



# Badlands Head Start: Prenatal to Five Newsletter



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September, 2014

## What's Happening?

- Sept. 11<sup>th</sup> SDHSA Meeting in Chamberlain
- Sept. 17<sup>th</sup> Policy Council Meeting
- Sept. 18<sup>th</sup> TREC Board Meeting
- Oct. 9<sup>th</sup>-11<sup>th</sup> Reg. VIII Conference -Billings, MT
- Oct. 14<sup>th</sup> Oglala Health Screening-9-4
- Oct. 15<sup>th</sup> Pine Ridge Health Screening-9-4
- Oct. 16<sup>th</sup> Kyle Health Screening-9-4
- Oct. 22<sup>nd</sup> Policy Council Meeting
- Oct. 22<sup>nd</sup> Health Services Advisory Meeting
- Oct. 23<sup>rd</sup> TREC Board Meeting



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**Education/Disabilities Specialist**  
**Email:** [cvoorhis@badlandshs.org](mailto:cvoorhis@badlandshs.org)  
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## Fun at a Buffalo Social



The Early Head Start Social in Buffalo was blessed with wonderful weather in late August. The children had a great time playing in the Social Site playground. (Top left) Little Josey Secret attempts to climb the Climbing Wall. (Top right) Aiden Sanders is climbing the rope while Mother-Lacey Sanders looks on. (Bottom middle) Mother-Ashley Secret supports Josey as she swings on the rope saucer.

**"If a child cannot learn in the way we teach, we must teach in a way the child can learn."**

- Unknown



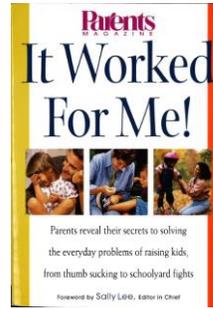
# BOOKS, BOOKS, BOOKS!



## Your Parent Resource Library is a wealth of information!

We will be highlighting a book, DVD, or other resource from the Parent Library each newsletter. Check out a book or other resource and let us know if there is a book or resource we should add to the Parent Library! (*Not all materials listed are at all sites.*)

Wanda Dunn, Family Community Specialist



Parents reveal their secrets to solving the everyday problems of raising kids, from thumb sucking to schoolyard fights.

Foreword by: Sally Lee, Editor in Chief

You are not alone! What do you do when...?

- Your toddler goes berserk because the meatloaf touches the green beans on his plate?
- Your son keeps missing when he's standing at the potty?
- Your child's bedroom is overrun with nighttime monsters?

*Parents* magazine's *It Worked for Me!* clears up these and thousands of other quandaries. And the solutions come from people who have been through it all: parents just like you. With busy schedules, we often don't find the time to share our parenting advice or commiserate about daily hassles. Now, parents can again take comfort in knowing that others not only have had similar experiences, but also that they have found inventive solutions stemming from their own wisdom and compassion.

Based on *Parents* magazine's popular column, this comprehensive collection of surefire tips and techniques covers the entire gamut of child rearing – bathing, feeding, dressing, discipline, bedtime, playtime, school, television, and much, much more. From divorce and separation anxiety to making the decision to go back to work and helping children adjust to a new child-care provider, parents will find a creative and practical solution for nearly any situation. So breathe a sigh of relief. Won't it be good to have a voice of experience on the bookshelf?

There is no such thing as a child who hates to read; there are only children who have not found the right book.

Frank Serafini

meetville.com

## Life is hello. Life is good-bye. Life is hello!

In my very first article for the January 2005 BHS/EHS newsletter, I wrote the following regarding my having joined the BHS: P-5 team in November 2004. “Given that the nature of my job makes it difficult for me to have much direct contact with our families, I want to take a few moments to let everyone know how pleased I am to be joining the Badlands Head Start/Early Head Start multidisciplinary team..... As many of you know, I joined the BHS/EHS team just in time for the Federal Review Team visit. My role was simply to observe and learn. At the end of the Federal Review Team’s visit, I was able to listen to a synopsis of their findings. They confirmed what I had observed during the week. The BHS/EHS team did a fine job of preparing for the review and it was evident to all that the programs possess many strengths.” If I had joined the TREC team today during our Review in March, I would write the same words.

