

SHIPPENSBURG HEAD START  
& PRE-K COUNTS

**September/October 2023**

NEWS-TO-KNOW



@:Shippensburg University  
Head Start Program



**Important DATES**

**Parent Committee Meetings:**

*HS Home Base [Sept. 28th]*

*EHS 2 [Sept. 19th]*

*EHS 3 & 4 [Sept. 13th]*

*Newville HS [Sept. 22nd]*

*Ship HS [Sept. 28th]*

*Hamilton HS [Sept. 6th]*

**Policy Council:**

**Sept. 21**

**Oct. 12**

**NO CLASS:**

**Sept. 4, 15**

**Oct. 9, 16-20**

**WHEN YOU DON'T  
KNOW WHERE TO**

**TURN,**

**CALL 211**

**RESOURCE HELPLINE**



# September 2023

**Sun      Mon      Tue      Wed      Thu      Fri      Sat**

					1	2
3	4  Labor Day	5 EHS 1 & 2 Socializations 10-12	6 EHS 3 & 4 Socializations 10-12	7 Home Base Socialization 10-12:30	8	9
10	11	12	13	14	15 NO CLASS	16
17	18	19 EHS 1 & 2 Socializations 10-12 WIC 9am-3pm	20 EHS 3 & 4 Socializations 10-12	21 Home Base Socialization 10-12:30 Policy Council 10am	22	23
24	25	26	27	28 Home Base Socialization 10-12:30	29	30

# October 2023



Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 EHS 1 & 2 Socializations 10-12	4 EHS 3 & 4 Socializations 10-12	5 Home Base Socialization 10-12:30	6	7
8	9 NO CLASS	10	11	12 Home Base Socializa- tion 10-12:30 Policy Council 10am	13	14
15	16 NO CLASS	17 NO CLASS	18 NO CLASS	19 NO CLASS	20 NO CLASS	21
22	23	24 EHS 1 & 2 Socializations 10-12	25 EHS 3 & 4 Socializations 10-12	26 Home Base Socialization 10-12:30	27	28
29	30	31				

# From the Education

We are excited to begin a new school year! The Education Staff looks forward to sharing experiences with the children and families alike. Throughout the school year, there will be a variety of fun and hands-on activities for families in this “From the Education Coordinator’s Desk” segment of the Newsletter. For any additional activities you would like to do in the home, do not hesitate to contact your teacher, home visitor, or an Education Coordinator.



## **Bridging Home and School**

We all know that if a bridge is not structurally sound, it will eventually collapse. Likewise, if relationships are not built on a sturdy foundation, they too will fail.

Too often parents and program staff are intimidated by each other. But by willingly beginning the home/school relationship with an open, sharing approach, we can build trust. Then, when issues arise – even sticky ones – we can talk about them without hesitation.

All of us here try to do our best to keep you informed. We post pertinent information on the parent bulletin board as well as include it in newsletters. We send home other information with your child. We also want to talk with each of you often.

Feel welcome to visit the classroom or socialization at any time. Come eat lunch with us. Drop by and tell us a story or show us something special. Or just take a break, have a seat, and enjoy the children.

Clearly, ongoing interaction and support from both families and staff make the connection between home and school a two-way street. You can help by sharing information about your child with us. Especially during any crisis or period of change, when children are under stress and act or react differently, please keep us informed. Obvious times include a change in jobs, a move to a new house, or an illness or death in the family, but they also could involve the child experiencing nightmares, making changes in eating habits, and stopping or starting medication.

In turn, we'll alert you to anything out of the ordinary that we might notice in your child here. Only by sharing information can we build a bridge strong enough to support our children.

# Coordinator's Desk

## What is "Developmentally Appropriate Practice"?

You probably will notice that our classrooms exhibit a lot of bustle and noise, that children are up doing things, talking, playing, and exploring. Such a classroom environment differs from the old grade-school images of a teacher doing a lot of talking at a blackboard while children sit and listen quietly at their desks.

Research and experience tell us that to be effective with young children, teaching practices need to be "developmentally appropriate." What this means is simply that educators need to think first about what young children are like and then create an environment and experiences that are in tune with children's characteristics.

Early childhood, after all, is a time of life quite different from adulthood, and even from the later school years. Children 3-6 learn far better through direct interactive experiences than through just listening to someone talk. They learn extraordinary amounts through play and exploration. And

the younger children are, the more what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning. Based on such knowledge about what children of this age are like, we design our program to fit them. It works a lot better than trying to re-design children!



