

# Red Cliff Education

## Newsletter -September 2018



## Waatebagaa-Giizis (Leaves Changing Color Moon)

Boozhoo! Welcome back to all, we hope you had a wonderful and joyful summer! We are so excited to be starting another great school year with all the wonderful ECC families. We look forward to making memories together, setting educational goals and building wonderful relationships. Please remember to check your child's back packs and cubbies for send home fliers, important notices and newsletters .

Head Start will only have school **Monday through THURSDAY** from 7:45 am to 3:00 pm. Early Head Start will have school **Monday thru Friday's AND SOME FRIDAY'S** from 7:45 to 3:00 pm.



### Points of interest

- No Head Start on Fridays
- Family Night Wed. Sept. 26th @ 5:00
- Policy Council members needed-see Cindy.
- No School on Monday October 1st.
- Please have your child dressed for the weather with mud boots, sweaters and jackets. We go outside daily.
- Please label all items (clothes, boots, etc.) brought to school.



### Head Start Transportation

Head Start will pick up and drop off each child to/from their specified locations. If there is a change in transportation, please notify the school immediately. The bus will wait two minutes for a child and must move on to maintain a schedule. *Food, drink, candy, and toys are not allowed on the bus.* An Authorized individual must come out to the bus when picking up and dropping off a child. Monitors are not responsible for escorting children to and from the bus stop. Bus times will be provided by classroom

teachers or drivers. If you have any transportation concerns or bus changes, please call the center @ 715-779-5030 ext 2521

**ATTENDANCE MATTERS**  
every school day counts.

**EVERY MINUTE IN SCHOOL MATTERS**

Two missed days a month adds up to being a half a year behind by the time your child reaches 4th grade.

And once a child falls behind, they rarely catch up.

The Red Cliff Early Childhood Center has a goal of 100% attendance for center based children. Please make sure your child/ children comes to school every day. We will contact your family if we don't know where your child is each day they should be in school. Everyday your child is at school, they are working on their developmental skills such as social-emotional, math, science, literacy, communication, and physical development. Child are also provided nutritious meals and enriching experiences with their teachers and peers. We all must work together to build life-long learners. Miigwech for sharing your children with us during this very special time in their lives. \*Dream Big for your child\*

Want to volunteer?  
—ask us how!!!!



# Waatebagaa-Giizis (Leaves Changing Color Moon) September 2018



**School Hours-- 7:45 am. to 3:00 pm.**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 <b>ECC/Tribe Closed Labor Day</b>	4 <b>Opening Ceremony 10-12</b>	5 <b>1st Child Day</b>	6	7 <b>EHS SCHOOL DAY</b>	8
9 <b>GRANDPARENT DAY</b>	10	11	12	13	14 <b>EHS SCHOOL DAY Home Base Social 10-12</b>	15 Red Cliff Clinic Fall Har- vest
16	17	18	19	20	21 <b>EHS SCHOOL DAY</b>	22
23 	24	25	26 <b>ECC Family Night Policy Council Elections Home Base Social 5-7 pm</b>	27	28 <b>No ECC School Day</b>	29
30						30

No Head Start Classes on Friday's



## **IT'S A NEW SCHOOL YEAR AT ECC**



This school year the Health Office will be sending Out in the Newsletter  
**Health and Dental information per classroom.**

**WHAT CLASSROOM IS UP-TO-DATE WITH HEALTH CHECKS OR DENTALS  
VISITS.....WHAT CLASSROOM IS NOT**

As you well know the WELL CHILD CHECKS INCLUDE

- Seeing your Doctor, checks growth and development
- Height and Weight check (head circumference is also recorded)
- Hearing check
- Vision check
- Nutrition
- Topics of discussion may include sleep, safety, childhood disease, what to expect as your child grows.
- Immunization information and administration of the vaccine.

WIC visits are not well child checks. WIC promotes health and nutritional education, breastfeeding education supplemental foods and support for breastfeeding and postpartum women infants and children.

### **DENTAL VISITS INCLUDE**

- Dental Exam at 1 yr. (as per American Academy of Pediatrics)
- It may be eruption of first tooth (Dr. Sunday, RC Dental Program)
- Dental screen and fluoride every 6 months or per your dentist recommends



## Recommended Well Child Checks Are:

- 2-4 days after bringing the baby home. (some providers will delay the visit 1 -2 weeks for parents who have had babies before.)

After that, it is recommended that visits occur at the following ages:

- By 1 month
- 2 months
- 4 months
- 6 months
- 9 months
- 12 months
- 15 months
- 18 months
- 2 years
- 2 ½ years (30 months)
- 3 years
- 4 years
- 5 years
- Each year after that until age 21.

