

October 2006

TCS Times

*The Children's School/ 208-343-6840
Nicole Shadduck--editor*

From the Director

By Cindy Finch

As I write, our school community is one week from having co-sponsored Alfie Kohn's talk about unconditional parenting. What a treat his brief visit to Boise was for those of us familiar with his work on parenting and education—and what a conversation starter his words have been already for families, teachers, and program administrators all over Boise. For some, this presentation was confirming of already existing practice; for others, his ideas are challenging, or even, confusing. Here is my modest attempt to further the conversation and thinking about what Alfie Kohn said—and what he has written in his books. Along with what I write here—please check out chapter 7 of his parenting book, [Unconditional Parenting](#), available to borrow from our parent library or to purchase in local bookstores, where he outlines broad principles of parenting by “working with” rather than “doing to” children.

Typical of the thoughts some families have had about Alfie Kohn's discussion with parents is this: “I'm not sure I agree with him. Time out is working for us.” Others have said, “What I take away from this discussion is this: I control my child too much.” One parent took exception to the list generated by the participants of what we want for our children because it held parents responsible for too many things.

In an attempt to be helpful to families, here's what I think: Parents have the responsibility for providing a structure for the family and having a big-picture view of what we want family life to be and where this family is going. Children cannot do that. Children can have a voice, can negotiate, and can make decisions—but only within the structure parents provide. That's why it is so important that children have some voice, opportunities to negotiate, and some decisions that they can have the final say on—because by controlling the underlying structure of the family, we control much. If we want our children to know how to do those things—have opinions, make decisions, express themselves— anywhere else in their lives, we need to give them a chance to try it out with us in the safety of our homes and within the security of the parent-child relationship. However, that doesn't mean that everything is negotiable—no parent has enough time and energy to do that all day and into the evening—and children don't need that in order to have a good childhood. Many decisions about family life are unnecessary to negotiate because they are embedded in the structure that you provide. In

Did you take photos of the carnival? I'd like to have a few for our school yearbook. If they are digital and you want to share, please send them to director@tcsboise.org. Already printed photos are fine too. Thanks.

MARK YOUR CALENDARS!

The Learning Express Fundraiser will take place on Wednesday, November 15th. We receive a percent of sales on this one shopping day. Please watch for more information on how you can do your shopping and help support our school!

fact, I believe that children take comfort in knowing that they are listened to and that parents will make the final decision—considering the child's perspective, the needs of other children in the family, the needs of the grown-ups, and lot of other things (like schedules, commitments, and responsibilities)!

However—and this is a big however—family structures should never be impenetrable. Every voice matters in a family and, whether we intend this to be true or not, everyone in the family has a hand in shaping the direction this family is moving as part of our lives together. When we listen to them, children insist that we grow as parents and help us refine the structure of our family life.

In my work prior to returning to The Children's School in 1997, I taught introductory level child development and education classes to college students. It took me a while to notice the consistency in thought these teachers held about children and discipline—but once I realized I was a better teacher to them. The teachers in my classes mostly believed that children needed to “pay” for their mistakes or misbehaviors (many had frequently used time-out chairs in their classrooms which I often unintentionally sat in when I visited their classrooms, much to the horror of the young children watching!). In our seminars we could talk endlessly about guidance and discipline. We would agree to define the purpose of discipline as to teach children. And still someone would eventually say, “But doesn't there need to be a consequence?” I finally realized that what I was dealing with was social or cultural, maybe even embedded in religion. If you do something wrong, its not over until there is a punishment. For these teachers there must be a loss for a child or an unpleasant experience of some sort in order for the event that begins with a child's mistake or misbehavior to be concluded. Then, the thinking might go, we can be sure that the child has learned something (and hopefully it is what the adults were intending to teach!).

