



**ASHTABULA COUNTY  
HEAD START  
EARLY HEAD START**

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VOLUME 19 ISSUE 3

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This Newsletter is published during the program year, by and for the parents and staff of Ashtabula County Head Start/Early Head Start 2010 - 2011  
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**THOUGHTS**

In childhood, we press our nose to the pane, looking out. In memories of childhood, we press our nose to the pane, looking in.

Robert Brault

# The Head Starter

From the Program Health Coordinator: **Debbie Budy**

*Dear Parents/Guardians, Quarterly, Head Start publishes this newsletter to share information with families. When I was asked to put something in the newsletter it made me think of the recent tragedies our neighboring countries have been experiencing and how it may affect young children.*



**Spring  
2011**

*Below is an article that discusses how children may interpret what they hear on the television as well as what they over hear family members discussing. Please take a minute and read the information; it has suggestions on how to talk about the tragedies with your child.*

**How To Talk to Your Child About the News**

Although news from television, radio, or the Internet often is a positive educational experience for children, problems can arise when the images presented are violent or the stories touch on disturbing topics.

News about a natural disaster, such as the earthquake and tsunami in Japan and the after effects, could make children worry that something similar is going to hit home. Or it could make them fear some part of daily life -such as rain and thunderstorms - that they'd never worried about before.

Reports on natural disasters, child abductions, homicides, terrorist attacks, and school violence can teach children to view the world as a confusing, threatening, or unfriendly place.

How can you deal with these disturbing stories and images? Talking to your children about what they watch or hear will help them put frightening information into a reasonable context.

**How Children Perceive the News**

Unlike movies or entertainment programs, news is real. But depending on a child's age or maturity level, he or she may not yet understand the distinctions between fact and fantasy. By the time children reach 7 or 8, however, what they see on TV can seem all too real. For some youngsters, the vividness of a sensational news story can be internalized and transformed into something that might happen to them. A child watching a news story about a bombing on a bus or a subway might worry, "Could I be next? Could that happen to me?"

Natural disasters or stories of other types of devastation can be personalized in the same manner. A child in Massachusetts who sees a house being swallowed by floods from a hurricane in Louisiana may spend a sleepless night worrying about whether his home will be OK in a rainstorm. A child in Chicago, seeing news about an attack on subways in London, might get scared about using public transportation around town. TV has the effect of shrinking the world and bringing it into our own living rooms.

By concentrating on violent stories, TV news also can promote a "mean-world" syndrome and give children an inaccurate view of what the world and society are actually like.

*(Continued on next page)*

*(Continued from page 1)*

## **Talking About the News**

To calm children's fears about the news, parents should be prepared to deliver what psychologists call "calm, unequivocal, but limited information." This means delivering the truth, but only as much truth as a child needs to know. The key is to be as truthful yet inexplicit as you can be. There's no need to go into more details than your child is interested in.

Although it's true that some things - like a natural disaster - can't be controlled, parents should still give children space to share their fears. Encourage them to talk openly about what scares them.

Older children are less likely to accept an explanation at face value. Their budding skepticism about the news and how it's produced and sold might mask anxieties they have about the stories it covers. If older children are bothered about a story, help them cope with these fears. An adult's willingness to listen sends a powerful message.

Teens also can be encouraged to consider why a frightening or disturbing story was on the air: Was it to increase the program's ratings because of its sensational value or because it was truly newsworthy? In this way, a scary story can be turned into a worthwhile discussion about the role and mission of the news.

## **Tips For Parents**

Keeping an eye on children's TV news habits can go a long way toward monitoring the content of what they hear and see. Other tips:

- Recognize that news doesn't have to be driven by disturbing pictures. Public TV programs, newspapers, or new magazines specifically designed for children can be less sensational, and less upsetting ways of getting information to children.
- Discuss current events with your child regularly. It's important to help children think through stories they hear about. Ask questions: What do you think about these events? How do you think these things happened? These questions can encourage conversation about non-news topics too.
- Put news stories in proper context. Showing that certain events are isolated or explaining how one event relates to another helps children make better sense of what they hear. Broaden the discussion from a disturbing new item to a larger conversation: Use the story of a natural disaster as an opportunity to talk about philanthropy, cooperation, and the ability of people to cope with overwhelming hardship.
- Watch the news with your children to filter inappropriate or frightening stories.
- Anticipate when guidance will be necessary and avoid shows that aren't appropriate for your child's age or level of development.
- If you're uncomfortable with the content of the news or if it's inappropriate for your child's age, turn it off.
- Talk about what you can do to help. In the case of a news event like a natural disaster, children may gain a sense of control and feel more secure if you find ways to help those who have been affected.