**SEE ATTACHED RECOMMENDED IMMUNIZATION SCHEDULE ALSO**



# 2018 Recommended Immunizations for Children from Birth Through 6 Years Old



Age	Recommended Immunizations
Birth	HepB
1 month	HepB
2 months	RV, DTaP, Hib, PCV13, IPV
4 months	RV, DTaP, Hib, PCV13, IPV
6 months	RV, DTaP, Hib, PCV13, IPV
12 months	HepB
15 months	Hib, PCV13
18 months	Hib, PCV13
19-23 months	Hib, PCV13
2-3 years	Hib, PCV13
4-6 years	Hib, PCV13

**Is your family growing?** To protect your new baby and yourself against whooping cough, get a Tdap vaccine. The recommended time is the 27<sup>th</sup> through 36<sup>th</sup> week of pregnancy. Talk to your doctor for more details.

Shaded boxes indicate the vaccine can be given during shown age range.

**NOTE:** If your child misses a shot, you don't need to start over, just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

**FOOTNOTES:**

- Two doses given at least four weeks apart are recommended for children aged 6 months through 8 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.
- Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 to 18 months later. HepA vaccination may be given to any child 12 months and older to protect against HepA. Children and adolescents who did not receive the HepA vaccine and are at high-risk, should be vaccinated against HepA.

*If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child's doctor about additional vaccines that he may need.*



For more information, call toll free  
**1-800-CDC-INFO (1-800-232-4636)**  
 or visit  
[www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents)



U.S. Department of Health and Human Services  
 Centers for Disease Control and Prevention



AMERICAN ACADEMY OF FAMILY PHYSICIANS  
 STRONG MEDICINE FOR AMERICA

American Academy of Pediatrics  
 DEDICATED TO THE HEALTH OF ALL CHILDREN™

## Vaccine-Preventable Diseases and the Vaccines that Prevent Them

Disease	Vaccine	Disease spread by	Disease symptoms	Disease complications
<b>Chickenpox</b>	Varicella vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters; bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)
<b>Diphtheria</b>	DTaP* vaccine protects against diphtheria.	Air, direct contact	Sore throat, mild fever, weakness, swollen glands in neck	Swelling of the heart muscle, heart failure, coma, paralysis, death
<b>Hib</b>	Hib vaccine protects against <i>Haemophilus influenzae</i> type b.	Air, direct contact	May be no symptoms unless bacteria enter the blood	Meningitis (infection of the covering around the brain and spinal cord), intellectual disability, epiglottitis (life-threatening infection that can block the windpipe and lead to serious breathing problems), pneumonia (infection in the lungs), death
<b>Hepatitis A</b>	HepA vaccine protects against hepatitis A.	Direct contact, contaminated food or water	May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine	Liver failure, arthralgia (joint pain), kidney, pancreatic, and blood disorders
<b>Hepatitis B</b>	HepB vaccine protects against hepatitis B.	Contact with blood or body fluids	May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain	Chronic liver infection, liver failure, liver cancer
<b>Influenza (Flu)</b>	Flu vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs)
<b>Measles</b>	MMR** vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pinkeye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
<b>Mumps</b>	MMR** vaccine protects against mumps.	Air, direct contact	Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain	Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness
<b>Pertussis</b>	DTaP* vaccine protects against pertussis (whooping cough).	Air, direct contact	Severe cough, runny nose, apnea (a pause in breathing in infants)	Pneumonia (infection in the lungs), death
<b>Polio</b>	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
<b>Pneumococcal</b>	PCV13 vaccine protects against pneumococcus.	Air, direct contact	May be no symptoms, pneumonia (infection in the lungs)	Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death
<b>Rotavirus</b>	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration
<b>Rubella</b>	MMR** vaccine protects against rubella.	Air, direct contact	Children infected with rubella virus sometimes have a rash, fever, swollen lymph nodes	Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects
<b>Tetanus</b>	DTaP* vaccine protects against tetanus.	Exposure through cuts in skin	Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever	Broken bones, breathing difficulty, death

\* DTaP combines protection against diphtheria, tetanus, and pertussis.

\*\* MMR combines protection against measles, mumps, and rubella.

Waatebagaa-giizis

Welcome to the Waabooz Room!

Teresa and Kelsey are so excited to meet our new babies!

Smile	OFTEN
Think	POSITIVELY
Give	THANKS
Laugh	LOUDLY
Love	OTHERS
Dream	BIG

A great year ahead Teresa and Kelsey

WAABOOZ– NEWSLETTER





## Amik

September 2018

**Dear Parents,**

**We hope that you and your children had a great summer vacation. Now that school is starting back up, we think your children are really going to enjoy their new classroom. Among other things, the Amik Room has lots of space and comes with a loft.**

**As the year progresses, we will be doing more and more art. Your children have had lots of fun with our projects in the past. We do, however, want to remind you that your children's clothing will get dirty having fun.**

**The new 779-5030 classroom extensions are:  
Classroom: #2525    Office: #2526**

**We look forward to a Great Year!**

**Miss Maggie and Mr. Fred**





# Makwa News

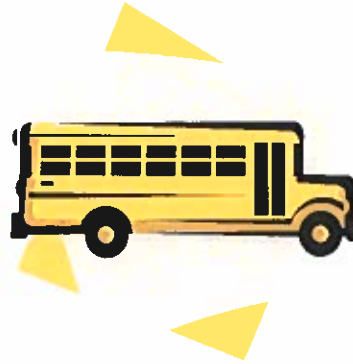
## Back to School

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Welcome back to school! We hope everyone enjoyed their summer break. We are all excited to be back at the ECC.