A developmentally appropriate program like ours is age-appropriate. But that's not all. To make the program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We're eager to learn as much as we can about each child's family, cultural background, past experience, and current circumstances. With this knowledge we work to create a program that fits the children and the families we serve.

For more information or any concerns in reference to your child's educational experience, please contact your home visitor, teacher, or an Education Coordinator at 717-477-1626.



# Keystone Kids Go!

Families Moving Together for Fun and Fitness

Family Newsletter

September

## School Days

September is famous for the start of school. You most likely have been shopping and preparing for school to start. New shoes, backpacks and bedtime routines aren't the only things to consider. Did you know that your child's physical activity has an impact on how well they do in school? Movement stimulates brain activity. Movement increases blood flow and helps children think more clearly. Certain movements even prepare your child to become a reader. Check out this month's Move it! activity for a great way to help your child learn the alphabet while moving their body.



## Back to School Tips

The key to preparing your child for school is careful planning. Here are some ways you can make it a success.

- Start early with the new routines. Don't wait until the night before school to change the dinner, bath, story and bed times.
- Make sure your child starts the school day with plenty of rest and a good breakfast. Be careful about giving them sugary cereals and make sure to offer some protein (cheese, milk, yogurt, nuts, etc) with their breakfast.
- Children need plenty of fresh air and activity to help their bodies adjust to being in school and sitting for longer periods of time.
- The night before... Pack lunch (don't forget to include fruits and vegetables) and have it ready in the refrigerator. Help your child pick out what they will wear the next day. Have the book bag packed and ready at the door.



## Chant it!

If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with this chant, adapted from this [I'm Moving, I'm Learning](#) CD song.

### I'm Moving, I'm Learning

I'm learnin' what, what, what  
What my body does  
Like bend and stretch.  
(bend and stretch your body)

I'm learnin' how, how, how  
How my body moves  
Like fast (move your body fast) and slow  
(move your body slow)  
Like start (stop moving, start moving and stop again) and stop.

I'm learnin' where, where, where  
Where my body moves  
Like high and low (reach up high and then touch down low)  
Like forward and backward. (move forward and backward)

I'm moving with, with, with  
With my Choosy friends.  
Now everybody dance and sing  
Everybody dance and sing.  
"I'm moving, I'm learnin,  
I'm moving, I'm learnin,  
I'm learnin to move, and  
I'm moving to learn,"  
So come on everybody help me sing this song. (move your body all around and dance)

## Move it!

This month's Move It! focuses on a fun and simple activity families can do to promote the development of gross motor, problem solving and literacy skills.

### Body ABC's

Create the letters of the alphabet, using only the body. Here are some ideas on how you can do it.

- 2 people use their bodies to make the letter A.
- 1 person uses their body to create a B
- 1 person uses their body to form a C
- 3 people use their body to make a D
- 2 people use their bodies to create an E

Mix up the number of people needed to make the rest of the alphabet letters. Need more people? No problem, use stuffed animals or dolls.

Some letters could be done using only the hands to help with fine motor development. The letters can be either upper or lower case. Be creative, have fun and most importantly laugh!



For more info on *I am moving I am learning*, visit: <http://tinyurl.com/movelearn>

Check out Choosy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)

This publication was developed as part of the KKG! initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)



# TIPS | for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Read together every day.**

Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

■ **Give everything a name.**

Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"

■ **Say how much you enjoy reading.**

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.

■ **Read with fun in your voice.**

Read to your child with humor and expression. Use different voices. Ham it up!

■ **Know when to stop.**

Put the book away for awhile if your child loses interest or is having trouble paying attention.

■ **Be interactive.**

Discuss what's happening in the book, point out things on the page, and ask questions.

■ **Read it again and again.**

Go ahead and read your child's favorite book for the 100th time!

■ **Talk about writing, too.**

Mention to your child how we read from left to right and how words are separated by spaces.

■ **Point out print everywhere.**

Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

■ **Get your child evaluated.**

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.



