Red Cliff Early Childhood Center

Education Division NEWSLETTER

odeiimini-Giizis (Strawberry Moon)

June, 2013

ECC Pony Rides!

We are so excited to offer pony rides and a family picnic again this year at Little Sand Bay!! **Early Head Start** is scheduled for Friday, June 21st from 10am-12. This includes families in Home Base, Waabooz, Amik, Makwa and Esiban classrooms, along with all families on our ECC waiting list!

Head Start is scheduled for Friday, June 28th from 10am-12.

ECC Staff will meet families at Little Sand Bay at 10am and there will be pony rides from 10-12 with lunch around 11:00.

Please be advised that parents are responsible for their children, along with sunblock and appropriate dress. Bring

chairs, beach stuff and other needed items for your family to have a great day at the beach! If you have any questions or suggestions please contact Nicole (ext 253) at 779-5030.

Special points of interest:

- ENJOY A BOOK OUTSIDE!!
- Make Play dough!!
- Limit Screen Time this summer!
- June 18th Enrollment Day
- Please call the ECC anytime if your child will be absent or not on the bus.

ECC Enrollment Days

The ECC will be offering three opportunities for parents to come to the ECC and update all required paperwork that your child may be required to have completed before they return or enter into the program in the fall of 2013. The first event will be **Tuesday, June 18th from 9am-3pm** in the Memengwaa Administration Trailer at ECC. We require several annual updates and an array of required paperwork for newly enrolling children. Appointments are not required but you are welcome to make one if there is a time that works best for your family; please contact Nicky (ext 243), Nicole (ext 253) or Gina (ext 252) at 779-5030 to make an appointment or if you have questions. Please bring with you a certified copy of your child's birth certificate, current income, and current health and dental records. We look forward to serving you next fall and this is a great time to complete your paperwork ahead of time! Miigwech for your understanding and cooperation!!

Inside this issue:

Events Calendar

Classroom Updates

Pony Rides

Family Fun

Recipes

Social/Emotional Development

Job Postings

Odeiimini-Giizis (Strawberry Moon) 2013 Events Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 WIC Pick Up	4 WIC Pick Up	5	6	7 Bayfield School Pow Wow 5pm	8 Language Table 9-12 @ ECC
9	10 WC Pick Up	11 WIC Pick Up *Maiingan to RC Farm 9am **Policy Council Meeting 12:30 @ ECC	12 Mashko to RC Farm 9am	13 Migizii to RC Farm 9am	14 **K-Bound Field Trip to Duluth 10-4 Plant Give-away RC Farm	15 Language Table 9-12 @ ECC Food Sharing Project 10-1 @ Youth Center
16 Happy Father's Day!	17	18 Enrollment Day @ ECC 9-3 Tribal Council Mtg 4:30 @ LW	19 Head Start Field Trip to Natural Branch of Learn-ing 9am	20 Language Table 9-12 @ ECC	21 Early Head Start Pony Rides 10-12 @ Little Sand Bay	22
23	24	25	26	27 Language Table 9-12 @ ECC	28 Head Start Pony Rides 10-12 @ Little Sand Bay	29
30	July 1 WIC Pick Up Tribal Council Mtg 4:30	July 2 WIC Pick Up Red Cliff Tribal Elections 8-8 @ LW	July 3 Language Table 9-12 @ ECC	July 4 ECC-Tribe CLOSED	July 5 Red Cliff Pow Wow	July 6 Red Cliff Pow Wow

June
(Odeiimini-Giizis)

Home Base Pony Rides
June 21st
10:00 - 12:00

Happy Father's Day
June 16th

Birthday Wishes

Alexa.....06/02
Hartlynn.....06/13
Bruklyn.....06/14
Connor.....06/16
Bella.....06/30

WAABOOZ-NEWSLETTER

June

Where did all the time go? .

We have two months left in the waabooz room then we will move into Amik room. We have been getting ready for the move already for some transitions, like using ziigwebinigan it is cute to see them ziigwebinigan into the right buckets of food and dishes, and using their badaka'igan and emikwaanens.

Today we had agiwajiing in the outdoor play-ground, gathing miskwa migtig and giving asema miigwech!

Thank-you parents for all the help with these new transitions and old ones.

Our new ojibwe words are spring– ziigwan
Dump-ziigwebinigan
Please bring extra clothes for the weather is nicer so we will be out more.

Always WAABOOZ ROOM
Teresa,Fred, Karen

Amik Room

Well it is June ALREADY!!! I am glad to be back in the classroom with your little ones; I sure missed them a lot! They all have grown so much!! This month we are working on our fine motor skills and learning about ponds and bugs. I would like to say a big MII GWECH to Shenna Poch for all her help in the classroom. Also, I would like to welcome Heidi Milligan into our room, she will be a long term sub in our room until further notice.

Pony Rides: June 21, 2013 for EHS families. Please watch for a flyer to come out!

Just a reminder, please make sure that your child has extra clothes to get dirty in and please make sure to label your child's clothes. Some of the great things that are going on in our room are: children are dumping their food at the end of meals into buckets; children are brushing their own teeth and are also sitting on the toilet!! It would be so helpful to you and your child to continue to work on these at home too!

- **We have forms that need to be signed that will grant us permission to apply sunscreen on your child. If you have a hat at home, bring it in and that will protect your child's scalp.**

Ms. Jamie, Ms. Shenna & Ms. Heidi

Ode'imini-Giizis

Makwa Abiwin

Boozhoo ogitiziiman!

We are almost done with our Makwa year...

What we have done:

We spent this past month preparing our plants for gardening, cleaning and playing outside in our play spaces, and getting ready for our transitions to the Head Start.

Miigwech to the other ECC classes for our fun Izhaadaa Agwajing week. We spent the week building lodges, cleaning, playing, powwowing and feasting. It was so much fun.

What we are doing now:

We will continue our transitions. This includes potty training, riding the bus and exploring our next classroom. Please be sure to send plenty of extra underwear and pants/skirts/shorts. We are all riding the bus and this month will begin our pick up AND drop off schedule. Your child will get picked up and dropped off on the day they are scheduled for the bus. Please check in with your classroom teacher to get approximate times and to finalize your child's drop off locations.

We are still outside and the weather is getting warm. We use sunscreen each day. Watch out for our friends the ezigaawag (woodticks), drink lots of water and stay safe!

Ojibwemowin Ikidowinan

- *Shiibingwaande– it is grey*
- *Waabjiiyaa– it is grey*
- *Waabjiizi– s/he is grey*
- *Manidoons– bug*
- *Manidoonsikaa– there are a lot of bugs*

ESIBAN NEWS

Boozhoo! It is hard to believe that June is already here! Last month we talked a lot about fishing and spearing. The kids really enjoyed this unit. We will be doing lots of fun activities this month with a emphasis on gathering berries, studying bugs and doing some camping all, in our classroom and outside! We will be spending some time in the Head Start classrooms as part of our transition into Head Start. Please watch for letters home that will inform you of when your child will be spending some time in the Head Start classsroom they will be in for the next school year. You do not need to be here for this but I wanted to keep all of our families in the loop as we start this big transition! It is hard to believe that they will soon be done with Early Head Start. I am sad to see them go but know they will have so much fun with many rich learning experiences!

Self help skills we are working on that are important Head Start are:

- Using the potty
- Serving ourselves and meal times
- Getting our jackets and shoes on and off

Ojibwe Words for this month:

Star- anang
Strawberry- ode'imin (an)
Pick Berries- mawinzow
You did a good job- ginitaawichige
Basket- makak

Please free to contact us anytime and call if your child is sick, will be absent or is going to be late!

715-779-5030
Classroom Ext: 241
Office Ext: 242

Miigwech,

Nadine, Maddie and Mike

Migizi

Nice weather has finally come and we can find our toys on the playground! It is really nice to see the children running and riding the bikes. For safety purposes we need the children to have a pair of tennis shoes for some activities, one is riding bikes with flip flops is not safe.

This month in the classroom we will be learning about bugs and going to Kindergarten. Our usually subjects of letters and numbers will also continue but we will be using the outdoors more for these learning experiences.

Check the backpacks' for notes because we will be having a lot of fun field trips. This information will be in the backpack , where and when the field trip will be. Some times we will also need you to call us back for a number count.

We are playing outside everyday so please check the children for wood tic's they seem to be thick this year.

Ms. Diann, Ms. Tracy, Ms. Patsy

Boozhoo Mashkodebizhiki families,

Izhaadaa Agwajiing was a huge success. The children had so much fun spending the whole week outside. Even our feast on Thursday was in our school forest. Migwetch to our families that came in for a visit.

For the month of June our lesson plan will be things we find outside. We will be spending most of our mornings on walks or in the school forest.

Please feel free to join us at any time. The children love when their families come in...

Minogezhegud

Ms. Virginia, Ms. Jenn, Ms Amber, and Ms. J

Ma'iingan News!

What's Happening....

This month we will continue learning about the world around us. The children have been busy learning about life in a pond. They were eager to learn about all the different species that make their home in a pond. Last month we focused on frogs and their life cycles. This month we will focus on the birds and plants that live in this ecosystem. Be sure to ask your child about the life cycle of a frog, they love to talk about it!

This month our kindergarten readiness goals will focus on:

Cutting on a line using the proper scissors grasp.

Recognizing and finding all of the letters in their first and last name.

Our students going to kindergarten next will continue focusing on writing their first and last name correctly.

Enjoy the sun!

Have a Happy June everyone!!!

Ma'iingan Room:
Miss Alicia, Miss Linda and Miss Beth
715-779-5030 ext 245

Special points of interest:

- ☺ The weather is getting warmer, but we still experience cold days here. Please make sure your children are dressed appropriately for the weather each day
- ☺ Please be sure your child has spare clothing at school

Ojibwemowin:

Sun:

Giizis

June:

Ode'imini-giizis

Duck:

zhiishiib

Important Dates for June 2013:

June 14:

Kindergarten Bound field trip to the Chidlren's Museum in Duluth, MN

June 21:

Early Head Start Pony Rides/Home Base Socialization begins at 10 am)

June 28:

Head Start Pony Rides (begins at 10 am)

Happy Birthday Dillon on June 10!

It's going to be a busy month, please feel free to contact us with any questions or concerns.

KinderGarten BOUNd FiEld TRIP!

To tHe

DuLuth CHiLdreN'S MuSeUM

Friday, JuNe 14th

Itinerary (Subject to Change)

- 7:50 p.m. Begin Boarding Buses at the ECC
- 8:00 a.m. Leave ECC
- 8: 45. a.m. 10 minute Break (Iron River)
- 9:45 a.m. Arrive at Museum
- 11:45 a.m.-12:30 Lunch at Museum-PIZZA!!!!
- 12:45 Begin Boarding Bus
- 1:30 p.m. 10 Minute Break (Iron River)
- 2:30 p.m. back to the ECC

Your child must be accompanied by an adult. The HS program will pay the entrance fee for one adult/ one child per family to the museum.

