



LUZERNE COUNTY HEAD START INC.

EARLY HEAD START

NEWSLETTER - AUGUST - SEPTEMBER - OCTOBER 2022

Our Mission

As proven leaders in early childhood education and family development, Luzerne County Head Start, Inc. is dedicated to enhancing the quality of life for low-income children and families in Luzerne and Wyoming Counties. Our knowledgeable and caring staff accomplish our mission by providing early care and education for pregnant women and children from birth to five years old, emphasizing healthy outcomes and school readiness, promoting family self-sufficiency, and partnering with individuals, school districts, and our community.



We are so thrilled to kick off the 2022/2023 Early Head Start Program year with our new digital newsletter! Like so many things over the past two years, it was set aside to focus on how to best serve families and children with health and safety in mind. Home Visiting came in many different versions, including virtual and hybrid models. I know both Family Educators and many of you are happy that services are back in the home.

I am also excited to announce Family Day will now be back in our centers! Twice a month, children and their families are invited to their EHS center for socialization, planned activities, a snack and play in a classroom environment. Your Family Educator will share more information, including dates and times. Be sure to share your thoughts and ideas for future Family Days.

As we wrap up the summer and move into fall, I wish you the very best start to the program year and look forward to seeing both newly enrolled and returning families at our agency and community events this year. I am always available if you'd like to connect by phone or email.

Brittany Shoemaker
Director of Early Head Start
(570) 824-9050, ext. 413
brittanyb@hsweb.org

EHS FAMILY DAY & PARENT COMMITTEE DATES

AUGUST 19, 2022 **EXETER** FAMILY DAY
AUGUST 26, 2022 **EXETER** FAMILY DAY
SEPTEMBER 9, 2022 **EXETER** FAMILY DAY
SEPTEMBER 23, 2022 **EXETER** PARENT COMMITTEE/FAMILY DAY
OCTOBER 7, 2022 **EXETER** FAMILY DAY
OCTOBER 21, 2022 **EXETER** FAMILY DAY

AUGUST 11, 2022 **EDWARDSVILLE** FAMILY DAY
AUGUST 25, 2022 **EDWARDSVILLE** FAMILY DAY
SEPTEMBER 15, 2022 **EDWARDSVILLE** FAMILY DAY
SEPTEMBER 29, 2022 **EDWARDSVILLE** PARENT COMMITTEE/FAMILY DAY
OCTOBER 6, 2022 **EDWARDSVILLE** FAMILY DAY
OCTOBER 20, 2022 **EDWARDSVILLE** PARENT COMMITTEE/FAMILY DAY

AUGUST 19, 2022 **HAZLETON** FAMILY DAY
AUGUST 26, 2022 **HAZLETON** FAMILY DAY
SEPTEMBER 9, 2022 **HAZLETON** FAMILY DAY
SEPTEMBER 30, 2022 **HAZLETON** PARENT COMMITTEE/FAMILY DAY
OCTOBER 14, 2022 **HAZLETON** PARENT COMMITTEE/FAMILY DAY
OCTOBER 28, 2022 **HAZLETON** FAMILY DAY

AUGUST 12, 2022 **WILKES BARRE** FAMILY DAY
AUGUST 26, 2022 **WILKES BARRE** FAMILY DAY
SEPTEMBER 16, 2022 **WILKES BARRE** FAMILY DAY
SEPTEMBER 23, 2022 **WILKES BARRE** FAMILY DAY
OCTOBER 7, 2022 **WILKES BARRE** PARENT COMMITTEE/FAMILY DAY
OCTOBER 21, 2022 **WILKES BARRE** FAMILY DAY

Engaging with ERSEA

Welcome to the new 2022-2023 program year in Early Head Start at LCHS!

Let's start off the new program year together on the right foot to ensure success for your family and our program. One major focus of the ERSEA department is to monitor attendance for all families enrolled in the program.

Our performance standards state that all enrollees in Early Head Start will complete 46 home visits per year, at 90 minutes each. We understand that life is busy, and things come up that may cause you to need to cancel a home visit occasionally. When this occurs, please communicate with your Family Educator so the visit may be rescheduled for a time that works for you and your Educator. When a missed visit is not able to be rescheduled for the same week, a makeup home visit must be completed, meaning you will have two home visits in a makeup week. If your family is having trouble keeping your weekly visits, please let us know so we can help, and possibly offer resources to support your family.



ERSEA sends a monthly attendance tip sheet out to each enrolled family via email the first week of each month. These tip sheets share some helpful information and tricks to encourage attendance. Please review them and discuss with your Family Educator any questions you may have.

