

M&M POST

Early Childhood October Newsletter



WINNERS

Congratulations to the Hillsboro Pre-K Team for winning this year's Kahoot Challenge!

They rocked the Safe Sleep and Active Supervision Kahoot and were awarded the Trophy to display at their building this year! Who will win next year at Pre-Service? Will it be HES again or will it be your school?

SHINE YOUR LIGHT

"Your existence brings a light into this world like no other. Please keep that Light Shining!"

-TWLOHA



ALWAYS REMEMBER

RELAX WITH RACHEL



The Skill of Composure

Being the Person We Want Our Children to Become
“No One Can Make US Angry Without Our Permission”

Be A S.T.A.R - Smile, Take A Deep Breath And Relax

Composure:

- The willingness to change our internal state from upset to calm and bring our mind to where our body is.*
- It is being the person we want our children to become. ,*
- It is our job as educators to model composure for our children. The “Do as I say and not as I do” philosophy does not work!*

Self Control:

- Must be our first priority as a teacher or person.*
- It allows us to be proactive instead of reactive.*
- To be an effective disciplinarian of our children we must be committed doing our best to be composed.*
- When we are upset we blame others for how are feelings and often think or say, things like, “He’s driving me crazy” or “She makes me so mad.*
- When we make the choice to maintain our composure we give ourselves power:*

The Power of Perception:

- No one can make us angry without our permission.*
- Whomever/whatever we have placed in charge of our feelings we have placed in charge of us.*
Whom or what do you believe makes you mad? _____.
- Whom or what do you believe makes you happy? _____.*
- When we give our power away, we always blame or attack, therefore safety is not possible, making it impossible for us to be in a higher center of the brain.*
- Do you have “don’t make me” language? Have you ever said don’t make me have to (_____).*
When we react in this way to our children’s behavior, we are giving our power away to our children.
- You can choose to instead be in charge of the situation and say, “I’m going to.” For example:*
Instead of saying, “Don’t make me have to pull this car over.” Choose to say, “I’m going to pull the car over.”

RELAX WITH RACHEL...CONTINUED

No one can make you angry without your permission.

We achieve composure through active calming when we're upset. Active calming has three basic steps:

1. Take three S.T.A.R. or other deep belly breaths.

2. Reassure yourself, "I am safe, keep breathing, I can handle this."

3. Wish Well. Wishing well is seeing the preciousness of the other person. This changes the way you view the interaction and helps you see from their perspective.



What is the Conscious Discipline Action Team(CDAT) Up To?

The CDAT team met September 11, 2023. The team went through each skill of Conscious Discipline and decided what the most important aspects were of implementing CD into the classrooms for the year.

What does this mean for the classrooms:

- Each month a video or some kind of information will be sent out to all staff with the skill as well as structures that are to be used in the classroom.*
- The classroom will have one month to implement the skill/structure in the classroom.*
- Rachel Boden will come the last week of the month to assess the structures/skill in the classroom. The classroom will be rated as 1 (little to no implementation to 4 full implementation) This is not a "gotcha" or "punishment" for classrooms, it's a way like the CLASS assessments to assess and support the fidelity of Conscious Discipline in the classrooms. After the assessment, Rachel Boden will meet with the staff and discuss the results and offer support if needed. A CDAT member from your building can also be involved to provide support or answer questions if needed.*
- SEPTEMBERS skill is: Composure. The structures needed are: SAFE PLACE and FRIENDS & FAMILY BOARD This skill will be assessed by Rachel Boden the last week in October.*
- Be watching for the email with details/videos.*

Team members are:

ECO Office staff: David Brock, Jenny Smith, Sarah Chaires, Rachel Boden,

Lesli Beery (Marion) , Alex Williams (Marion), Ashley Sheridan (Hillsboro), Angie McDonald (EES),

Angela Benham (LES), Missy Bretches (RES), & Morgan Sechler (WES)

If you would like to be apart of this team all are welcome to join, just let Rachel Boden or the team member in your building know and the information of dates and times will be passed on to you!

Wishing you all Well!

CLASSROOM FOOD EXPERIENCE WITH RACHEL DALTON



Gluten Free Mummy Pizzas

Ingredients:

Pizza

- Gluten Free Pizza Crusts (I like to use cauliflower cheese crust)
 - You can also use whole grain bread or gluten free bread
- Olive oil for greasing the surface
- Pizza sauce or Tomato Sauce
- Mozzarella sticks

Toppings

- Spinach
- Tomato
- Green Olives
- Black Olives
- Bell Peppers
- Mushrooms
- Pinch of salt (pinch of pepper)

Instructions:

1. Follow the directions for your gluten free crust. If using a store bought crust, follow the package instructions as most need you to pre-bake the crust.
2. Wash and cut your veggie toppings and the toppings you will use as eyes.
3. Preheat the oven to 350°
4. Use a cookie cutter to cut out circle or square shaped mini pizza crusts. (If using bread you can skip the first 2 steps) (Kiddos can help with this step if the crusts are not hot.)
5. Let your kiddos put sauce onto their crust.
6. Let them pick out their toppings and have them put on their toppings.
7. Kiddos can then pull apart the string cheese and layer it in strips on their crust to create your mummy wrap
8. Have them add the eyes last.
9. Grease baking sheet if needed, and place pizzas onto the baking sheet
10. Bake in the oven for 8-10 minutes.
11. Remove, let cool, and enjoy!