Please let your classroom teachers know by June 6th if you will be riding the bus or meeting us up in Duluth!!!

Notice Head Start Parents

Field Trip to

A Natural Branch of Learning

80765 State Highway 13-Washburn

Wednesday, June 19th, 2013

~Weather Permitting~

We will leave the ECC at 9:00 a.m. and will spend the day at Natural Branches.

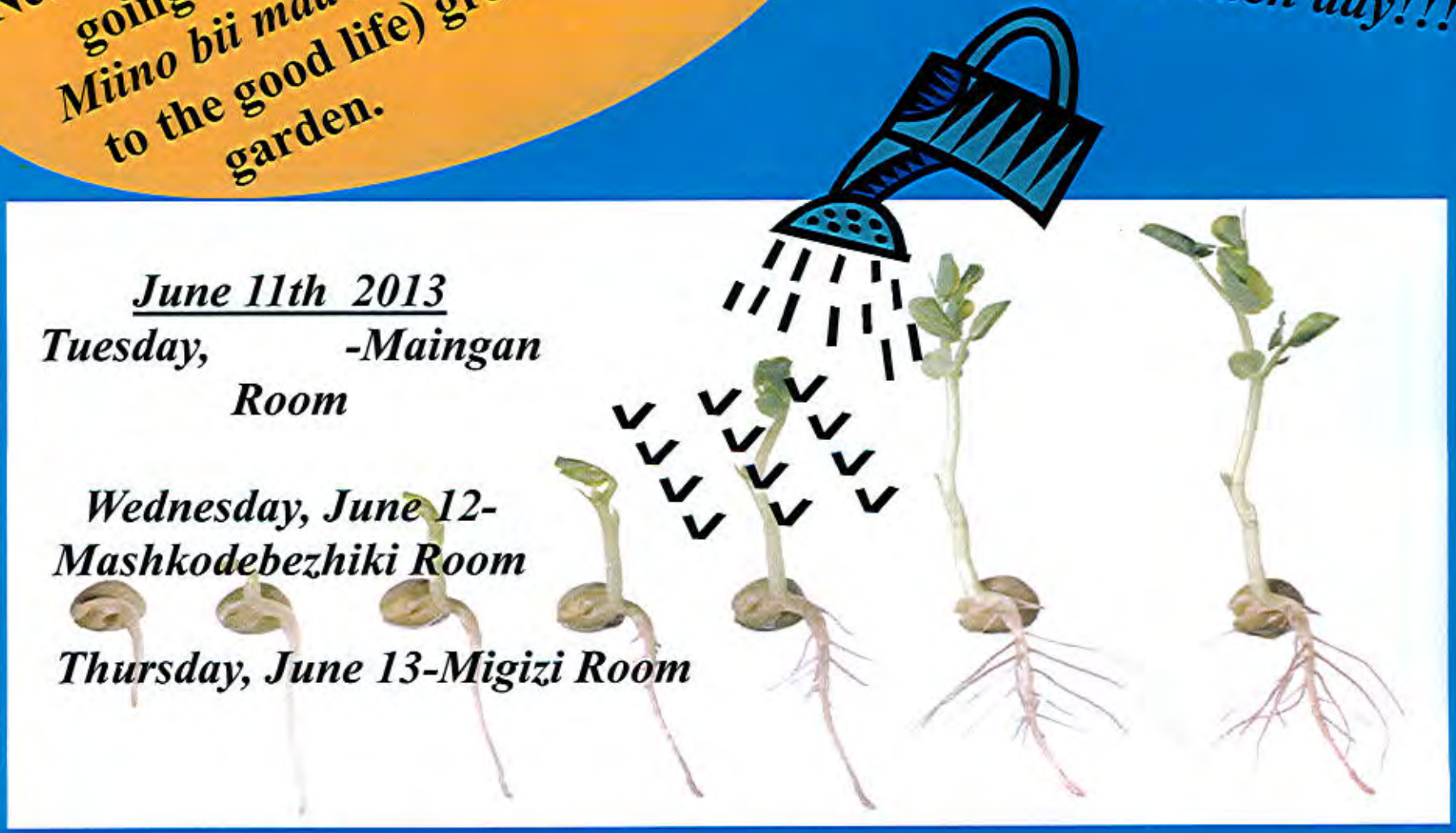
We will be doing a reverse drop off on this day. More details will be sent out the week of June 17th.

Parents are welcome to meet us there!

~Notice Parents~

Next week the Head Start will be going on Field Trips to the *Miino bii maa da se win* (return to the good life) greenhouse/ garden.

Parents are welcome to attend. We will leave the ECC at 9:00 a.m. each day!!!



June 11th 2013

Tuesday, -Maingan Room

Wednesday, June 12- Mashkodebezhiki Room

Thursday, June 13-Migizi Room

ECC Enrollment Days 2013-2014

Who: Returning and New ECC parents!!!!!

What: Enrollment Days in June-August 2013

When: June 18th
July 16th
August 27th
9am-3pm

Where: ECC Large Motor/MM Building

ECC parents: We need all required paperwork for each child enrolled. Please call the center and set up a time to meet with staff on the days noted above or walk-in.

What paperwork do I need to get to ECC? Below is all the required paperwork we need for each child...

- Income Statement
- Birth Certificate
- Pre application
- Family Information
- Emergency contact/Transportation Authorization
- Health History& Emergency Care Plan
- Title IX Student Eligibility Certification
- Consents, authorizations & Releases
- Release of Information to Social Services
- Intake for child under 2
- Parent Questionnaire
- CACFP enrollment Form

Health Forms

- Nutritional Assessment
- Authorization for use or disclosure of Health Information
- Red Cliff ECC Health Center Collaborative Release

From your Child's Physician Please Bring

Most current Health Check Form
Most current Dental checkup Form

88385 Pike Rd, Hwy 13 • 89830 Tiny Tot Drive
Bayfield, Wisconsin 54814 • (715) 779-5030 • FAX (715) 779-5046

ECC Language Table Calendar 2013

Important Dates

June 8th	Rose-Saturday (9-12)
June 15th	Rose-Saturday (9-12)
June 20th	Thursday (5-7)
June 27th	Thursday (5-7)
July 3rd	Wednesday (5-7)
July 8th-11th	Raspberry Language Camp
July 18th	Thursday (5-7)
July 19th	ECC Graduation
July 23rd-25th	Summer Gathering
July 26th	All-School End of Year Picnic

Notes

July 3rd Language Table is on Wednesday due to Holiday

Everyone is encouraged to attend Raspberry Camp

July 18th is last day of classes for ECC & Language Table

Please contact Reggie for Childcare 715-779-5030 ex. 237

*Schedule may change to accommodate participants or activities happening at same time.

JUNE

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

ECC Bus Transportation
Green/Red Signs

It is important that parents/caregivers use the red and green stop signs that where distributed at the beginning of the year. These stop signs will give indication to the bus driver that your child will be coming to school today (RED) or will not be attending (GREEN). This informs the bus driver to continue to the next stop and creates smoother run to the ECC each morning. Please contact the ECC if you need another bus stop sign.

We apologize for the inconsistent pick up or drop off times. If your child does not need to be pick up PLEASE call the ECC. As always food, drink, candy and toys are not allowed on the bus. If you have any transportation questions, changes or concerns please call 715-779-5030 Ext. 0 or 243.

Early Drop-off/Late Pick-up Policy

Children attend the ECC during the scheduled hours and days of operation. Children are not to arrive early and are to be picked up on time, unless the **parents have notified the teacher of** dropping children off no more than 10 minutes prior to class starting time or picking up their child within 10 minutes of class dismissal time.

E.H.S. classes begin at 8:00 AM

E.H.S. Esiban room no later than 4:45 P.M.

H.S. classes begin at 8:00 A.M. The bus departs ECC at 2:00 P.M.

CC will operate from 2:00 P.M.. and no later than 5:00 P.M.

Teachers use the time in the morning for classroom preparation, lesson planning, observations and they are also bus monitors.

Early Head Start Pony Rides:

Friday, June 21st
10am-12
@ Little Sand Bay Recreation Area

Head Start Pony Rides:

Friday, June 28th
10am-12
@ Little Sand Bay Recreation Area

ECC 2013 Pony Rides

Lunch will be provided both days by the ECC around 11:00

Parents are responsible for transporting to and from the event.

Please remember to apply sunscreen and bring beach stuff in case you decide to go swimming. Lawn chairs of your own are always nice too.

Call Jenny (ext 257) or Nicole (ext 253) at 779-5030 with any questions.

Red Cliff Food Sharing Project

Variety of Food- LOTS of Produce, Meat & Breads

$25.00

suggested donation
(or whatever your family can donate; no family will be turned away)

Saturday, June 15th

10am-1pm

Red Cliff Youth Center

Buy your share ahead of time at the Upper Level Tribal Office!
Or sponsor a share for a family by donating $25 to the project.

Volunteers Needed!

8am-2pm - assist in unloading truck, setting up and cleaning up.

Volunteers needed for the morning and afternoon (you are not expected to stay the entire day).

For more information or to volunteer, please contact Deb Morris at 779-3706.

Call Miskwaabekong Transit to set up your ride @ 682-9664.

Red Cliff Farm
PLANT GIVEAWAY

Friday, June 14th
10am-4pm
@ Red Cliff Farm
on Aiken Rd

Plant a garden at your
home this year!
Contact Minobimaadiziiwin
for resources,
plant giveaway info, and advice!
779-3782

Red Cliff Early Childhood Center
School Readiness Goals 2012-2013
Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

It is our belief that teaching our Ojibwe children their own traditions, culture, and language will greatly increase their self-esteem by understanding their role in the world's history. Knowing these concepts will help them further their willingness to be successful in the modern world. The principles and philosophies associated with Ojibwe traditions, culture, and language are closely tied to their social and emotional development. We strongly believe that a child's social and emotional development is intrinsically tied to their ability to develop skills related to their educational achievement as well as their overall physical and mental health. We recognize each child as a unique individual, developing at his or her own rate.