I could list techniques and even thought about doing that, as part of this article—but this is what makes it so hard for me to do that in writing. *Effective discipline is not the application of strategies. It is deeply embedded in your relationship with your child, your knowledge of your individual child, and in what your hopes are for your child over time.* If I'm going to talk about discipline decision-making I want to have time to talk through the finer points. When we talk about “habituated antisocial behaviors” I want to make sure there is a deep understanding about what they are—and, more importantly, what they are not. When we talk about a technique like “time-out” I want to make sure there is time to fit this “ultimate consequence” into a broader philosophy for your family.

Techniques matter. Techniques of discipline either support or undercut your overall plan for your family. Those of us who talk about discipline often leave out the finer points of discipline because guiding young children is never a recipe that can be communicated by one person and followed by another. Our recent conversations bring to mind my long-ago college students/teachers who couldn't define their philosophies or refine their

specific techniques until we got very detailed—is that where you are? Please let me know. There are more detailed conversations we can have as a school community about discipline.

Discipline is always an opportunity to teach—and any kind of education takes time, energy, and, sometimes, repetition or coming at a concept from another angle to meet children where they are, who they are, and how they think about things. Discipline that grows with a family demands rethinking over time. I encourage you, for now, to think about who your child is and what your hopes are for who your child will become over time. It may not be all you want to know or even need to know, but laying this philosophical foundation is always a first step in parental decision-making and in establishing a family discipline climate.

A 'P.S.' to Last Year's Primes

By Susan Gardner

While closing up our classroom last June, Mary Helen and I received some unexpected mail for the Primes. It was too bad everyone had already headed into their summers. We had said our good-byes the week before, and now they would miss this last message from Doria. We finished our work, said good-bye to each other, then promptly marched into summer ourselves.

Summer is the perfect time for a change of scenery; taking a road trip for instance. As my daughter Katie, my friend Sharon and I drove across a then scorching Oregon desert to get to Portland, I thought about how long TCS has been important to me, both as a parent and as a teacher. This trip was a planned week-end visit with Sharon's daughter, Alice, who'd been away at camp for a big part of the summer. Katie and Alice first met years ago in the 3-4's class. Among other things, I remembered them playing "Lion King" for hours under Sharon's dining room table that year. Their friendship has endured through ballet, soccer and different schools since those Children's School glory days, and has remained significant to them both. They started Boise High this fall.

As teachers, Mary Helen and I feel an ongoing responsibility toward supporting old and new friendships in the Primes. This year has been pretty interesting that way. With nine returning Primes, when one of us misses someone from last year, we ALL start missing them. Singing "Take Me Out to the Ballgame" hasn't been the same without Cy or Cameron (or Sophie cheering for the Red Sox). Ending Meeting loses its focus whenever Sydney, Sophia, Max or Andrew are seen waiting outside the door this fall to pick up one of the Primes. MH reported spotting Emily Ann on her way into St Joe's one morning and we wonder about Madeleine or Niko every time we see a parent dropping off younger siblings who are still at TCS. As I told a former Primes parent the other day, her son was alive and well in our classroom, he just didn't go to school here anymore.

Occasionally I hear families refer to TCS teachers as "Miss" followed by a first name. While other schools encourage children to address teachers in this way, TCS does not. We prefer to be called by our first names—everyone, faculty and staff, throughout the school. Your next school environment may likely ask something different from you and your children. However, at TCS we prefer to build and share respect through the many interactions that make up our school relationships.

We connect with each other at TCS, often in long-lasting ways. And sometimes in ways that surprise me. While our class was busy growing and learning and creating general chaos and fun, they were also making an impact on someone else out in the community. We met Doria on a trip to the Black History Museum. She led our tour that afternoon and enjoyed the class so much that she followed us home (as it were). She came in weekly to read to us stories from the American Girls series. Her passion for Black History followed her through the door. She shared what it was like being the only black child in her Boise grade school. The class looked forward to these afternoons and sadly said good-bye one day last spring. She had one more thing to share with them (so this is finally the "P.S." part) ...

