



Badlands Head Start:

PRENATAL TO FIVE



September - October **Newsletter**

Upcoming Dates

September 6	Labor Day
September 7	First Day for Centers
September 12	Grandparents Day
September 15	Policy Council Meeting
September 16	TREC Board Meeting
September 22	First day of Autumn
October 11	Native American Day/No Centers
October 20	Policy Council Meeting
October 21	TREC Board Meeting

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<http://www.badlandshs.org/>

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Belle Fourche Office: 605-723-8837
or 800-598-5859

BF Center: 605-892-3303

Bison Office: 605-244-5500

Newell Office: 605-456-1370

Buffalo Office: 605-375-3179

Lemmon Office: 605-374-3134



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Message from Wanda

Wanda Dunn —Family and Community Partnership Specialist

What is a socialization?

It is 2 hours of time for parents and their children to come together at our social sites or preschool classrooms to enjoy interacting with other children in a preschool setting.

Socials are held 2 times a month for homebased clusters and 5 times throughout the school year for center clusters.

Socializations include Parent Committee meetings and parent trainings throughout the year. The parent trainings that are offered are parent generated from the Parent Interest Survey that they complete.

Each socialization includes a snack or meal depending on the time of day the social is offered.

What is Parent Committee?

A Parent Committee is made up of all the parents in each cluster. A cluster is everyone in the group served by the same home visitor/teacher.

The Parent committee meetings are informal and friendly. They are held each month at a social. Come join us each month and be a part of your child's Head Start program.

Each Parent Committee has \$200 to spend for their cluster. In order to receive the \$200, your cluster must have an active Parent Committee and Policy Council Representative attending meetings.

What is Policy Council?

Policy Council is a group of representatives, and an alternate, from each cluster. At least 51% of those elected to Policy Council are parents of currently enrolled children. They are voted in by the parents in their cluster at a Parent Committee Meeting. Policy Council typically meets the 3rd Wednesday of the month, unless otherwise specified, at the Belle Fourche administrative building.

Consider becoming part of Policy Council:

- ☐ *Work in partnership with staff and the governing body to develop, review, and approve or disapprove policies and procedures*
- ☐ *Become a decision maker in your child's preschool education*
- ☐ *Lunch is provided, along with mileage reimbursement (for those over 10 miles from Belle Fourche) and childcare reimbursement.*



Information from Misty

Misty West - Health, Nutrition and Safety Specialist



Hand, Foot, and Mouth Disease

Hand, foot, and mouth disease is common in infants and children younger than 5 years old. Most children have mild symptoms for 7 to 10 days.

Children often get a fever and other flu-like symptoms three to six days after they catch the virus. Symptoms may include:

- Fever
- Eating or drinking less
- Sore throat
- Feeling unwell



One or two days after the fever starts, your child may get painful mouth sores (herpangina). These sores usually start as small red spots, often in the back of their mouth, that blister and can become painful.

Signs that swallowing may be painful for your child:

- Not eating or drinking
- Drooling more than usual
- Only wanting to drink cold fluids
- Skin rash



Your child may get a skin rash on the palms of the hands and soles of the feet. It may also show up on the knees, elbows, buttocks, or genital area.

The rash usually looks like flat, red spots, sometimes with blisters. Fluid in the blister and the resulting scab that forms as the blister heals may contain the virus that causes hand, foot, and mouth disease.

Keep blisters or scabs clean and avoid touching them. See a healthcare provider if

- Your child is not drinking enough to stay hydrated
- Your child's fever lasts longer than 3 days
- Your child has a weakened immune system (body's ability to fight germs and sickness)
- Symptoms are severe
- Symptoms do not improve after 10 days
- Your child is very young, especially younger than 6 months



People with hand, foot, and mouth disease are usually **most contagious during the first week** that they are sick. People can sometimes spread the virus to others for days or weeks after symptoms go away or if they have no symptoms at all.

The virus can spread to others through an infected person's

- Nose and throat secretions, such as saliva, drool, or nasal mucus
- Fluid from blisters or scabs
- Feces (poop)



Butte County Happenings



Heather, Heather how does your garden grow?

With sunshine and water two times a day
It's hard work but it feels like play.

