

HEAD START

Director's Note

New Beginnings

As we look forward to spring and a time of new beginnings, growth and new life, we look forward to the future of our children much like spring time. We have plans for picnics, outings and upcoming graduation as the school year-end approaches. We share the excitement of new Kindergartners as they enter public school.

-Joseph Okoduwa

641-774-8133 ext. 236
jokoduwa@sciap.org

Parent, Family, & Community Engagement

Adverse Childhood Experiences (ACEs)

Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). For example:

- Experiencing Violence or Abuse
- Witnessing Violence in the Home or Community
- Having a Family Member Attempt or Die by Suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with:

- Substance Misuse
- Mental Health Problems
- Instability

ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. ACEs can also negatively impact education and job opportunities. However, ACEs can be prevented by using the tip sheet on the following page.



Parenting to Prevent and Heal ACEs

(Adverse Childhood Experiences)



Donna Jackson Nakazawa, Author of *Childhood Disrupted: How Your Biography Becomes Your Biology & How You Can Heal*
 “The main point is this: No matter how old you are – or how old your child may be, there are scientifically supported and relatively simple steps that you can take to reboot the brain, create new pathways that promote healing, and come back to who it is you were meant to be.”

NURTURE & PROTECT KIDS AS MUCH AS POSSIBLE



Be a source of safety and support.

MOVE AND PLAY

Drum. Stretch. Throw a ball. Dance. Move inside or outside for fun, togetherness and to ease stress.

MAKE EYE CONTACT

Look at kids (babies, too). It says, “I see you. I value you. You matter. You’re not alone.”

SAY, “SORRY”

We all lose our patience and make mistakes. Acknowledge it, apologize, and repair relationships. It’s up to us to show kids we’re responsible for our moods and mistakes.



GIVE 20-SECOND HUGS

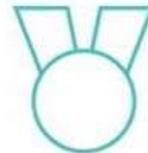
There’s a reason we hug when things are hard. Safe touch is healing. Longer hugs are most helpful.



SLOW DOWN OR STOP

Rest. Take breaks. Take a walk or a few moments to reset or relax.

HUNT FOR THE GOOD



When there’s pain or trauma, we look for danger. We can practice looking for joy and good stuff, too.

BE THERE FOR KIDS

It’s hard to see our kids in pain. We can feel helpless. Simply being present with our kids is doing something. It shows them we are in their corner.

HELP KIDS TO EXPRESS MAD, SAD & HARD FEELINGS

Hard stuff happens. But helping kids find ways to share, talk, and process helps. Our kids learn from us.



KEEP LEARNING

Understand how ACEs impact you and your parenting.

We are all a team in your child’s growth and well-being. If there is anything you need, please reach out to **Brinda Gress** at 641-774-8133 ext. 246 or **Natalie Pettit** at 641-774-8133 ext. 230.

We can help you with a referral or give you information you or your child need(s).



Becky's Helpful Tips

Stranger Danger: Rethinking How We Talk to Kids About Safety

We have a tendency as parents to oversimplify ideas when we teach our kids, especially when teaching them about safety. We use catchy sayings like “stranger danger” or “don’t talk to strangers” to encourage our children to be mindful of potential danger. While the intent is admirable, it may cause more harm than good. In this article, we’ll rethink how to talk to kids about safety by exploring why stranger danger isn’t the best method and focusing on how to instill confidence, rather than fear, in your child.

WHY STRANGER DANGER ISN’T ENOUGH

Stranger danger does not teach your child safety; it teaches them mistrust. The term “stranger danger” attempts to paint safety in the black and white by telling your child that anyone they don’t know is dangerous. Lumping all strangers into the dangerous category can give your child a false sense of helplessness when they inevitably encounter a stranger on their own. In many situations – if they’re lost, being threatened, or someone is following them – the safest thing your child can do is ask a stranger for help. You can prepare your child for these scenarios by teaching them the difference between good strangers and bad strangers.

THERE ARE GOOD STRANGERS & BAD STRANGERS

A good stranger is someone your child can ask for help if they need it. Help your child distinguish between good strangers and bad strangers by focusing on what they can look for. Take the opportunity while you’re in public to point out examples of good strangers for your children. Take turns and have them practice identifying good strangers to you so you can get a feel for their understanding. Be sure to emphasize that they shouldn’t approach just anybody.

Describe easily recognizable good strangers that your child can look for:

- Police Officers
- Firefighters
- A Parent with Children
- Teachers, Principals, Librarians
- Someone with a Name Tag (like a store clerk or security guard)



By practicing with your children, you are instilling confidence. You’re empowering them to know how to protect themselves from danger by identifying and contacting a good stranger. Keep in mind that there’s no foolproof way to know someone’s intentions just by looking at them. Teach your kids to be cautious, even when talking to good strangers, and stick to simple safety rules.



