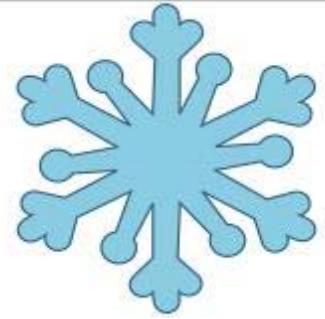




# NEWSLETTER

Northern Tier Community  
Action Corporation  
**Head Start Program**

November/December 2019



David Greene  
Executive Director

**Dear Parents,**

The Office of Head Start says this about what school readiness is: "Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life." Your role in helping us do this is more important than ever! There are 3 areas where we need your help in the next few months. All of these are very important steps in helping your child be ready for school and get the most out of the Head Start Program.

1) **ATTENDANCE-** It is very important that your child attend the program regularly. This is a basic for school-readiness. If/when your child is not present they cannot learn what they need to be ready for school! The Office of Head Start expects individual children that attend center-based program to be present at least 85% of the time. Please make sure your child attends regularly.

2) **PARTNER WITH STAFF-**In order to help your child learn all they can we need your help. Staff need your ideas about how your child is learning and growing at home. They need you to help re-set goals for your child for the rest of the year. You are the one who knows your child best. When staff call you on the phone, come for home-visits or ask you to send information back to them, please do all you can to respond. We know you are all busy but we can't do the best for your child without you helping us. Remember, you are always welcome in the classrooms/sites.

3) **WORK WITH YOUR CHILD-** Since you are the 1st and most important Teacher of your child, you also can be helping him/her learn every day at home. As a part of our school-readiness goals, we will be giving you more ideas of what you can do at home to work with your child. Please always make sure and check back-packs and pockets for information sent home. Not only will this help your child but we can use your hours for in-kind.

If you help us in the above 3 ways it will be good for your child, you and the program! I am certain we can do this together!

**POLICY COUNCIL**

**Chairperson:**

**Phaedra Steele**

**Vice Chairperson:**

**Raven Lawler**

**Secretary/Treasurer:**

**Karen Simons**

**Policy Council**

**Meetings:**

**November 21, 2019**

**December 5, 2019**

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**Debra Sidelinger**  
**Head Start Director**



# Be "Thankful" for Special Memories!

What a special time of year to concentrate on the small things in life that make us happy! We all celebrate happy memories with our families. Let's make some special family memories!

Bake cookies from a favorite family recipe!



Share pictures of yourself as a child with your son or daughter.



Finger paint together with your child!



Take a hike and look for special items in nature.  
Take a photo to capture this special moment!



Make a scrapbook of special events.



Read a book with you child! Then do a special craft to make the story come alive!



Hide stuffed animals around your home, and play "hide and seek".

Sing and dance together!



Debra Sidelinger

Head Start Director

## Why are Educational Home Activities So Important?

You have received information about home activities from either your child's teacher or home visitor. The value of home activities are two-fold. First, these activities are designed especially for your child to improve their development. Information from classroom observation, your input from parent-teacher conferences, home visit conversations, and daily communication are used to develop the home activities.

The second reason home activities are so important is because Head Start values the time you spend with your child. Time spent helping your child complete home activities and develop skills is used towards in-kind or non-federal share. In-kind or non-federal share is a requirement from our fund source, which is the federal government. Non-federal share is a way for families to give back to Head Start.



Head Start must match 20% of our grant money. The match must be obtained in order to continue the program. This match is called in-kind or non-federal share. In-kind can be either:

**TIME** - Completing home activities, helping in the classroom, representing your center at PCC

(Parent Center Committee) or PC (Policy Council).

**SPACE**- Use area or building for meeting or classroom time.

**DONATED GOODS OR SUPPLIES** - Any donations that are used by the program, that Head Start might reasonable purchase. Documentation or receipt must accompany all donations.

If you need any help completing the in-kind forms, please ask the staff. In-kind is very important to the existence of Head Start.

Marcy Boswell  
Family & Community Manager

# Challenging Behaviors

Every child has challenging behaviors. No matter what we do or how hard we work to teach our children to make the right choices, they are still going to act out and do things they know they shouldn't. But it's important to recognize there is always a reason for the behaviors they do. As hard as it is to keep calm when your child is throwing a fit in the middle of a store or telling you "no" for the 10<sup>th</sup> time, it's important to figure out what they're trying to get from the behavior they're doing. A way to remember this is the acronym SEAT - Sensory, Escape, Attention, and Tangibles.

At this age, the most common reasons for children to act up is they want *something* but don't know how to ask for it. This can lead to tantrums, screaming, hitting, or crying. Because children this age don't have the skills to say, "I'm upset because I want to keep playing," or "I don't know how to do this so I'm frustrated," they will display a challenging behavior.