*From Nemours*

*Reviewed by: Mary L. Gavin, MD*



## Let's Cook Together

*Little hands can help! Emma cut cheese in funny shapes with cookie cutters. Jackson made smiles on peanut butter sandwiches with apple slices and raisins. Thunya tore lettuce for salad. Jeffrey poured milk.*

### **Cooking builds self-esteem:**

Helping in the kitchen builds confidence and early skills of independence. Most kids feel proud and important when they help prepare food. Sharing in family tasks help them feel that they belong in the family.

Children are natural kitchen helpers. They like to share simple tasks of food shopping and picking foods for meals. They enjoy preparing and serving food to the family.

### **Cooking teaches:**

Kitchen tasks give your child a chance to measure, count, and see food change. That is early math and science learning. Your child can learn new words and symbols by cooking with you. Talk about the food and what you are doing. Read words on food containers together.

Small muscle skills develop, too, when your child uses his or her hands to help with kitchen tasks.

Cleanup teaches responsibility. It is part of many creative, messy things we do.

### **Cooking together is fun family time:**

Kitchen time offers a special parenting chance. Cooking together creates closer bonds and lifetime memories. It is also a chance to talk and hear what your child has to share.



## **Kitchen Safety Rules For Kids & Families**

- Fasten hair back if it is long.
- Wear clean clothes, maybe with short sleeves.
- Start with hand and table washing.
- Taste with a clean spoon. A licked spoon goes in the sink, not back in the bowl.
- Resist nibbling cookie dough or cake batter that has raw eggs in it.
- Stay away from hot surfaces and utensils, and sharp objects. An adult needs to help.
- Work at a table, child-size surface.
- Walk slowly. Carry food and utensils with care.
- Wipe up spills.



### **Together, follow four food safety rules:**

1. Be clean.
2. Keep raw and cooked food separate.
3. Cook food to proper temperature.
4. Refrigerate perishable food right away.

### **Pick kitchen tasks that match your child's abilities.**

1. Start: stir, pour, shake, tear.
2. Then: spread, mix, and knead.
3. After that: cut, grate, and measure (with supervision).

### **Think about this!**

- If your child makes a cooking mess, it is okay! Young kids do not have the same muscle coordination and skills that you do.
- Even if meals take longer to prepare, it is worth letting your child help. Kitchen time is learning time that you share together.

*From the USDA Food & Nutrition Service  
(Nibbles For Health)*

## MEET CHOOSY!

Our Head Start / Early Head Start Program has introduced Choosy to the children to help us become choosy about our health. The children have enjoyed meeting him. Together with Choosy, we are learning about what our bodies can do, how and where our bodies move, the relationships our bodies create with ourselves and other movers and objects, and exploring healthy eating and drinking.



- ♦ As an ambassador for healthy children, **Choosy** wants to help prevent childhood obesity.
- ♦ **Choosy** is a role model who encourages healthy decision-making from all of us.
- ♦ **Choosy** assists parents, teachers, and health professionals by supplying consistent health messages.
- ♦ **Choosy** recognizes that preferences for food and physical activity are "learned" from others early in life.
- ♦ **Choosy** helps grown ups to intentionally facilitate movement and nutrition experiences of young children so that healthy preferences are reinforced early and often.
- ♦ **Choosy** helps promote healthy messages and behaviors in homes, child care centers, agencies, and schools with lively songs, activities, and helpful materials.
- ♦ **Choosy's** name is tied to his behavior, and his message is simple:

**Be Choosy Be Healthy!**

## **POLICY COUNCIL MEETING – March 17, 2011**

Quorum – 8

Kim Johnson called the meeting called to order at 1:30 P.M.

- ✓ February 15, 2011 meeting minutes were distributed and read.
  - Motion to accept minutes was made by Ron Sigley
  - Seconded by Kacee Rose
  - Motion passed and carried

### **Fiscal Report: (Steve Cervas)**

The HS and EHS Fiscal Analysis were given to each parent. He went over the expenses for each program, reviewed the credit card expenditures, and the CACFP Sponsor Claim Recap. Kacee Rose was concerned about the in-kind hours and asked how we can get them. Steve said with volunteers and getting more parents involved will increase the in-kind hours. More parent discussion about inkind and was is allowable versus not.