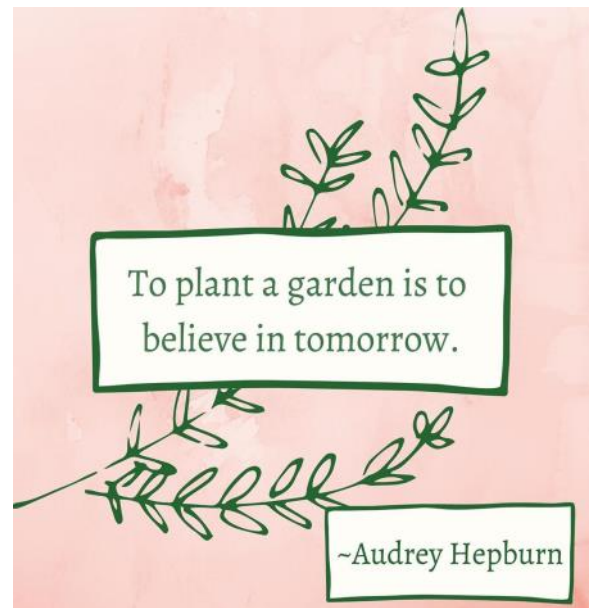
Brittany, Brittany what does your garden grow?

Peppers, tomatoes, pumpkin and squash
We have to pick weeds but it's never a wash.

Pita, Pita where does your garden grow?

Behind Belle Fourche Middle School
Come check it out, its really cool!





The garden is a great learning experience and introduces children and families to fresh produce. Families can participate by watering, weeding, and harvesting when ready. Whatever you harvest, you are able to take home! Next year, you can help by preparing the soil for planting, choosing what we should plant, and then planting. The garden is open to everyone. If you would like to participate or just visit the garden, please let your home visitor or teacher know. We look forward to seeing you!



Message from Melissa

Melissa Pickle—Coach and Training Specialist

naeyc[®]

MESSAGE IN A BACKPACK[™]

Things Every Parent Should Know about Play

Laurel Bongiorno

Play supports children's learning in so many ways. Make sure your child has time to play to promote cognitive, language and literacy, physical, social, and emotional development.

Children learn through their play

Never underestimate the value of play! While playing, children learn and develop

- **Cognitive skills**—like choosing the blocks to build a tower as high as possible
- **Language skills**—like learning the vocabulary words they need for different play scenarios
- **Literacy skills**—like writing an appointment in a pretend dentist's office
- **Physical abilities**—like gluing a collage and running on the playground
- **Social skills**—like playing together in a pretend car wash with workers and customers
- **Emotional skills**—like waiting for a turn to be the pretend bus driver

Play is healthy

Play helps children grow strong and healthy. It also can help prevent child obesity through its active nature.

Play reduces stress

Play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress.



Play outside

Think about your own outdoor experiences of building forts, sledding in the winter, or playing with other children in the neighborhood. Make sure your children create outdoor memories, too.

Play and learning go hand in hand

Play and learning are not separate activities but are closely connected. Think about them as a science lecture with a lab—play is a child's lab.

Play is a child's context for learning

Children practice and reinforce their learning in multiple areas during play. For example, in playing restaurant, children write and draw menus, set prices, take orders, and play out roles. Play provides rich learning opportunities and leads to children's success and growth in self-esteem.

LAUREL BONGIORNO, PhD, is dean of the Division of Education and Human Studies at Champlain College, in Burlington, Vermont, and oversees the MED in Early Childhood Education.

Message in a Backpack[™] is available online in Spanish. Visit [NAEYC.org/tyc](https://naeyc.org/tyc) to start reading now!

Message from Melissa

Melissa Pickle—Coach and Training Specialist

INFORMATION FOR PARENTS:

Play

What is Play?

“Go out and play” was probably some of the best advice you ever got from your parents. Most children are as comfortable playing as fish are in water – but scientists have actually been studying play since the early 1900s and we now know that childhood play has a big role in children’s brain development.

Babies are aware of their surroundings and are ready to learn and interact from the day they are born. Much of their interaction comes in the form of play. In fact, the ability to love and trust are created through interactions with others, especially during playtime.

For babies, play may just be a simple game of “peek-a-boo” with mom or dad. For toddlers and preschoolers, play becomes an exciting adventure on a playground or in the backyard. While the types of play evolve as a child grows, research tells us that for every age, when children are playing, they are learning.