For the month of September we will be learning about ourselves and what we can do and also some back to school

activities. The children will also be learning how to scoop



their food and dump onto their plates and learn-

ing to pour their milks into their cups.

**Parent Reminder:** Drop off time is 7:45am and pick up time is 3pm. If you are going to be late bringing in your child please call Tiff or Lacie or leave a message with the office.

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### Ojibwemowin Words

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Wild Rice-  
manoomin

Head-  
nishtigwaan

Nose-injaanzh

Hair-niinizis

Ears-nitawag

Eyes-nishkiinzhig

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#### *Important Dates:*

- Sept 3rd- NO SCHOOL/Labor Day
- Sept 4th-Open House
- Sept 5th-FIRST DAY OF CLASSES! YAY
- Sept 28th-NO SCHOOL DAY

# Esiban News

September 2018



Hello Esiban class of 2018/2019 school year!  
We are looking forward to having you  
back with two new friends coming into the  
Esiban room! We are excited for the New  
Year to start and excited to see what the  
year will bring for us all! 😊

Ms.Melissa & Ms. Anegla

back to  
School



# AGONGOS HOME BASE

## September Newsletter

Boozhoo from Home Base! Ms. Haley, Ms. Patrice and Ms. Laura would like to welcome everyone back for a new school year! We are so excited to see our kiddos again after a great summer break.

**Ms. Haley Hyde**

715-779-5030

EXT 2536

**Ms. Laura**

**Westerlund**

715-779-5030

EXT 2538

**Ms. Patrice**

**Fontecchio**

715-779-5030

EXT 2537

### IMPORTANT DATES

**FRIDAY, SEPTEMBR 14<sup>th</sup>**

**10:00 A.M. – 12:00 P.M.**

Our first Home Based social will be here at the center in Large Motor Room. We will be taking yearly screenings on the kiddos hearing, vision, heights, weight and of course we will be playing!

**WEDNESDAY, SEPTEMBER**

**26<sup>TH</sup> 5:00 P.M – 7:00 P.M.**

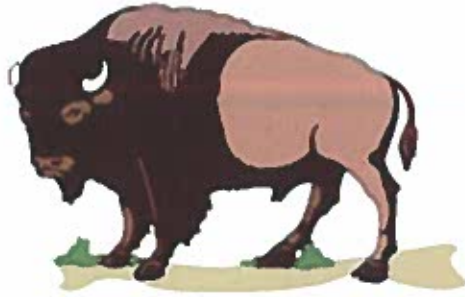
**ECC FAMILY NIGHT &**

**POLICY COUNCIL**

**ELECTIONS**

Cultural activities and lots of fun!  
Hope you will join us!

## Mashkodebizhiki Room



Boozhoo!

We are really excited to start our new year! Miigwech to all of our families for getting all of our home visits done. We enjoyed meeting with all of you.... Parents you're the best!!!

We know how the weather can be in the fall. Please be sure your child has a light jacket or sweater for the mornings as they may be a bit chilly. Also please be sure to send extra clothes that we can keep at school.

We are looking forward to a very exciting school year. If you have any questions or concerns please feel free to call us or come see us. We are always open to and happy to hear your ideas.

Don't forget to call when your child will not be riding the bus.



Please use your bus signs.

Chi Miigwech for sharing your children with us..... We feel very fortunate to be a part of their daily lives. We look forward to teaching them and learning from them....

Ms. Nadine, Ms. Becca and Ms. J

# Ma'iingan Classroom Newsletter

## New Teacher

We have a new teacher in our Ma'iingan Classroom. Her name is Ms. Samantha Toman. She comes to us from all the way across the Lake Superior from the Bad River Reservation and our beloved Mashkodebizhiki classroom.

Please help us make her feel welcome. She is ready to teach, help and be a part of our wonderful Ma'iingan Classroom here at the Red Cliff Early Childhood Center.



Welcome Returning and New Students

## This Month's Highlights

**September 3<sup>RD</sup> - LABOR DAY/NO SCHOOL**

**September 4<sup>th</sup> - OPENING CEREMONY**

**September 5<sup>th</sup> - First Day of School**

## Beginning of the Year

We cannot believe how fast summer flew right on by and the beginning of the school year is here.

