Greetings Parents,

This coming Friday at our first parent coffee session for this year, I will share with you the components that comprise the Early Years program and how our approach to learning promotes the acquisition of the 21\textsuperscript{st} century skills.

**Reading & Writing in KG2**

To ensure a smooth transition to Elementary School for our KG2 children, we have started implementing the Reading & Writing workshop adopted in ES. The components of this program are promoted in light of the Reggio philosophy. Mrs. Carrie Ekey, the literacy consultant who visited last year to provide training and professional development for our KG2 teachers, is returning the end of October to work with the KG2 teachers again on improving our reading and writing instructions.

**Parent Coordinators**

Next week I will meet with the parents who volunteered to serve on the Parent Coordinator Committee. This group consists of 6 parents who I sent an email last week. If you signed up for this committee but haven’t received my email, please let me know.

**Parenting Tips**

Discipline is crucial in the child’s early years. At the beginning of the school year our Early Years teachers establish routines in the classrooms and discuss limit setting. They make expectations very clear and make sure that the children consistently follow them. As parents, you too set limits in your homes and this is a very important step in making students feel secure, aware of boundaries and able to approach their day with confidence. When a parent or teacher sets clear limits for young children and reinforces these limits when they are tested, children are sure of their boundaries. Adults use clear and concise language to state limits and children become aware of the boundaries and the consistency of their teachers and parents. Children are too young to have control over all decision making and without clear limits they become confused and frustrated and will tantrum, cry, yell or show anger/frustration in other ways. The following is a short article posted by NAEYC (National Association for the Education of Young Children).
Granddaughter Knows Tantrums Won't Work

When our granddaughter was 6 years old, she and her brother were visiting us. One lunchtime, I decided to clean up some leftovers. My husband asked for more spaghetti. When I reminded him that he was trying to lose some weight, he pretended to cry. While my back was turned, my granddaughter said, "It won't work." So he "cried" some more. My granddaughter sighed, then repeated, "It won't work, Granddad. I tried it once."

Volumes have been written on this subject by brilliant scholars. It took a 6-year-old only eight words. When I see a child having a tantrum in a store, my sympathy is with the child, who has been programmed to do this and is not a happy child.

The granddaughter tried to help her grandfather learn the lesson she had learned from clear, firm messages: that she should respect clear adult authority. When parents or grandparents are not clear, a child on the edge of an inner conflict is thrown into more confusion, and a temper tantrum is a likely response. Tantrums at different ages are the result of different conflicts. In the second and third years, they are normal and are a reflection of the child's wish to make her own decision, "Do I or don't I? Will I or won't I?"

For an older child, the reasons may be quite different such as wanting to get attention or wanting her own way in the face of an undecided parent. This is a time when firm but friendly discipline, such as “Of course you want to go, but the answer is clearly and decidedly no."(NAEYC Young Children)

Respectfully,

Sawsan Yaseen
Early Years Principal

Upcoming Events & Dates to Remember

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<td>Islamic New Year Holiday</td>
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<tr>
<td>Oct. 16</td>
<td>EY Parent coffee Session in the Lower School Auditorium at 8:15</td>
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<td>Oct. 23</td>
<td>Ashoura—tentative</td>
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<td>Oct. 29</td>
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