

Early Childhood Education Center news

Head Start and Dental Health

Head Start has always recognized the importance of healthy children. This includes dental health.

The future oral health of Head Start children depends primarily on parents. It is important to establish good dental health habits early in life. These habits are started and reinforced by parents' habits of brushing with fluoridated toothpaste, eating healthy, and seeing the dentist regularly.

A positive attitude toward dental care is the foundation for a lifetime's interest in good oral health. To foster this positive perspective, parents, teachers, and dental providers must work together.

The Head Start program has been influential in helping children and their families understand the value of oral health. Head Start staff routinely stress the importance of early dental visits to parents, and prepare children for dental visits through instruction and games that are a regular part of classroom activities.

What Head Start teachers and staff can do to promote good dental health:

- Help children brush with a fluoridated toothpaste after meals at the center. Make brushing fun and routine by singing songs or playing music while the children brush.
- Make a classroom chart and give out stickers or draw "smiley" faces each time a child brushes his or her teeth.
- Talk to parents about the importance of their children brushing

their teeth at home, and the importance of providing nutritious snacks and meals for their children. Give parents recipes for healthy snacks and ideas to try at home.

• Help arrange for families to get dental appointments and remind them about their child's dental appointment. Go with them if they need support, or help provide child care for younger children in the family.

• Encourage parent/caregivers to go with their children for dental visits so that they will understand the dental treatment, as well as how they can help to prevent dental disease.

• Provide the children with classroom education on dental health. Encourage role playing about trips to a dental clinic. Talk about visiting a dental clinic and what to expect. Display pictures of a dental clinic and/or video tapes of things they will see during their visit.

• Take pictures of the children visiting the dentist and display the pictures on a bulletin board so the children can see themselves and their classmates.

• During home visits, talk about dental health and the importance of brushing with fluoridated toothpaste. Be a good role model by brushing and taking care of your teeth.

What parents can do to promote good dental health:

- Healthy smiles begin at home! Brush with your child. Help your child brush his/her teeth with a fluoridated toothpaste every day,

especially after meals and before bedtime. Only a small amount of toothpaste should be placed on the brush as children tend to swallow toothpaste. Parents or caregivers should supervise the child's brushing to ensure that a proper job is done until the child is at least 8 years old.

• Make toothbrushing fun. Let your child brush his/her own teeth and then you can brush them more thoroughly after your child is finished. You can give names to the teeth or play other games while brushing. You can use a timer to help your child brush long enough. About three minutes is a good length of time to brush.

• Brush your own teeth every day. You are your child's first teacher. If your child sees you brushing, he/she will want to brush too.

• Limit sugar intake. Many children drink three or four cans of soda pop each day. When children are thirsty, give them water to drink. Encourage your child to eat nutritious food and avoid snacking on sugary foods. When foods contain sugar and starches, acid is produced which attacks the tooth surface. After repeated attacks, the enamel may break down, forming a cavity. If sugary foods are consumed, the best time to do so is immediately after a meal.

• You and your child should see a dentist at least once a year. If you do not have a dentist, ask your health coordinator to help you find one.

• Ask your dentist about

dental sealants. A dental sealant is a plastic coating that is applied to the chewing surfaces of the back teeth to protect the teeth from bacteria/germs. If applied as soon as the back teeth come into the mouth, sealants can prevent most dental decay.

For more information about dental health, contact your local dental professional, Public Health Service Regional Dental Officer, Indian Health Service dental health consultant, or State or local dental health department.

Improving the oral health of Head Start children is a team effort. We can all help!

There's Magic In A Healthy Smile!!!!

Together Time while making Apple Treats

Apples are especially delicious. Let your child help you fix them for snacks and salads.

Cinnamon Apples

Wash the apples. Quarter them and take out the core and seeds. As you're doing this, talk about all the parts of the apple - stem, skin, meat, core, and seeds. Put the apple pieces on a plate. Let your child shake cinnamon on each one. Enjoy the CINNAMON APPLES plain or with graham crackers.