I look forward to a wonderful year full of growth and learning with your family. Thank you!

Angela Dube
Eligibility and Enrollment Specialist
angelad@hsweb.org
(570)829-6231 EXT 381



management

Meet Our Program Managers

We hope you, and your family are well. As the Early Head Start Program Managers, we would like to take this opportunity to introduce ourselves, and provide you with our contact information. Jeimy Quezada is the Manager for the EHS Hazleton, Exeter, and Edwardsville Centers. She can be reached at jeimyq@hsweb.org. Suzanne Christian is the Manager for the EHS Tunkhannock, and Beekman Centers. Her contact information is suzannec@hsweb.org. We can also be reached by calling the office at **570-824-9050**.

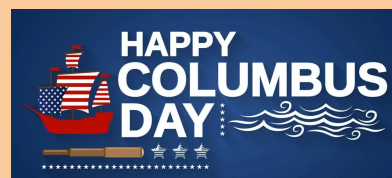
Our program provides many opportunities for you, and your families. This year, Family Days, and Parent Committees will begin in person, and we invite everyone to take part. Family Days allow you to engage in group activities with other families twice a month. Don't pass up the opportunity to participate in our Parent Committee program, which will allow you to have a say in your child's education. Your Family Educator will make you aware of dates, and time.

We are looking forward to seeing you soon.

Jeimy and Suzanne

DATES TO REMEMBER

SEPTEMBER 5, 2022 LABOR DAY CENTER CLOSED
OCTOBER 10, 2022 COLUMBUS DAY CENTER CLOSED



HI AND LOIS DIK BROWNE



Playing with Your Child



Playing with a responsive adult provides a context in which children can have positive and meaningful interactions with the environment. Playing with your child supports your child's learning and development in many ways! See below for some tips for ways to play with your child:



Say what they say, do what they do...

Copy your child's words and actions to let him/her know you are there and responsive.



If your child says "car," you can point to the car and say, "car."

If your child bounces the ball, you can bounce the ball.



Describe what they're doing ...

Say what your child is doing while he/she is playing using language your child would use.



If your child is tapping on a drum, you can say, "tapping the drum!" You can do this about every 15 seconds.



Add new language and play ideas ...

Once you've established a play routine, add new language or play actions to keep your child interested.

If your child says, "car," you can say, "it's a fast car!"



If your child is holding a baby, you can hold the baby and model feeding it.



Everyday Early Intervention: Couch Time

Many families enjoy spending time relaxing on the couch together. The couch can be a great place to sit together to talk, read, and play. Moments on the couch can also be times to work on early intervention outcomes. Here are some ideas to help you fit learning and development goals into everyday routines.



Climb a Couch Cushion Mountain

Stack two or three couch cushions or pillows and encourage your child to use his arms and legs to climb up the mountain. Reaching and climbing strengthens large muscles. As your child grows stronger, add another cushion to the stack for a bigger climb or encourage your toddler to build the stack.

Cruise and Play

Encourage the large muscle development of infants and toddlers that are not quite walking by encouraging them to cruise the lengths of the couch. Take the cushions off your couch and place favorite toys toward the back. This will encourage a child to pull herself up to stand and reach toward the back of the couch to get to the toys.

Build a Blanket Fort

Stretch a blanket or sheet between your couch cushions and chairs to create a blanket fort. Crawl in and out of the fort to work on large muscle development. Talk together about who is inside or outside the fort and how the blanket makes a little house. Using words such as *on*, *in*, *out*, and *under* builds children's spatial vocabulary and conceptual knowledge.

Snuggle and Read

Keep a basket of books near the couch so you always have something for story time. Reading to young children is essential for building their language skills and conceptual knowledge. Read favorite books again and again. Encourage your child to point to the pictures as you read by asking questions such as "Where is the brown doggy?"

 For more information, visit the Illinois Early Intervention Clearinghouse at <http://eiclearinghouse.org>

Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Illinois Department of Human Services, Bureau of Early Intervention.

Funded by the Illinois
Department of Human Services
Bureau of Early Intervention
9/18



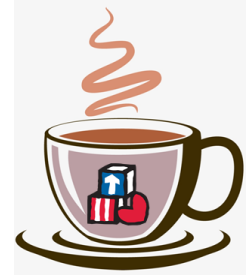
Illinois
Early
Intervention
Clearinghouse

Illinois Early Intervention Clearinghouse
Early Childhood and Parenting Collaborative
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Dr. • Champaign, IL 61820-7469
Telephone: (217) 333-1386 • Toll-free: (877) 275-3227
E-mail: Illinois-eic@illinois.edu





Parent Café



Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Through individual deep self-reflection and peer-to-peer learning, participants explore their strengths, learn about the Protective Factors, and create strategies from their own wisdom and experiences to help strengthen their families. Cafés are structured discussions that use the principles of adult learning and family support. Participants leave Parent Cafés feeling inspired, energized, and excited to put into practice what they've learned.