The title of this article is taken from a classic book on the need to say goodbye, to grieve one’s loss, in order to say hello to new relationships and opportunities. I am grieving the transition of my relationship with the staff and families of Badlands Head Start: Prenatal to Five. After a decade of service as the Executive Director, it is time for me to be still and listen for guidance from my higher power as I seek out my next career adventure.

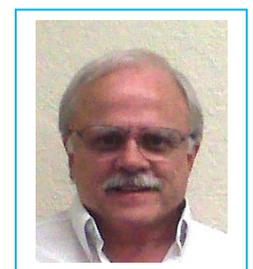
The past decade at BHS: P-5 has been complicated by a continuing process of change. We have developed the needed systems which will support continued regulatory compliance and growth in the quality of staff performance and services to families. We have initiated changes with the “Intentionality of Professionalism” and the “Journey 2Gether” projects before the Office of Head Start developed their versions of these change processes – i.e. the Head Start Child Development and Early Learning Framework/School Readiness initiative and the Parent, Family and Community Engagement Framework initiative. We have now been granted the opportunity to provide Head Start services in Butte County. TREC – Badlands Head Start: Prenatal to Five has been undergoing a decade of growth and change. Given the continuing process of change within the Office of Head Start, one can expect that BHS: P-5 will continue to change for many years.

I want to take this opportunity to say “THANKS” to many. To the Leadership Team and direct service staff, I say thank you for being my teachers. I ask that you do the same with whomever follows me. To the Policy Council, thank you for your dedication, support and the sharing of your desires for your children. I feel blessed to have known so many loving and caring parents. To the Board of Directors both past and present, your dedication to TREC and BHS: P-5 is remarkable. Your tasks have not always been easy. You have proven yourselves as capable to any challenge. Thank you to all of you for your service to the children and for providing me with knowledge, insight and support along my Head Start journey.

As many of you know, my spouse, dog, cat and furniture moved back to our home on Mille Lacs Lake (Midewakan) near Wahkon, Minnesota some 17 months ago. I pledged to remain with TREC until we were through the review and starting the next program year. We are now there so it is time for me to rejoin my family and do a little contemplative fishing before starting my next career adventure.

Goodbye dear colleagues and friends! Hello to my continuing journey!

Douglas Jacobson, Executive Director



# Cook's Corner



## Yogurt Parfait

### Ingredients

- 1 cup low-fat or non-fat plain or vanilla yogurt
- ½ cup low-fat granola (optional)
- 1 cup fresh fruit (such as strawberries, bananas, blueberries, or raspberries)

### Instructions:

1. Wash and dry the fruit. If needed, slice the fruit into bite-size pieces.
2. Place ¼ cup of the yogurt in the bottom of two small glasses.
3. Sprinkle 1 tablespoon of granola over the yogurt in each glass.
4. Put ¼ cup of the sliced fruit over the granola in each glass.
5. Repeat the layers.

Makes two yogurt parfaits

## Keep Those Kids Moving

The *Diabetes Forecast* magazine (June 2013) published a piece from *The Journal of Pediatrics* (March 4, 2013) encouraging parents to keep kids moving, a good reminder now that we're nearing the school year, winter (don't mention it!), and a lot of indoor time. According to the article: "Kids who exercise do better in school. That's what researchers found when they analyzed math and reading scores and fitness test results from more than 11,700 elementary and middle school students from 47 public schools in Nebraska. Aerobically fit kids were 2.4 times as likely to pass the state math test and 2.2 times as likely to pass the reading exam as their unfit peers. Interestingly, body mass index (a ratio of weight to height) didn't correlate in any way with test scores."

This is important to parents and teachers/home visitors of children ages birth to 5 years (EHS/HS ages), because if kids get used to being active in their early years, they carry it on through school and life. There are many, many activities to keep kids moving (and away from the TV and video games) indoors through the upcoming winter months. If you live in the country, get out and hike through the snow with your kids, go sledding or tubing (or use cardboard boxes...super fun for little kids...to pull around in the snow). It's easy to build obstacle courses indoors and outdoors no matter the weather.