Apple Kabobs

Get green, red, and yellow apples and rounded toothpicks. Wash the apples. Quarter and core them. Let your child use a dull table knife to help you cut the apples into small

pieces. After all the apples have been cut, make the KABOBS by putting a red, green, and yellow apple on each toothpick. Put the KABOBS on a plate. Eat your snack right away or save it for your dinner salad.

Hint: If you are going to eat your KABOBS later, dip them in orange juice.

Apple Pizza

You'll Need:
• Refrigerator biscuits
• Cream cheese
• Apple Slices

Recipe

Flatten the biscuits in a shallow pan to form a crust. Bake at 425 degrees for about 8-10 minutes. Cool. Let your child spread the crust with cream cheese. Top with thin apple slices. Cut the APPLE PIZZA into pieces and enjoy with milk.

Everyday Activities: Perfect Opportunities to Help Babies and Toddlers Learn Through Their Senses

Daily activities can provide infants and toddlers with perfect opportunities to learn through their senses. Daily routines (dressing, diapering/toileting, and preparing snacks), which might seem boring to adults, are exciting adventures for young children. To help children learn, these daily routines should be taken advantage of.

Babies and toddlers constantly explore the world through their senses. Over time, as children under three finger a blanket's soft edge, respond to the smiles of their special adults, hear the crash as they bang on a pot with a spoon, and smell and taste a slice of pear, they collect information about themselves, other people, and the things around them. This collection process is of critical importance because it provides raw data for children's first concepts of themselves and their world.

To gather the information they will need to understand themselves and their world, babies and toddlers must have many hands-on experiences. There is no better way to give them these experiences than by involving them in everyday

routines. Let's look at an everyday activity of preparing and eating a snack through the eyes of children to see the lessons it offers to the babies and toddlers you work with:

>For Robert, an infant, snack time is filled with the sounds of older children talking, the smell of bananas, and most important of all, the feel of his special provider's arms holding him securely and the smile on her face as she offers him a bottle. He is learning that the world is an interesting place and that he can trust another person to keep him safe and to feed him when he is hungry.

>For Karen, a toddler, snack time is an opportunity to learn about her world as she explores how bananas look, feel, smell, and taste - with and without their peels! She also may learn something about other people, such as some like the taste of bananas and some don't. And she can feel competent as she successfully peels her banana all by herself!

Arrival of T-Shirts

The Head Start teaching staff fund raiser ECE T-Shirt have recently arrived! There are now "Purple" t-shirts. Stop by the front office and check them out, they look great!

Head Start Registration

Head Start first day of school is September 4th. Parent Orientation Day for both 3 and 4 year old children is September 3rd, 9:00 - 11:00am, located in A Pod. Class lists will be posted.

For new three-year-olds if you have not received an enrollment letter, this means your child's registration packet is incomplete. Registration packets must be complete before your child is enrolled. Please call Versa Smith, Suzie Moody, or Nancy Seyler at 553-3241.

Four-year-old children who attended as three-year-olds do not need to re-register, we need updated Emergency Contacts, USDA forms for the hot meals program. These forms will be made available during the Parent Orientation Day.

Coping after a disaster, suggestions offered



American Red Cross

Disasters affect people in many ways. In some disaster situations it may mean loss of loved ones, including relatives, friends, neighbors or family pets. In others, it means loss of home and property, furnishings and important or cherished belongings. Sometimes it means starting over with a new home or business. The emotional effects of loss and disruption may show up immediately or may appear many months later.

It is very important to understand that there is a natural grieving process following any loss, and that a disaster of any size will cause unusual and unwanted stress in those attempting to reconstruct their lives.