We know that families sometimes use our playyard spaces before or after school.

We have playyard rules posted for the benefit of all adults who supervise children's play. Do you know these guidelines we have for children on the playyard?

1. Children need to keep one foot on the ground when they are beside the fence.

2. Opening the gate is always a "grown-up" job.

3. Climbing in the crabapple tree is for three children at a time; children need to be able to get themselves into the tree rather than being lifted by an adult.

4. Children can never be left on the playyard without adult supervision.

Dear Primes Class,

I hope everyone is having a terrific summer vacation so far. I truly enjoyed getting to know each of you. I wanted you to know that your class helped me decide to make a big decision. I am moving to Chicago and will be teaching 1st thru 3rd grades. Thank you for reminding me how fun teaching was and is.

I am taking all my pictures and cards to Chicago with me.

Doria Nielsen

Sounds like a pretty good road trip to me.

Consulting Teacher Biographies

Look for biographies from the Board of Directors in the next issue of *TCS Times*!

Shelley McCarl-Art Consultant Teacher

Shelley is in her sixth year of teaching at The Children's School. She and her husband Bob, who teaches cultural anthropology at BSU, and their two children, have lived in Boise for 20 years. Shelley received her BFA at the University of South Carolina, and previously worked in graphic design and packaging design. She also teaches art to children and adults through the Boise City Parks & Recreation Community Center.

In addition to teaching art, Shelley paints in pastel and oil, and her work has been included in a number of national and international shows and publications. Currently, she has two paintings in the Pastel Society of the Northern Rockies Annual Show in Idaho Falls, and she recently returned from New York City, where her work was displayed in the annual Pastel Society of America show.

Lilia Byrd—Spanish Consulting Teacher

Lilia was born in Texas and raised in Nampa. She has a BA in Spanish and has had the pleasure of teaching in Boise for over 20 years. She believes that learning languages is important for all of us, especially our children. Learning a second language helps us appreciate and respect our cultural differences. Being bilingual or multilingual allows us to expand our social awareness and prepares us for working and living with people from diverse backgrounds. Her focus has been to help students develop conversational Spanish skills much the same way as most of them have learned their first language. Usually when learning a language we learn to speak it, before we learn to read and write it. We'll spend a lot of time using the language and having fun learning about different cultures that use Spanish as their first language. She is excited to have the opportunity to teach your children and meet you, their parents.

Jodeen Revere—Creative Movement Consulting Teacher

Jodeen is happy to be entering her fifth year of teaching Creative Movement at TCS. Her class is a blend of yoga, dance, and dramatic games, all passions of hers. She is an actress who has worked with Boise Contemporary Theater, Idaho Theater for Youth and Open Door Theater. She teaches drama and story theater classes at Idaho Shakespeare Drama School. She has studied yoga for 10 years and teaches Vinyasa Flow yoga to adults as well as a class for teens at The Fulton Street Theater. She has been an assistant teacher in the Primes, Young 3s, and Parent-Toddler Program, and a substitute in every class in the school. Her daughter is a TCS alum. Jodeen loves yoga, cats, really funny people, books, film, artistic endeavors of all kinds, food, walking, gardening, and inclement weather.

Will Martin—Music Consulting Teacher

Will has been singing and teaching most of his life. He earned a B.A. in Vocal Performance at the University of California at Santa Cruz, where he sang title roles in the very early days of the UCSC Opera Theater. Will earned his Master's degree in Music Education from the University of Oregon, and has taught in public schools in Oregon and Washington, mostly as an Elementary General Music teacher. Will was a conductor with the Oregon Children's Choir for 12 years, where he worked at various times with children from Kindergarten through high school age.

Over the years, Will has greatly enjoyed collaborating with many teachers on a wide variety of musical and theater projects and performances, and has done many classroom visits and presentations and school assemblies as well. Will has also taught music workshops for Head Start teachers, and has a level one Orff-Schulwerk certificate.