Keep watching this newsletter for ideas throughout the year...however they move is good (move with them...it's good for you, too)!!! No special equipment is needed to have fun and keep fit!!!

Cheryl Voorhis,  
Education/Disabilities  
Specialist



## NURSE'S NOTES



Submitted by: Malynda Wolf and Hazel Vilhauer

Children can drown in shallow water. Infants and toddlers can drown in just one or two inches of water because they don't know how to get out.

Never let children play alone around pools, lakes or other bodies of water.

Swimming lessons are great for young children. However, this does not drown-proof a child. A scared or hurt child may not be able to swim to safety.

Teach your child to ask an adult before he goes swimming. Never swim alone.

A Resource of Health Childcare Magazine

## WELCOME BACK!

Welcome to another year with Badlands Head Start: Prenatal to Five. I hope that I get a chance to see all of our returning Butte County families this year and meet all of our new families. It seems that each season flies by so fast, the babies are all walking and the walkers are all talking in the blink of an eye.

As the Area Services Manager for Butte County, please feel free to call me any time at the Belle Fourche office. I hope to come to many of your homes with the home visitors throughout the year. I always enjoy getting to know you and having a chance to play.

Remember, if you need help with resources, or have some activity ideas that you want to try with your child on one of your home visits to let your home visitor know. We ask that you help plan each week's lesson, and offer your ideas. You are your child's primary teacher. We want you to be an active part of the Home Visit experience. Most of all we want you and your child to have fun playing, because all children learn through play. Thanks to all you Moms and Dads!

Jeanne Blalock  
ASM – Butte Co.

## Bridges to Benefits

Looking for an easy way to find financial resources for families?

The Bridge to Benefits website can be a source of help for families and individuals in difficult economic circumstances. Developed by SD Voices for Children in partnership with the Children's Defense Fund of Minn., the site includes eligibility requirements for benefit programs.

Anyone can see if they or someone else may be eligible for support programs and tax credits by going to [sdbridgetobenefits.org](http://sdbridgetobenefits.org) and clicking on the "start" button. Benefit eligibility is determined by answering a few simple questions. The screening process is easy, confidential and free; names and SS #'s are not required. The site can be accessed from any computer, including those at public libraries throughout the state. Tax credits and benefit programs were created as a support for children and families that have limited income and resources.

Information about the following assistance programs that can improve the well-being of many families and individuals is available on the SD Bridge to Benefits website:

- \*Energy Assistance
- \*Supplemental Nutrition Assistance Program (SNAP, formerly food stamps)
- \*School Meal Program
- \*Children's Health Insurance Program (CHIP)
- \*Child Care Assistance Program
- \*Earned Income Tax Credit
- \*Sales Tax on Food Refund Program
- \*WIC (Women, Infants, Children) Nutritional Program.

For additional info, contact Sheila Johnson, SD Voices for Children/Lutheran Social Services, at 605-348-0477