Why Play Matters

Play matters because it allows children to develop essential physical, social, emotional and cognitive skills.

During play, a child’s brain takes in information using all five senses, creating and responding to sound, sight, touch, taste, and smell. These combine to create connections in the brain that create the foundation for future learning and development.

One way to understand why play matters is to consider these common myths about play:

- ★ Play wastes time and prevents learning.
 - In fact, play is a fundamental tool for helping children understand their environment and relationships.
- ★ Play is really nothing more than fun and games.
 - Yes, it’s fun...but play is also the ideal environment for helping children understand how to live happy, healthy lives.
- ★ Play isn’t important until children are older.
 - Play actually helps infants build strong bonds with caregivers – and even simple games like peek-a-boo stimulate a baby’s brain and help it develop.
- ★ Children only benefit from structured play directed by adults.
 - There is a role for structured play – but unstructured, independent play is important too; it helps children discover their own interests and develop imagination.



Message from Melissa

Melissa Pickle—Coach and Training Specialist

INFORMATION FOR PARENTS: Play

Six Types of Play

Researchers have identified at least six different types of play. Most children enjoy a variety of types of play. Engaging in all of types of play is healthy for children, and there are opportunities for all of them in the daily life.

- 1. Solitary, or Independent Play.** When a child plays alone, she learns to concentrate, think by herself, comes up with creative ideas, and regulate emotions. All of these are important things for a child to learn. Playing independently is important and normal.
- 2. Parallel Play** involves a child playing alongside – but not really with -- other children. If you watch, you will notice that there is no formal interaction, but the children are often playing with the same toys and engaged in a similar activity. This type of play is very common for children from 1-3 years of age. Parallel play is very important as it teaches children peer regulation, observation skills, how to get along with others, as well as ways to work independently.
- 3. Cooperative Play** is a more organized kind of play. The child plays as part of a larger group that has a collective goal such as making an art project or putting on a skit. During cooperative play, the role of leader and follower are often visible.
- 4. Skill Mastery Play** occurs when a child is learning to do something new. Often, she uses trial and error to repeat the same skill over and over. Skill mastery play is common when learning to throw a ball, ride a bike, swim, or swing independently.
- 5. Sensory Motor Play** occurs when children use their five senses and their motor skills. You might see this when a baby is less interested in what an object does than what it feels like, sounds like, or tastes like. For toddlers and preschoolers, a great example of sensory motor play is playing with sand, mud, water or clay.
- 6. Rough and Tumble Play** is when children engage in activities with intensity and energy. For example, the game might start with tag and quickly become tackle or wrestling. This type of play does not have to be physical but it does change pace quickly and involve something unexpected. Dads are often more likely to engage in rough and tumble play.

What Parents Can Do

As a parent, you want your child to experience, to explore and to learn. To do this, let your child play! Here are a few helpful hints as you enter their world of play.

- ★ **Repetition may be boring to you, but it's not to your child.** Children learn by repeating. Let your child play the same game or play with the same toy over and over. They will move on when they are ready.
- ★ **Make time for play!** Many parents think that they have to teach through lessons or classes. Often, the best learning takes place during play.
- ★ **Get involved!** Become part of their game rather than trying to lead the way. Let them make the rules.
- ★ **Let your child take the lead.** Playing works best when you respond to your child's cues and follow their lead.
- ★ **Let your child determine the pace of play.** The best way to teach a new skill is to show your child how something works, then step back and give them a chance to try.
- ★ **Don't force or prolong play.** When your child is tired of an activity, it's time to move on.
- ★ **Consider safety.** Help your child understand any safety rules for play and be sure children are supervised. There is nothing that ruins a good play environment faster than a child getting hurt.
- ★ **Make an area safe for children to play.** Move small or breakable objects out of reach and take safety precautions. When you child-proof an area, you are giving your child permission to move and play freely.



Child Health Day is a national observance in the United States observed on the first Monday of October annually.

This observance focuses on raising people's awareness about how they can protect and develop children's health.



National Child Health Day – October 4, 2021

Please remind your children whether they are at home or at school how important it is to wash their hands.



HEALTHY EATING

from HEAD TO TOE



Fuel your body!

