



Northern Tier Community Action Corp.
Head Start Program

March/April 2021



Dave Greene
Executive Director

From the Director . . .

Hello Parents and Guardians!

One of the biggest things you can do to help your pre-schooler is to read to them. The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.

Check out these interesting facts!

- * Reading to children at age 4-5 every day has a significant positive effect on their reading skills and cognitive skills later in life.
- * Reading to children 3-5 days per week (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.
- * Reading to them 6-7 days per week has the same effect as being almost 12 months older.

In other words, the more children are read too, the better prepared they will be for entering kindergarten.

Debra Sidelinger
Head Start Director



Policy Council:

- Chairperson:**
Amanda Rose
- Vice-Chairperson:**
Chalina Henning
- Secretary:**
Alexis Meighan

Next meeting:

Zoom Meeting
April 8, 2021

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What Is PBIS?

PBIS is a proactive approach that schools use to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment.

PBIS recognizes that students can only meet behavioral expectations if they know what the expectations are. Everyone learns what's considered to be appropriate behavior and uses a common language to talk about it. Throughout the entire class day — in class, at lunch, and on the playground — students understand what's expected of them.

PBIS has a few important guiding principles:

- Students can learn behavioral expectations for different situations.
- Students learn expected behaviors for each school setting through opportunities to practice and receive feedback.
- Stepping in early can prevent more serious behavior problems.
- Each student is different, so schools need to give many kinds of behavior support.
- How schools teach behavior should be based on research and science.
- Tracking a student's behavioral progress is important.
- Schools gather and use data to make decisions about behavior interventions.

School staff members are consistent in how they encourage expected behavior and discourage infractions.

Debra Sidelinger, Head Start Director

OUR MISSION STATEMENT

Positive Behavioral Interventions and Supports, or PBIS, is a program-wide behavior plan that Northern Tier Community Action Head Start has adopted to build a culture of nurturing and positive relationships between staff, families, and children. PBIS improves social, emotional and academic outcomes for all students. Northern Tier implements PBIS through the framework of the Pyramid Model by focusing on consistent behavior expectations so that all students are SAFE, RESPONSIBLE, and KIND.

Debra Sidelinger
Head Start Director



Explore The Outdoors

With springtime our heels, there will be more opportunities to explore the outdoors. Get down at your child's level and see the world from their perspective.

1. Go for a nature scavenger hunt.

Find something that:

Is a certain color

Is dry, wet, shiny, or pretty

Is tiny or huge

The wind blows

Crawls

Has no legs, four legs, or six legs

Or make up your own ideas!

2. Enjoy a scavenger hunt. Find a fuzzy leaf. Find a leaf that releases an aroma when crushed, such as sage. Try finding things in categories, such as items with bark, items that are high, or items with branches.

3. Observe trees. Watch for leaf and flower buds bursting in the spring, insects buzzing in the summer, and leaves changing colors in the fall. During all seasons, watch for visitors to the tree—birds and small animals looking for food or a resting place.

4. Find nature in surprising places. Look for places to explore near where you live. Nature can hide in the cracks of a sidewalk, under the stairs, in abandoned lots, or on the edges of manicured lawns. Don't worry if you don't live near an open field, a forest, a desert, or a seashore.

5. Press flowers and leaves. Find flowers and let them dry, pressed between the pages of a heavy book. Once they are dry, use them to make crafts. For example, put clear contact paper over the flowers to make a placemat. In the fall, try the same activity with leaves. Find orange, yellow, purple, red, or brown leaves. Find a dry leaf and crunch it!

6. Explore holes and mud. In an out-of-the-way corner, dig a hole and pour water in it to see what happens. Ask your child where she thinks the water goes. Play with the mud, squish it between your toes, and jump over or in the hole. When you are done, fill the hole with dirt again, and check it later to see what's growing there.

7. Explore seeds. Find some weeds! How are their seeds dispersed? Do the seeds cling to your clothes, are they carried by the wind, or are they flung when the seedpods are touched? Ask your child what he discovered during this investigation.



Tricia Juran, Education Manager

Playing With Stories: Using Books to Inspire Play

Reading children's books aloud sparks can spark a playful side in children!

Build a path to more play and learning by reading some of the stories below. The books will inspire ideas for playful activities such as art, crafts, dress-up, doll play, playdough, puppets, scavenger hunts, science experiments, stamping, and storytelling boards.