Submitted by: Wanda Dunn, Family Community Specialist

# 2014-15 Badlands Head Start: Prenatal to Five Staff

## Belle Fourche Office



Beverly Smith  
EHS Fiscal Specialist  
Facilities/Trans. Specialist



Cheryl Voorhis  
Education /Disabilities  
Specialist



Dorothy Richards  
HS Fiscal Specialist  
HR/Payroll Specialist



Hazel Vilhauer  
Health & Safety Coordinator



Jean Parks  
Head Start  
Data Services Coordinator



Jeanne Blalock  
Area Services Manager



Jessica Cox  
Early Head Start  
Data Services Coordinator



Malynda Wolf  
Health/Nutrition/Safety  
Specialist



Tammy McDaniel  
Administrative Assistant



Wanda Dunn  
Family/Community Partnerships  
Specialist

## Butte County



Betty Zwetzig  
EHS Home Visitor/  
Nutrition Services



Kristi Williams  
EHS Home Visitor



Guadalupe Estrada  
EHS Home Visitor



Kelly Dykhoff  
EHS Home Visitor



Michele Ranken  
HS Home Visitor



Laura Fox  
HS Home Visitor



Rosie Orazi  
HS Teacher



HS Asst. Teacher



Kari Van Matre  
Nutrition Services

# Corson County



Saydee Corcoran  
HS Asst. Teacher  
Lemmon



Christine Parmley  
HS Asst. Teacher  
Lemmon



Brittany Ruen  
Head Start Teacher  
Lemmon



Jennifer Goldsmith  
Nutrition Services  
Lemmon

## Perkins County



Cheri Butsavege  
Asst. Teacher/HV  
Nutrition Service-  
Bison / Buffalo



Julie Lermeny  
HS Teacher/HV  
Bison

## Shannon Co.

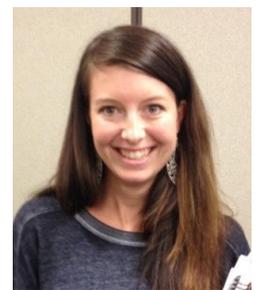


JoAnn Rooks  
HS Home Visitor

## Harding Co.



Ruth Adams  
Area Services Mgr.



Jaylene Wade  
EHS Home Visitor

## WELCOME FROM HARDING, PERKINS AND CORSON COUNTIES

Welcome to those returning families, EHS families and the newly enrolled families in Harding, Perkins and Corson counties. Early Head Start in Harding and Perkins counties has been busy with continuing home visits during the summer months and Head Start will begin services the week of Sept. 8<sup>th</sup>. This year is full of exciting new changes as we add several new staff members to the BHS: P5 team. In Harding Co., Jaylene Wade serves as our Head Start and Early Head Start Home Visitor since accepting this position in June. In Perkins County at the Lemmon Center, spring intern Brittany Ruen became the lead teacher and will be assisted by Saydee Corcoran, Christine Parmley and nutrition support staff; Jennifer Goldsmith. In the Bison Center, we are in the process of hiring the new lead teacher who will be assisted by Cheri Butsavege; who will also be completing home visits and continuing in the nutrition support role.

The new teachers have re-arranged the centers and developed fresh ideas, learning activities, songs, and transition activities in order to provide the children with new experiences. Social opportunities will continue to be an important part of the Head Start experience, as well as, parent trainings, field trips, and the lending library.

I anticipate and look forward to a great year in Head Start/Early Head Start and am anxious to get acquainted with, or reconnect with you and your family.

Ruth Adams. ASM – Harding. Perkins and Corson Co.

## SCHOOL READINESS UPDATE

The question, “How are the kids doing in school?” often pops up when discussing school or preschool programs. We are happy to report that as a whole program in 2013-14, Early Head Start and Head Start, our children met or exceeded nationwide expectations set by our curriculum assessment, Teaching Strategies GOLD.

Three times a year (October, January/February, and April for Head Start and October, January/February and June for Early Head Start) we are required to assess all children with an ongoing assessment which aligns with our curriculum. We, as most Head Start programs in the United States, use Creative Curriculum published by Teaching Strategies. The GOLD system assesses the children in the areas of Social Emotional, Physical, Language, Cognitive, Literacy and Mathematics. Yes, even infants and toddlers can be assessed in those areas. All of the areas of development lead to school readiness so that children are prepared to move into kindergarten when they turn 5 years of age.

What we look for in the assessment is not that a child reaches a certain score as much as if they are making appropriate growth from the baseline (starting point) in the fall of the year. The scores rate Below Expectations, Meeting Expectations and Exceeding Expectations and give a range and a growth rate which shows us if she/he is making appropriate progress.

Even though we showed that we were meeting or exceeding in all areas and within all age groups, we still plan to provide teachers and home visitors with training in each area of development. These whole program reports are available for any of you to read (about 62 pages of tables). Next we look at individual clusters to focus on the individual needs of the children and teaching staff. Those reports, because of confidentiality, are not available to the public. Finally, the teacher or home visitor reviews each individual child’s progress and shares that with the family, three times a year. Some families received those reports last year in the classroom setting. The GOLD system is fairly new to staff, but all clusters and classrooms will be ready to share those reports starting in November of 2014-15.

Watch for the newsletter or a letter in November that will give the Fall Checkpoint Aggregation Report. We are excited to collect the data at each Checkpoint so we can inform the families and all stakeholders of the progress our children are making toward kindergarten entry.