# Shippensburg Head Start Counts Events

## Parent Center Committee meetings:

### Shippensburg Head Start Home Base

Thursday, Sept. 28<sup>th</sup> at 10 am

### EHS 2 (Ms. Doris)

Tuesday, Sept. 19<sup>th</sup> at 10 am

### EHS 3 (Ms. Deanna) & EHS 4 (Ms. Amy)

Wednesday, Sept. 13<sup>th</sup> at 10 am

### Newville Head Start Center

Friday, Sept. 22<sup>nd</sup> at 1 pm

### Shippensburg Head Start Center

Thursday, Sept. 28<sup>th</sup> at 1 pm

### Hamilton Head Start Center

Wednesday, Sept. 6<sup>th</sup> at 1 pm

The purpose of the Parent Center Committee meetings:

1. Parent-Child Education
2. Social Activities
3. Discussion of Program Concerns

Center Committee Meetings will be held at least 3 times per year. Center committees are known as classroom meetings. The center committees are comprised of the parents/guardians with children enrolled in the Head Start and Early Head Start program.

---

Your Family Development Specialist will provide information to families on resources and events that are available in your community.

Please watch your email and Remind App for important updates.

# SITTING ON SAFETY

Drive safely & ensure your child's safety by using a proper child car seat.

## Checklist:

Straps are snug with one finger-width of slack; no twists.

Straps are at shoulder level.

Ensure the seatbelt straps/tethers are tight, keeping the car seat in place.



Position your child with his or her back and bottom flat against the car seat.

Chest clip is at armpit level.

Never leave your child alone in a car

0 – 2 years

2 – 7 years

4 – 12 years

8 years and above



REAR-FACING



FORWARD-FACING



BOOSTER



SEAT BELT

Keep your child in the specified car seat until they reach the recommended height & weight limit of the seat.



All children under 13 years old must be buckled and seated at the back seat.



Never place a rear-facing car seat in front of an active airbag.



Don't substitute a booster seat with a cushion; they can slide off, displace the child & cause strangulation.

# Rules for getting on and off the school bus

## Getting on the school bus

When waiting for the bus, stay away from traffic and avoid roughhousing or other behavior that can lead to carelessness. Do not stray onto streets, alleys or private property.

Line up away from the street or road as the school bus approaches.

Wait until the bus has stopped and the door opens before stepping onto the roadway.

Use the hand rail when stepping onto the bus.

## Behavior on the bus

When on the bus, find a seat and sit down. Loud talking or other noise can distract the bus driver and is not allowed.

Never put head, arms or hands out of the window.

Keep aisles clear -- books or bags are tripping hazards and can block the way in an emergency.

Before you reach your stop, get ready to leave by getting your books and belongings together.

At your stop, wait for the bus to stop completely before getting up from your seat. Then, walk to the front door and exit, using the hand rail.

## Getting off the school bus

If you have to cross the street in front of the bus, walk at least ten feet ahead of the bus along the side of the road, until you can turn around and see the driver.

Make sure that the driver can see you.

Wait for a signal from the driver before beginning to cross.

When the driver signals, walk across the road, keeping an eye out for sudden traffic changes.

Do not cross the center line of the road until the driver has signaled that it is safe for you to begin walking.

Stay away from the bus's rear wheels at all times.

## Correct way to cross the street

Children should always stop at the curb or the edge of the road and look left, then right, and then left again before crossing.

They should continue looking in this manner until they are safely across.





# Keystone Kids Go!

Families Moving Together for Fun and Fitness

Family Newsletter

October

## Step away from the couch!

All children, regardless of their ability, need to participate in daily physical activity. The only difference is that some children might need the activity or materials adapted. Here are some things to consider for all children, particularly those with special needs:

- **Make it fun!** Children are much more likely to get moving if it is fun.
- **Reduce sedentary time.** Shut off the TV, computer and video games. This will encourage your child to find something active to do.
- **Plan for safety and then relax.** Is the area safe and free from obstacles? Does the equipment work properly? Does your child have on needed safety gear? If you can answer yes to these questions then sit back, relax and allow your child to be a child.
- **Allow your child to experience challenges.** When starting an activity, your child might not be able to do it completely and may tire easily. No worries! Encourage them to do the best they can, as much as they can, for as long as they can. Over time they will build up strength and stamina.
- **Involve peers and community.** Children are typically more motivated when they are doing something with others. Check into your local YMCA, community programs and clubs for kids to see if there is anything they can be involved in.



Adapted from Finding Balance. For information on nutrition and physical activity for children with special needs visit: [www.abilitypath.org](http://www.abilitypath.org)

---

## Chant it!

If your child is enrolled in a program that promotes *I am moving I am learning*, you might be familiar with the words of this chant, adapted from this [Choosy Nation](#) CD.