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1a. Manages feelings 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 3a. Balances the rights and needs of others 3b. Solves social problems	Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children. Head Start classrooms implement the Second Step curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements Talking About Touching, a personal safety curriculum.	*Data indicates significant gains in the social and emotional domain.* *Preschool version of Second Step in all HS, Home Base, Makwa and Esiban classrooms.*

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	1	56	0
2a	11	46	0
2b	2	43	12
2c	2	41	13
3a	2	41	13
3b	10	46	0

Early Head Start

	Below	Meets	Exceeds
1a	1	49	2
2a	3	47	2
2b	1	47	3
2c	0	36	3
3a	1	34	4
3b	2	35	0

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	61	1
2a	7	49	6
2b	0	35	27
2c	0	35	26
3a	0	35	26
3b	6	54	1

Early Head Start

	Below	Meets	Exceeds
1a	1	47	2
2a	3	47	0
2b	0	48	2
2c	0	33	4
3a	0	32	5
3b	1	33	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a			
2a			
2b			
2c			
3a			
3b			

Early Head Start

	Below	Meets	Exceeds
1a			
2a			
2b			
2c			
3a			
3b			

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation 12b. Makes connections	Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation. Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences. Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others. Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities	*Assessment data indicates continued progress in the area of approaches to learning.* *HS weekly lesson planning form now includes an area specifically for planning open-ended questions that promote higher-order thinking skills. This new portion of the lesson planning form is intended to support continued high quality teacher-child interactions, especially in the Instruction Support domain of the CLASS (Classroom Assessment Scoring System).This domain is the area that we have identified as needing the most support.*

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	6	46	5
11b	7	46	4
11c	8	48	1
11d	4	53	0
12b	8	49	0

Early Head Start

	Below	Meets	Exceeds
11a	4	44	4
11b	0	50	2
11c	3	46	3
11d	4	41	7
12b	0	48	4

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	3	52	7
11b	2	48	12
11c	4	56	2
11d	2	56	4
12b	3	57	2

Early Head Start

	Below	Meets	Exceeds
11a	1	46	3
11b	0	48	2
11c	5	44	1
11d	3	43	4
12b	0	47	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a			
11b			
11c			
11d			
12b			

Early Head Start

	Below	Meets	Exceeds
11a			
11b			
11c			
11d			
12b			

III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 10a. Engages in conversations 16a. Identifies and names letters 16b. Uses letter-sound knowledge 17a. Uses and appreciates books. 17b. Uses print concepts 18b. Uses emergent reading skills 19a. Writes name	Through developmentally appropriate materials and activities, teachers provide pre-writing activities to support emerging literacy development. Teachers promote literacy as a source of enjoyment by reading and discussing stories daily, providing accessible reading and writing materials, and encouraging oral traditions through storytelling. Teachers provide books and stories with repetitive verses, words, or sounds, and books in which the pictures closely follow the text, allowing children to make the connection between what they hear and what they see. Toys and experiences in the infant/toddler environment are designed to build children's understanding of language and print.	*While we see progress in the area of literacy and language development, we would like to see more Head Start age children meeting widely held expectations, especially for goals/objectives 8a, 9a, 1a, 16a, and 16b. The ECC education manager has specifically requested workshops from CESA 12 to support our continued progress in this area.* *Head Start teachers met with Bayfield School kindergarten teachers March 18, 2013 to discuss PALS (Phonological Awareness Literacy Screening). Every kindergarten child in the state of Wisconsin must participate in this screen twice each year. Last fall was the first kindergarten PALS administered at the Bayfield School. Our former ECC children did very well.* *Common Core Standards at the kindergarten level include reading and comprehending non-fiction. As a result, ECC HS Teachers are increasing the number of non-fiction read-alouds in the classroom.* *The Family Resources Manager has secured750 free RIF books for distribution to children and families. Information about the importance of reading to children will accompany the book distribution.* *Six HS teachers attended the Handwriting Without Tears workshop given by CESA 12. These teachers will be implementing the workshop activities and methods.*

III. Literacy and Language Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	15	38	4
9a	11	42	4
10a	13	35	9
16a	10	41	6
16b	12	42	3
17a	5	51	1
17b	9	43	5
18b	7	42	8
19a	6	49	2

Early Head Start

	Below	Meets	Exceeds
8a	4	44	4
9a	7	42	3
10a	12	37	3
16a	13	36	1
16b	0	48	2
17a	1	48	1
17b	9	39	2
18b	6	40	4
19a	1	47	2

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	10	46	6
9a	8	47	7
10a	9	35	15
16a	9	42	11
16b	8	48	6
17a	1	58	3
17b	3	50	9
18b	3	49	10
19a	4	55	3

Early Head Start

	Below	Meets	Exceeds
8a	4	43	3
9a	3	4	3
10a	10	37	3
16a	9	39	1
16b	0	45	4
17a	5	44	0
17b	5	41	3
18b	2	40	7
19a	2	47	1

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a			
9a			
10a			
16a			
16b			
17a			
17b			
18b			
19a			

Early Head Start

	Below	Meets	Exceeds
8a			
9a			
10a			
16a			
16b			
17a			
17b			
18b			
19a			

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1c. Takes care of own needs appropriately 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7a. Uses fingers and hands 7b. Uses writing and drawing tools	Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. A gross motor room, with interesting, challenging, age appropriate, equipment is available for all children. Large motor areas are designated in each classroom for use during inclement weather and choice times. Teachers provide activities to develop fine motor skills and eye-hand coordination, such as tracing, drawing, and cutting shapes using a variety of writing, drawing, and art tools. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.	*Data indicates continued progress in the physical health and development domain.* *Our teachers consult with Angie Schoeppach, OTR/L, Occupational Therapist, regarding sensory integration concerns relating to children's development. Schoeppach offers two week intensive occupational therapy sensory integration sessions four time a year at the ECC. This enables children whose families may have transportation issues to still take advantage of the intensives. In response to recommendations from Schoeppach, the ECC has acquired a variety of adapted scissors, pencil grips, and chewable items for oral stimulation. Bosu balls have been ordered for the Large Motor room.* *The Active Early grant is providing funds for additional equipment for the playground and Large Motor room.*

IV. Physical Development and Health

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	9	47	1
4	3	48	6
5	6	51	0
6	7	48	2
7a	5	52	0
7b	2	50	5

Early Head Start

	Below	Meets	Exceeds
1c	7	44	1
4	5	41	6
5	4	45	3
6	4	42	6
7a	5	44	3
7b	1	44	7

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	3	56	3
4	2	50	10
5	1	57	4
6	2	52	8
7a	5	53	4
7b	0	51	11

Early Head Start

	Below	Meets	Exceeds
1c	7	41	1
4	5	42	3
5	4	44	2
6	6	40	4
7a	4	44	2
7b	1	39	10

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c			
4			
5			
6			
7a			
7b			

Early Start

	Below	Meets	Exceeds
1c			
4			
5			
6			
7a			
7b			

V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 20a. Counts 20b. Quantifies 20c. Connects numerals with their quantities 22. Compares and measures 23. Demonstrates knowledge of patterns	Teachers use and encourage everyday situations to count, sort, create patterns, compare, and measure. Variety of manipulatives and materials offer multiple opportunities to explore mathematical concepts such as measurement, size, quantity, and estimation. Teachers model and encourage use of positional and concept words, including: over, under, behind, more, less, most, fewer, least, same as, equal, nearly, almost, approximate. Teachers use self and parallel talk to describe problem-solving strategies.	*While we see progress in the area of cognition and general knowledge, we would like to see more Head Start age children meeting widely held expectations for goals/objectives 20a, 20b, and 20c, and Early Head Start age children meeting widely held expectations for goals/objectives 20a, 20b, and 22.* *In January, and April, all ECC teachers and Bayfield School teachers up to grade three, participated in three workshops focused on Culturally Responsive, Cognitively Guided Math Instruction, given by Running Horse Livingston.* *We will continue to pursue professional development opportunities for all teaching staff in this developmental area. We are actively seeking ways to support family engagement in mathematical thinking.*

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	13	41	2
20b	14	42	0
20c	21	34	1
22	5	51	0
23	8	48	1

Early Head Start

	Below	Meets	Exceeds
20a	14	34	2
20b	13	36	1
20c	11	37	2
22	11	36	3
23	3	44	3

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	12	45	5
20b	9	49	4
20c	14	45	3
22	2	59	1
23	4	54	4

Early Head Start

	Below	Meets	Exceeds
20a	15	39	4
20b	9	37	4
20c	6	42	2
22	9	37	4
23	7	38	5

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a			
20b			
20c			
22			
23			

Early Head Start

	Below	Meets	Exceeds
20a			
20b			
20c			
22			
23			

Final 2012 version as per SR Team Mtg 7/11/12

Serving Bayfield, Ashland, Iron and Gogebic counties www.babieslikeboobs.org

Chequamegon Bay Area Breastfeeding Coalition

Improving the health of our community through breastfeeding support, education and advocacy.

Late Spring 2013

Our Activities

M2M Mama to Mama Breastfeeding Parent Support Group

Meets one Friday a month
5/24, 6/28, 7/26
11AM – Noon
Spot Wellness Center

Chequamegon Bay Area Breastfeeding Coalition monthly meeting.
The last Tuesday of every month at 1:30PM at the Vaughn Public Library

Everyone is welcome!

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www.babieslikeboobs.org

Help for the Working Breastfeeding Mother

You're finally getting the hang of it. You've got this breastfeeding thing down. But it's time to go back to work. Now what? Here are some benefits and tips to help the transition go smoothly.

By continuing to breastfeed after you return to work, you will:

- Provide the best nutrition for your baby
- Breastfeeding Mothers are less likely to miss work due to an ill child. Breastfed babies are less likely to get sick!
- Save Money!
- Pumping while away from your baby helps you feel connected to your baby even when you are away!

PUMPING TIPS/THOUGHTS:

- Have a Plan
- Employers are required to provide moms of babies 12 months of age or younger reasonable break time for pumping. They are also required to provide a private place to pump other than a bathroom.
- Pumping stimulates milk production-try to pump every 2-3 hours if possible
- RELAX while trying to pump-this helps with milk production and let down. It may also help to have something to remind you of your baby. Picture, favorite blanket, etc…
- Get familiar with your pump and practice before returning to work
- You milk supply will vary everyday-It helps to pump at the same time and place each day

Images courtesy of birthwithoutfearblog.com

BREASTFEEDING AND THE OLDER SIBLING

"My parents brought home a new baby AND the baby gets all the attention?! That's not fair."

Sometimes it can be hard for an older brother or sister to adjust to life with a new baby and sharing their world with the new little one. Here are some ideas on how to make this transition as well as breastfeeding a little easier on the whole family.

- Talk with your older child about the baby before he/she arrives. Say things like "Soon YOUR baby sister or brother will be here." Make it about them.
- Ask how they feel about becoming a big brother or sister and show genuine interest in their answer. Help them work through their feelings.
- After the new baby comes, make sure your older child can be a part of everyday care for the baby. Let him/her help with bath time, diaper changes, and breastfeeding. You could ask that the older child to bring you a cup of water, or sit next to you while nursing and sing the new baby a song.
- Another idea is to start a "treat" basket. This basket could have stickers, crayons, bubbles, and/or stick on tattoos, etc. Every time the older child "allows" you to nurse the new baby, they can pick out one "treat".

Children like to feel loved, understood and included. Remember every family is different, so you should do what works best for your family.

Thank you EMPLOYERS for supporting our working breastfeeding mothers.

It benefits YOU too

- Fewer missed days because children are healthier and so mom doesn't have to take as many days off for sick kids.
- Healthier happier moms as breastfeeding reduces many health risks and improves mood for moms.