If you would like a copy of the Whole Program Aggregation Report emailed or mailed to you, please contact me at 605-723-8837. Thank you for the support you give your children...everything you do helps us to guide them on the path to kindergarten.

Cheryl Voorhis, Education-Disabilities Specialist





## Dakota Smiles Mobile Dental Program

Almost every day, Delta Dental's mobile dental staff sees a child who is in pain because of untreated dental disease. These are children who, for a variety of reasons, have been unable to access adequate dental care.

And while too many "it's just a cavity", in reality dental disease is painful, affects a child's overall health and often leads to poor school performance. In fact, dental decay is the single most common chronic disease of early childhood,

five times more common than asthma. And while rare, dental disease, if left untreated, can lead to death.

Because of the profound effects dental disease can have on children, in 2004 Delta Dental of South Dakota, through funding from the Delta Dental Philanthropic Fund, partnered with Ronald McDonald House Charities to begin operating the Ronald McDonald Care Mobile, a dental office on wheels, to provide restorative and preventive dental care to underserved children across SD. Since its inception, Delta Dental's mobile dental program has provided more than \$10 million in dental care to more than 22,000 children in 74 different SD communities.

The strong demand for the Care Mobile prompted Delta Dental to expand the mobile dental program with the addition of a 2<sup>nd</sup> truck – the Smile Mobile. Both the Care Mobile and the new Smile Mobile now operate under the program name Delta Dental's Dakota Smiles Mobile Dental Program.

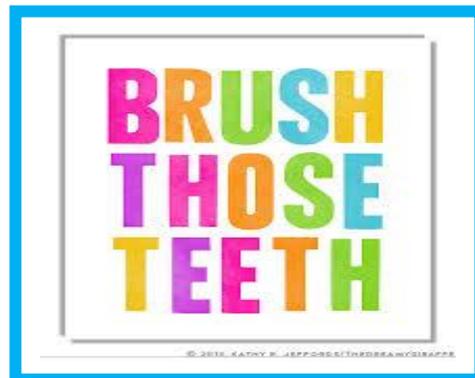
The Ronald McDonald Care Mobile is a partnership effort of Delta Dental of SD, Ronald McDonald House Charities of SD, the SD McDonald's restaurant owners and the SD Department of Health.

The Dakota Smiles Smile Mobile partners include Delta Dental, the SD Dept. of Health and the John T. Vucurevich Foundation. Delta Dental manages and operates both units and works with local community site partners to target those children most in need of care.

### The Dakota Smiles 2014 Schedule for our areas:

September 15-19, 2014	SMILE Mobile/Bison
September 22-26, 2014	SMILE Mobile/Kyle
October 13-17, 2014	SMILE Mobile/Faith

(Please watch for the 2015 Schedule in a future newsletter.)



# Knowing Your Child's Rights

Your child has the right to a free and appropriate public school education. Getting involved in his or her education is among the most important things you can do as your child's advocate. As you'll see below, you have a right to be a part of every decision regarding your child's education, including the process of finding out if your child needs special services. You know your child best, and your input should be considered at every opportunity.

In order to make sure that your child with learning disabilities gets the help he or she needs throughout his or her school career, you should familiarize yourself with the rights you have as your child's advocate. These rights are federally mandated by the Individuals with Disabilities Education Act (IDEA).

