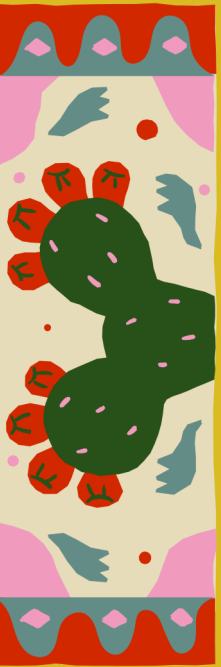
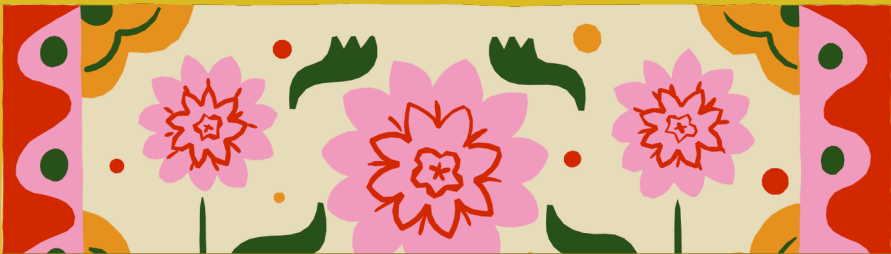


[Register here!](#)

English and
Spanish
storytime
for children
ages 0-7



Saturday April 11th at
10:30-11:30am
University of Denver Craig Hall
2148 S High St, Denver, CO 80210



Spring Fling

15th
May

FRIDAY

At
5 PM

SAVE THE DATE

Fisher Early Learning Center

Join us for a fun community
night with food & activities.