Strengthening Families™ Protective Factors



RESILIENCE
PARENTAL RESILIENCE



RELATIONSHIPS
SOCIAL CONNECTIONS



KNOWLEDGE
KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT



SUPPORT
CONCRETE SUPPORT IN TIMES OF NEED



COMMUNICATION
SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

Everyday Language
Be Strong & Flexible
Parents Need Friends
Being a Great Parent is Part
Natural and Part Learned
We All Need Help Sometimes
Parents Need to Help Their
Children to Communicate

Child Pedestrian Safety Rules

Presented by Safe Kids-Safe Kids Walk This Way

1. Cross the street at the corner or at a crosswalk if there is one, and obey all traffic signals.
2. Walk on a sidewalk; if there is no sidewalk, walk on the left side of the street, facing oncoming traffic.
3. Children should walk with an adult until they are at least 10 years old.
4. Only cross in front of a school bus when the driver says it is safe. Do not cross behind the bus or where the driver can't see you.
5. Hold a child's hand when you cross the street. Look left, right and left again before you cross and keep looking both ways until you reach the other side.
6. If you walk when it is dark, wear light-colored clothing or clothing with reflective material so drivers can see you. A flashlight is also a good idea.
7. If a toy or pet goes out into the street, do not allow a child to run after it.
8. When children are outside playing, they should play in a backyard or playground away from the street or parking lot.

TEACH YOUR CHILDREN ABOUT PEDESTRIAN SAFETY!

RULES FOR INTERSECTIONS:

Explain to children the meaning of traffic signs and signals and show them how to use pedestrian walk and don't walk signs. Teach them to watch for cars making a turn.



NO DASHING OUT:

Tell them never to dash out into the road without stopping and looking for traffic. Explain how hard it is for a vehicle to stop quickly and how difficult it is for a driver to see them in that instant, especially if there are parked cars or bushes around.



STREETS ARE FOR VEHICLES:

Make it a rule not to play in the street. When walking on a street that has no sidewalks, teach them to stay along the side of the road or grass and walk facing traffic.

HITCHING A RIDE:

Jumping onto the backs of vehicles is dangerous and should be strictly forbidden. Talk to your children about risks.

BACKING UP:

Children should not play on or near driveways. Teach them how to watch out for vehicles backing out of driveways and parking spots. Never back out of a driveway without checking around your vehicle for a small child.



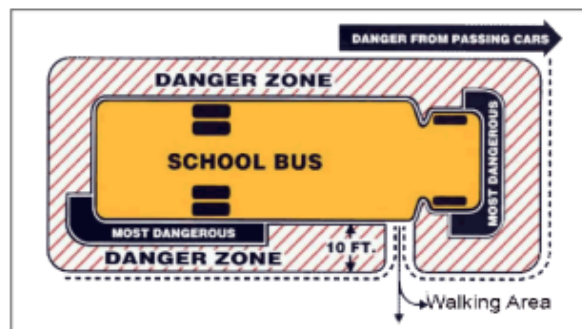
TAKE A WALK:

Walk with your children and practice safe pedestrian skills. Explain that motor vehicles are bigger and faster than they are. Stress the importance of crossing at corners or crosswalks. Show them how

to stop at the curb or edge of the road. Instruct them to look left, right, and left again for traffic and to continue looking as they cross. Remember to listen for traffic.

DANGER ZONE:

Show children where the school bus danger zone is (10 feet around the bus). Explain that the bus driver cannot see them there so they must stay out of this area. When crossing the street teach children to walk out 10 giant steps (10 feet) in front of the bus, make eye contact with the driver and wait for his/her signal. Remind them to stop at the edge of the bus and check the street left, right, and left again.



SET GUIDELINES:

Tell children where they can and cannot play. These boundaries can gradually expand as they get older. Always enforce these rules and be consistent. Children under 10 years old should never cross a street without an adult.

SEE AND BE SEEN:

Teach children how to make eye contact with drivers before they cross in front of a vehicle. Show them that they cannot see a car coming if they try to cross too closely to parked cars. Dress them in bright colored clothing when outdoors, use reflective materials and have them carry a flashlight at dusk or night.