## **Your Child's Rights Determining Eligibility for Special Education and Related Services**

- You have the right to request in writing that your child be evaluated to determine if he or she is eligible for special education and related services. This evaluation is more than just a single test. The school must gather information from you, your child's teacher and others who would be helpful. An assessment of your child must then be conducted in all the areas that may be affected by the suspected disability.
- If the public school agrees that your child may have a learning disability and may need special help, the school must evaluate your child at no cost to you.
- Teachers or other professionals can recommend that your child be evaluated, but the school must get your explicit written consent before any part of the evaluation is started.
- If the public school system refuses to give your child an evaluation, they must explain in writing the reasons for refusal, and must also provide information about how you can challenge their decision.
- All tests and interviews must be conducted in our child's native language. The evaluation process cannot discriminate against your child because he or she is not a native English speaker, has a disability or is from a different racial or cultural background.
- Your child cannot be determined eligible for special education services only because of limited English proficiency or because of lack of instruction in reading or math.
- You have the right to be a part of the evaluation team that decides what information is needed to determine whether your child is eligible.
- You have the right to a copy of all evaluation reports and paperwork related to your child.
- You have the right to obtain an Independent Education Evaluation from a qualified professional and challenge the findings of the school evaluation team
- You have the right for your child's evaluation to be completed within a specific time frame. Some states have set a limit. For states who had no limit, as of July 1, 2005, the evaluation must be completed within 60 days of your written consent.

## **Your Child's Right Once Determined Eligible for Special Education and Related Services**

- You and your child have the right to attend and participate in a meeting to design an Individualized Education Program (IEP) which must be held within 30 days of your child being found eligible for special education services. An IEP should set reasonable learning goals for your child and state the services that the school district will provide.
- You and your child have the right to participate in the development of the IEP, along with a team that will include: your child's teachers, a representative from the school administration who is qualified to recommend and supervise special programs and services as well as representatives from other agencies that may be involved in your child's transition services (if your child is age 16 or older). You can also request an advisor to help you better understand your rights and responsibilities as a parent, and request that this person be present.
- Your child has a right to the least restrictive environment possible. Unless members of the IEP team can justify removal from the general education classroom, your child should receive instruction and support with classmates that do not have disabilities. Also be sure that special education services or supports are available to help your child participate in extracurricular activities such as clubs and sports.
- During an IEP meeting, the IEP team will develop goals for any related services, such as occupational therapy, which could help your child. Be sure the team specifies how often and for how long these services will be provided as well as in what setting the services will be provided. This team will also identify behavioral strategies to support your child's learning in school and at home.

- Be sure to discuss what kind of assistive technology devices – such as speech recognition software, electronic organizers or books on tape – could help your child. Assistive technology services include evaluating your child for specific devices, providing the device and training your child to use the device.
- You have the right to challenge the school’s decisions concerning your child. If you disagree with a decision that’s been made, discuss it with the school and see if an agreement can be reached. If all efforts don’t work, IDEA provides other means of protection for parents and children under the law. These other ways of settling your dispute allow parents and school personnel to resolve disagreements. Options include mediation with an impartial third person, a due process hearing or a formal hearing in a court of law.
- An IEP meeting must be held once a year and comprehensive re-evaluation must be done every three years, unless the IEP team agrees that it is not necessary. However, you may request an IEP meeting at any time.

Submitted by: Wanda Dunn, Family Community Partnerships Specialist

### MOBILE CLINIC SCHEDULE FOR SHANNON/BENNETT COUNTIES

**Families: Reminder – All Badlands Head Start: Prenatal to Five children are required to receive a medical physical. Below is a schedule for the Mobile Clinic in the Shannon/Bennett areas. Please remember to utilize this service that is provided. Thank you!**

#### SEPTEMBER 2014

#### Mobile Clinic Schedule

#### Pine Ridge Indian Health Center

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day	2 Loneman School	3 Batesland School	4 Porcupine School	5 Adult Offenders Facility	6
7	8 Red Shirt School	9 Loneman School	10 Manderson School	11 Allen Post Office	12 Adult Offenders Facility	13
14	15 Rockyford School	16 Porcupine School	17 Batesland School	18 Oglala Store	19 Adult Offenders Facility	20
21	22 Martin CAP Office	23 Manderson School	24 Loneman School	25 Wounded Knee Post Office	26 Adult Offenders Facility	27
28	29 (No Provider)	30 Wolf Creek School				

Pine Ridge HIS Mobile Clinic  
P.O. Box 1201  
East Highway 18  
Pine Ridge, SD 57770

Office: 605-867-3316  
Hours: 8:00-8:30- 4:00-4:30  
Provider: 605-441-1031  
Nurse: 605-441-0877  
MSA: 605-441-0869

Adult Offenders  
Facility patients  
Only on Fridays

*“Children do not care how much you know until they know how much you care”*

Teddy Roosevelt