Mental Health

Rebecka Funk MA. LPC-MH - Mental Health Consultant

HELP!!!!!!

Challenging Behaviors and How to Help

Often, we hear the term “challenging behavior.” What exactly does this mean? A challenging behavior is not typical child misbehavior. It is defined as a persistent pattern of inappropriate and difficult behavior a child engages in to meet their need.

Addressing and managing a challenging behavior can test the most competent parent. It can be emotionally exhausting to parents, teachers, family members but most of all the child themselves. Most children do not wake up every morning thinking “I’m going to ruin your day.” Often, things begin to gradually fall apart as the day progresses. Challenging behaviors can impact our child’s ability to learn and to build happy, healthy peer relations as well. How can we as parents help our child who is exhibiting a challenging behavior?

Ask yourself what is the purpose of this behavior? Every behavior serves a purpose. What is your child getting from behaving this way? Attention? Avoiding complying with adult’s requests? Once you can identify what you think your child is getting from this behavior, you can begin to identify ways to prevent this from occurring. Maybe it is a little more one on one time, maybe it is holding your child more accountable and ensuring they do what was initially asked of them. For example, cleaning up their toys or brushing their teeth, etc...

Look at your daily routine and schedule with your children. Do you have one? Does your child know what to expect in a typical day? Are the rules clearly explained and even perhaps displayed somewhere in your house? Children thrive in predictable environments. This not only prevents misbehaviors but makes a child feel secure and safe.

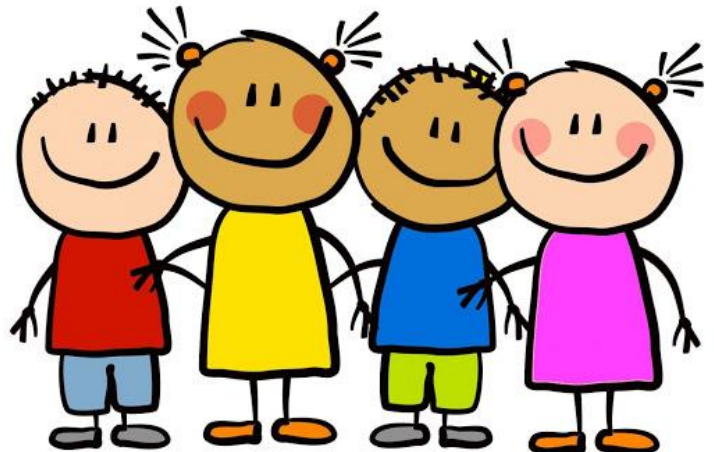
Identify a plan on how you want to address the challenging behavior such as spitting or hitting. Make sure your consequence is age appropriate and safe. Implement and stick to it! Challenging behaviors do not appear overnight, and they do not disappear this quickly as well! It takes time!

Remember that no consequence works 100% of the time. It is normal for a child to test this. If your response seems to be making some difference...stick with it!

Make sure your child knows how to do what you are asking them to do. Sometimes we need to teach our child a specific behavior like sharing with friends or using their words to ask for what they want rather than grabbing something away from someone else. Really observe and ask yourself if your child simply needs guidance and practice in learning how to do what you are asking them to do. Learning a new skill is always easier when you make it fun. Turn music on during clean up time. Help your child a few times together to show him/her how to do something before you expect them to do it on their own.

Be your child’s strongest cheerleader! Praise, praise, praise your child!! Change is hard! Make sure you are noticing the times your child does do what is asked of him/her. Praise them not only for the results but for their efforts when you observe they are genuinely trying.

Should your child continue to struggle with a challenging behavior, do not be afraid to reach out for assistance! Contact your teacher, home visitor or a qualified professional in the community who can give you guidance and support.



Message from Wanda

Wanda Dunn - Family and Community Partnership Specialist

Welcome all children and families to a new year at Badlands Head Start.

I have a few parenting websites I would like to share with you all. They have a range of information from your child's milestones, age appropriate children's activities, literacy and an array of parenting topics that you may find interesting.

www.cdc.gov/ActEarly

www.zerotothree.org

www.childmind.org

www.sesameworkshop.org

www.vroom.org

www.pbs.org/parents

Please friend us on our Badlands Head Start Facebook page. We share local parent trainings and websites here along with job openings at Badlands Head Start. You can also scroll back to an older post and enjoy reading a book with our staff.