We would like to say Boozhoo Nijii from the Red Cliff Early Childhood Center. We are so excited to begin our year and create the most wonderful learning memories and friends.

## Routine, Routine, Routine

First, we would like for our students to become comfortable within their classroom setting, so please feel free to come on in and help them with their transition.

Second, we would like for them to learn the classroom routines/schedule:

Arrival, Table Manipulatives, Morning Circle, Breakfast, Brush teeth, Outdoor/Indoor play, Snack/Handwriting Without Tears, Open Room/Outdoor, Lunch, Rest Time, Snack, Table Time/Outdoor/Large Motor Room and Dismissal.

Third, we would like for our students to get to know their fun teachers: Ms. Alicia, Ms. Sam and Ms. Lulu.

Reminder: Bus Pick Up and Drop Off times may vary. Please remember to be ready 10 minutes before and after your designated time.



## **MIZIGI NEWS**

**Wow it's that time of year already!! Where has this summer gone?**

**We are all excited to start the new year off. This year we will have Ms. Diann, Ms. Linda, and Ms. Kathy in our room each day. There are a lot of new toys and ideas that will be implemented this year.**

**Ms. Linda will be working with our new 4K program along with the other curriculum we have. Once again we will work hard on learning our Ojibwe language.**

**Let's get this year going with fun, new friends and learning.**

**Thank you to everyone that had taken the time to meet with us for our first home visit of the year. We really appreciate you taking time from your busy daily schedules.**

**Ms. Diann, Ms. Linda and Ms. Kathy**

## How to Consider Screen Time Limits...for Parents

Parents have never had their attention split in so many directions.

Since smartphones were introduced 10 years ago, parents now experience many aspects of their life—work, friends, news, shopping—through these small handheld computers. Not only do parents seek out information from smartphones, but these interactive devices ping for parents' attention as well. While mobile technologies have certainly made some things easier, research also suggests that they create more demands than parents had in the first place: more emails, more feeds to check, more games to play if we want to finish our streak!

Research shows that parents see their smartphones as sources of stress as well as stress relief, depending on how they are used. When parents are engaging their smartphones, they talk less to their children, respond slower (if at all) to their bids for attention, overreact in response to these interruptions, and in the long run, this may lead to worse child behavior and more parenting stress.

Why is this? When screen media such as television and smartphones interrupt social interactions, it is harder to read your children's behavior and thinking. Parents get more focused on the virtual interaction compared with the people in their physical space, which makes it hard to share a common perspective with those around us. Even when a smartphone is on the table, adults delve into less rich conversations and feel less empathy for other people.

However, when parents use smartphones for social support, shared enjoyment with their children, or to get things done faster so they can return to family time, they report seeing smartphones as a positive force in their lives. In fact, in an interview study, some parents said that when they were forced to "unplug" for a few days because of a broken phone or power outage, they enjoyed how clear their head was, how they could go back to single-tasking, and how much easier this made communicating with their young children.

Although research on this topic is still limited, recommendations for all parents include:

- Step back and think about your relationship with your phone. Are you sometimes using it as a stress reliever instead of taking a walk or deep breaths? Are you sometimes purposefully withdrawing into your smartphone from difficult family interactions? Can you tell when your attention has been grabbed by the persuasive design in smartphones, and how much time has gone by from when you just meant to check one quick thing?

Authors: Jenny Radesky, MD; Megan A. Moreno, MD, MEd, MPH

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Conflict of Interest Disclosures: Dr Radesky receives funding for writing articles for PBS Parents



- Think about what aspects of your smartphone use stress you out the most (such as checking email or the news). Save these for a time when your family is not around (so they don't feed off your stress).
- If you want to create times to unplug and single-task on your family, prioritize mealtimes, bedtimes, and other downtime with your children.
- Remember that children watch and copy their parents, so they are learning how to use smartphones even when parents do not realize it. Avoid behaviors you don't want your kids to have: checking your phone while driving, posting unkind content, or ignoring someone else's calls for your attention while your eyes are on the phone.
- Resist the urge to photograph, document, and post everything—and just be in the moment.

The more we parents demonstrate this type of tech-life balance, the more our children will learn to do the same.

### FOR MORE INFORMATION

To learn more about the advantages of putting down your smartphone:

<https://www.healthychildren.org/English/family-life/Media/Pages/Parents-of-Young-Children-Put-Down-Your-Smartphones.aspx>

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# Parents of Young Children: Put Down Your Smartphones

***Too much tech and too little talk could delay communication development.***

Parents today are more pressed for time than any other generation of parents—and constantly connected. Largely thanks to the smartphone, parents often find it difficult to separate from their hand-held devices. Checking your phone has become both habit and necessity to manage work and family life ([/English/family-life/family-dynamics/Pages/The-Importance-of-Family-Routines.aspx](#)). But, all this multitasking could also hurt your young child's ability to learn.