- Motion to accept the report was made by Brenda Montieth
- Seconded by Ron Sigley
- Motion passed and carried

### **New Business: Program reports (Barb Elliott)**

- Enrollment figures. Head Start's enrollment is at 371 with 150 on a waiting list. Early Head Start's enrollment is 72 with 22 on a waiting list.

### **Strategic Planning (Stephanie Patriarco)**

Stephanie said they continued this week with strategic planning with Lynn Ricker-Ward. We will be making changes on the monitoring plan and all required plans because all are affected by strategic planning in some way or another. We are still waiting for the review results from the re-review. Strategic planning will continue next week as Candice will be here and will be looking at ways to streamline all positions and systems but we have started with the teacher position.

Kacee Rose, after talking with some parents, questioned the readiness of Head Start children. Stephanie assured her that Head Start does intentional teaching, but we individualize for each child and make individual plans for them. Head Start has a comprehensive program which also includes the family. Much discussion followed concerning how individualization happens in the classroom and it relates to the curriculum. Gloria King explained some of Creative Curriculum and how we go by the Ohio Department of Education standards and Head Start Performance Standards.

Stephanie mentioned that the Governance Training which follows the meeting, is an annual training that we are mandated to have.

Ron Sigley asked Stephanie to see if any Policy Council parents would be interested in serving on the Early Childhood Collaboration Committee. Stephanie will find out more details.

The zoo trip for this year was discussed. Because of the increased fuel costs for the buses, an alternative plan was discussed. Stephanie said we could do a celebration (picnic style), carnival theme or similar at each center with Head Start providing the food. If it rains it could be indoors. Ron Sigley brought up having parents participate which would give us more in-kind hours.

- Motion to cancel the zoo trip was made by Joyce Anslow
- Seconded by Karla Moore
- Motion passed and carried

### **ECLCK Handout:**

- ✓ Stephanie handed out an article from the "Office of Head Start National Center on Parent, Family, and Community Engagement".
  - ❖ The article explained:
    - The Goals
    - The Guiding Principles
    - The Key Activities

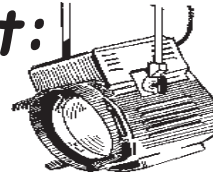
The next Policy Council meeting will be held on April 12, 2011 at 4:00 P.M. at Head Start. The Parent Work Session will be held at 3:00 P.M. before the meeting.

- Motion to adjourn the meeting made by Joyce Anslow
- Seconded by Karla Moore
- Motion Passed and carried

Meeting adjourned at 2:35 P.M.

Minutes Submitted by:  
Kacee Rose, Secretary  
Carol Taggart, Staff

# Staff Spotlight:



## Meet Teacher:

**Name:** Holly Tenney

### Family:

I am married to Richard Tenney.

Children:

Son - Troy, 18

Daughter - Oceana, 16

Daughter - Tori, 14

Stepdaughter- Brittany, 21

Stepson - Chad, 23

Stepson - Justin, 24

Grandchildren:

Nicholas & Brianna

### Hobbies & Interests:

In the winter I love playing on my snowmobile and in the summer watching softball and swimming.

### Favorite part of job:

Playing with the children and watching them learn and grow.

### Goals:

Finish school and receive a B.A. in Early Childhood Education; and spend more quality time with my children.



## Meet Transportation Support Specialist:

**Name:** Nylsa Serrano

### Family:

My daughter's Ashley, age 11, Nicole, age 9, and my son's Kevin, age 7, and Eduardo, age 3.

### Hobbies & Interests:

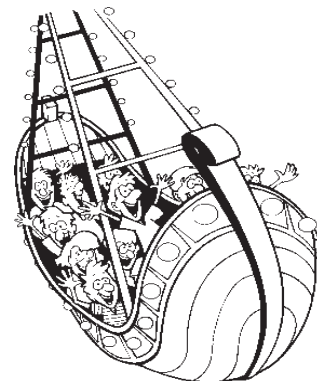
Spending time with my children and traveling to Disney World this summer with my family.

### Favorite part of job:

I enjoy my job as a Transportation Support Specialist and enjoy working with the children.

### Goals:

My goal is to finish my CDA and to see that my son, Eduardo has continued good health.