And it's the law

- Breastfeeding in public is legal in Wisconsin.
- Employers are required to give their employees breaks to allow for the expression of breast milk. -*US Department of Labor*
- Breast milk is NOT a hazardous fluid and thus can be stored in a regular refridgerator or freezer with other foods. -*OSHA & The CDC*

Introducing...

northlakes COMMUNITY CLINIC

A UNITING OF NORTH WOODS & THE LAKES COMMUNITY HEALTH CENTERS

Coming together to bring you more!

More Locations

- Ashland
- Hayward
- Hayward-Dental
- Iron River
- Minong

More Services

New and expanded services scheduled for 2013

- Full patient pharmacy in Iron River and Minong
- Physical Therapy in Iron River and Minong
- Behavioral Health in Hayward and Minong
- Chiropractic in Iron River

More Providers

- 11 Medical Providers, including 7 Physicians
- 5 Dentists
- 5 Behavioral Health Counselors
- Pharmacist, Chiropractor, Physical Therapists

Still Your Community Clinic

Our patients will continue to be greeted by the friendly and caring staff members they have come to know at their neighborhood clinic.

History

North Woods Community Health Center was established in 1978 and has focused on providing medical and dental services to the Minong and Hayward areas.

The Lakes Community Health Center has been providing a wide range of health care services to the Iron River and Ashland areas since 2008.

Locations & Services

ASHLAND

719 Main St E | 888-834-4551

- Dental for Children
- Behavioral Health

HAYWARD

11128 N Hwy 77 | 715-634-2541

- Full Medical Services

Coming Soon: Behavioral Health

HAYWARD-DENTAL

15910 W Company Lake Rd | 715-934-2224

- Dental for Adults and Children

IRON RIVER

7665 US Hwy 2 | 888-834-4551

- Medical Services
- Dental for Kids
- Physical Therapy
- Chiropractic
- Behavioral Health
- Limited Pharmacy

Coming Soon: Full Patient Pharmacy

MINONG

600 Shell Creek Rd | 715-466-2201

- Medical Services
- Physical Therapy
- Limited Pharmacy

Coming Soon: Full Patient Pharmacy, Physical Therapy, and Behavioral Health

northlakes COMMUNITY CLINIC

Share Your Passions With Your Child

Sharing your passions with your child can be a wonderful way to explore a special interest together. When you care about cooking, tennis, hiking, creating videos, or any other subject, your child picks up on that interest. Use this as a way to create unique and long-lasting experiences with your child.

Go to events.
Look for local experiences that connect to your passion. Watch people play your favorite sport in the park. Attend a music concert for children. Join other families on a hike.

Be active participants.
Enjoy the activity by doing it together. You don't have to be an expert cook to have fun preparing recipes. Your child will enjoy sharing the experience with you more than the final product or outcome.

Explore the topic.
Learn more about a topic of interest through books, newspaper articles, or websites. Encourage your child to ask questions. If you don't know the answer, look it up together.

Repeat and repeat and repeat.
Sharing your passions can be an everyday and ongoing practice for your family. You will be modeling how to be an active, lifelong learner who knows there's always something new to experience or learn about.

A message from your child's teacher _____

Print Close

KIDS eat right.

exercise with your kids

by Monique Ryan, MS RD CSSD LDN

Ages: Preschooler, Gradeschooler, Teen
Topics: Athletics/Sports, Energy Balance

When today's grandparents were kids, there were no computers, video games, cable TV and few fast food restaurants. Most of them spent free time riding bikes, climbing trees and playing tag. Today's kids watch an average of 20 to 30 hours of TV per week. Parents can support their kids in being more active by getting in the exercise game themselves.

Support Your Kids' Activities

- Be a role model for your kids. Present physical activity as an important time to take care of your body and health, rather than a chore. Find activities you enjoy and be active for at least 30 minutes five days a week. Remember, adults need at least 30 minutes of physical activity a day, and children need 60.
- Praise, reward and encourage your kids' physical activity with activity related equipment, games or outings.
- Plan time in your kids' schedule to engage in 60 minutes of physical activity each day. Kids can accumulate their 60 minutes in shorter chunks during the day.
- Head for the nearest park, swing set or jungle gym after school.
- Jump rope with your kids or organize a neighborhood jump rope group.
- When foul weather strikes, play active indoor games.
- Organize your family room or living room for more activity. Think kid's yoga or dancing to music after dinner.
- Make time for half a day of family activity each weekend, such as a family walk, bike ride or tennis match. Ask your kids which activity they most want to do.
- Play a backyard game such as freeze tag or Frisbee.
- Set up a backyard net for badminton or other net ball sports.
- Play catch or soccer with your kids or organize a neighborhood game.
- Encourage kids to participate in active chores such as light housework, raking leaves, sweeping the walks or cleaning the garage. Make the chores fun to do—turn on the radio in the garage—and do the chores with them.
- Take a nature hike to collect leaves and rocks to make a collage.
- Walk or bike to the local library to borrow a book. during the day.
- Encourage fun physical activity time during kids' free time. Next time your kids say, "I'm bored," offer to shoot hoops or jump rope.
- Enroll your kids in organized activities. They are a great way for kids to get fit. Encourage them to participate in a variety of activities such as soccer, swimming or dance.

Get Active as a Family

- Gather the family together and play interactive computer games that require physical activity.
- Get up early with your kids to walk the dog before school and have them walk the dog after school.

Ways to Reduce Screen Time

- Limit the extracurricular time your kids spend in front of a computer or TV to less than two hours daily.
- Use dance DVDs for some physically active TV time or encourage dance video games that involve the whole body to play.
- Keep the TV in the living room and not in kids' bedrooms. This will help decrease how much TV kids watch and also help to control what they watch.
- Turn off the TV while eating.

Head Start
center for
inclusion

Challenging Behavior Tip Sheet: Following Directions

"HELP!": My child has a hard time following directions when I ask them to do something.

What you can do:

- Listen to your own instructions- make sure they are clear, specific and consistent.
- Make sure directions are positive (ie that they tell the child to do something rather than to stop doing something).
- Make sure when the child follows the instruction correctly you praise them- through encouragement or smiles.
- If your child is having a hard time following directions with more than one step (ex: Put your lunch in your backpack, get your coat on and tie your shoes), try to present only 1 step at a time, and give the next step only after they finish the first.
- Here are some examples of good directions— "When you are finished eating, put your bowl in the sink." "Wash your hands before you come to the table for dinner." "Put your pajamas on and then brush your teeth." "Climb into your car seat please."
- Make sure to praise your child for each step they complete. Use specific praise — say, "I like how you _____." Kids will repeat behaviors that get attention.

HEAD START CENTER FOR INCLUSION FUNDED BY THE OFFICE OF HEAD START DEPARTMENT OF HEALTH AND HUMAN SERVICES

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Could Sucking Your Baby's Pacifier Cut Allergy Risk?

By Sydney Lupkin | ABC News Blogs – 22 minutes ago

We've all seen it. A pacifier tumbles out of a crying baby's mouth and hits the floor with a wet thump.

Maybe it bounces once or twice.

Some parents throw it right in the trash. Others boil it. Some just give it a rinse in the sink.

But some moms pick up the pacifier, put it in their mouth and hand it right back to baby, and a new study says the practice is associated with fewer allergies later on.

RELATED: Weird Food Allergy Stresses Moms, Baffles Doctors

"It's really an interesting study, because it supports the theory of the hygiene hypothesis," said Dr. Samuel Friedlander, an allergy specialist at University Hospitals in Cleveland. "It's a theory that states that our world is too clean. The immune system is like an army, and if the army doesn't have anything to fight - like germs - it fights allergens."

Researchers at the Sahlgrenska Academy of Göteborg University in Sweden followed 174 babies and their parents for several years and tested them for allergies, eczema and asthma. They also asked parents how they cleaned off pacifiers, and found that nearly half of them used their mouths on occasion.

By the time babies were 18 months old, those whose parents sucked their pacifiers were less likely to have allergies, asthma and eczema, and the researchers concluded that this was because parents exposed their babies to bacteria in their saliva, stimulating babies' immune systems. But by the time babies reached 36 months old, they only had an added protection against eczema.

RELATED: Immigrant Kids Less Likely To Have Allergies

Friedlander said parents reading about the study should keep in mind that the research doesn't show causation. It only shows association.

Dr. Erick Forno, a pediatrician at the Children's Hospital of Pittsburgh of the University of Pittsburgh Medical Center, said that the study was interesting but said he didn't think parents should start sucking their baby's pacifiers more often. He noted that the study was small, and added that the long-term effects of this bacteria exposure are not clear.

Forno also noted that children may be exposed to the bacteria without their parents sucking on their pacifiers.

"Not only will they kiss kids' mouths, but they'll also share utensils," he said, adding that the pacifier could still have different bacteria because it sits in the mouth for a longer period of time than a spoon.

For some parents, exposing children to bacteria this way might even be detrimental. For instance, parents with herpes or cold sores could pass a virus to their children.

Dr. Jennifer Kim, a pediatric immunologist and allergist at Mount Sinai Hospital in New York, said parents shouldn't change behavior based on this study.

"Generally, what I tell families is don't change what you normally do based on the results of one study," she said.

HOW CAN I HELP MY CHILD GROW TO A HEALTHY WEIGHT?

HOW DO I KNOW IF MY CHILD'S WEIGHT IS HEALTHY?

Children grow at different rates and at different times. There are ranges of healthy weights, sizes and shapes for children. Using a growth chart, your pediatrician can assess your child's age and growth patterns to tell if he or she is in a growth spurt or has a real weight problem.

There is no question that a child has a serious weight problem if his or her large size interferes with their ability to run, walk, skip and play. This signals an urgent need for family lifestyle changes.

WHY IS PHYSICAL ACTIVITY IMPORTANT?

Physical activity goes hand-in-hand with healthy eating and provides many health benefits, including maintaining a healthy weight. Children who are active at play one to two hours a day can eat a wider variety and amount of food, making it easier to get the nutrients and calories they need to grow, learn and play. **Encourage your child to be active from an early age.** Physical activity, ranging from simple play to family outings to all kinds of sports, provides many health benefits. In addition, remember that children are always watching, so set a good example by exercising yourself!

HOW CAN I HELP MY CHILD LOSE WEIGHT?

Diets that severely restrict food choices, calories and/or fat are not recommended for children. These diets may lack nutrients needed for normal growth and development. Discuss this issue with your pediatrician. For growing children it is often safest to maintain their current weight while they grow in height rather than try to lose weight.

The best way for most children to do this is to become more physically active rather than significantly restrict calorie intake:

- Limit your child's total "screen" time (television and computer) to one to two hours per day.
- Get the family involved – be active with your child.

Also exchange empty calories from "extra" foods with healthier snacks from the food groups.