For more information call 1-800 CAR BELT

PEDESTRIAN SAFETY

Orientation Information for Parents

Young Children Are Physically Different From Adults

- Children are short. This makes it difficult for them to see motorists and for motorists to see them - especially around obstructions like parked or moving cars, buses and bushes.
- Children have underdeveloped peripheral vision - approximately one-third narrower than an adult's, so a child won't see a motorist approaching from the right or left as soon as an adult will.
- Children have difficulty judging a car's speed and distance, leading them to misjudge how far away from them a moving car really is. They often believe cars can stop instantly.
- Children often think, if they can see the driver, the driver can see them.

Parents and Motorists Can Prevent Child Pedestrian Deaths and Injuries

- Parents and motorists must realize that children are not small adults. Until children are at least 10 or 11 years old, they don't have the skills to handle traffic.
- Parents or other responsible caregivers must supervise children at all times.
- Parents and other caregivers must always set a good example. They should cross at intersections, stop at the curb, look LEFT-RIGHT-LEFT for traffic in all directions, cross when it is clear, and keep looking for cars as they cross.

Children Should Be Taught To Always Follow These Steps:

- Always cross at an intersection or crosswalk when one is available. Before crossing a street, stop at the curb, edge of the road, or corner before proceeding. Look left-right and left again, and if it's clear, begin to cross, looking over your shoulder for oncoming vehicles. Continue to watch for traffic when crossing.
- Walk facing traffic when there are no sidewalks, so you can see what's coming.
- If you must walk through parked traffic, stop and look carefully before stepping out from between vehicles. Don't run between parked cars and buses. Don't run across the street or through a parking lot.
- At intersections with traffic lights and pedestrian signals, it's important to follow the signals carefully. Wait until you see the WALK signal, following again the basic rules for crossing.

-
- A flashing DON'T WALK signal indicates you should not start to cross the street. However, if you have already started crossing when it begins flashing, continue walking. The timing mechanism in the signal device allows you time to cross before it changes to a steady DON'T WALK signal.
 - If you see a steady DON'T WALK signal, don't begin to cross the street! Wait for the next WALK signal.
 - The WALK signal and the green traffic light indicate that it's your turn to cross the street, but they do not mean it is SAFE to cross. The WALK signal and the GREEN light mean LOOK, and then go if no traffic is coming your way.
 - Always watch for turning cars when crossing the street.
 - The child must hold an adults hand when crossing the street.

Riding the Bus

- School bus transportation is safe. In fact, buses are safer than cars! Even so, last year, approximately 26 students were killed and another 9,000 were injured in incidents involving school buses. More often than not, these deaths and injuries didn't occur in a crash, but as the pupils were entering and exiting the bus. Remember these safety tips:
 - Have a safe place to wait for your bus, away from traffic and the street.
 - Stay away from the bus until it comes to a complete stop and the driver signals you to enter.
 - When being dropped off, exit the bus and walk ten giant steps away from the bus. Keep a safe distance between you and the bus. Also, remember that the bus driver can see you best when you are back away from the bus. Use the handrail to enter and exit the bus
 - Stay away from the bus until the driver gives his/her signal that it's okay to approach.
 - Be aware of the street traffic around you. Drivers *are* required to follow certain rules of the road concerning school buses, however, not all do. Protect yourself and watch out!

Children

- When the bus approaches, stand at least three giant steps (6 feet) away from the curb, and line up away from the street.
- Wait until the bus stops, the door opens, and the driver says that it's okay before stepping onto the bus.

-
- If you have to cross the street in front of the bus, walk on the sidewalk or along the side of the road to a point at least five giant steps (10 feet) ahead of the bus before you cross. Be sure that the bus driver can see you, and you can see the bus driver.
 - Use the handrails to avoid falls. When exiting the bus, be careful that clothing with drawstrings and book bags with straps don't get caught in the handrails or doors.
 - Never walk behind the bus.
 - Walk at least three giant steps away from the side of the bus.
 - If you drop something near the bus, tell the bus driver. Never try to pick it up because the driver may not be able to see.



Securing the Passenger:

Be sure the passenger sits upright with buttocks against the seat back.

1. Place harness straps over each shoulder.
2. Locate the crotch straps in the center of the passenger's legs.
3. 1st thread lap belt through the 1st crotch loop, 2nd through the 1st harness loop, 3rd through the last harness loop and 4th through the last crotch loop.
4. Buckle lap belt low across the lap. Reduce lap belt slack.
5. If using a booster, no crotch straps are necessary according to NHTSA regulations. Thread lap belt through both harness loops and keep lap belt under booster arms. Reduce lap belt slack.