Some initial responses to the Disaster

- Fear
- Disbelief
- Reluctance to abandon property
- Disorientation and numbing
- Difficulty in making decisions
- Need for information
- Seeking help for yourself and your family
- Helpfulness to other disaster victims

Some later responses

- Change in appetite and digestive problems
- Difficulty in sleeping and headaches
- Anger and suspicion
- Apathy and depression
- Crying for "no apparent reason"
- Frustration and feelings of powerlessness over one's own future

Increased effects of allergies, colds and flu

- Feelings of being overwhelmed
- Moodiness and irritability
- Anxiety about the future
- Disappointment with, and rejection of, outside help
- Isolating oneself from family, friends or social activities
- Guilt over not being able to prevent the disaster
- Domestic violence
- Special effects on young children
- Return to earlier behavior, such as thumb sucking or bed wetting
- Clinging to parents
- Reluctance to go to bed
- Nightmares
- Fantasies that the disaster never happened
- Crying and screaming
- Withdrawal and immobility
- Refusal to attend school
- Problems at school and inability to concentrate

What you can do to help after the initial crisis

Help for you and your family

- Recognize your own feelings.
- Talk to others about your feelings; this will help relieve your stress and help you realize that your feelings are shared by other victims.
- Accept help from others in the spirit in which it is given. Wouldn't you help them?
- Whenever possible, take time off and do something you enjoy.
- Get enough rest.
- Get as much physical activity as possible, such as running or walking.
- Give someone a hug; touching is very important.

Help for your child

- Talk with your child about his or her feelings and your feelings. You will find that many of your feelings are shared, regardless of your child's

age. Encourage your child to draw pictures of the disaster. This will help you understand how he or she views what happened.

• Talk with your child about what happened, providing factual information that she or he can understand.

• Reassure your child that you and he or she are safe. Repeat this assurance as often as necessary.

• Review safety procedures that are now in place, including the role your child can take.

• Hold your child. Touching provides extra reassurance that someone is there for her or him.

• Spend extra time with your child, especially at bedtime.

• Relax rules, but maintain family structure and responsibility.

• Praise and recognize responsible

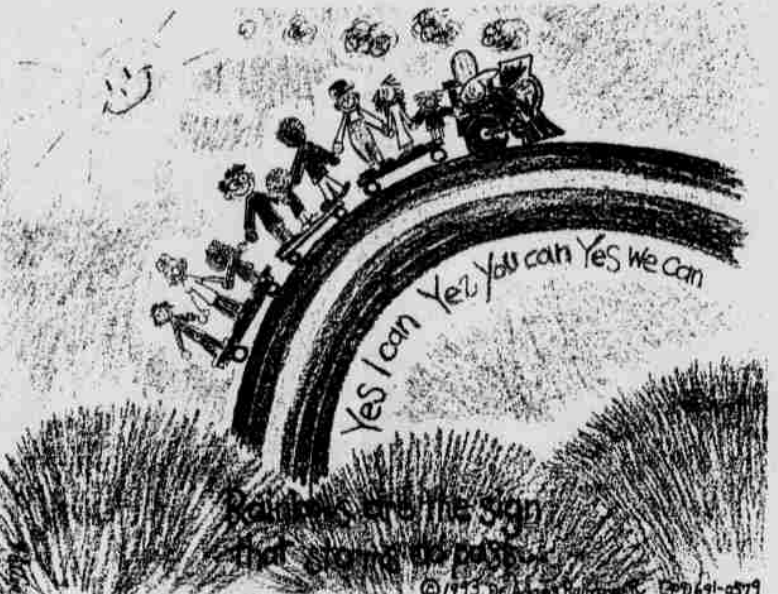
behavior.

• Work closely with teachers, day-care personnel, baby-sitters and others who may not understand how the disaster has affected your child.

Help for your community

- Listen when you can to those who are having problems.
- Share your own feelings about the disaster.
- Be tolerant of the irritability and short tempers others show—everyone is stressed at this time.
- Share information on assistance being offered and possible resources.

If any of your disaster responses are severe, or they continue to persist for an extended period, we encourage you to seek help for yourself, your child, or your family member. Sometimes we all need someone to lean on for a short while.