### I Move Myself

I move myself in many ways  
I move myself in many ways. (move your entire body)

Shake your head. C'mon shake your head.  
Choosy says, Can you show me, Can you show me red? (point to something red)

Put your arms up (put your arms up)  
Put your arms down (put your arms down)  
Choosy says, Can you show me brown?  
(point to something brown)

Wiggle your front. (wiggle to the front)  
Wiggle your back. (wiggle to the back)  
Choosy says, Can you show me black? (point to something black)

Be a jumping bean (jump up and down)  
Go on be a jumping bean.  
Choosy says, Can you show me, Can you show me green? (point to something green)

## Move it!

This month's Move It! focuses on a fun and simple activity families can do to promote body awareness, self control and listening skills.

### FREEZE

You surely remember playing freeze. Although it seems like nonsense game, there is a lot learned. When children are asked to start and stop activities, they learn self control and this is a skill that helps them throughout their life.

Play music using a CD, MP3 player, or radio. Have the children do whatever movement they wish or dance while it is playing. At random points and without the children seeing, stop the music. Whenever the music stops, they must freeze.

To mix it up, you can change the freeze command to something different like touch your nose, sit on the floor, etc.



For more info on *I am moving I am learning*, visit: <http://tinyurl.com/movelearn>

Check out Choosy Kids and their resources at: [www.choosykids.com](http://www.choosykids.com)

This publication was developed as part of the KKG! initiative. Visit the KKG! website at: [www.panen.org/keystone-kids-go](http://www.panen.org/keystone-kids-go)

# Depression

It is estimated that up to 17 percent of people in America will suffer at least one major depressive episode in their life. An episode can be classified by having at least 5 of 9 major symptoms in a 2-week period.

## **WATCH FOR 5 OF THESE SYMPTOMS WITHIN 2 WEEKS**

- 1.) Depressed mood
- 2.) Reduced interest in almost all activities
- 3.) Unintended significant weight gain or weight loss
- 4.) Insomnia, or sleeping too much
- 5.) Increased or decreased motor activity
- 6.) Fatigue or loss of energy
- 7.) Feelings of worthlessness or guilt
- 8.) Reduced ability to concentrate or think
- 9.) Recurrent thoughts of death



Depression causes unnecessary pain. It is known that stressful life events can trigger depression. Alcohol or drug abuse, steroids, sleeping problems, and illness can also make it worse. Depression in older adults is something to note because it often goes undetected.

## **TIPS TO AVOID DEPRESSION**

- 1.) Simplify your life
- 2.) Join a support group with other stroke victims
- 3.) Do not become isolated
- 4.) Take care of yourself: eat right, exercise, and get plenty of sleep
- 5.) Structure your time: plan your day and activities, including leisure time
- 6.) Practice relaxation techniques
- 7.) Build emotional skills: these will help you to recognize and express your emotions in a healthy way
- 8.) Antidepressant medications: direct relief
- 9.) Psychotherapy: teach coping strategies and problem solving

# WHAT CAN YOU DO TO PREVENT OPIOID MISUSE?



## TALK ABOUT IT.

Opioids can be addictive and dangerous. We all should have a conversation about preventing drug misuse and overdose.



## BE SAFE.

Only take opioid medications as prescribed. Always store in a secure place. Dispose of unused medication properly.



## UNDERSTAND PAIN.

Treatments other than opioids are effective in managing pain and may have less risk for harm. Talk with your healthcare provider about an individualized plan that is right for your pain.



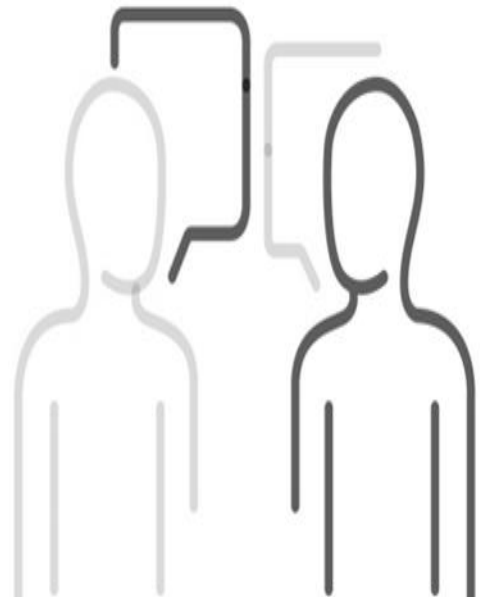
## KNOW ADDICTION.