HEALTHY EATING HABITS

DOS	DON'TS
Set a good example by serving and eating the foods that you want your child to eat. Kids learn by your example.	Don't expect your child to change their exercise or eating habits simply because you tell them to.
Provide healthy foods and make mealtimes enjoyable.	Don't nag or scold your child about food or eating – it will not help and it could make them resentful or even rebellious.
Provide regularly scheduled meals and snacks that include vegetables and fruits.	
Turn off the television during mealtime and eat family meals whenever possible – mealtimes are great opportunities for children to learn healthy eating behaviors.	Don't skip meals – especially breakfast.
	Don't watch television while you are eating – this leads to overeating.
Offer portion sizes that are appropriate for your child's age.	Don't serve or offer portions that are too large – this could lead to overeating. Offer smaller portions from take-out restaurants as these tend to be large.

WHAT ABOUT EATING AT FAST-FOOD RESTAURANTS?

Fast food tends to be high in calories and fat. Limit eating at fast-food restaurants and teach your child to choose healthier options:

- Smaller portions – avoid jumbo sizes
- Milk or water instead of soda
- Salads with reduced-fat dressing
- Frozen yogurt desserts
- Order a side salad, baked potato or fruit salad instead of ordering fries
- Order the grilled chicken sandwich instead of a breaded chicken sandwich
- Instead of a triple burger and large fries, order a regular burger, side salad and fat-free milk

HOW CAN I BUILD HEALTHY HABITS IN MY CHILD?

ARE SNACKS SOMETHING CHILDREN NEED?

Children have small stomachs that may fill up quickly at mealtime. That is why snacks, or "mini-meals," are so important. They can provide up to one-quarter of a child's daily energy needs and help fill nutrient gaps, too! However, you will want to **avoid allowing your child to snack continuously** throughout the day, which can lead to overeating.

SNACKING TIPS

- Slip in some healthy foods, not just empty calories.
- Offer milk or 100% fruit juice as a beverage instead of a soda or fruit drink.
- Watch out for foods that are easy to choke on, like nuts and raw carrots – and always slice hot dogs and grapes in half lengthwise before serving.
- **Healthy snack ideas:** peanut butter or cheese with whole-wheat crackers, fruit (dried and fresh), yogurt, smoothies (made from fruit and yogurt), string cheese, raw, crunchy vegetables – cut to appropriate size and shape, served with dip.

I KNOW BREAKFAST IS IMPORTANT, BUT MORNINGS ARE SO HECTIC. HOW CAN I GET MY CHILD OFF TO A GOOD, QUICK START?

In less than five minutes, you can put these or other quick breakfast choices on the table – or in a bag to eat on the run!

- cereal, milk and fruit
- bagel with cream cheese, raisins
- string cheese, whole-wheat crackers and fruit
- yogurt and fruit smoothies, graham crackers
- scrambled eggs on a corn tortilla with salsa
- peanut butter and banana sandwich
- oatmeal with applesauce, sprinkled with nuts
- apple slices with peanut butter, granola bar

Studies confirm that students who eat breakfast each morning are more attentive in school and perform better on their schoolwork. Although your child may not be in school yet, it is important to establish this healthy habit at an early age!

BEING A BUSY PARENT LEAVES ME VERY LITTLE TIME TO PLAN OR PREPARE MEALS. WHAT CAN I DO?

Family mealtimes should be encouraged as often as possible in order for children to learn healthy eating habits. Meals eaten at home are often more balanced and lower in empty calories than meals eaten away from home.

When you are short on time, keep the meal simple:

- Use ready-made broiled chicken with a vegetable (canned, fresh or frozen).
- Prepare a simple pasta dish, add a salad, glass of milk and fruit.

- Prepare sandwiches with a bowl of soup.
- Make a bean and cheese burrito using canned beans.
- Use pizza kits with pre-shredded cheese, add mushrooms and onions.

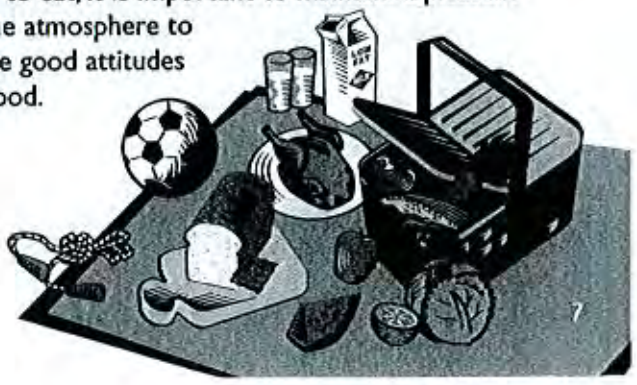
When you *do* have time to cook:

- Double the recipe and freeze the extra portions to serve on a busy evening.
- Make sure you put leftovers to good use.
- Make a list of foods and easy dinners that your child likes.

MY CHILD IS SUCH A PICKY EATER! WHAT CAN I DO TO MAKE SURE MY CHILD'S DIET IS ADEQUATE?

Picky eating and food jags are common in children. That is normal! It may not seem like your child is eating much, but it is probably more than you think. Children usually balance the foods they eat over several days, not meal-by-meal or even day-by-day.

Offer a variety of nutritious foods. Do not force your child to eat nor limit menus to just a few foods they will accept. Plan meals that combine foods your child likes with one or two new ones. Go slowly by serving small portions of new foods. It is common for children to try a new food 10 or 20 times before accepting it. Whatever your child decides to eat, it is important to maintain a pleasant mealtime atmosphere to promote good attitudes about food.



Original Article: http://www.mayoclinic.com/health/children-and-tv/MY00522

Children and TV: Limiting your child's screen time

Children and TV often go hand in hand. Understand the effects of too much screen time — and how to enforce reasonable limits.

By Mayo Clinic staff

Are you concerned about how much time your child spends watching TV or playing video games? Although some screen time can be educational, it's easy to go overboard. Consider this guide to children and TV, including what you can do to keep your child's screen time in check.

The effects of too much screen time

The American Academy of Pediatrics recommends limiting a child's use of TV, movies, video and computer games to no more than one or two hours a day. Too much screen time has been linked to:

- **Obesity.** Children who watch more than two hours of TV a day are more likely to be overweight.
- **Irregular sleep.** The more TV children watch, the more likely they are to resist going to bed and to have trouble falling asleep.
- **Behavioral problems.** Elementary students who spend more than two hours a day watching TV or using a computer are more likely to have emotional, social and attention problems. Exposure to video games also increases the risk of attention problems in children. Children who watch excessive amounts of TV are more likely to bully than children who don't.
- **Impaired academic performance.** Elementary students who have TVs in their bedrooms tend to perform worse on tests than those who don't.
- **Violence.** Too much exposure to violence on TV and in movies, music videos, and video and computer games can desensitize children to violence. As a result, children may learn to accept violent behavior as a normal part of life and a way to solve problems.
- **Less time for play.** Excessive screen time leaves less time for active, creative play.

How to limit screen time

Your child's total daily screen time may be greater than you realize. Start monitoring it. In the meantime, you can take simple steps to reduce the amount of time your child spends watching TV, movies and videos or playing video or computer games:

- **Eliminate background TV.** If the TV is turned on — even if it's just in the background — it's likely to draw your child's attention. If you're not actively watching a show, turn off the TV.

- **Keep TVs and computers out of the bedroom.** Children who have TVs in their bedrooms watch more TV and videos than children who don't. Monitor your child's screen time and the websites he or she is visiting by keeping computers in a common area in your house.
- **Don't eat in front of the TV.** Allowing your child to eat or snack in front of the TV increases his or her screen time. The habit also encourages mindless munching, which can lead to weight gain.
- **Set school day rules.** Most children have limited free time during the school week. Don't let your child spend all of it in front of a screen. Avoid using TV and video or computer games as a reward for finishing homework and chores.
- **Talk to your child's caregivers.** Encourage other adults in your child's life to limit your child's screen time, too.
- **Suggest other activities.** Rather than relying on screen time for entertainment, help your child find other things to do. Consider classic activities, such as reading, playing a sport or trying a new board game.
- **Set a good example.** Be a good role model by limiting your own screen time.
- **Unplug it.** If screen time is becoming a source of tension in your family, unplug the TV, turn off the computer or put away the video games for a while. You might designate one day a week a screen-free day. To prevent unauthorized TV viewing, put a lock on your TV's electrical plug.

Become an active participant

When your child has screen time, make it as engaging as possible:

- **Make viewing an event.** Rather than keeping the TV on all of the time, treat watching TV as though you were planning to see a movie in a theater. Choose a show and pick a specific time to watch it.
- **Plan what your child views.** Instead of flipping through channels, seek quality videos or use a program guide to select appropriate shows. Pay attention to TV Parental Guidelines — a system that rates programs based on suitability for children. Make a list of the programs your child can watch for the week and post it in a visible spot, such as near the TV or on the refrigerator. Use parental control settings on your home computer. Preview video games before allowing your child to play them.
- **Watch with your child.** Whenever possible, watch programs together — and talk about what you see.
- **Record programs and watch them later.** This will allow you to skip or fast-forward through commercials selling toys, junk food and other products, as well as pause a program when you want to discuss something you've watched — such as a depiction of family values, violence or drug abuse. When watching live programs, use the mute button during commercials.
- **Choose video games that encourage physical activity.** Better yet, make the games a family experience.

It can be difficult to start limiting your child's screen time, especially if your child already has a TV in his or her bedroom or your family eats dinner in front of the TV. It's worth the effort, however. By creating new household rules and steadily making small changes in your child's routine, you can curb screen time and its effects.

References
MY00522 April 2, 2011

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- Provide opportunities for group play. Consider a preschool or Head Start program.
- Take your child to the library & let him/her choose books to take home.
- Set aside time for you & your child to read or talk about events of the day.
- Help your child begin to learn colors, shapes, letters, numbers.

TOYS FOR THE 4- TO 5-YEAR-OLD

- Play dough
- Crayons & finger paints
- Books & magazines
- Colored paper, paste, blunt scissors
- Puzzles with 10-12 pieces
- Cars, trucks, boats, trains
- Large, sturdy packing boxes
- Sand toys - spoons, scoops, pails, sifters
- Blocks in a variety of sizes
- Dolls - preferably rubber for water play
- Broom, mops, dust cloth, toy dishes, pans
- Costume box - hats, purses, shoes, scarves, lengths of cloth
- Potatoes, other vegetables, sponges cut in shapes for printing

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To order additional copies of this brochure, contact the Child Care Information Center (CCIC), 1-800-362-7353.

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State Superintendent

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DCF-P-(DWSW-11782)
(R. 4/2010)

PLAIN TALK for Parents

About Your Four- to Five-Year-Old Child

Every child and parent is unique. This information highlights patterns of growth and development that apply to most children. As you watch, listen to, and play with your child, you'll discover when she or he is ready for new activities and skills. You'll find your own ways to use old and new ideas to fit your personality, your family, and your child's needs.

GENERAL TRAITS

- Begins to play & share with other children.
- Enjoys active games.
- Can count three objects & print one or two recognizable letters.
- Likes dressing up for fun & entertaining others.
- Imaginary playmates are common.
- May boast, lie, or swear.
- Sexual exploration & curiosity are shown through play.
- Has a "why?" for every occasion.
- Knows own name and age, the number of brothers & sisters in the family & their names.
- Toileting is an established routine for most children.
- May dress & undress without much help. Can button some buttons.
- Beginning to draw faces & stick people.