I look forward to meeting you sometime throughout the year.

Message from Judy

Judy Petera - Human Resources Specialist

Congratulations goes out to Tami Briscoe as our new lead teacher in Lemmon, and to Amber Ingles as the assistant teacher there. They have been wonderful in the positions they held before, and bring that prior knowledge to the Lemmon Center. Congratulations to both Tami and Amber!!

Please also join me in welcoming Kerry Wilson to the team. She is our new addition as the Harding County EHS Home Visitor. Kerry hails from Piedmont area, and recently she and her daughter moved to Ludlow. She holds a BS in Interdisciplinary Studies with a minor in Livestock and Equine Management.

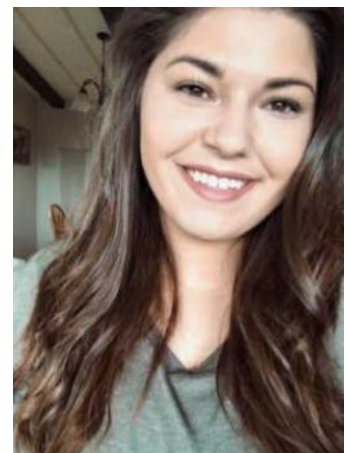
She has been on board for over a month, and is settling in nicely at the Buffalo site office. She works with our other Harding County Home Visitor, Tricia Forsythe.

Please reach out to say hello and make Kerry feel welcome!

Welcome to the team, Kerry!!



Kerry Wilson,
Harding Co.
Early Head Start
Home Visitor



Belle Fourche Center

Judee Wilson—Area Services Manager for Belle Fourche Center 1 & 2

Hello from the Belle Fourche Head Start Center: Hope your summer was fun and refreshing.

We are so excited to begin a new school year here at the Belle Center. Our staff would like to welcome two amazing assistant teachers to our center. We wish you all well!

Join me in welcoming Kim Hamilton and Kim Somervold to Badlands Head Start! Both will be Assistant Teachers at our Belle Fourche Center. Kim Somervold will be in BF Center 2 with lead teacher Ann Evridge, and Kim Hamilton will be in BF Center 1 with Michaela Hallam.



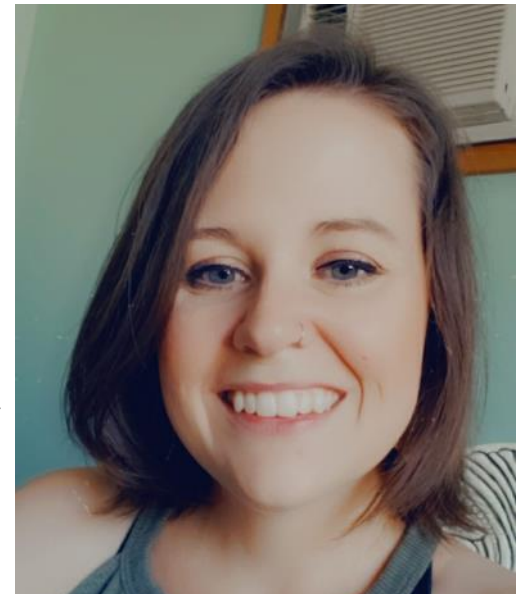
Kim Hamilton, BF Center 1 Assistant Teacher

Hello! My name is Kim Hamilton. I live in Belle Fourche, I am originally from Newell. I worked for the Newell school for ten years along with two years at South Park School. I have three grown children, and the adorable dog, Buster! I am looking so forward to be working for Badlands Head Start this year! Here's to a wonderful year!

Kim Hamilton lives here in Belle Fourche. She has been a para in both the Belle Fourche and Newell school systems with over 16 year experience. She has been para in the following areas: behavior room, reading and math, pre-K through K, title rooms, helped with handicap students and a para in the High School. She has had various trainings in behavior management, CIP restraint, literacy and phonics, autism awareness, mental health and trauma, suicide prevention training and safety lockdown procedures.