Addiction is a chronic disease that changes the brain and alters decision-making. With the right treatment and supports, people do recover. There is hope.



## BE PREPARED.

Many opioid overdose deaths occur at home. Having naloxone, an opioid overdose reversing drug, could mean saving a life. Know where to get it and how to use it.



For help, resources,  
and information:

<https://www.hhs.gov/opioids/>

1-800-662-HELP (4357)





Shippensburg Head Start Program

# Male Involvement Initiative

Volume 3

September/October 2023 Edition





# The Importance of Father's Involvement in Child Development

By Lopa

<https://www.activemomsnetwork.com/the-importance-of-father-involvement-in-child-development/>

Fathers are an important aspect in a child's life much like mothers are. Every father wants to be a good father to their child. They always want to have strong bonding and relationship with their child. Being a parent is always a matter of constant learning and comes with a lot of challenges and experiences.

An active role by the father plays an important role in a child's development. The knowledge and participation as they share with professionals who are part of their child daily life come in handy later.

In this article, we will focus on the importance of a father on the child's development, the father's role in parenting and the various benefits of a father's involvement.

## WHAT ARE THE FATHERING TECHNIQUES:

The Clinical and developmental psychologist, Diana Baumrind has outlined three main parenting styles as per his experience:

- Authoritarian – it focuses mainly on the parenting style that is low on warmth and high on the control in nature.
- Authoritative – it focuses mainly on the love and limits, where it's medium on control and high on warmth in nature. The Discussions can be had, but the parent remains in control as of it.
- Permissive parenting – focuses on very high on warmth were as low on control. People who use this style view as it the most child-centered process of parenting

## IMPORTANCE OF FATHER IN CHILD DEVELOPMENT:

There is no particular right or wrong in the amount of time that a father should spend with their child. Children get benefits from the quality interaction they share with each other. Fathers involved in their child's development really make a difference. It really affects the mental health and well being of a child. The importance and benefits of a father's involvement in a child's life include:

- Fathers give children a person to trust, to bond with and feel secure around himself.
- The fathers do have different opportunity to give their parenting style in a different way from another family member.
- The boys who are more connected to their father really develop more self-confidence and self-control, whereas the girls learn to be stronger with their feelings.
- The research has also proved that good father-child relationships in early childhood are also associated with good father-child relationships in adolescence period also.
- When the father is more involved in child development then the child is more likely to get on well with their siblings.
- The father's role in parenting helps the children to have better social skills and they are more able to have positive relationships with other children and are likely to behave less aggressively than those whose fathers don't involve in the parenting process of their kids.
- The father role in parenting always leads to building a strong relationship during childhood and later phase of life. The father-child bond even lasts into the child 's adulthood.

# The Importance of Father's Involvement in Child Development

By Lopa

<https://www.activemomsnetwork.com/the-importance-of-father-involvement-in-child-development/>

## BENEFITS OF FATHER INVOLVEMENT:

The following are some positive effects of father involvement in the early years of a child.

### CHILDREN'S MENTAL HEALTH:

Father involvement in parenting is a positive linked with children's overall life satisfaction and well being in their life. The Babies whose fathers are involved in their daycare are more likely to feel connected to them than mothers. They are better able to handle new and unfamiliar situations, can manage stressful situations in all dimension, and are more curious and eager to explore the environment at glance. A child with connected fathers or parenting are also more likely to experience:

- higher levels of happiness
- higher levels of confidence
- Fewer feelings of fear and guiltless emotional distress and upset.

### CHILDREN'S THINKING AND PROBLEM-SOLVING SKILLS

Children who are involved in conversations that include the question which has opportunities to practice and hearing more complex words and sentences from others. These skills help the child to find ways to solve problems and develop their own word and language skills than those children who don't have healthy parenting. These are often the sort of conversations that children have with their fathers and helps children to develop better problem-solving skills.