Here are some ways to use books for play with children.

Books and play activities

Color and Counting Books

- Favorite titles: *Ten Little Fish* by Audrey Wood and *Go Away, Big Green Monster* by Ed Emberley
- Play activities: counting objects around the house, crafts, playdough, stamping

More ideas: [10 rubber duckies from Mommy and Me Book Club](#)

Rhyming Books

- Favorite titles: any book by Sandra Boynton
- Play activities: crafts, playdough, puppets, storytelling board

More ideas: [Puppets for storytelling from The Good Long Road](#) and [Hush from The Good Long Road](#)

Nature Books

- Favorite titles: *In the Small, Small Pond* by Denise Fleming and *Birds* by Kevin Henkes
- Play activities: crafts, scavenger hunts, science experiments

More ideas: [Natural ice boats on Reading Confetti](#)

Social Emotional Books

- Favorite titles: *Don't Let the Pigeon Stay Up Late* by Mo Willems and *Will You Be My Friend* by Peter Brown
- Play activities: crafts, dress-up, playdough, puppets

More ideas: [Clothes for a naked mole rat from Coffee Cups and Crayons](#)

Job Books

- Favorite titles: *Iggy Peck, Architect* by Andrea Beaty and *Even Firefighters Go to the Potty* by Wendy Wax and Naomi Wax
- Play activities: crafts, dress-up, dolls, puppets

More ideas: [Astronaut play from Imagination Soup](#) and [Cowgirl/cowboy fun from Imagination Soup](#)

Fantasy Books

- Favorite titles: *Pinkalicious* by Victoria Kann and *Chalk* by Bill Thomson
- Play activities: puppets, play scenes, paper dolls, play kits

More ideas: [Tea with a tiger from Rainy Day Mum](#) and [Harry Potter time from Imagination Soup](#)

Tricia Juran, Education Manager



Healthy Eating

What should my child eat?

Just like adults, children need to eat a wide variety of foods. Every 5 years, the U.S. Government releases a set of guidelines on healthy eating. The guidelines suggest balancing calories with physical activity. The guidelines also recommend improving eating habits to promote health, reduce the risk of disease, and reduce overweight and obesity. The guidelines encourage Americans ages 2 years and older to eat a variety of healthy foods. Suggested items include the following:

- Fruits, vegetables, unsalted nuts and seeds, and whole grains
 - Fat-free or low-fat milk and milk products
- Lean meats, poultry, seafood, beans and peas, soy products, and eggs

The guidelines also suggest reducing salt (sodium), refined grains, added sugars, and solid fats (like lard, butter, and margarine). Added sugars and solid fats often occur in pizzas, sodas, sugar-sweetened drinks, desserts like cookies or cake, and fast foods. These foods are the main sources of high fat and sugar among children and teens. Another important guideline is to make sure your children eat breakfast to spark the energy they need to focus in school. Not eating breakfast is often linked to overweight and obesity, especially in children and teens.

How can I help my child eat better?

Use less fat, salt, and sugar

- Cook with fewer solid fats. Use olive or canola oil instead of butter or margarine. Bake or roast instead of frying. You can get a crunchy texture with "oven-frying" recipes that involve little or no oil.
 - Choose and prepare foods with less salt. Keep the salt shaker off the table. Have fruits and vegetables on hand for snacks instead of salty snacks like chips.
 - Limit the amount of sugar your child eats. Choose cereals with low sugar or with dried fruits as the source of sugar.
 - Reshape the plate
 - Make half of what is on your child's plate fruits and vegetables.
- Avoid oversized portions.



Bonnie Halquist, Health & Nutrition Manager

Messages From Marcy

TIME TO REGISTER FOR THE 2021-2022 SCHOOL YEAR



Family Service Workers and Home Visitors are currently taking applications for the 2021-2022 year.

Parents you are our best advertisement for our
Head Start program !

PLEASE...

TELL YOUR FAMILY AND FRIENDS !

What is Head Start? Head Start is a comprehensive developmental and family service program that provides education, health, social services and nutrition services for each enrolled child.

Who is eligible? - A child must be 3 years old to participate in the program and not kindergarten age eligible. Children are selected according to priorities set by the Northern Tier Community Action Corporation Head Start Policy Council. Priorities include children with disabilities and children from families with incomes below the federal poverty level.

Who to contact? - Contact your local center or home based option to get an application.