LET THE GOOD
TIMES ROLL



Teacher-Approved Tips to Help Children Tackle Separation Anxiety

Separation anxiety is common in young children. From temper tantrums to acting withdrawn, separation anxiety can manifest itself in an array of ways. The good news? There are steps teachers can take to help children cope with separation anxiety and, eventually, make drop-off a breeze.

Here are five teacher-approved tips for tackling separation anxiety.

1. Team up with families for a successful drop-off routine.

Encourage caregivers to give words of reassurance with lots of hugs and kisses. Consider a parent giving a specific action word to signal the teacher to take the child while the parent gives words of reassurance followed by hugs and kisses and then exits.

The secret to a successful drop-off routine is time. Encourage families to give themselves enough time in the mornings to ensure drop-off is a calming process instead of a rushed and stressful experience.

2. Focus on the power of words.

Separation anxiety is a sign that a child needs comforting, so be careful not to simply distract or trick the child during drop-off to prevent them from being upset. When working with young learners who are struggling with separation anxiety, teachers should let the children talk about what's upsetting them and validate their feelings while also helping them learn to navigate strong emotions.

Consider encouraging children to say "see you later" to their families instead of "bye," which can feel more final. "See you later" vs. "goodbye" may seem like a small distinction to make, but this subtle yet intentional change provides children with reassurance that their families will return.

3. Use comfort items.

Comfort items make a big difference to anxious children.

Ask the child's parent or guardian to bring in a family picture for the child to hold.

Teachers can also ask families to bring in a stuffed animal or a special blanket for their child or put a loved one's photo in a necklace for the child to wear. Some teachers even create big family trees with pictures of each child's family so the children feel the presence of their loved ones in the classroom.

4. Make a visual calendar.

Uncertainty can fuel separation anxiety. When children are being dropped off, they aren't always sure when they'll see their families again, which makes it harder to say goodbye—or "see you later." That's where a visual calendar can help.

Several teachers recommend using a picture schedule to help children know when they'll be reunited with their families and allow them to count down to pick-up time, helping ease their uncertainty.

5. Dole out extra TLC.

Children with separation anxiety can often feel lonely and nervous in the classroom. Teachers can alleviate these negative emotions by paying extra attention to the child. You can ask them to help set up an activity or give them a special job.

There is no quick fix or one-size-fits-all solution for separation anxiety. But by trying different methods and finding the ones that work for each child, teachers can help children go from crying to feeling comfortable in the classroom.

PROGRAM FOCUS AREA OF THE MONTH: POLICY COUNCIL

The Policy Council and the USD 418 board of education are the governing bodies of our Head Start program. The Policy Council is a committee made up of parents who have children in our program. Policy Council provides oversight and program direction along with the USD 418 Board of Education. The Policy Council should be a reflection of our current program structure and should include parents from all of our sites.

Policy Council is addressed in standard 1301.3 of the Head Start Standard.

Last year our program was found to be non-compliant in this standard. Starting in February of the 22-23 school year we were able to form a Policy Council that consisted of parents from RES. Due to only having representation from one site and representatives were not voted in we continue to not be compliant with this standard.

WHAT ARE WE DOING TO CORRECT THIS?

Information was provided about the Policy Council to all families during home visits and/or back to school nights. Flyers advertising Policy Council Recruitment nights were shared with parents. Policy Council recruitment nights took place at the following sites to recruit families

- MES: 8/21
- WES: 8/24
- LES: 8/28
- EES: 8/28
- RES: 9/5

At the recruitment nights parents were provided with an opportunity to sign-up for elections for the Policy Council. Each school also posted a link to the Policy Council interest form that parents could complete if they were not able to attend the recruitment meeting.

Ballots were put together and sent out to pre-k parents at each individual school. Elections closed on Monday, September 25th. After elections closed elected Policy Council members were contacted. Elected members of Policy

Council are as follows:

- Savanna Coleman: EES
- Mark Taylor: LES
- Nathan Moore: RES
- Isabelle Delgado: RES
- Echo James: RES
- Branton Hutchinson/Samantha Barrett: WES
- Justus Hillard: MES
- Viktoria Boucher: MES
- Jill Larson: HES
- Addie Ehresman: HES

We have an open spot on the Policy Council available for a Head Start family at EES. We have a community rep from EES and are looking to add a Head Start rep from EES. If we did not initially have representatives from some of our sites a spot is left open on Policy Council and if a parent does have interest from those sites that have an open seat parents can interview with the policy council and be elected to Policy Council by the Policy Council.

The first Policy Council is October 2nd at RES from 5:00-6:30. A pre-meeting meal is served for Policy Council members and their families from 5:00-5:30 with the meeting going from 5:30-6:30

Policy Council meetings are open from 5:30-6:30 to anyone that wants to attend. If you would like to know more about Policy Council or access meeting materials please click on the following link [Policy Council](http://418earlychildhood.weebly.com/policy-council.html) or go to <http://418earlychildhood.weebly.com/policy-council.html>.

Be the Best Version of You