### CHILDREN'S SOCIAL AND EMOTIONAL DEVELOPMENT:

From birth, the children who have an involved role of father are more likely to feel emotionally connected with each other, confident to explore their surroundings, and have a better social connection with their others siblings. When fathers are more involved in experiences with their children, such as eating meals together and going on outings, this has a positive influence on children's social development. Children with connected fathers are likely to:

1. Have positive peer relationships
2. Have stronger and closer friendships with less conflict
3. Experience the real sense of giving and take relationships
4. To develop turn-taking skills with other children too

### THE MOTHER FATHER RELATIONSHIP:

It goes without saying that fathers who play an active role in raising their child lighten a load off their partner's shoulder. Women who get emotionally supported by their husbands feel better, they do have better pregnancies, breastfeeding experiences, and have better postpartum mental health than those of not. These good feelings continue as the babies grow into children. When the fathers are very involved, encouraging, and supportive, then the mothers tend to be more positive, sensitive, and responsive to their kids. All of these traits in a mother make it more likely for kids to be happy and secure, underlining the importance of supportive fathers role in child development.

### HOW TO BECOME A MORE INVOLVED FATHER?

Children come across or feel a father's love when he spends some quality time with them. According to a report by the U.S. Department of Health and Human Services, there are three main reasons that the time a

# The Importance of Father's Involvement in Child Development

By Lopa

<https://www.activemomsnetwork.com/the-importance-of-father-involvement-in-child-development/>

father spends with his children is critically important and effective in proper child development

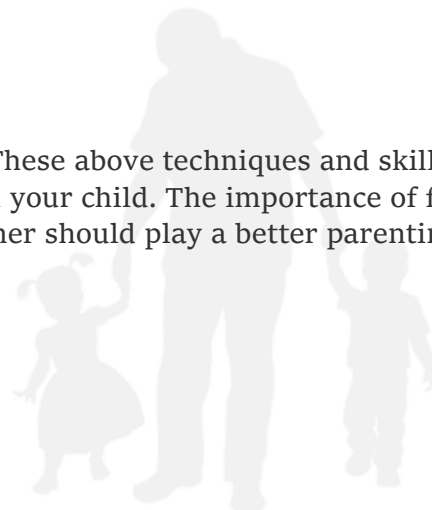
First- spending time together which enables a father to get to know by each other and to be known by his child. A father can be the best example of discovering his child's virtues and vices, hopes, fears, and aspirations level and ideals by spending lots of time with his child.

Second, a father who spends lots of time with his child tends to be better at caring and parenting. Time spent together makes a father more sensitive to his child's who needs more love, attention, direction, and discipline. And third most the children who often do see time as an indicator of a parent's love for them.

## THE FOLLOWING SUGGESTIONS WILL HELP YOU TO BECOME A MORE INVOLVED FATHER:

- **Have fun:** fathers are uniquely suited to bond with their children by engaging them in some activity like play and fun-filled activities. This sorts of interactions help the children to learn the skill of navigating the world around them and understand compassion, empathy, that gain control over their impulses, among other benefits.
- **Don't stop as children get older:** The Fathers should maintain the playful style of fathering as their children age as well. In other words, when it comes to father-child fun, the active pursuits like tossing the football, playing basketball, are more valuable things like than spending time in passive activities such as watching television and so on for their relationship with each other and for their child's emotional , socially well being, social development, and physical fitness of their child.
- **Be productive:** It's very important for children to do certain kind of productive tasks with their fathers such as cleaning up the house, doing laundry, or working in the garden. These types of common and shared activities in children lead to a sense of responsibility and self-esteem among themselves. And in the long phase of life, it helps in engaging in helpful activities with dad. This can help the kids succeed in school and future life.
- **Teach them.** When fathers are involved in their children's educational activities, the children are more likely to succeed academically than those who do not. This engagement can take a number of forms, right from reading with children to helping with their homework or attending parent-teacher meetings in school. This is one area in which a father's involvement has even more significant impact than a mother's for kids.

Small things matter a lot for kids. These above techniques and skills will definitely help you to build a stronger relationship between you and your child. The importance of father involvement in child development is tedious. So, the father should play a better parenting style in a child's life.