## Ways to Enhance Your Child's Communication Skills

You spend so much time making sure your child eats right, has all of their recommended vaccines ([/English/safety-prevention/immunizations/Pages/Recommended-Immunization-Schedules.aspx](#)), and gets enough rest. Yet, his or her communication and social development is just as important. Children gain communication and social skills through listening, talking, reading, singing, and playing with their parents—interactions lost while you are on a smartphone.

Here are three ways parents can enhance their child's communication skills.

- 1. Play Non-Electronic Games:** Nursery rhymes ([/English/ages-stages/preschool/nutrition-fitness/Pages/Motor-Activity-and-Self-Play.aspx](#)) such as peekaboo, pat-a-cake, and Itsy Bitsy Spider actually serve an important purpose: they promote face-to-face interaction, teach turn-taking, and reinforce essential parts of bonding and conversation. Activities like blowing kisses, waving bye-bye, and clapping all help a child build social interaction and conversation skills. These games all require free hands—for both children and parents!
- 2. Share a Common Focus:** Read a book together ([/English/ages-stages/baby/Pages/Developmental-Milestones-of-Early-Literacy.aspx](#)), share a toy, look at the same dog in a park. When two people focus on the same thing at the same time, they are engaging in what is called "joint attention." Joint attention is a vital part of communication and language development ([/English/ages-stages/toddler/Pages/Language-Development-2-Year-Olds.aspx](#)). It is also an important social skill, allowing a child to share an experience with another person and see someone else's point of view. Sharing focus lets a child know you are interested in what they say or do. When parents are on their cell phones, they are not fully focused on the same points of attention as their child and miss key opportunities to build this skill.
- 3. Send and Receive Nonverbal Messages:** Speaking and understanding words are just part of the communication puzzle. Non-verbal signals such as eye contact, facial expressions, gestures, and body language provide additional information. A child is able to recognize emotions and understand the intent of a message. When a parent is using a smartphone, these nonverbal cues are often reduced or eliminated completely. As a result, children miss out on receiving important nonverbal signals from their parents (part of learning to communicate). Parents may also miss information their kids are trying to send them through pointing, gesturing, staring, etc. These are subtle, but vital signals young children send—especially when they don't speak many words yet ([/English/ages-stages/baby/Pages/Language-Development-8-to-12-Months.aspx](#)).

## Tips for Parents Who Feel Tech-Overloaded



Smartphones can be a way to connect with others and make our lives easier, but their overuse can interfere with parent-child interactions. While it may be difficult to keep your phone out of sight completely (especially since most parents also use their phones to take photos and videos of their kids), carving out some boundaries to promote technology use in a healthy way can help.

## Here are some suggestions:

- **Create regular tech-free times:** As part of the daily routine, make devices (e.g., televisions, phones, computers, games or other electronics) off limits at specific times. Dinnertime and before bedtime are important ones, but more extended breaks from technology each day are desirable, especially for families with very young children. You can also limit digital distractions by creating tech-free rooms/zones in the house, such as the kitchen table (</English/family-life/family-dynamics/Pages/Mealtime-as-Family-Time.aspx>). If you're sitting around the table texting while eating, you are not connecting. Teach your child to connect by connecting.
- **Designate tech-free outings:** A trip to the farm or the zoo, a playdate in the park, a day at the pool. Most parents love taking pictures of their kids and sharing moments on Facebook, but an activity can go undocumented every once in a while. Putting the phone away allows everyone to enjoy a fun, uninterrupted moments to focus on talking and communicating with each other.
- **Use technology in an interactive way:** If you are using a phone or other device, use it with your kids— together. Talk about what you see, ask them questions, and otherwise engage them face-to-face.
- *See [Kids & Tech: 10 Tips for Parents in the Digital Age](/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx) (</English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx>) for more ideas.*

## Why YOU Can't Be Replaced by Technology

The development of speech and language skills (<http://www.asha.org/public/speech/development/>) is strongly linked to thinking ability, social relationships, reading and writing, and school success. In the first three years of life, 80% of a child's brain development occurs. This development is fed through consistent verbal and nonverbal interactions between parents and children, so it is important to keep the focus on quality time and not on technology whenever you can.

Does this mean that we need to put down our smartphones completely? Of course not; but nothing takes the place of face-to-face interaction when it comes to our children's learning and speech and language development—not even technology.

