SECA,

I certainly agree that it is critical for classroom management and continuity for children to arrive on time. We love having everyone together to start our day and Morning Meeting.

However, we often have children whose parents must first get their school age children to distant schools before dropping off their preschoolers. Those children often feel the pressure of being late when it is not in their control, and due to traffic in our large metropolitan area, beyond their parents' control. This results in anxious children sitting in the car in traffic, and reluctant to enter the classroom when they do arrive. We let these children who must come long distances know that they have a different "on time" time than the others. Our children and parents are already under such stressors, that for us to add to that is cruel. No amount of 'helpful' time management hints will alleviate their inevitable lateness due to scheduling issues or traffic. We teach these children helpful skills, such as learning to nod to the teacher for a welcoming smile and to silently put their things away. The rest of the class is taught that sometimes things happen and we must be late, and we are going to help our friend with silent greetings and a 'scooch over' to make room for them to quickly join us in Morning Meeting. I would much rather have a child learn such coping mechanisms than to have a parent decide it is too uncomfortable to be late and just take the child home rather than face the disapproving teacher.

August membership e-mail, It's Almost That Time Again! A New school Year is Beginning!

Do you have an idea you would like to share with your fellow colleagues and SECA? Send your thoughts to gbean@southernearlychildhood.org or post them to our Facebook page.