Will is married to Susan Martin, a professor of Education at BSU. They have two grown children, and three small grandchildren. Will tries to go to California as often as he can. Susan and Will served in the Peace Corps in 1995-1996, helping train English teachers in the Philippines. They created a very successful unit on "Teaching English Through Music and Song," and

TCS Directory

Correction:

2-3s

Kim and Mark Liebich

Home 433-8198

Kim's cell 484-1560

Mark's cell 602-1614

We hope you will take a look at the coffee room bulletin board on a regular basis. That's where we post information from the community that may be of interest to families. The bulletin boards in the hallways are for school information, but the coffee room is used regularly for out-of-school events, classes, or information. Take a look!

**Encourage the Larger
Community to Visit
and Learn . . .**

*These words begin one
of TCS's six goals for
the school and are
fulfilled partially by
opening our classrooms
to BSU students.*

*We have 3 practicum
students this semester
from the Early
Childhood/Special
Education program in
the College of
Education. They are
Amy McQueen, Willa
England, and Kayla
Seville. Their role is
observing children and
teachers, primarily, and
they are placed in the
3-4s, 4-5s, and 3-4-5s
classes, respectively.*

*I hope you will
welcome them to our
school.*

taught at workshops throughout the country.

Will loves baseball, hiking, traveling, and swimming. You can often find him at work in his yard, and especially in his vegetable garden. He cannot resist fresh tomatoes, carrots, or peppers, hot and/or sweet!

Will loves working with the teachers at The Children's School, and greatly appreciates the opportunity to teach, learn from, and share Music with your children.

Parent to Parent

By Raine Simplot

The Children's School and the parents of TCS students enjoy a reciprocal relationship. TCS cultivates an environment of learning not just for students but their parents as well. Much of the work TCS does for parents is indiscernible and can go unrecognized.

The Children's School continually brings in great guest speakers and other educational resources for parents and child care is almost always provided. Family and friends are encouraged to come to the school to participate or just watch which creates that wonderful feeling of family that is unique to TCS. There is also the delightful way that parents are brought together. We don't line up in our vehicles outside the school with the motors running waiting for our children to get out of class. At TCS, we all gather in the small, or should I say, cozy hallways, huddled around windows and the kitchenette talking about recent births, play dates and the like, or in the yard trying to leave the school but unable to pry our children away from their friends and the place that they love so much. Parents often gather in the coffee room in the morning feeding babies, watching children through the window and chatting. We are physically close to each other and eventually become close emotionally.

The environment at TCS is warm, safe and inviting for children and parents alike. The school, teachers and staff are a wonderful support system for parents and a comforting presence in the lives of their students. Getting involved in any way large or small perpetuates the family like environment and the universal admiration that TCS enjoys.

Parents at The Children's School

By Lisa Wirtanen

I LOVE being a parent at TCS! My primary responsibility here is as a parent to our son Clay in the Primes class. Our daughter, a TCS alum is now in 7th grade at North Junior High, and I loved being a parent here when she was in attendance as well. There are several reasons for this.

First of all, I am able to observe my child in a setting all of his own. I see him interact with his peers, teachers and materials at school in ways I would never see at home. He asserts himself, learns to communicate effectively with others, shows concern and caring for his pals, and of course gets the academic stuff as well. I learn so much watching and listening to him and his teachers.

Second, I get to participate in Parents for TCS (P-TCS). This is a group to which we all “belong” and I am fortunate enough to be able to attend the monthly meetings. Part of our work is to raise funds for the school through a carnival and an auction-or a big party- in the spring. I enjoy working together with other parents on behalf of TCS.

Third, as part of P-TCS, I get to be on the education committee. I get to meet some really cool people, and talk about the joys and struggles of parenting young children. Last year we were involved in a book club, reading Unconditional Parenting by Alfie Kohn. This author came to Boise because of work the ed. committee has done-namely Nancy Cole. Thank you Nancy! It is exciting to be a part of a larger goal in terms of assisting other parents in the community to consider new ideas about parenting. This year we are sponsoring several parent events that will be small, but will have a topic of discussion relevant to our lives as parents. These are great opportunities to hear information, share information, and if you want to meet other parents-a great opportunity for that too.