## Additional Information & Resources:

- **How to Raise Concerns about a Child's Speech and Language Development: Do's and Don'ts** (</English/ages-stages/toddler/Pages/How-to-Raise-Concerns-about-Childs-Speech-Language-Development.aspx>)
- **10 No-Cost, Screen-Free Activities to Play with Your Preschooler** (</English/ages-stages/preschool/nutrition-fitness/Pages/Motor-Activity-and-Self-Play.aspx>)
- **How to Make a Family Media Use Plan** (</English/family-life/Media/Pages/How-to-Make-a-Family-Media-Use-Plan.aspx>)
- **Learn the Signs. Act Early** (<http://www.cdc.gov/ncbddd/actearly/index.html>) (CDC.gov) - Aims to improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.
- **IdentifyTheSigns.org** (<http://identifythesigns.org/>) (ASHA) – The early stages of speech and language disorders are easier to spot when you know the signs.

**Last Updated** 5/24/2016

**Source** Copyright © 2016 American Academy of Pediatrics and American Speech-Language-Hearing Association

The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

# fill up with FIBER

## What Is Fiber?

Dietary fiber is the part of plant foods that the body can't digest or absorb. It's found naturally in plant-based foods including whole grains, fruits, vegetables, and beans and legumes. Fiber isn't broken down—it passes through your body relatively intact. There are two different types of fiber, each with its own benefits:

### Soluble

*(dissolves in water)*

- >Lowers blood cholesterol
- >Lowers blood sugar

Sources include:

- Oatmeal
- Peas
- Beans
- Apples
- Oranges
- Carrots
- Barley

### Insoluble

*(doesn't dissolve in water)*

- > Promotes movement of food through the digestive system
- > Increases stool bulk

Sources include:

- Whole-wheat flour
- Wheat bran
- Vegetables
- Nuts
- Beans

## Why Do We Need Fiber?

Diets rich in fiber are associated with many health benefits.

### What does fiber do?

- **Helps us stay at a healthy weight.** Fiber helps keep you feeling fuller longer, which helps prevent overeating and hunger between meals.
- **Lowers cholesterol levels.** Soluble fiber in oatmeal, beans, and flaxseed can help lower LDL ("bad") cholesterol levels.
- **Helps control blood sugar levels.** Fiber slows down the digestion of food and keeps blood sugar from rising too quickly.
- **Aids in digestion.** Fiber adds bulk to your stools, keeps waste moving through your intestines, and prevents constipation.

## How Much Fiber Do I Need?

Fiber is an important part of a balanced diet, yet 95% of Americans do not meet dietary fiber intake recommendations. The average target is about 25-35 grams of fiber per day, but varies depending on your age.

	Age	Fiber
Toddlers	(1-3)	19 g
Kids	(4-8)	25 g
Girls	(9-18)	26 g
Boys	(9-13)	31 g
	(14-18)	38 g
Women	(50 and under)	25 g
	(51+)	21 g
Men	(50 and under)	38 g
	(51+)	30 g

# Staying hydrated

✓ Don't wait until you're thirsty to start drinking water. At that point dehydration has already started.

✓ One sign of proper hydration is the color of urine.

It should be clear or a pale yellow.

✓ Alcohol should be limited.

✓ Minimize the number of beverages with caffeine.

Because of its diuretic effect, caffeinated beverages can cause the kidneys to excrete more water.

# CHOOSE HYDRATING FOODS

Water and other beverages, fruits, and vegetables are great options to help keep your body hydrated.