**Tapestry  
of Health**  
WIC PROGRAM



**WIC IS AT  
SHIPPENSBURG  
HEAD START!  
TUESDAY,  
SEPT 19, 2023**

**How do I apply?**

Get started online at [www.TapestryOfHealth.org](http://www.TapestryOfHealth.org) or call

**877-743-1372.**

**9:00 am - 3:00 pm  
Head Start @ Shippensburg University**

**54 Spiritual Center Drive  
Shippensburg, PA 17257**

**Who is eligible for WIC?**

- Pregnant women
- Breastfeeding women, for up to one year postpartum
- Women up to six months postpartum who are not breastfeeding
- Infants and children under 5 years old, including foster children

**PA WIC is funded by the USDA.  
This institution is an equal opportunity provider.**

Parents know that quality sleep is essential to their children's success at school. With quality sleep, children have improved mood and ability to focus. Sleep is also essential for forming and retaining memories — an important part of learning!



### **The Importance of Setting a Sleep Schedule**

Children look to their parents for guidance on healthy habits. Sleep should be no exception. For both adults and children, a regular sleep schedule helps the body know when it's time to sleep and wake up. A sleep schedule helps prevent fatigue, exhaustion, and daytime drowsiness.

Children and adolescents whose parents set a bedtime schedule are more likely to get sufficient sleep. These students likely have earlier bedtimes than their peers without parent-set bedtimes. Students with parent-set bedtimes also experience less fatigue during the day and less difficulty staying awake during the day.

### **How Much Sleep Does Your Child Need?**

The amount of sleep needed varies depending on your child's age, activity levels, and individual needs. The American Academy of Sleep Medicine suggests

- Preschoolers (ages 3-5) require 10-13 hours of sleep
- School-age children (ages 6-12) require 9-12 hours of sleep
- Teenagers (ages 13-18) require 8-10 hours of sleep

Adhering to sleep schedules with parental support can help students achieve the sleep needed to help them perform their best.

### **What Is a Good Bedtime Routine?**

Winding down at the end of the day can help children sleep well and prepare for school the next day. A good bedtime routine includes relaxing activities, such as:

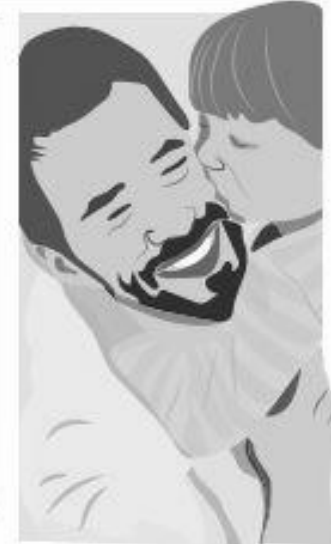
- Taking a warm bath/shower
- Brushing teeth and washing up
- Cuddling with a parent
- Singing lullabies
- Reading with a parent or individually
- Journaling
- Meditating

### **Bedroom Tips for Quality Sleep**

A child's sleep environment contributes to how well they sleep. Parents can take several steps to ensure their children have quality sleeping environments:

- **Keep the room dark.** Dark or heavy curtains can eliminate outside light.
- **Make sure the room is cool.** An environment that is too warm can keep your child awake.
- **Eliminate noises and keep the room quiet.** Some children may desire a white noise machine or a fan to create a soothing sound so they sleep distraction-free. Be sure to avoid noisy activities (such as vacuuming) in the evening when your children are trying to sleep.
- **Use the bed only for sleep.** Encourage your child to do homework, reading, and other activities in designated locations.

# Five Ways Fathers Support Their Child's Learning Every Day



## PLAY

Fathers play with their child to help them learn social skills.



## FOLLOW

Fathers follow their child's interests and encourage exploration and discovery.



## TALK

Fathers talk with their child about what they are doing and learning.



## LISTEN

Fathers listen to their child when they talk about their feelings and ideas.



## LOVE

Fathers love their child as a unique and special person.

This document was developed with funds from Grant #90HC0014 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and Office of Child Care, by the National Center on Parent, Family, and Community Engagement. This resource may be duplicated for noncommercial uses without permission.

For more information about this resource, please contact us: [PFCE@ecetta.info](mailto:PFCE@ecetta.info) | 1-866-763-6481



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Parent, Family and Community Engagement

## USDA Non-Discrimination Statement 2022

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:**  
(833) 256-1665 or (202) 690-7442; or
3. **email:**  
[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

12/09/2022

## USDA Declaración de No Discriminación 2022

De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación sexual), discapacidad, edad, o represalia o retorsión por actividades previas de derechos civiles.