A bad stranger is someone who tries to get a child to do something without their parent's permission. Unfortunately, it's not as easy to point out bad strangers in public, but you can familiarize your child with some common warning signs to identify a bad stranger:

Scenario:

An adult asks a child to disobey their parents or do something without asking permission.

Replace:

"Stay away from strangers."

With:

"You need to get my permission before you go anywhere and let me know what you'll be doing."

Scenario:

An adult asks them to keep a secret.

Replace:

"A bad stranger will look like _____."

With:

"It's important to tell me right away if anyone make you feel uncomfortable or asks you to keep a secret."

Scenario:

An adult asks children for help.

Replace:

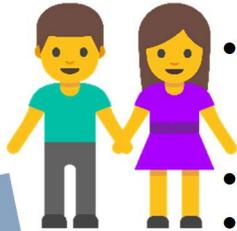
"Don't talk to strangers."

With:

"An adult should not need a child's help without their parents. It's ok to say no. It's important to get my permission before you go anywhere."

Communicating clearly and specifically to your children about your expectations again instills confidence in them. Tell them what they should do, rather than what they shouldn't do.

SIMPLE SAFETY RULES FOR KIDS & PARENTS



- Trust yourself. If something doesn't feel right, find help right away. Smaller children may describe this as an "uh-oh" feeling. Trust those feelings and find a parent, teacher, or other good stranger to help.
- Always walk with a buddy. Bad strangers look for kids who are alone.
- Memorize your name, parents' names, address, and phone number. If you have to find a good stranger for help, they can call your parents or the police for you. Knowing your name, mom & dad's real names, address and phone number can help a good stranger get you safely back to mom or dad.
- Play the Freeze Game if you're lost. If you get separated from your parents in public, you should freeze where you are and wait for your parents to retrace their steps and come back to you. If anyone tried to help you tell them, "I'm playing the Freeze Game until my mom and dad come back. Will you stay with me?" If this person tries to force you to move, yell and tell.
- Use a family code word. In some emergency situations, you may need a friend or neighbor to pick up your child. Your kid might think of that person as a stranger. Having a family code word can empower kids to make the right choice. Have them keep their distance and ask for the code word. If the stranger can give the code word, your child will know that they are safe. If they cannot, tell your child to run to safety and find a good stranger.
- Find a good stranger. I've mentioned finding a good stranger is the safest option in many situations. Tell you child to use what they've practiced and find a good stranger who can help them, whenever they feel threatened or get an "uh-oh" feeling.



CLASS

(Classroom Assessment Scoring System)

Expanding Vocabulary

Parents of preschoolers are often interested in how to expand their children's language to prepare them for the next step. Here are some ideas from the CLASS point of view.

Simple back and forth conversations provide opportunities for children to learn the social skills involved in social conversation, as well as opportunities to talk and expand their language skills. Think of a time such as this that your child discovered a caterpillar and said, "Look Mom, a fuzzy caterpillar." Mom said, "Oh neat," and continued hanging clothes on the line." This was a teachable moment that was missed. Mom could have said, "What color is it?" "Where do you think it's crawling to?" "How do you think it will change?" Then mom could have given her new words such as, metamorphosis or chrysalis.



New words come up during daily conversations. Explain the meaning to your child and connect it to something your child already knows. For example: The new word is fluffy. You can explain that fluffy means something that is covered with soft fur or hair, like a bunny or a kitty.

Expanding children's vocabulary will give them the confidence to be involved in lengthy meaningful conversations with adults and other peers throughout life.

-Jessica Caudill

ERSEA

(Eligibility, Recruitment, Selection, Enrollment, Attendance)

Recruitment

Spring must be right around the corner, and I cannot wait to see everything outside turn green! Springtime here at the Central Office means recruitment! We have our recruitment dates scheduled and we are looking forward to taking a lot of applications for the 2020-2021 school year.

If you know of a child that isn't already part of our program and will be three or four years old by September 15, 2020, please let their family know about the recruitment date for their area (schedule on the next page). If your child is currently enrolled and will not yet be five by September 15, 2020, we plan to have them as a returning student in August and will not need to take a new application for them. Have a great start to spring and feel free to contact me with any questions!