Or you can contact Marcy at 486-1161 or toll free 888 809-3704 Ext. 224

Do not forget to check us out on Facebook- Northern Tier Community Action Head Start



Attendance Matters

One of the most important ways that parents, grandparents and family members can do to help a young child be ready for success in school is to ensure regular attendance in Head Start.

Young children thrive on predictable routines, so creating the habit of going to bed early and getting up early to go to school to ensure that children develop the skills they need to be successful.

Talk to your child about how important education is to you. Ask your child about his or her day, so that your child knows you are interested in their activities. Children learn and grow best if they regularly attend school. Give your child the encouragement they need to have the best preschool experience possible.

Marcy Boswell, Family & Community Manager

Kindergarten Is Coming!



Many of our preschoolers are transitioning to kindergarten next year! What an exciting time for all involved!

There are a number of things that you as parents can do to help prepare your child for kindergarten.

Read books with your child every day. Your child is going to be learning to read very soon! By reading with them, they learn letter sounds, sight word, and many more important literacy skills. By reading every day, they will develop a love of reading.

Help develop fine motor skills. Practice cutting with scissors, coloring with crayons, and holding a pencil. This will help them strengthen their much needed fine motor skills!

Practicing writing their first name. They are going to be writing their name on all of their important work in Kindergarten. Your child is also going to need to be able to recognize their own name. By writing their name, with only the first letter capitalized, it is teaching them this much needed skill!

Encourage manners. Practice saying please, thank you, and you're welcome!

Talk about and practice social skills. It is so important for children to know how to share, talking turn, interact appropriately, and handling big emotions. This will ensure that they are building successful and meaningful friendships.

Help them with responsibility. In Kindergarten, your child will be expected to clean up after themselves, dress themselves, and seek assistance from adults. By encouraging this at home, you will be setting them up for success!

Practice numbers. Count objects with your child. Encourage them to practice anything that involves their numbers because they will be using them daily!

Practice letters and letter sounds. This will help them develop their literacy skills and help them when it is time to start reading. Practice their letters and letter sounds every day.

Build their self-esteem. Praise them when they do well. Encourage them when they are struggling. Let them know they are doing a great job, because Kindergarten is hard work!

Kindergarten is such an exciting time! You will continue to see your child develop and grow! By preparing them for Kindergarten, you are helping them be the best they can be!

If you need any support or materials to help your child prepare, please reach out to their teachers! They will be glad to help provide you with ideas on how to help get them ready for the big transition to school!

Hali Schloder, Education Services Manager

Learning Through Play

Have you ever wondered what your child is learning as they move around to the various Interest Areas/Centers set-up throughout the Head Start classroom? These centers provide the children the opportunity to use "play" in order to learn, practice and master social, physical, emotional and cognitive developmental skills.

As you look at the charts below you may realize that "play" is children's work!

As you look at the charts below you may realize that "play" is children's work!

<p>Art</p> <ul style="list-style-type: none"> • Fine motor skills • Creative expression • Color, shapes, and size relations • Visual perception • Exploring materials 	<p>Dramatic</p> <ul style="list-style-type: none"> • Oral language • Conflict resolution • Vocabulary development • Understanding experiences through role playing
<p>Blocks</p> <ul style="list-style-type: none"> • Spatial relationships • Cooperation • Balance • Cause and effect • Physical coordination • Shape and size 	<p>Toys and Games</p> <ul style="list-style-type: none"> • Hand/eye coordination • Classification • Visual perception • Problem solving • Social skills
<p>Library</p> <ul style="list-style-type: none"> • Reading for enjoyment • Letter recognition • Concept of print • Following directions • Comprehension • Vocabulary development 	<p>Music and Movement</p> <ul style="list-style-type: none"> • Gross motor development • Problem solving • Patterns • Number concepts • Listening skills • Following directions • Phonological awareness
<p>Sand and Water</p> <ul style="list-style-type: none"> • Exploration and discovery • Cause and effect • Measurement • Problem solving • Properties of matter 	<p>Discovery</p> <ul style="list-style-type: none"> • Problem solving • Fine motor development • Classify, compare, measure and count • Vocabulary development • Curiosity

Learning is all around the room and our children are just naturally drawn to it without even realizing it. Some days they will enjoy being in the dramatic play area and others they may choose blocks, but no matter where their curiosity takes them you can be sure that they are learning and mastering new skills.

Jodi Guisto, Education Manger