Helping children cope with disaster

A Disaster, whether community wide or involving only a single family, may leave children especially frightened, insecure, or upset about what happened. They may display a variety of emotional responses after a disaster, and it is important to recognize that these responses are normal.

How a parent reacts will make a great difference in the child's understanding and recovery after the disaster. Parents should make every effort to keep the children informed about what is happening and to explain it in terms that they can understand.

The following list includes some of the reactions you may see in your child:

- Crying, Bedwetting, Thumb sucking, Nightmares, Clinging/fear of being left alone, Regression to previous behaviors, Fighting, Inability to concentrate, Withdrawal and isolation, Not wanting to attend school, Headaches, Changes in eating and sleeping habits, Excessive fear of darkness, Increase in physical complaints.

Some things that will help your child recover are:

- Hug and touch your child often.
- Reassure the child frequently

that you are safe and together.

• Talk with your child about his or her feelings about the disaster. Share your feelings too. Give information the child can understand.

• Talk about what happened.

• Spend extra time with your child at bedtime.

• Allow children to grieve about their lost treasures; a toy, a blanket, a lost home.

• Talk with your child about what you will do if another disaster strikes. Let your child help in preparing and planning for future disasters.

• Try to spend extra time together in family activities to begin replacing fears with pleasant memories.

• If your child is having problems at school, talk to the teacher so that you can work together to help your child.

Usually a child's emotional response to a disaster does not last long. Be aware that some problems may not appear immediately or may recur months after the disaster. Talking openly with your children will help them to recover more quickly from the loss if you feel your child may need additional help to recover from the disaster, contact your local American Red Cross Chapter, or your Mental Health Association.

NO SHOTS NO SCHOOL

Prices for school meals

Breakfast	K-12	\$.75
Lunch	K-4	\$ 1.25
Lunch	5-12	\$ 1.25
Milk Only		\$.30
Reduced prices upon approval of application		
Breakfast		\$.30
Lunch		\$.40

Applications for reduced prices are available at school offices.

Reduced price guidelines are as follows:

Household Size	Annual	Month	Week
1	\$14,319	\$1,194	\$276
2	\$19,166	\$1,598	\$369
3	\$24,013	\$2,002	\$462
4	\$28,860	\$2,405	\$555
5	\$33,707	\$3,809	\$649
6	\$38,554	\$3,213	\$742
7	\$43,401	\$3,617	\$835
8	\$48,248	\$4,021	\$928
For each additional family, add	+4,847	+404	+94

Jefferson County School District 509-J School Supply List (all schools) 1996-97

School starts September 4, for Grades 1-12

Kindergarten
2 boxes crayons, basic
8, standard size, not chubby
10 pencils, size #2
2 4-oz bottles of white glue, liquid
1 large box tissue
1 pkg. baby wipes (80- to 150 count)

1st/2nd Grades
1 box 16 small crayons
Pencils #2
1 eraser
2 4-oz bottles of white glue
1 box tissue

3rd Grade
1 box of 16 or 24 small crayons
Pencils-size #2
Pink Pearl erasers
1 sharp point scissors
1 4-oz. bottle of white glue
1 12-inch ruler (inches and centimeters)
1 box of tissue
Pee Chee Folders

4th/5th grades
1 box of 16 or 24 small crayons
Pencils #2
Pink Pearl erasers
1 sharp point scissors
1 4 oz. bottle of white glue
1 large box of tissue
1 12-inch ruler (inches and centimeters)
Notebook paper

6th Grade
1 box of 16 or 24 small crayons
Pencils-size #2
Pink Pearl erasers
1 sharp point scissors
12-inch ruler (inches & centimeters)
Notebook paper
1 box tissue
Ballpoint pens, blue or black (not erasable)
No Spiral or thick notebooks

7th/8th Grades
College rules notebook paper
1 2-inch 3-ring (metal ring) binders with dividers
No PeeChee folders

Some classes may require additional materials. If so, students will be notified during the first week of school by their classroom teacher. School supplies will need to be replenished throughout the school year. Please contact your elementary school for kindergarten start dates.