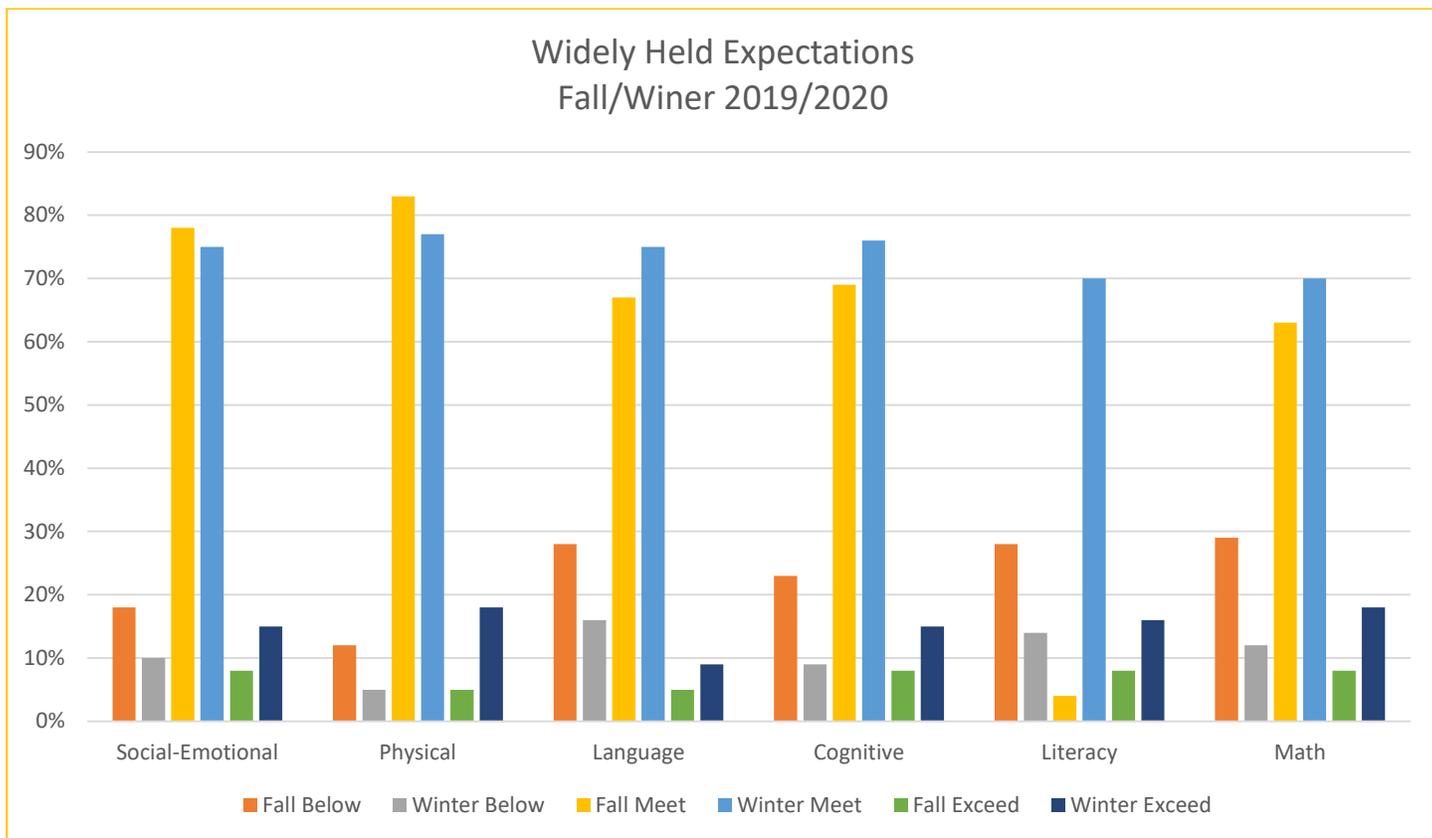
-Kelli Curtis
641-774-8133 ext. 242



South Central Iowa
Community Action Program

Education

Teaching Strategies GOLD



The students have been learning a lot since the beginning of the year. Our teaching staff has been working hard to prepare your students for success in the future. The above graph was created from data on Teaching Strategies Gold. This is a Program Wide graph that is showing growth by our students in all of the domain areas listed. As a Program our students have made:

8% growth in the area of Social-Emotional
7% growth in the area of Physical
12% growth in the area of Language

14% growth in the area of Cognitive
14% growth in the area of Literacy
17% growth in the area of Math

We will do one last finalization for GOLD at the end of the school year and we hope to see even more growth by then.

If you have any questions, please contact me.

Tricia Cobb

Education Specialist
tcobb@scicap.org
641-344-7258



Health

Prevention is the Best Cure

Common Cold Prevention



- Because cold germs on your hands can easily enter through your eyes and nose, **keep your hands away from those areas of your body.**
- If possible, **avoid being close to people who have colds.**
- If you have a cold, **avoid being close to people.**
- If you sneeze or cough, **cover your nose or mouth.**

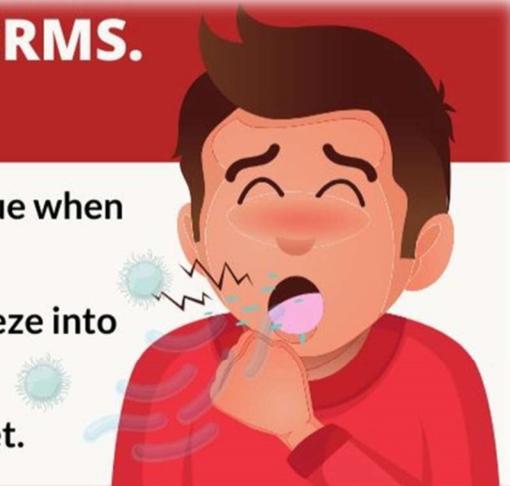
 The Office of Head Start

Common colds are the main reason children miss school and adults miss work. Each year in the U.S., there are millions of cases of the common cold.