La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Las personas con discapacidades que requieren medios alternos de comunicación para obtener la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano (ASL), etc.) deben comunicarse con la agencia local o estatal responsable de administrar el programa o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comuníquese con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea en: <https://www.usda.gov/sites/default/files/documents/ad-3027s.pdf>, de cualquier oficina de USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida a USDA. La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse a USDA por:

**(1) correo:**

U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or

**(2) fax:**

(833) 256-1665 o (202) 690-7442; o

**(3) correo electrónico:**

[program.intake@usda.gov](mailto:program.intake@usda.gov)

Esta institución es un proveedor que brinda igualdad de oportunidades.

01/26/2023



# *Construyendo Para El Futuro*

Esta guardería infantil recibe asistencia monetaria del gobierno federal para servir comidas nutritivas a sus niños.

¡Buena nutrición hoy significa un mañana más saludable!

Comidas servidas aquí deben de seguir los requisitos nutricionales establecidos por el programa **"Child and Adult Care Food Program"** del Departamento de Agricultura de los Estados Unidos (USDA por sus siglas en inglés).

¿Preguntas? ¿Inquietudes?

Llame gratuitamente a USDA al: **1-866-USDA CND**  
**(1-866-873-2263)**

Visite el website de USDA: **[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)**



United States Department of Agriculture  
Food and Nutrition Service  
FNS-317-S  
June 2000  
Revised June 2001

# *Building for the Future*

This child care receives  
Federal cash assistance to  
serve healthy meals to your children.  
Good nutrition today means  
a stronger tomorrow!

Meals served here must meet  
nutrition requirements established by USDA's  
**Child and Adult Care Food Program.**

Questions? Concerns?

Call USDA toll free: **1-866-USDA CND**  
**(1-866-873-2263)**

Visit USDA's website: **[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)**



United States Department of Agriculture  
Food and Nutrition Service  
FNS-317  
June 2000  
Revised June 2001

USDA is an equal opportunity provider and employer.

## **SERVING:**

SHIPPENSBURG

CARLISLE

NEWBURG

NEWVILLE

MT. HOLLY  
SPRINGS

BOILING  
SPRINGS

ORRSTOWN

WALNUT BOTTOM

# **Now Recruiting for Early Head Start, Head Start and Pre-K!**

## **2023-2024**



***These programs are FREE, but space is limited!***

## **Who Should Apply?**

**Head Start/Early Head Start:** Pregnant women and children ages birth to 5 years whose household income is at or below 100% of the federal poverty guideline (\$30,000 or under for a family of 4)



**Pre-K Counts:** Children ages 4 and 5 entering kindergarten the following year, whose household income is at or below 300% of the federal poverty level (\$90,000 or under for a family of 4)

Shippensburg Head Start  
Program

Shippensburg University  
1871 Old Main Drive  
Box 58  
Shippensburg, PA 17257

Phone: 717-477-1626  
Fax: 717-477-4021

E-mail: [headstart@ship.edu](mailto:headstart@ship.edu)

Website:  
[www.ship.edu/headstart](http://www.ship.edu/headstart)

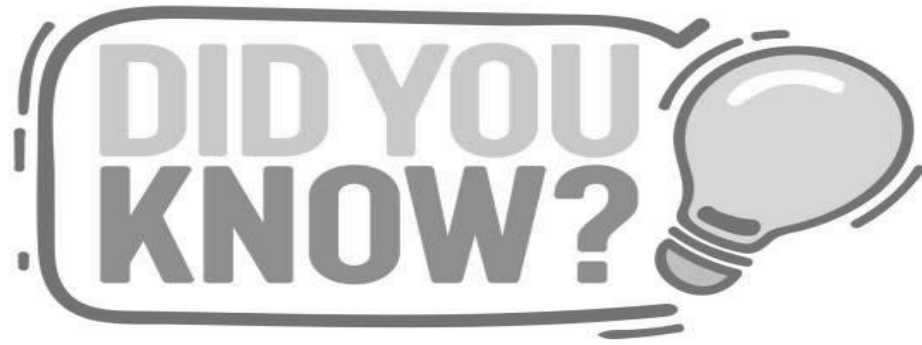
### **How to apply:**

**Call Shippensburg Head Start 717-477-1626**

**or stop in and apply**

**Cora Grove Spiritual Center, Shippensburg University  
Shippensburg, Pa. 17257**

# **Call Today!**



**75%** of the brain is developed by  
the age of **3!**

**And...**

**90%** of the brain is developed  
by the age of **5!**