It's important to remember that *every* child does this. It is not a reflection of you as a parent if your child has a tantrum in Walmart because you didn't buy him or her a toy; it's just that they don't understand how to handle disappointment yet. But if you want to stop the challenging behaviors, you have to make sure the behavior doesn't "work" for the child, so if your child is throwing that tantrum for a toy and you buy the toy, chances are next time you're at the store, he's going to throw another tantrum because it got him a toy the last time. The faster you can figure out *why* your child is acting out, the faster you can stop it.

<b>4 Functions of Behaviour</b>			
		What It Does For Me	When Does It Happen
<b>S</b> Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
<b>E</b> Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
<b>A</b> Attention		Provides access to people or interactions	When I want social interaction
<b>T</b> Tangibles		Provides preferred items or activities	When I want a preferred item or activity

Meghan Allen,  
Mental Health/Disabilities Coordinator

## Foster the Home to School Connections Parent-Teacher Conferences

Make the most out of your Parent-Teacher Conferences by sharing what you know about your child and what your goals are for them. You as the parent are always your child's first and most important teacher. Please share with your child's teacher some of the following information:

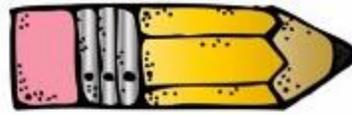
### To help your child learn at school, share...

- What are your family's strengths?
- What are your goals for your child and your family?
- What do you want us to know about your child?
- How does your child learn best?
- What do you love about your child?
- What do you find challenging?
- Are there ways we can help you?

### To help your child learn at home, find out...

- What is my child learning at school?
- What does my child like at school?
- What is my child doing well?
- How does my child get along with other children?
- How can I support my child's learning?
- Are there challenges we can work on together?

For more information, contact us at: [NCQTL@UW.EDU](mailto:NCQTL@UW.EDU) or 877-731-0764. This document was prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on



# PARENT-TEACHER Conference



Jodi Guisto, Education Manager

# Supporting Writing at Home



Young children like to scribble, make marks that look like letters, and play with writing. Chances are, your child will experiment with writing long before he or she learns to read. Here are some ways to help your child learn about and practice writing.

**Display children's writing in a special place.** Hang your child's work on the refrigerator, a bedroom door, or a cork board; tape it to a bathroom mirror or tile. Or, scan the writing and

send it to the grandparents. You will be telling your child that her writing is important and worthy of being shared. She will want to write more and more.

**Write in front of your child and talk about it.** Whether writing a shopping list, thank you note, or e-mail; completing an application; or ordering from a catalog, explain what you are doing. Ask him what to add to the list or what to say in the thank you note or e-mail.

**Invite your child to dictate stories.** While playing together, encourage your child to tell you a story about where the cars and trucks are going or who lives in the Lego house. Write down exactly what she says. Read it aloud afterward. Suggest that she draw some pictures to illustrate her story.

**Create greeting cards for special occasions.** Provide paper and crayons or markers so children can make cards and then "sign" their names when finished. Show them old cards with phrases like "Happy Birthday," "I Love You," and "Season's Greetings" to copy on their cards.

**Create an "office" for your child.** Gather different kinds of paper, envelopes, pencils and pens, crayons, stickers, and labels. Place them on a shelf near a desk or table or in a basket your child can carry to a comfortable place for writing. Add interesting and exciting items like address and date books, calendars, or an old computer keyboard.

**Involve your child in writing while running errands.** Offer a pad and pencil and suggest your child make a "reverse shopping list"—a list of things you've already bought. At the bank, give her a blank deposit slip while you fill out yours. These tasks let children write and keep them busy as they learn new skills!

**Put writing materials in several places around the house.** Provide pencils, crayons, or markers in coffee cans or baskets, along with a basket of small unlined pads, notebooks, or clipboards with paper. Place these collections in the bathroom, kitchen, or living room. Be sure to remind your child to write on the paper and nowhere else.

**Take it outside!** Let your child write or draw with chalk or old paintbrushes and water on sidewalks and fences. Fill a backpack with writing tools and paper to take in the car or while doing errands.

**Encourage all writing efforts.** Make writing an everyday part of your children's lives at home! Remember, those first scribbles are important—they are the first step in learning to write.

Taken from NAEYC

Loren Wendel, Education Manger

# Head Lice: What Parents Need to Know

Head lice are a common problem that usually affects school-aged children and their families. They can attach to the hair of anyone's head. It doesn't matter if the hair is clean or dirty. Head lice are also found worldwide in all different places, such as in homes or schools or the country or city. And it doesn't matter how clean, dirty, rich, or poor the place or person is.

Though head lice may be a nuisance, they don't cause serious illness or carry any diseases. Head lice can be treated at home, but it's important to check with the doctor first.

What are head lice?

Head lice are tiny bugs about the size of a sesame seed (2-3 mm long [mm stands for millimeter]). Their bodies are usually pale and gray, but their color may vary. One of these tiny bugs is called a louse.