Reduce your and your child's risk by covering your cough and washing your hands. Covering your cough can reduce the rate of illnesses for children and adults.

STOP THE SPREAD OF GERMS. COVER YOUR COUGH.

- **Cover your mouth and nose with a tissue when you cough or sneeze.**
- **If you don't have a tissue, cough or sneeze into your upper sleeve, not your hands.**
- **Put your used tissue in the waste basket.**



 The Office of Head Start



Wash hands with soap and clean running water, and rub them together for at least 20 seconds.

Keeping everyone's hands clean is one of the most important ways to avoid getting sick and spreading germs to others.



Don't hesitate to call me with any questions regarding your child's health. I can be reached at 515-371-9128.

Lori Ferris, RN

Health & Nutrition Specialist

Supporting Children and Adolescents Isolated Due to Coronavirus (COVID-19)

1. Routines are very important for children and adolescents. Disasters, forced isolation, school closures will disrupt usual routines. Creating new routines is important: doing virtual schoolwork, finding time to play and exercise, keeping in touch with friends remotely. Routines can include keeping set mealtimes, bedtimes, and finding a time to talk and do enjoyable things.

2. Support from parents or caregivers, even when they are worried, is very important during the isolation. However, parents also need to practice self-care so that they will be both physically and emotionally present to help with increases in stress. Remember to make time to listen to children of all ages and accurately respond to their questions.

3. Explain why things are different, give youth time to talk and listen to their worries - they need to understand that the epidemic will end and why they can't go to school, visit their friends, and be extra careful washing hands, and avoiding exposure to the virus.

5. Do your best to support children in a way that is appropriate for their age. All children can have important roles helping others with necessary tasks and older children can help younger children.



March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Sandy Keegel Teacher Assistant Lovilia Happy Birthday	2	3	4	5	6	7
8 Daylight Savings Begins	9	10	11	12	13	14
15	16	 17 St. Patrick's Day	18	19 First Day of Spring 	20 In-Service 	21
22	23	24	25	26	27	28
29	30	31 Nancy Boyd Substitute Leon Happy Birthday				

- Mar 13th..... Family Outcomes
- Mar 20th..... In-Service
- Mar 27th..... HS Mental Health Visits completed at sites
- Mar 31st..... Parent/Teacher Conferences completed and written up
- Mar 31st..... Parent Evaluations completed and sent to Central Office
- Mar 31st..... Heights and weights completed
- Mar 31st..... Individualized Staff Training and Professional Development Plan completed and sent to Central Office with End of Month Paperwork

Events

Reading to children, no matter their age, enhances their vocabulary and imagination.



National Reading Month

 The Office of Head Start

Clarke County

Murray
Preschool/Head Start
Collaboration
216 Sherman St
Murray, IA 50174
P: 641-447-2517



Osceola Head Start
Duration/Wrap
Around
PO Box 233
2315 N Main St
Osceola, IA 50213
P: 641-342-1088



Monroe County

Albia Head Start
Collaboration
105 S 7th St
Albia, IA 52531
P: 641-932-2632



Lovilia Head Start
302 S H Ave
Lovilia, IA 50150
P: 641-946-8125



Decatur County

Funshine Learning
Center
Preschool/Head Start
Collaboration
423 N Walnut St
Lamoni, IA 50140
P: 641-784-7505



Lamoni (LEEP)
Preschool/Head Start
Collaboration
202 N Walnut St
Lamoni, IA 50140
P: 641-784-3342



Leon (Central Decatur
Little Cards)
Preschool/Head Start
Collaboration
201 SE 6th St
Leon, IA 50144
P: 641-446-6521



Leon Early Head Start
Wrap Around
1601 NW Church St
Leon, IA 50144
P: 641-446-8050



Wayne County

Corydon Head Start
Shared Vision
605 S West St
Corydon, IA 50060
P: 641-877-2521



Humeston
Preschool/Head
Start Collaboration
403 S Front St
Humeston, IA 50123
P: 641-877-2521



Lucas County

Chariton Head Start
Duration Wrap
Around
418 N Main St
Chariton, IA 50049
P: 641-774-4723