Fourth, I enjoy giving to the school: all of those fast food toys that clutter my home for the carnival prizes; putting a couple of dishes in the dishwasher when I see it needs to be done; sweeping the floor after a messy project; or thanking the teachers every day for the dedication and skill they have and share with my child. Appreciating the work that is done on behalf of children here is a joy.

There are many more reasons I enjoy being a parent at TCS. Of course all of these things I mention loving about the school don't occur in one week, or even one year. I have been a parent at the school for almost five years. You may be thinking, “she has way too much time on her hands”...but actually when the “giving” is spread it out over five years, I have just the same amount of time as everyone else and it definitely feels do-able. There are SO many parents at TCS who give every day, week, month and year. To you I say THANK YOU! The message for us all is:

Give to your school because the school gives to us every single day!

If you would like to share some reasons you love being a parent here, email me at lisawirtanen@isp.com.

Alumni Notes

I saw Peter Williams with his mom at Art in the Park this year. Peter attended TCS from 1983-85. He graduated from University of Puget Sound, worked in California and Boise for a few years, and is now a graduate student in economics at University of Oregon in Eugene. His sister, Carley, attended TCS from 1984-86. She graduated from Albertson College and is coaching at a local school.

Willa England, one of our BSU practicum students, attended school at TCS in the 1980s. What a treat for us to have her back (in the same classrooms that she was in as a 3 year old)!

Ben Kemper attended TCS from 1993-2000. He is currently a ninth grader at North Junior High. We read with pleasure about his performance at the National Storytelling Festival in Tennessee.

This is Not a Committee

By Cindy Finch

The TCS faculty would like to invite you— families with children enrolled in TCS classes—to be a part of our discussions about accreditation. We are moving through the 10 NAEYC program standards each time we get together. We have plans to post accreditation information in the school halls (be looking for the accreditation bulletin board) as one way of communication. But we'd like to bring you into the discussion at a more fundamental level—as we grapple with understanding the details of the 400 or so criteria and what they mean for our program. Ideally, we'd like to have a parent from the different types of classes we offer—full day preschool, half-day preschool, Kindergarten or Primes, and toddler or 2-3s. We will also be inviting a Board member to join this discussion. Later Friday mornings or midday seems to be the favored time among teachers. Can you join us? Let Cindy know.

Reminder: Peanuts are Home Foods

With the beginning of the lunch program, I want to make sure all families remember to pack lunches without peanut products in them.

If you send a sandwich with a spread similar to peanut butter (like almond butter, for example), be sure and tell a teacher. If we are unable to tell, it may cause unnecessary question or concern. Our classrooms are all shared spaces and we do have children enrolled in the school with peanut allergies. Therefore, we have eliminated peanut products to ensure a safe school experience for all children.

Thanks for your help!

What Happened to Our Sweet, Compliant Child?

By Cindy Finch

(revised and reprinted from a past TCS Times, From the Director article)

Recently I was involved in a discussion about children's behaviors and how they may change during the early weeks of school. I always appreciate being reminded of these reoccurring events in family's lives. We often have resources to help. Changes in children's behaviors may be developmental. I have always relied on books about child development to help me see my children differently when I am challenged by their behaviors. Other parents and their experiences in similar situations can help. Changes in children's behaviors may also be situational. That's the flavor of the article I've chosen to excerpt here:

Transitions for families from summer to the school year beg careful handling by adults. Although it can seem like a time of celebration, transition times require parents to both listen to what children say they want and listen to our more mature and experienced perspective of what children need.