WARNING: Failure to thread the crotch straps correctly may result in injury.

veggies for breakfast

Breakfast is a great time to **eat colorful veggies!**

Add veggies to your breakfast:

- Add chopped baby spinach to scrambled eggs.
- Make a smoothie with a banana, ½ cup frozen blueberries, vanilla yogurt and chopped kale.
- Top toast with avocado slices.
- Try cucumber strips with cottage cheese.
- Dip roasted sweet potato wedges in applesauce or vanilla yogurt.
- Stir a few spoonfuls of pumpkin puree into warm oatmeal.



verduras para el desayuno

¡El desayuno es un muy buen momento para **comer verduras de colores!**

Añada verduras al desayuno:

- Añada espinacas tiernas picadas a los huevos revueltos.
- Prepare un batido con una banana, ½ taza de arándanos congelados, yogur de vainilla y col rizada (kale) picada.
- Cubra la tostada con rodajas de aguacate.
- Pruebe tiras de pepino con queso cottage.
- Sumerja trozos de boniato (camote) asados en puré de manzana o yogur de vainilla.
- Mezcle unas cucharadas de puré de calabaza en la avena caliente.



Smoke Alarms at Home

SMOKE ALARMS ARE A KEY PART of a home fire escape plan. When there is a fire, smoke spreads fast. Working smoke alarms give you early warning so you can get outside quickly.



SAFETY TIPS

- Install smoke alarms in every bedroom. They should also be outside each sleeping area and on every level of the home. Install alarms in the basement.
- Large homes may need extra smoke alarms.
- It is best to use interconnected smoke alarms. When one smoke alarm sounds, they all sound.
- Test all smoke alarms at least once a month. Press the test button to be sure the alarm is working.
- Current alarms on the market employ different types of technology including multi-sensing, which could include smoke and carbon monoxide combined.
- Today's smoke alarms will be more technologically advanced to respond to a multitude of fire conditions, yet mitigate false alarms.
- A smoke alarm should be on the ceiling or high on a wall. Keep smoke alarms away from the kitchen to reduce false alarms. They should be at least 10 feet (3 meters) from the stove.
- People who are hard-of-hearing or deaf can use special alarms. These alarms have strobe lights and bed shakers.
- Replace all smoke alarms when they are 10 years old.

FACTS

- ❗ A closed door may slow the spread of smoke, heat, and fire.
- ❗ Smoke alarms should be installed inside every sleeping room, outside each separate sleeping area, and on every level. Smoke alarms should be connected so when one sounds, they all sound. Most homes do not have this level of protection.
- ❗ Roughly 3 out of 5 fire deaths happen in homes with no smoke alarms or no working smoke alarms.



**NATIONAL FIRE
PROTECTION ASSOCIATION**
The leading information and knowledge resource
on fire, electrical and related hazards

Your Logo

Good nutrition today means a stronger tomorrow!

Building for the Future with CACFP

This program receives support from the Child and Adult Care Food Program to serve healthy meals to your children.



Meals served here must meet USDA's nutrition standards.

Questions? Concerns?

Participating Agency Contact Information

Agency Name

Agency Address

Agency phone number

State Agency Contact Information

State Director, CACFP

NYS Department of Health

Division of Nutrition

150 Broadway Suite 600

Albany, NY 12204-2719

1-800-942-3858

Learn more about CACFP at USDA's website: <https://www.fns.usda.gov/cacfp>

USDA is an equal opportunity provider, employer and lender.

United States Department of Agriculture

Food and Nutrition Service FNS-317

November 2019

Do you know any families with children birth to three, or pregnant women?

Early Head Start is looking for families in your area to enroll!



EHS is a federally funded, home based program for families with infants and toddlers, as well as pregnant women.

Our program promotes the parent/guardian as the child's first and most important teacher, while focusing on the family as a whole. Program services include: early childhood education, parenting education, comprehensive health and mental health services, services to women during and after pregnancy, nutrition education, and family support.

Apply online at LCHEADSTART.ORG or by calling (570)829-6231 or 1(800)551-5829

We look forward to meeting your family!



BABY FACT

A baby's strongest sense is smell and they can recognize their mothers by scent alone.

Luzerne County Head Start

31 Beekman Street, Wilkes Barre, PA 18702, Telephone (570)824-9050, Fax (570) 824-9051