WHAT A PARENT CAN DO

- Give your child lots of opportunities to climb, crawl, run, tumble.
- Exercise as a family with walks, ball playing, trips to the playground.
- Be patient in answering questions - even the same ones repeatedly.
- Be aware of your child's need to spend time with an adult of the opposite sex.
- Praise your child's accomplishments as in "I like the way you put your toys away."
- Supervise & when possible share TV viewing.

- Set firm limits. Indicate disapproval of fighting, hitting & teasing, or using bad language. Children learn by watching their parents, so avoid shouting & name-calling.
- Children need help understanding the difference between truth and fantasy, fooling & lying.
- Prepare your child for kindergarten. Visit the school with your child & be positive about school experiences. Accept fearfulness about school as normal. Talk with the teacher often about how your child is doing, likes & dislikes, school activities.

TOYS FOR THE TO 5- TO 6-YEAR-OLD

- Scraps of material
- Blocks in various sizes
- Play dough
- Large bats & balls
- Cars & trucks
- Basic art supplies
- Beads & large buttons to string
- Puzzles with 14-16 pieces
- Costume box: hats, scarves, jewelry, old clothes
- Books & magazines to read, cut, paste
- Simple card & board games

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DCF-P-(DWSW-11783)
(R. 4/2010)

PLAIN TALK for Parents

About Your Five- to Six-Year-Old Child

Every child and parent is unique. This information highlights patterns of growth and development that apply to most children. As you watch, listen to, and play with your child, you'll discover when she or he is ready for new activities and skills. You'll find your own ways to use old and new ideas to fit your personality, your family, and your child's needs.

GENERAL TRAITS

- Enjoys jump-rope, riding toys, & throwing balls.
- Likes to be helpful.
- Enjoys increasingly complex jigsaw puzzles.
- May be able to print first name, first letter of last name, two or three numbers recognizably.
- Loves to cut, trace, draw, paste, string beads.
- Likes to talk, talk, talk.
- Eats very adequately but manners are still far short of adult standards.
- Frightening dreams are frequent.
- Beginning to play games with rules, such as tag.
- Beginning to understand right & wrong. Is interested in the ideas of fairness & justice.

WHAT A PARENT CAN DO

- Encourage activities with an adult such as sports, cooking, shopping.
- Give your child a chance to take on new responsibilities.
- Break tasks into small, easy steps.
- Accept mistakes; try not to take over the job.
- Be clear about the things you expect: "Please take out this trash bag now."
- Be sympathetic of failure and help your child express disappointment.
- Encourage pride in successes and pay more attention to them than to mistakes.

SUGAR SHOCKERS

Drink Water
instead of Sugary Drinks

WATER
16 oz.
0 calories
0 grams sugar

Why drink water?

Water plays an important role in your body's functions. Every system in your body depends on water:

- Regulates body temperature
- Moistens tissues
- Lubricates joints
- Helps flush out waste
- Carries nutrients to cells
- Protects organs

100% JUICE SMOOTHIE
15.2 oz. bottle ▲ 300 calories

60
grams sugar

LEMON-LIME SODA
20 oz. bottle ▲ 285 calories

77
grams sugar

ORANGE SODA
20 oz. bottle ▲ 325 calories

85
grams sugar

COLA WITH ICE
44 oz. cup ▲ 510 calories
38 oz. cola, 6 oz. ice

128
grams sugar

One sugar cube = 2.5 grams of sugar NOTE: Nutrition information is based on typical values for drinks shown and may vary by brand or manufacturer. The number of sugar cubes pictured are rounded to the nearest whole cube.

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UPC 846742003363

ICED COFFEE MOCHA FLAVOR
9.5 oz. bottle ▲ 180 calories

31 grams sugar

SPORTS DRINK
20 oz. bottle ▲ 125 calories

35 grams sugar

SWEETENED ICED TEA
16 oz. bottle ▲ 140 calories

36 grams sugar

ENERGY DRINK
15 oz. can ▲ 200 calories

54 grams sugar

One sugar cube = 2.5 grams of sugar
NOTE: Nutrition information is based on typical values for drinks shown and may vary by brand or manufacturer. The number of sugar cubes pictured are rounded to the nearest whole cube.

100% ORANGE JUICE
8 oz. glass ▲ 110 calories

21 grams sugar

CHOCOLATE SKIM MILK
8 oz. glass ▲ 145 calories

23 grams sugar

100% APPLE JUICE
8 oz. glass ▲ 115 calories

27 grams sugar

CRANBERRY JUICE COCKTAIL
8 oz. glass ▲ 120 calories

30 grams sugar

COFFEE
8 oz. cup ▲ 0 calories

0 grams sugar

VEGETABLE JUICE
8 oz. glass ▲ 50 calories

8 grams sugar

PLAIN SOY MILK
8 oz. glass ▲ 120 calories

8 grams sugar

SKIM MILK
8 oz. glass ▲ 90 calories

12 grams sugar

Adults and children drink about 400 calories per day as beverages. Drinking water is your best bet when you're thirsty. Regular soda, energy or sports drink, and other sweet drinks usually contain a lot more sugar and calories than you need. Water is a great choice because it is calorie-free, inexpensive, and you can find it nearly everywhere. When water just won't do – enjoy the beverage of your choice, but just drink less. Check the serving size and the number of servings in the container and keep your portion small.

Choose Water

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SNACK

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EATING WELL ON A BUDGET™

Rainbow Fruit Salad

MAKES 4 SERVINGS

- **1 MANGO, PEELED, PITTED, AND CUBED**
- **1 CUP BLUEBERRIES OR RED GRAPES**
- **1 CUP MELON IN SEASON, CUBED**
- **1 BANANA, PEELED AND SLICED**
- **½ CUP ORANGE JUICE**

1. In a large bowl, combine all the fruits.
2. Pour orange juice over the fruits and stir well.
3. Serve at room temperature or cover and refrigerate for up to 24 hours.

EACH SERVING PROVIDES 84 CALORIES, 1G PROTEIN, 20G CARBOHYDRATE, TRACE OF FAT, 3MG OF SODIUM, 2G FIBER.

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FOR CHILD-FRIENDLY KITCHEN TIPS, VISIT SESAMESTREET.ORG/FOOD.

BREAKFAST

SESAME STREET

food for thought

EATING WELL ON A BUDGET™

Healthy Banana Bran Muffin

MAKES 12 MUFFINS

- **1 CUP FLOUR***
- **2 TEASPOONS BAKING POWDER**
- **¼ CUP SUGAR**
- **1 EGG, BEATEN**
- **1 MEDIUM RIPE BANANA, MASHED**
- **¾ CUP LOW-FAT OR FAT-FREE MILK**
- **2 CUPS BRAN FLAKE CEREAL**

* TO GET IN MORE FIBER, YOU CAN REPLACE ½ CUP OF WHITE FLOUR WITH WHOLE-WHEAT FLOUR.

1. Preheat oven to 400°F.
2. Mix flour, baking powder, and sugar in a large bowl.
3. In a separate bowl, mix egg, banana, milk, and cereal. Let stand 5 minutes, then stir mixture until cereal is completely mashed.
4. Add cereal and milk mixture to flour mixture; stir until blended.
5. Spoon batter into a greased muffin pan and fill to ⅔ full.
6. Bake for 20–25 minutes or until golden brown. Serve warm.

EACH MUFFIN PROVIDES 131 CALORIES, 3G PROTEIN, 29G CARBOHYDRATE, 0.7G FAT, 144MG SODIUM, 1.7G FIBER.

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SNACK

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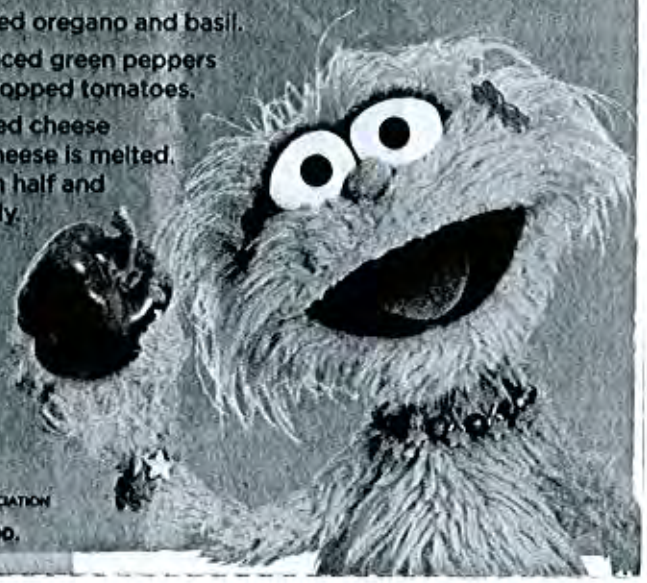
EATING WELL ON A BUDGET™

Veggie Pizza Snack

MAKES 4 SERVINGS

- **2 WHOLE-WHEAT TORTILLAS**
- **2 TABLESPOONS TOMATO PASTE**
- **¼ TEASPOON DRIED OREGANO**
- **¼ TEASPOON DRIED BASIL**
- **1 GREEN PEPPER, SLICED**
- **1 TOMATO, CHOPPED**
- **2 TABLESPOONS MOZZARELLA CHEESE, SHREDDED**

1. Preheat oven to 425°F.
2. Pierce tortillas with a fork and bake on a baking sheet until crisp.
3. Remove tortillas from oven and spread evenly with tomato paste.
4. Sprinkle with dried oregano and basil.
5. Add a layer of sliced green peppers and a layer of chopped tomatoes.
6. Top with shredded cheese and bake until cheese is melted. Cut each pizza in half and serve immediately.



EACH SERVING PROVIDES 75 CALORIES, 3G PROTEIN, 15G CARBOHYDRATE, 1.5G FAT, 95MG SODIUM, 2G FIBER.

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DINNER

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EATING WELL ON A BUDGET™

Cheesy Bean-and-Rice Casserole

MAKES 4 SERVINGS

- **3 CUPS BROWN RICE, COOKED**
- **1 (16-OZ.) CAN KIDNEY OR PINTO BEANS, DRAINED**
- **1 LARGE ONION, CHOPPED**
- **1 CLOVE GARLIC, MINCED**
- **1 CUP LOW-FAT COTTAGE CHEESE**
- **1 TABLESPOON FLOUR**
- **3 OZ. LOW-FAT CHEDDAR CHEESE, GRATED**

1. Preheat oven to 350°F.
2. In a large mixing bowl, combine the rice, beans, onion, garlic, cottage cheese, and flour.
3. Pour the mixture into a casserole dish; top with the grated cheese.
4. Bake covered for 30 minutes and uncovered for 5-10 minutes until the cheese is golden brown.

Note: For spicier flavor, stir in 2-4 tablespoons of chopped green chili peppers before baking.