Exciting times call for a balance of sameness—of predictable, regular days. I often hear parents talk about how tired their children are during the first month of school. Becoming part of a group takes a lot of energy, energy that your child may not have to participate in other activities. There are new routines to learn at school, new relationships to begin, and new ways to experience your body, mind, and emotions. There will be a lot of comfort for your child in knowing what to expect at home.

Along with the expanding boundaries children experience when they become part of a class, there may come some behavior challenges at home. Tiredness may be part of it. However, when children experience the new successes they have at school—washing hands alone for the first time,

reading that first word, digging a deep hole in the sandbox and filling it with water, figuring out how to enter play with other children, learning that teachers can be resources to you, remembering the rules of a game, figuring out how many people are in class if two are gone—there can be an attempt to renegotiate the rules, boundaries, or expectations you have for them at home. Challenging behaviors by children during the early days of school can be a way of communicating “I’m growing, learning, and changing, and I want you to understand that and adjust—now.” Parents have a huge task during these early days of the school year to make decisions about rest and predictability when that is called for, reasserting family boundaries when that is appropriate, and revising the rules and roles of family life when you are ready. Try to take time to reflect before you react.

TCS Work Days—Building Community Around Projects

By Cindy Finch

Twice a year we offer opportunities for families to work together on school projects—days we call “work days.” Not only do we get projects taken care of, but it is a great way to get to know other families in the school.

We plan these days around taking down or putting up the main yard shade structure—a job that takes 4-6 people on ladders! At the same time we take care of other seasonal, facility, or yard based projects. Look for communication about the **October 28th, 10-2**, work day in your school mailboxes and on posters around the school. Hope to see you there!

Tuition Assistance Notes

By Cindy Finch

Did you know that TCS is committed to awarding tuition assistance each year to families who want this educational experience for their young children but are unable to pay the full cost of tuition? We do this, with thanks, through funds raised by Parents for TCS events each year. This year we were able to award over \$19,000, equal to about 4% of our tuition income, to seven children, about 6% of our student population. Applications for tuition assistance are available at www.nais.com; our school code is 4112. Our school tuition assistance committee will make final decisions about awards for the next school year, based on the report provided us by NAIS, in February 2007. Tuition rates for next year will be set in January 2007.

Parenting Young Children

This discussion group, co-facilitated by Carla Jensen and Cindy Finch, began in September and continues October 27 and December 1 from 9:30-10:30 in the coffee room.

Many of the topics brought up the first time involved the challenge of parenting two children with differing developmental needs.

Please join us for these discussion times. Discussion topics are defined by the parents who participate.

Let Cindy know if you intend to join us. See you there.

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We're on the Web!

See us at:

www.tcsboise.org

Important Dates...

Assessment of Children at TCS

A Collaborative Statement by Cindy Finch and TCS Faculty

Our school-wide assessment processes are ongoing and structured around

- 1) our goals for children (competence, individuality, social relationships, and creativity),
- 2) developmental areas (physical, social/emotional, cognitive, and language),
- 3) content areas (math, science, creative expression, social studies, literacy, health and safety, and technology), and
- 4) approach to learning.

Please look for more information about assessment at TCS in the next issue of TCS Times, as well as around the school!

Thanks to...

John Hanson, Lynn's husband in the All Day class, for assembling our new trikes and scooters.

Dave Schwartz, Clay's dad in the Primes, for finishing the assembly on a particularly tough-to-assemble scooter.

Nancy Cole, for the hard work, leadership, and collaboration needed to bring Alfie Kohn to Boise October 4 and 5. These events were a truly inspirational gift to Boise parents and teachers—and a culmination of 3 years work.

Lisa Fernandez and Jane Lambie (and the carnival committee, school volunteers, and community donors) for all the detailed thinking and planning as well as the back-straining work that went into making the October 14th Carnival the fun success it was. Through all this work we have teacher continuing education money to support teachers taking classes and attending conferences (including the NAEYC conference coming up in November in Atlanta!). Thanks.