# CREATIVE CHILDREN

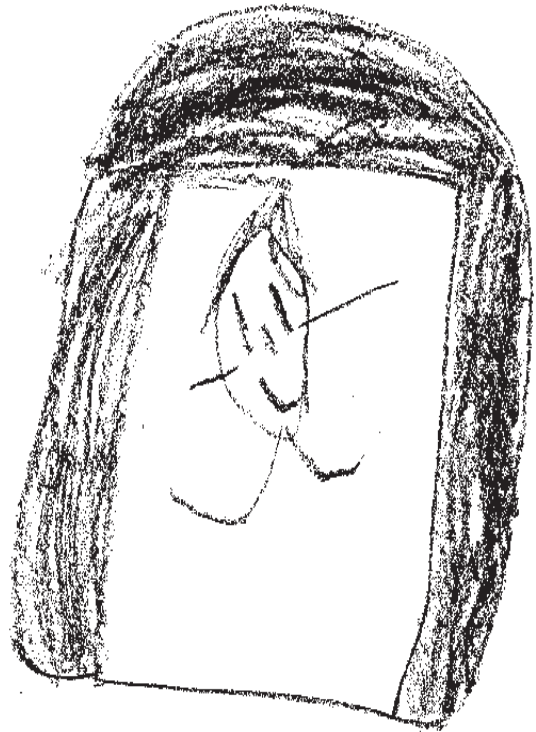


"A Teddy Bear walking home"

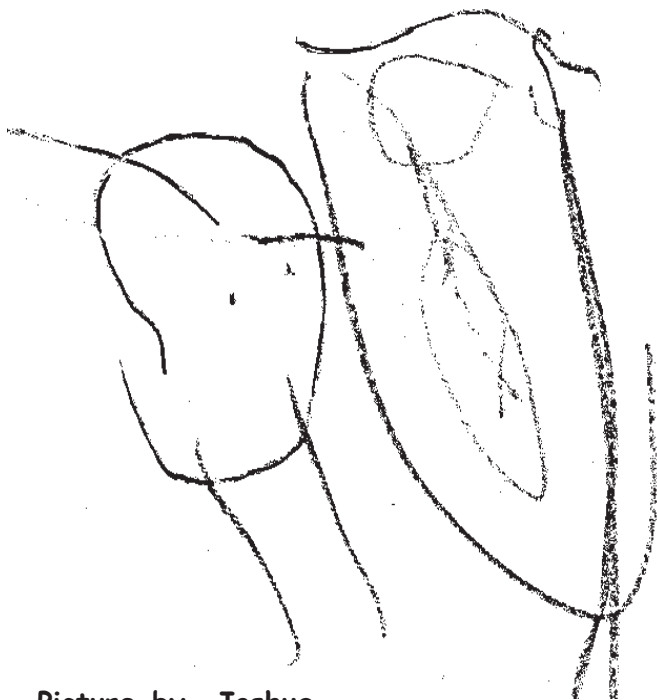
Cadence



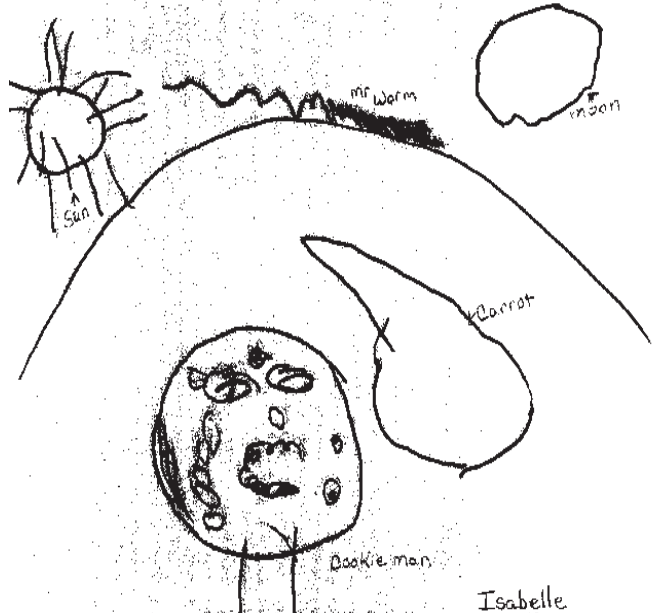
"Teddy Bear Walking Home"  
by, Cadence, Age 5  
Miss Debbie's Class, Conneaut



Picture by, Tyler ("That's Me in a Tent")  
Age 5  
Miss Holly & Miss Dinah, Ash Main 2



Picture by, Joshua  
Age 3  
Miss Holly & Miss Dinah, Ash Main 2



Picture by, Isabelle  
Age 4  
Miss Holly & Miss Dinah, Ash Main 2



**For Information Call 993-7716**

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