EACH SERVING PROVIDES 434 CALORIES, 25G PROTEIN, 61G CARBOHYDRATE, 10G FAT, 372MG SODIUM, 10G FIBER.

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Tic-Tac-Toss

Photograph by Kinzie & Riehm, Idea by Natalie Dixon
Source: http://www.Parents.com

Take the game of Xs and Os outside -- and into the air -- with this supersize version.

On a flat surface, adhere strips of duct tape to a shower curtain liner, as shown. Use more tape to make Xs on four flying disks or heavyweight plastic plates. You'll need four more disks or plates for Os.

To play, set up a throw line, and then follow the rules of tic-tac-toe. If your disk lands off the board, in an already-claimed square, or centered on a line, throw it again. For a more challenging game (or for a parent who's playing with a kid), nix the second chance for errant tosses. Use rocks to hold down the board on a windy day.

Easy Homemade Playdoh

Author: My Frugal Adventures
Recipe type: Children's craft
Prep time: 5 mins Cook time: 5 mins Total time: 10 mins

Ingredients

- 1 cup water
- 1 cup flour
- 1/2 cup salt
- 2 tea cream of tarter
- 1 tbl vegetable oil
- food coloring
- vanilla or essential oils (optional)

Instructions

1. In a large saucepan set the heat to medium-low and add flour, salt and cream of tarter.
2. Give that a mix- you can reduce the amount of salt. I actually had a little less then half a cup in my batch because we were low on salt.
3. Add the water and vegetable oil.
4. Go ahead and stir, stir, stir until it sort of looks like mashed potatoes.
5. Once it starts feeling a little hard to stir go ahead and add your food coloring.
6. Keep stirring until it looks like mashed potatoes and you can take it off the heat.
7. You want the mixture to start pulling away from the edges of your pan and to start really clumping around the spoon.
8. Remove from the pan and place on wax paper or into a bowl to cool.

Recipe by My Frugal Adventures at http://myfrugaladventures.com/2012/08/how-to-make-homemade-playdoh/

100 FREE Things to do with your kids this summer!!!!

1. Library-check out books that have IDEAS - give reason for further hands on study (activity). Reserve books through your online service at your local library that have items of interest for your childs age group, how to make paper airplanes, science experiments, craft projects, etc. even as we are learning about different artists we are practicing our learning by completing art projects...get creative with the books you can get...
2. Library-STORY TIME - something about a different setting breaks up the routine for the kids, gives them something to look forward to.
3. Local Park - go early, pack a lunch, bring a drawing tablet, enjoy the outside before its too hot.
4. Take a field trip.
5. Visit a fire department.
6. Play in the water - but aside from the everyday play in the sprinkler, kiddie pool - make games with the water - use the water with paint brushes and paint the fence (it dries clear, lol)...put coloring in the water and stretch paper across a fence - fill water guns with this colored water and then they are really painting with water colors.
7. Build a fort, go to nearby woods, gather sticks, broken branches, etc. build a fort, or house this will provide days worth of enjoyment both in the gathering/building/playing inside.
8. Take a nature walk.. take along a journal, let the kids bring cameras, then go home, identify everything your photographed, create a nature book. Thats a whole nother days activities (paper, photos, glue, scissors, notebook) this is especially good saved for a rainy day.
9. Take an "Alphabet tour"... again camera(s) in hand, journals - letter guides for younger kids - drive to town/city - begin with the letter a (Apple street) b (building) c (colosseum) d(dairy queen) e(eatery) you get the drift - when you are done - each child has a personal and creative alphabet memory book.
10. Check out kids free days at your museums.
11. Make homeade ice cream (if you dont keep heavy cream on hand you will have to buy it, but hey its still pretty cheap entertainment/enjoyment). Make popcicles, smoothies, ice cream sundaes.
12. Go on a scavengar hunt
13. Host a neighborhood carnival (we're talking bean bag toss, use the water gun to shoot the ducky, egg on the spoon, those kind of games) - each neighbor hosts a game/activity and gives out a snack/drink - makes for a very fun day..
14. Go to an outdoor concert (most towns/cities have a website where you can see what/when and which ones are free.)
15. Check your movie theatre for free summer movies (usually morning showings)
16. Go to the beach.
17. Check out your local hardware store - they offer free kids club building projects.
18. Cook with your kids (my kids are still loving to cook the evening meals with me) but let them plan it, be apart of the shopping, table setting - make dessert!)
19. Host a cooking party - invite some friends (your kids arent the only ones home and wanting something to do) - have each mom bring a few ingredients and spend the day making cookies, treats, etc. (maybe you know someone who could use some extra love and attention - make a whole meal with these friends, let the kids make cards, and go make someones day brighter and happier).
20. Teach the kids frisbee golf.
21. Go fly a kite (why not make them first).
22. Do a sewing project together. Make a picnic or story time blanket, apron, or summer dress.
23. Make sock puppets - put on a puppet shows.
24. Go outside for reading time.
25. Make and blow bubbles.
26. Hide all the army men, mini animals, etc. in the sand pit - have a excavation. (even read a book about archeologists before hand).
27. Play dress up.

28. Have a tea party.
29. Make an obstacle course out of your back yard and have races.
30. Play jacks.
31. Go fishing.
32. Go on a bike ride.
33. Camp in your back yard.
34. Melt and create with crayons.
35. Visit a local state park.
36. Go bowling (a lot of the alleys offer students 2 free games over the summer).
37. Plant a garden using seeds from your vegetables/fruits.
38. Tour local historic sites.
39. Make a star gazing map.
40. Teach the kids to knit.
41. Check with a local farm - offer to help feed the animals.
42. Set up a lemonade stand.
43. Set up hotwheels races in the driveway. (my guys love this - they always want to see which of their 100's of cars is awarded 'the fastest" - have them make a trophy to give to the winning car - then next time - the new winning car gets the trophy.
44. Have a LEGO building contest (using x# pieces, only using blue pieces, creating something a certain height, create something that moves, etc.)
45. Make a doll.
46. Hunt for animal tracks. (get a book from the library to help identify them).
47. Have a dress up party (doesnt have to be halloween to wear those costumes).
48. Learn bird calls.
49. Use magazines to make mosaics.
50. Check your craft stores for make and take craft projects (Michaels, Hobby Lobby, etc.).
51. Tour a factory.
52. Make musical instruments and become a 'home band' sensation! (think - pie pan tamborine, papertowl holder rain stick, string and cereal box guitar) - dont forget to dress the part!
53. Make tye die shirts. (play some groovy tunes, too)
54. Take a picnic to dad/mom/grandma/ etc... give them a nice break from their work day.
55. Make a tent in the living room.
56. Go to an Arboretum.
57. Make a bird feeder with pine cones & peanut butter (and bird seed of course).
58. Paint with fruit and veggies (and anything else you will let them paint with - think q-tips, old toothbrush, sponges, leaves.... etc.)
59. Play charades.
60. Have a "BORED" game day - pull out all those dusty games and let each child pick a game - if its nice outside - take em out on your picnic blanket.
61. Walk your neighbors dog.
62. Blow up Diet coke with mentos.
63. Make sillouettes.
64. Check out local VBS offerings - a lot of time you can volunteer while your kids attend.
65. Learn/Go Orienteering.
66. Make a compass. (ties in to 65)
67. Gather friends and have a "clean" the park day - celebrate your good deed with a picnic and play time.
68. Sculpt with homeade SALT CLAY.

69. Collect Seashells. (then sort by color/size. etc. - make a seashell necklace or use the shells to decorate an empty jar - adults should use the glue gun).
70. Play "I Spy" as you walk around your neighborhood.
71. Go to a farmers market.
72. Check with a local pizzaria to see if you can come in for a tour (they will probably want you to buy a pizza - so it may not be "free" - but fun!)
73. Check your newpaper for local summer festivals.
74. Make school related activities fun - create your own matching cards (I make mine using these cute digital supplies found here and here). Use maccaroni for math reinforcement, make a clock with a paper plate, help with geometry by giving building tasks, etc.)
75. Learn (play) street games.
76. Make Taffy.
77. Make a checker board and your own checkers. then play for a bit...
78. Make your own board games.
79. Make a Milk Carton Boat - and head to a pond.
80. Have a Christmas in July party and ask all the guests to bring donations for your local food pantry.
81. Participate in a free activity at Bass Pro Shop.
82. Have a major league team in your area - call about free kids tickets this summer.
83. Take a trip to tour your state capitol, local courthouse, etc.
84. Gather, paint, make pet rocks.
85. Plan a theme week (keep checking back here for more details about our themes this summer).
86. Volunteer at a local charity/Habitat for Humanity.
87. Have a pajama day, enjoy movies and popcorn (great for a rainy day).
88. Color.
89. Make a Windchime.
90. Write your own poems.
91. Do a toy swap (pack up those forgotten toys and swap with a friend - kids love new "to them" toys as much as they love :NEW: toys.
92. "Play" school.
93. Make paper dolls for boys, for girls, or for the more advanced.
94. Travel around the world. Have English scones for breakfast, Chinese Stir Fry for lunch, Italian for dinner. Make a craft to go with each country, get a library book with photos of these places. (maybe even see if you have a friend your child can become pen pals with.)
95. Have a switcher-oo day, you send your kids to someone elses house and their kids come to yours... kids LOVE this... just plan a few activities (you can choose from some on this list) and give them a great day as your friend will do with your kidos.
96. Play tennis, soccer, kickball, football, etc.
97. Make slime.
98. Make glowing fireflies. we get our glowsticks at Target's $1.00 bins and they come with 10, so its practically free.
99. Make a sandcastle. If you dont have a sand box, gather up all sorts of containers and some water jugs and head over to your local park - spend the day building a great sand castle together -lots of kids will want to get in on the action so its a great social time, too.
100. Enjoy an art lesson.

Most importantly remember the simplicity of childhood is found in the quality of the time spent together - enjoy each moment, create an environment of joy and excitement, learning and fun and I am certain this summer will be one we all remember for a very long time.

JOB DESCRIPTION

POSITION: Medical Assistant

LOCATION: Red Cliff Community Health Center

THIS IS A FULL TIME NON EXEMPT POSITION

SALARY: $10-12 per hour depending upon experience

SUPERVISOR: Clinic Manager
Administrator – Health Center

JOB SUMMARY:
The medical assistant supports the role of the physician or other primary care provider in the care and treatment of individuals served by the Outpatient Clinic Program of the Red Cliff Community Health Center. This position is one of several support or ancillary personnel, who perform assigned duties in a collaborative manner.

DUTIES AND RESPONSIBILITIES:

1. Assist with daily preparation for scheduled patients to ensure maximum packing of visits and all needs are address:
   a. Utilize current computer software programs to identify patient needs.
   b. Complete various tools to assist in patient management.