Susan Grey, Jack's grandma in the All Days, and Bryan Wewers at Idaho Power for donating the printing of our newsletter.

A Supplement to TCS Times: To Our In-School Community

Holidays with Young Children, part 1

By Cindy Finch

Many families begin to consider the role of special events, celebrations, and holidays in children's lives this time of year. Here are some thoughts about Halloween, our school approach to holidays, and some ideas for creating meaning with children around holiday celebrations.

Halloween at school

It may appear that we minimize celebrations and holidays in our classrooms. However, we have talked as a staff about the insertion of Halloween into classroom activities and have determined that many aspects of this time of year enrich children's experiences at school. For example, pumpkins are prevalent in stores and gardens, reflect a real harvest going on in our community, and can be made into both food and decorations in the classroom. Instead of bringing many commercially produced things into the classroom, children begin to create masks or costume pieces and wall/window decorations as part of their day at school and as a way to play with the powerful emotions that may occur during holiday seasons. Some classes will do special things with children around this and other holidays; other classes will have regular days for children as a way to counteract the excitement outside the school walls that children are experiencing. In both cases, teacher's decisions about daily classroom experiences will reflect their understanding of the individual children and families involved in the class.

All of our decisions about what to do in the classroom around holidays are filtered through the school framework. TCS classroom experiences are planned:

- *to nurture and stimulate thinking;
- *to accommodate and support children's development; and,
- *to provide a comfortable, reliable, and predictable environment to help children clarify, order, and make sense of the world.

Halloween at home

What do you know about your child and his/her enjoyment of this Halloween season? For some children Halloween is the best holiday of the whole year. It involves pretending and dressing-up—activities young children are drawn to in daily life. It involves some playing around with scary ideas. Most young children have some fears. For some children playing with fear makes it more manageable and feels good. For others it is easy to go too far with scary images, stories, and sounds. Either response is reasonable and appropriate in young children. Many children will be uncertain about whether the scary images, sounds, and stories so prevalent this time of year are real or not, a reflection of how young children try to make sense of new or abstract information. An understanding of how your child experiences, with joy or dread, this season will help you make decisions about family celebrations.

Do you feel compelled to do what you see others do during this holiday season? I hope not. At TCS we hope families will create ways to celebrate holidays, including Halloween, that **considers the age of your children** (young children may find trick or treating fun—but may not be able to do it with more than one immediate neighbor; costumes can be elaborate or very, very, very simple) and **reflect the things you value for your children** (if you hate the candy overeating but love the pumpkin carving, put your emphasis on what you love about the holiday and don't worry about trying to do it all).

The fall and winter holidays can be a time of frenzy for parents of young children. It is easy to fall into the trap (I know I have at times) of thinking that we have the responsibility to provide every experience for our children this year. If you start to feel overwhelmed by holidays, your child is probably feeling that way too. The holiday season can be a joy to share with young children, especially when the emphasis is on **creating meaning** with your children about the holiday through a few simple, shared experiences and on **developing family traditions** that your children learn to associate with this time of year.

*Saturday, October 28th, P-TCS Work Day, 10:00-2:00, Look for more details at the school.

*Thursday, November 2nd, Toilet Learning: A Discussion for Parents, Noon. Megan Jones, Facilitator, Childcare provided.

*Wednesday, November 8th, **No 2-3s, 3-4s, 3-4-5s, 4-5s, 4-5-6s classes and Early Release for Primes at 12:00 for Conference Preparation.** Only All Days and Prearranged Primary Child Care Open

*Thursday-Friday, November 9th-10th, Parent-Teacher Conferences, **Only All Days and Prearranged Primary Child Care Open**, All other classes are closed.

National Association for the Education of Young Children (NAEYC) Conference in Atlanta, GA, Professional development opportunity for teachers

*Monday, November 13th, **No 4-5-6s class.** Parent Teacher Conferences

*Wednesday, November 15th, Learning Express Fundraiser