Head lice feed on small amounts of blood from the scalp. They can usually live 1 to 2 days without blood meal. Lice lay and attach their eggs to hair close to the scalp. The eggs and their shell casings are called nits. They are oval and about the size of a knot in threads (0.8 mm long and 0.3 mm wide) and usually yellow to white. Some nits may blend in with some people's hair color, making them hard to see, and are often confused for dandruff or hair spray droplets. Nits attach to the hair with a sticky substance that holds them firmly in place. After the eggs hatch, the empty nits stay on the hair shaft.

What is the life cycle of head lice?

Head lice live about 28 days. They develop in 3 phases: egg (also called a nit), nymph, and adult louse.

- **Egg or nit.** Eggs or nits hatch in 6 to 9 days. Eggs are usually found within 4 to 6 mm of the scalp and do not survive if they are farther away.
- **Nymph.** The nymph looks like an adult head louse but is much smaller (about the size of a pin-head [1.5 mm]). Nymphs become adults about 7 days after hatching.

**Adult louse.** An adult louse can multiply fast and lay up to 10 eggs a day. It takes only about 12 to 14 days for newly hatched eggs to reach adulthood.

How do head lice spread?

Head lice are crawling insects. They cannot jump, hop, or fly. The main way head lice spread is from close, prolonged head-to-head contact. There is a very small chance that head lice will spread by sharing items such as combs, brushes, and hats. (cont'd)



# Head Lice: What Parents Need to Know (cont'd)

How do you check for head lice?

Regular checks for head lice are a good way to spot head lice before they have time to multiply and infest (are present in large numbers) your child's head.

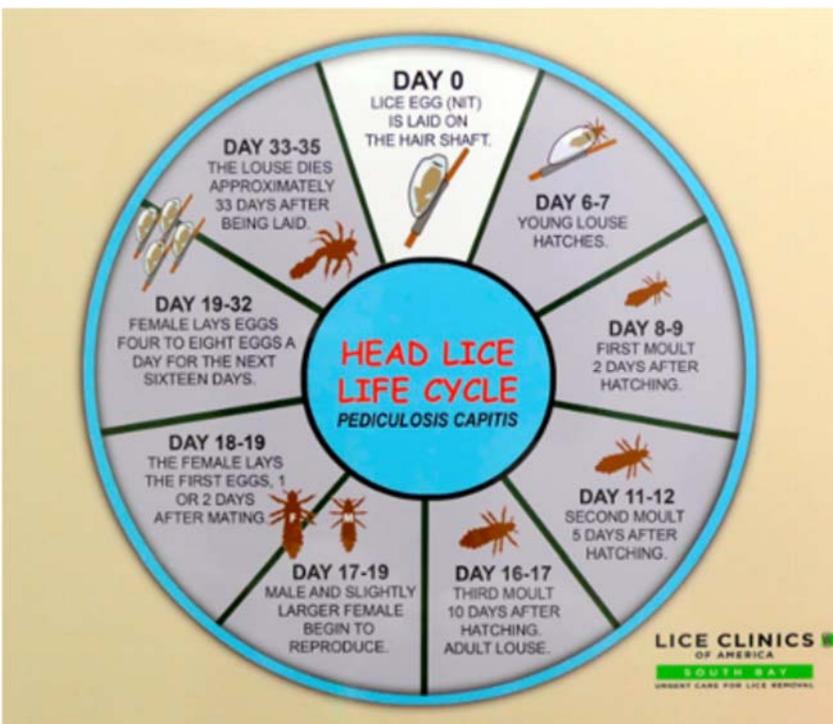
- Seat your child in a brightly lit room.
- Part the hair.
- Look for crawling lice and for nits on your child's scalp a section at a time.
- Live lice are hard to find. They avoid light and move quickly.
- Nits will look like small white or yellow-brown specks and be firmly attached to the hair near the scalp. The easiest place to find them is at the hairline at the back of the neck or behind the ears. Nits can be confused with many other things such as dandruff, dirt particles, or hair spray droplets. The way to tell the difference is that nits are firmly attached to hair, while dandruff, dirt, or other particles are not.

Use a fine-tooth comb to help you search the scalp section by section.

How do you treat head lice?

Check with your child's doctor before beginning any head lice treatment. The most effective way to treat head lice is with head lice medicine. After each treatment, using the comb-out method every 2 to 3 days for 2 to 3 weeks may help remove the nits and eggs.

Head lice medicine should be used only when it is certain that your child has living head lice. Remember, check with your child's doctor before starting any head lice medicine. Also, when head lice medicines are used, it is important to use them safely.



Taken from [healthychildren.org](https://www.healthychildren.org)

Bonnie Halquist  
Health/Nutrition Manager

# PHOTO SHARING



St. Marys Center Little Pig Day



Firemen visit Bradford 1 & 3 Centers



Coudersport Center makes a giant turkey!



Johnsonburg Gym Fun