2.Prepare patients to be seen by the primary provider:
   a. Escort patients from the waiting area to the exam room.
   b. Complete and record vital signs and patient characteristics per Clinic policy.
   c. Complete and record brief history, background data and assess situation.
   d. Instructs and prepares patient for physician visit.
   e. Enters information into electronic health record as appropriate.
   f. Informs physician or primary provider of patient's presence in the exam room and of other pertinent information.
   g. Clean and refurbish exam rooms between patients in accord with prescribed clinic policy.

3. Responsible for assisting Nursing, Physicians and other providers in the provision of direct care to patients in the ambulatory setting.
   a. Provide safe, accurate and clinically competent care to patients as well as through telephone/lobby screening.
   b. Carries out established techniques for administration of medications, vaccines and obtaining specimens.
   c. Assists provider with diagnostic procedures, examination, treatments and dressing changes. This may include surgical assisting.
   d. Safely and proficiently operates clinic and patient care equipment within level of expertise.
   e. Recognizes variations of normal and/or urgent problems and seeks appropriate assistance.
   f. Provides patient education material and information as directed.
   g. Completes assignments within legal limits of the certification of the State.

4. Effectively communicates with staff to provide information that contributes to effective operations.
   a. Observes, listens and is responsible to what others communicate.
   b. Clearly conveys information regarding patient status to Nursing and/or provider.
   c. Uses established channels of communication to express personal or work related needs, suggestions and/or concerns.

5. Assist Care Manager in patient care priorities:
   a. Coordination of referrals generated to outside Provider.
   b. Utilization of the Sunday schedule to make required follow up appointments.
   c. Complete targeted outreach with an emphasis on improving patient health outcomes.
   d. Initiate medical record request per policy for continuity of care.
   e. Initiate Contract Health Service and other prior authorization as needed.
6. Maintain an appropriate inventory of clinic, treatment room, and laboratory supplies, forms, patient handouts, and routine equipment. Order replacement items according to Health Center policy to insure accurate inventory control and proper fiscal accounting.
7. Clean and prepare the treatment room and the nurses' station on a daily basis or more often, as necessary. Clean and sterilize medical equipment.
8. Participate in quality assurance and other efforts that assure appropriate care and services.
9. Follow procedures established for universal precautions and sterile techniques.
10. Maintain strict confidentiality and safeguard the privacy of patients in common areas of the clinic.
11. Present a professional, caring image for the Health Center and its programs.
   a. Maintain a cooperative relationship with other Health Center staff and employees.
   b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
   c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
12. Maintain a clean and safe physical environment. Alert administration and/or Health Center staff to problems and difficulties, as circumstances may warrant.
13. Advance job knowledge and skills through continuing education efforts with the approval of Health Center Administration.
14. Attend staff and other meetings, in-services, and other events as directed by supervisor.
15. Participate in the implementation of grants, contracts, or projects being carried out under the auspices of the Red Cliff Community Health Center and at the direction of the Administrator of the Health Center. These activities are to comply with the directives of Tribal and Health Center Administration and to fulfill the conditions and stipulations of the grant, contract, or project. The specific duties will reflect the individual grant, contract, or project and the concurrent needs and resources of the Health Center. These assignments will vary from time to time due the cyclical nature of these program efforts.
16. Perform other duties as assigned.

SUPERVISORY AUTHORITY: None

QUALIFICATIONS:
1. High school diploma, HSED, or GED.
2. Graduate of accredited Medical Assistant Program.
3. Certification or must obtain within one year of hire.
4. Current CPR certification or must become certified within 90 day of hire.
5. Native American preference will be applied in the event of equally applicants.

KNOWLEDGE:
1. Working knowledge of medical terminology.
2. Personal abilities and maturity to function in a fast paced environment, to interact positively with individuals in distress, and to deal appropriately with potential medical emergencies.
3. Demonstrates good public relations and customer service skills.
4. Proven ability to work as a team member.
5. Basic computer skills.

PERSONAL CONTACTS:
Daily contact with clients, visitors, vendors, Tribal and Health Center Administration, and other Tribal program staff.

WORK ENVIRONMENT:
1. Red Cliff Community Health Center; office and clinic settings.
2. Exposure to hazards of the health care industry.
3. Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.

PHYSICAL REQUIREMENTS:
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed on overhead storage. Weights to be carried are usually less than 50 pounds.

TRAVEL REQUIREMENTS:
Must have valid WI driver's license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must also be eligible for the Tribe's vehicle insurance.

May require overnight travel to attend meetings or training. May be asked to perform visits to patient homes.

POSTED: MAY 30, 2013

DEADLINE: JUNE 13, 2013 AT 4:00 PM OR UNTIL FILLED

FOR FURTHER INFORMATION CONTACT:

Red Cliff Human Resources Department
88385 Pike Road, Highway 13
Bayfield, WI 54814
(715) 779-3706 ext. 267 or 268
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
Susie.bear@redcliff-nsn.gov

The Red Cliff Community Health Center is a Drug-Free Workplace in accord with the Drug-Free Workplace Act of 1988, P.L. 100-690, and has a Drug-Free Workplace Policy in effect.

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement this application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

JOB DESCRIPTION

POSITION: Data Entry Clerk

LOCATION: Red Cliff Reservation, Family Services Building

SALARY: $8.50 per hour, 25 hours per week; Jun-Aug

THIS IS A LIMITED TERM PART-TIME NON EXEMPT POSITION. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.

SUPERVISOR(S): Red Cliff Indian Child Welfare Director

JOB SUMMARY: Primary responsibility is to answer telephone, route calls and take messages for all programs within the Indian Child Welfare Department (ICW), and will provide Clerical Assistance and Office duties for the ICW Department.

DUTIES AND RESPONSIBILITIES:

1. Performs ICW support and data entry duties
    a. Gathering data collected from all ICW programs.
    b. Data collection maintenance.
2. Maintain an adequate inventory of office supplies and materials for program use.
3. Answer telephones, route calls to appropriate staff; take messages, complete intakes over the phone or in person.
4. Receive in-coming mail and distribute to staff.
5. Confirm tribal eligibility of ICWA referrals and mail out notifications as appropriate.
6. Maintain confidentially.
7. Prepare monthly reports.
8. Participate in other collaborative service meetings as assigned by ICW Director.
9. Clean, neat and professional appearance required.
10. Perform other duties as assigned by the ICW Director.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Must have knowledge with data entry, computers, secretarial duties, office machines and telephone skills.

QUALIFICATIONS:

1. Minimum of high school diploma or GED or minimum of 1 year office experience in a secretarial type position.

2. Working knowledge of computers and computer software and other office machines.

3. Ability to maintain accurate and complete records.

4. Ability to follow written and oral instructions and carry through procedures as specified.

5. Ability to maintain effective and positive working relationship with the public.

6. Ability to maintain confidentiality of information.

7. Ability to be self-motivated and flexible.

8. Must have a valid Wisconsin driver's licenses and at lease liability insurance. If no insurance must get within three (3) weeks. Must also be eligible for the Tribes vehicle insurance.

9. Indian preference will be applied in the case of equally qualified applicants, but all qualified applicants will be considered.

PERSONAL CONTACTS: Daily with the Indian Child Welfare Director, Tribal staff, clients, state and local officials on an as needed basis.

PHYSICAL REQUIREMENTS: Primarily an office position may require some bending, lifting and reaching.

WORK ENVIRONMENT: All Tribal buildings are smoke free.

TRAVEL REQUIREMENTS: This position may require some out of town and overnight traveling for training.

POSTING DATE: June 5, 2013

DEADLINE DATE: June 14, 2013 @ 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building

Human Resources Office

Red Cliff Early Childhood Center

88385 Pike Road (Mailing)

89830 Tiny Tot Drive (Physical)

Bayfield, WI 54814

715-779-5030 715-779-5046 (Fax)

www.redcliffecc.org

congratulations 2013 Graduates!

Sun Safety!!!

Sun Safety!!!

Childhood sunburns can cause skin cancer!

Please remember to apply sunscreen of 15 SPF or more every four hours or more often.

Avoid sunlamps and tanning beds. A tan is evidence that UV rays have damaged the skin.

Cover up-wear a hat, UV protective sunglasses and tightly woven, loose-fitting clothing that protects the skin.

ODEIIMINI-GIIZIS

STRAWBERRY MOON

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
3B EGG WRAP, PEARS, YOGURT, TRK BACON L TUNA HD, SALAD, PEACHES, CC, CORN S CELERY/CHEESE	4B HB OATS, BERRIES, CC, TOAST L MAN ORANGE CHIX, STIR FRY, M. ORANGE, RICE S MUFFIN/MILK	5B RICE CRISPIES, BANANA, GRAIN BAR, YOG. L HAMB SOUP, CHEEZ SAND, SLAW, WMELON S GRANOLA PARFAIT	6B KIX TROP FRUIT, MUFFIN, CC L PORK CHOP, M POTATO, BUN,CORN, SALAD, APPLESAUCE S CHIPS SALSA	
10B WAFFLE, CC, PEACHES, TRK BACON LCHIX W RICE SOUP, BR STICK, SALAD, MANGO, CC S PB/GR CRACKER	11B CORN CHEX, APPLES, YOG, TOAST, JELY L KEILBASA,KRAUT, BABYREDS, BUN, PEAS, TROP FRUIT S MINI RICE CK/MILK	12B CHEERIOS, BANANA, CINN MUFF, YOG L BEEF STIR FRY, RICE, PINEAPPLE, CC, SLAW S FRUIT, PRETZELS	13B RICE CHEX, BLUEBERRIES, BAGEL, PB, CC LCHIX NUGGET, FRY, APPLES, YOG, SALAD S ENG MUFF PIZZA/ JUICE	MILK SERVED WITH ALL MEALS
17B FR TOAST STIX, YOG, STRBERRY, L PIZZA, SALAD, CORN, PEARS S MILK/MUFFIN	18B KIX, ORANGES, CC, BAGEL, JELLY L PORK CHOP, GR BEAN, BUN, FRUIT COCKTAIL S NUTRA GR BAR/MILK	19B CORN CHEX, BANANA, TOAST, PB LHAMB HD, VEG/DIP, YOG, BERRIES S SMOOTHIES/COOKIE	20B RICE CRISPIES, STRAWBERRY, YOG, ENG MUFF L CHIX, POTATO, CORN, WMELON, BUN S CC/CANTALOUPE	MENU SUBJECT TO CHANGE
24B PANCAKE, HONEYDEW, CC, TRK BACON L CHIX RICE SOUP, PBJ, M VEGGIES, MAN ORANGES S PRETZEL/JUICE	25B CORNFLAKES, CC, CANTALOUPE, MUFFIN LTOMATO/BACON QUICHE', VEG/DIP,BERR S YOGURT/FRUIT	26B HB OATS, TOAST, HONEYDEW, PB LBBQ'S, FRY, MANGO, PEAS S BERRY CUP/YOGURT	27B KIX, BANANA, CINN TOAST, YOGURT L CHEESE QUESADILLA, PINEPAPPLE, PEAS S NUTRA GR /MILK	