



The Weekly Memo

Southern Oregon Child & Family Council, Head Start, Early Head Start & LISTO

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February 23, 2015

Good News!

I have some good news to report to you about our Workers Compensation Insurance. We had a good year. Our incurred losses went down from \$53,000 in 2012, to \$3,017 in 2014. **Wow!** Last year we created an Action Plan. This plan detailed the way we form our Safety Committee and its involvement in promoting safety at our Centers. The plan also included the hiring of a highly trained safety professional, and we feel fortunate to have found Chuck Ljunberg, retired Environmental Scientist with the US Department of Energy, to take the position of Safety Compliance Officer. In response to all this, our Workers Compensation carrier, SAIF Corporation, has lowered our annual premium rate for this new year of coverage from \$100,000 to \$80,000. These savings will help us further improve our efforts to keep our staff and children safe and accident free in the coming year.



Thanks go out to all of our staff members who are making safety an integral part of our work, everyday. Thanks also go out to our Safety Committee members: Amy Nolan ,Ashley Clayton, Candelaria Romero , Carrie Grimes ,Catherine Blake, Cathy Justice, Chuck Ljungberg , Cindy France, DeAnn Lutton, Faith Cox, Jacqueline Sundin, Jennifer Glenn, Jennifer Sowell, Judy Brown, Kelly Thorpe, Kimberly Thompson, Kimberly Torrey, Marie Ellis, Michael Jay, Rachel Dunn, Regina FitzGerald, Ruthann Bailey, Sara Ross, Susan Thomas, Tina Jones, Trish Maitrejean, Valerie Blade, and Vanessa Waterbury.

And my most special thanks go to Cathy Justice, Human Resources Manager, who has provided tireless leadership and expertise over so many years, creating a culture of safety for our agency.

Submitted by Alan S. Berlin, Executive Director

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MEETINGS/TRAININGS

- 2/24– Area Managers, A & B
- 2/24– Management Team Mtg., A & B
- 2/25– DAG, A & B
- 2/25– Directors, Admin
- 2/26– Fatherhood Committee, RWD
- 2/26– EHS Managers, A & B

MONDAY

- 3/2– Ed: TA & CA Training, MC A, FTL, MC A
- 3/2– AA Training, CPDO
- 3/2– Ed: Child Staffing @ CTRS
- 3/2– Ed: Center Meetings @ CTRS
- 3/2– PC Executive Committee, A & B
- 3/2– Union E-Board, FTL

“A child's life is like a piece of paper on which every person leaves a mark”.

Chinese Proverb



Mission Statement

Southern Oregon Head Start prepares children and their families for success in school and throughout life.

Editors:

Valerie Blade & Cricket Tepper

CLASS Review Series Part 3



Are there things that CLASS does not measure? Yes. While effective interactions are critical and form the foundation for children's school success, they are only one piece of an effective early childhood program. CLASS™ does not measure other important components of high quality teaching and learning such as the 3 curriculum used, the process of the ongoing assessment of child progress, or individualized teaching.

How does OHS use CLASS for professional development?

The National Center on Quality Teaching and Learning (NCQTL) develops and disseminates staff development tools promoting evidence-based practices for improving preschool classroom teaching practices. These tools are designed to promote effective, engaging interactions and environments that research indicates are foundational for early learning. The NCQTL resources align with CLASS™ dimensions, and help Head Start programs support classrooms that are well-organized and managed, provide social and emotional support, and demonstrate the instructional interactions and use of materials that stimulate children's thinking and skills.

Supporting local programs in their use of these tools is a cadre of Early Childhood Education (ECE) Specialists who are certified as CLASS™ trainers and who work directly on-site with local programs. The ECE specialists are available to local programs to present

CLASS™ overviews or to train program staff to become CLASS™ observers. These specialists also conduct joint observations with Education Managers and Mentor Coaches for the purpose of assessing the professional development needs of teaching staff related to teacher-child interactions and then tailor training and technical assistance to the specific needs of that program.

Additionally, some local programs use their own training dollars to supplement the training and technical assistance received from NCQTL and the ECE specialists.

Why does OHS use CLASS as part of the Designation Renewal System?