## 100% WATER

## WATER

### 90-99% water

Fat-free (skim) milk

Soup

Strawberries

Watermelon

Lettuce

Cabbage

Celery

Spinach

Broccoli

### 80-89% water

Fruit juice

Yogurt

Apples

Grapes

Oranges

Carrots

### 70-79% water

Shrimp

Bananas

Corn

Potatoes

Avocados

Cottage cheese

### 60-69% water

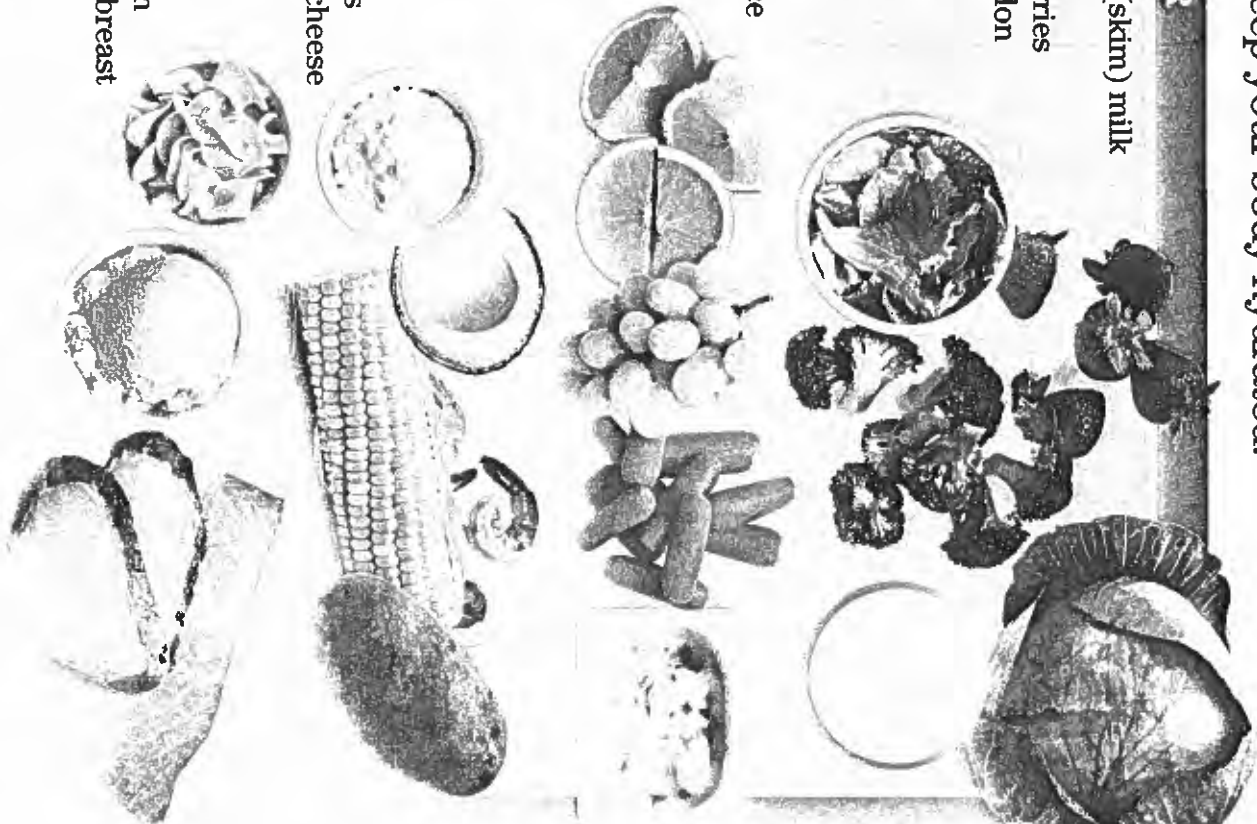
Pasta

Legumes

Salmon

Ice cream

Chicken breast



Almonds

1 ounce = 3.3 g

# How much Fiber?

Raspberries

1 cup = 8 g

Pear

1 large pear with skin = 7g

Getting enough fiber each day isn't difficult if you eat a variety of fruits, vegetables, and whole grains. Use these foods and portion sizes as a guide.

Cooked Black Beans

1/2 cup = 7.5 g

Whole-Wheat

English Muffin

1 whole muffin = 4.4 g

Edamame

1/2 cup = 3.8 g

Air-Popped Popcorn

3 cups = 3.6 g

Baked Potato

1 medium baked potato with skin = 4g

- Choose a breakfast cereal with 5+ grams of fiber per serving and top it with strawberries, raspberries, or blueberries.

- Enjoy fruits and vegetables throughout the day—aim for at least 5 servings.

- Eat more beans, peas, and lentils. Add them to soups, salads, or casseroles.

- Enjoy a handful of dried fruit, some nuts, or air-popped popcorn as a snack.



Try some of these easy and tasty ways to increase the amount of fiber you eat. If you don't eat much fiber now, make gradual changes to the amount of fiber that you eat. Increasing the amount of fiber too quickly can cause gas, bloating, and abdominal cramps.

- Substitute whole-wheat flour for half of the white flour your recipe calls for when you're baking.

- Choose whole fruit instead of drinking juice. You'll get more fiber and consume fewer calories.

- Switch to brown rice or whole-grain pasta instead of white rice or pasta.

- Eat the peel! Taking the peels off fruits and vegetables reduces the amount of fiber.

- Enjoy whole-grain breads. Look for the terms whole wheat, whole-wheat flour, or whole-grain as the first ingredients on the label and for at least 2 grams of fiber per slice.

# KEEPING HYDRATED FOR ADULTS

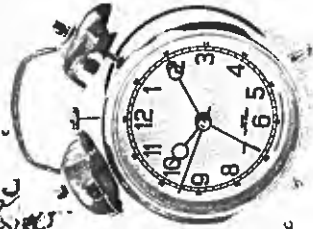
## Why is water important?

Dehydration is the loss of water from the body. As you age, you are more at risk for dehydration.

- Your body's ability to conserve water is reduced
- Your thirst sense becomes less acute
- You are less able to respond to changes in temperature

Water makes up 60% of your body weight and plays a vital role in the functioning of your body. 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



### 1. Get in the habit of hydration

Drink water when you wake up, at each meal, and between meals.