My name is Kimberly Somervold, I was born and raised in Belle Fourche, SD. I graduated from Black Hills State University in the winter of 2011. My husband and I also got married in the summer of 2011 so we just celebrated 10 years! We have two wonderful boys and a black lab named Titan. I am excited to be working with the Badlands staff and the families in the area.

Kim Somervold is from Belle Fourche. She holds a Bachelor of Science in Education with emphasis in Arts studies. She has taught in preschool and worked in the toddler room there. She taught motor skills, social skills, alphabet, shapes, colors, did crafts and did Holiday programs with the kids. She taught in the McLaughlin School District as an art teacher for grades 6-12 teaching students to expand their skills in different media. After moving back to Belle Fourche, she has worked as a maintenance tech at the BF Rec Center, and as a barista at the Greenbean Coffee place downtown.



Kim Somervold, BF Center 2 Assistant Teacher

Both Kim H and Kim S bring a lot of experience and spark to our program and will be great additions to the team at the Center!



**WE'RE
HIRING!!**

Available Job Opportunities with

TREC - BADLANDS HEAD START

101 5th Ave., Belle Fourche, SD 57717
Telephone 605-723-8837 * Fax 605-723-8834



EDUCATION AND DISABILITIES SPECIALIST – Belle Fourche Admin Office / Management Position

- Coordinate Early Childhood Education Services to Staff and Families
- Curriculum Specialist for pre-school centers, staff, and home visitor staff
- Experience required as supervisor, working with families, and teaching preschool children
- Minimum of a BA/BS in Early Childhood, or a related degree with coursework equivalent to a major in EC
- Full time – 12 month/year position

BISON (SD) CENTER – ASSISTANT TEACHER (or long-term substitute) – Center-Based / Preschool environment

- Teaching children ages 3-5 in a classroom setting
- Providing and linking families to comprehensive services
- Early Childhood experience and Education preferred
- Minimum of completion of Childhood Development Associate (CDA 1-2 years of hire – in-house training
- 40 hours per week for 38 weeks per year

BISON (SD) CENTER – Nutrition Services Support– Center-Based and socials

- Prepping, serving and cleanup of meals and snacks
- Completion of paperwork and adhering to health and food safety codes
- Provide nutrition services support for Bison Center and Bison socializations
- May include classroom support to teachers
- 24 hour per week, 38 week per year position
- Preference given to individuals with nutrition services or relevant experience

BUTTE COUNTY AREA SERVICE MANAGER – Management Position

- ASM to supervise/manage 6 Home-Based program staff serving Butte County
- Office located in Belle Fourche and Newell
- Ability to coach/mentor; discipline; and have organizational skills
- Minimum of a BA/BS in such fields as Early Childhood Education/Development, Social Work or Human Services is required
- 3 years working with families
- 3 years in administration or supervision experience
- 40 hours per week for 47 weeks per year, and 30 hours per week for 5 weeks in summer

HARDING & PERKINS COUNTIES AREA SERVICE MANAGER – Management Position

- ASM to supervise/manage 6 Home-Based program staff serving Harding & Perkins Counties
- Office can be in Buffalo, Bison or Lemmon, SD.
- Ability to coach/mentor; discipline; and have organizational skills
- Minimum of a BA/BS in such fields as Early Childhood Education/Development, Social Work or Human Services is required
- 3 years working with families
- 3 years in administration or supervision experience
- 40 hours per week for 47 weeks per year, and 15 hours per week for 5 weeks in summer

EARLY HEAD START HOME VISITOR – PERKINS COUNTY - Home-Based / Home Visiting environment

- Working with 10-12 children (ages 0-3) and their families in their homes in Harding County, SD
- Travel required with company vehicle provided – Office located in Lemmon or Bison, SD
- Minimum requirement of CDA (Child Development Associate) certification within 1-2 years of hire (in-house training provided), or
- AA degree in Early Childhood or related degree
- Full Time - 40 hours per week year around

**Also looking for
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Assistant
Teachers for all
sites.**

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or pick up an application and job description at 101 5th Avenue, Belle Fourche, SD 57717

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Scholastic teaching resources

Leaf Painting Activities for Kids

Materials

Fallen leaves
Paint
Paint brushes

Paper

Method

Begin by taking a walk to
collect fallen leaves.

Then, set kids up with
paint and paper and have
them paint with the leaves.



Growing a jeweledrose.com