Section 641A(c)(2)(F) of the Head Start Act (the Act) requires that the OHS monitoring review process include the use of a "a valid and reliable research based observational instrument, implemented by qualified individuals with demonstrated reliability, that assesses classroom quality, including assessing multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement." The Act also states, in Section 641(c)(1)(D), that such an instrument should be used as part of the system for designation renewal.

ACF consulted with leading early childhood assessment experts prior to selecting the instrument to be used. The experts agreed that CLASS™ was the instrument that best met the statutory requirement. Ultimately, ACF selected CLASS™ Pre-K because it is an instrument that has been validated by over 10 years of research in educational settings. If you have additional questions, please direct them to DRS@headstartinfo.org.

Look for more of the CLASS Series in the next Weekly Memo

Submitted by Gina Dusenbury, Education Director



And the Oscar goes to????

I would like to share that we just finished reading Jack and the Bean stalk in my class, and the children wanted to grow their own bean stalks. I asked the kids where we would find magic beans and they said we needed to sell a cow to an "old man". Akiva agreed to dress the part and visit my classroom to "sell" beans to the children. He did such a wonderful job! I cant express enough my thanks for the joy, the smiles, and the magic he added to the classroom! (in lueu of a cow, he gratefully accepted a small handful of trinkets from the castle/dramatic play area)

Submitted by Crystal Hidde, Teacher- Merriman



KUDOS KORNER!



★ **Kudos** to the Merlin Center!! They were the first one to have the inventory done!
Submitted by Debbie Barber, Procurement Specialist, MO

★ **Kudos** and Congratulate Vanessa Waterbury From Early Head Start Grants Pass for becoming TS GOLD Interrater Reliability Certified
Submitted by Carey Gilbert, Center Manager EHS-GP

★ **Kudos!** A big thank you to Tami in IV and Kevin from RR and Monica Rojas for stepping in and driving the Redwood bus. The staff and children really appreciate your support! You both are amazing team players.

Submitted by Katherine Clayton



★ **Kudos!** Thank you to our wonderful, fun, and creative cook at FRC, Margaret Snow! We all love and appreciate your willingness to be silly with the kids and to make us all laugh.

Submitted by Carly Kerr, Area Manager, FRC/MER

Mighty Minute!

Mighty Minute #48

Feely Box?

Objective 26

Demonstrates knowledge of the physical properties of objects and materials

Related Objectives: 3, 9, 11, 12, 15, 24

What you do

1. Place an item related to the current study into a feely box or bag.
 2. Ask a child to reach inside the box, feel the item, and describe it.
 3. Invite the child to use descriptive terms, e.g., smooth and cold.
 4. Have the other children guess what might be in the box.
 5. Pass the item around for children to examine.
- Tell the children that object in the box begins with the /M/ sound.
 - Ask the children to guess the name of the item.
 - Have one child reach inside the box, feel the item, and describe it.
 - Ask the child to show the item with the children guess correctly



Submitted by the Education Dept.

Eating 101: How Our Kids Learn

Parents exert tremendous influence over how their children learn, of course, and it applies to eating habits, according to a recent study that examined how the introduction and frequency of fruit and vegetable intake during infancy was associated with intake of the same important foods at age 6. Based on maternal reports of food consumption, "31.9% of 6-year-old children consumed fruit less than once daily and 19.0% consumed vegetables less than once daily." Bad news from a nutritional perspective, particularly since dietary recommendations call for at least five servings of fruit and vegetables daily.



In terms of an association between patterns of eating during infancy and at age 6, the researchers found that "children who consumed fruits and vegetables less than once daily during late infancy had increased odds (more than twice as likely) of eating fruits and vegetables less than once daily at age 6 years."

The take-home is simple here: If you're the parent of an infant and are ready to introduce solid foods (or know someone who is), emphasize fruits, vegetables and other healthy options right away, so it becomes a pattern in later life. Otherwise, you have no one to blame but yourself when your teen wants chips and cola all the time, or begins to suffer the consequences (weight gain, etc.) of an unhealthy diet that doesn't include fruits and vegetables.

From: **to your Health**

Bookworm Literacy Program in Jo Co

Here are a few pictures of our Book Worm Literacy Program. This is something that my Advocates have been doing for a couple of years and we now have a partnership with the County Library. All Jo Co centers are participating this year. Our center is having a competition between classrooms. Whichever room reads the most book will earn a prize!



Submitted by Carly Kerr, Area Manager, FRC/MER