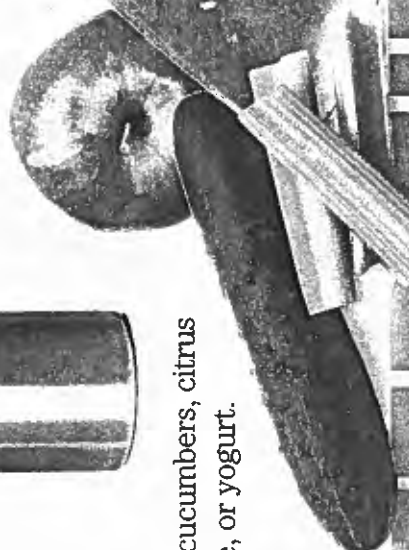
### 2. Carry a water bottle

Carry a water bottle with you when you're on the go.

### 3.

### Choose hydrating snacks

Try watermelon, cucumbers, citrus fruits, applesauce, or yogurt. These foods can help keep you hydrated.



# WATER TIPS



## Attention: Users of the Red Cliff Transfer Station!

### A few friendly reminders:



-Please be sure to not throw plastic bags in the recycling containers at the Transfer Station. Plastic bags can be recycled at Walmart in Ashland.

-For the safety of solid waste handlers, black bags are not allowed. Please use white or clear bags.



**Blue Tag (\$3) = 1 large bag (33 gallons)  
or 3 small bags (13 gallons each)**



**Red Tag (\$1) = 1 small bag (13 gallons)**



-Please tag your bags. Tags can be purchased at the Tribal Administration Building and Buffalo Bay Gas Station.

Miigwech!

Environmental Department—Transfer Station

For questions, please call 715-779-3650 or 715-779-0171!

September 25,  
2018

9:30am—3:30pm

Lunch provided

Cost \$50 includes  
breakfast, lunch  
and materials

4425 N. Port  
Washington Rd.  
Suite 400

# Perinatal Depression Algorithm for Home Visitors

This session is an advanced training on how to support parents that may be experiencing perinatal depression. An algorithm was developed to provide a concrete guide for assessing client functionality, responding to concerning screening results and initiating a safety plan, if needed. Participants will receive strategies and opportunities to practice skills to further develop confidence to implement what they have learned to support the parent and family and access services as needed.

## Workshop Learning Objectives

As a result of this session participants will:

1. identify observable changes in a clients' ability to care for herself and others.
2. Demonstrate an increase in confidence and competence in asking sensitive questions designed to assess a client's ability to function.
3. Demonstrate communication skills that ensure trust during sensitive conversations regarding screening results.
4. Gain confidence in partnering with parents in the discussion of next steps for support options.
5. Learn how to assess imminent risk.
6. Gain confidence with the decision-making process when parent is willing/unwilling to be transported to the hospital.
7. Gain skills to communicate with the parent and helping agencies when hospitalization is indicated..

Participants should already have an understanding of the scoring and use of Edinburg or complete the online modules prior to this training at :

<https://www.dhs.wisconsin.gov/mch/pncc.htm>

Register for this session through PDS  
#9549



## Instructors:

**Dr. Christina Wichman:** Associate Prof. of Psychiatry and Behavioral Medicine and Obstetrics and Gynecology, Medical College of WI/Froedtert Hospital. Dr. Wichman's sub-specialty is women's mental health.

**Jennifer Doering, PhD, RN:** Associate Prof. at UW Milwaukee College of Nursing. Research background includes qualitative and quantitative studies on fatigue, sleep, and depression symptoms in socioeconomically disadvantaged women after childbirth.



Helen Bader School of Social Welfare

2018

# Dagwaagi Ombikamigizing *Annual Fall Festival*

**SATURDAY SEPTEMBER 15th**

Red Cliff Community  
Health Center  
(RCCHC)

36745 Aiken Road HWY 13 Red Cliff, WI 715.779.3707

**Walk/Run:**  
9:30am  
Registration  
behind RCCHC



**Family Activities:**  
10am - 2pm RCCHC  
Campus  
\*Face painting  
\*Popcorn Ghosts  
\*Caramel Apples  
\*Food  
\*Prizes and more!

**APPLE PIE CONTEST**  
Contact Mercie Gordon  
@ the Clinic



All activities are free and open  
to all Chequamegon Bay Area communities:  
Red Cliff - Bayfield - Madeline Island -  
Town of Russell - Cornucopia - Port Wing - Washburn -  
Ashland - Bad River

*Sponsored by the Red Cliff Tribe: A Multi-Divisional Family Event*



third annual

# RED CLIFF CULTURAL days

September 21, 22 & 23, 2018

A FUN-FILLED CELEBRATION OF CULTURE AND COMMUNITY

Everyone is welcome!

HOSTED BY:

Legendary Waters  
Resort & Casino

Located 3 Miles North of Bayfield,  
Wisconsin on Highway 13  
1 (800) 776-8478 Toll Free



OWNED & OPERATED BY THE  
Red Cliff Band of Lake Superior Chippewa

## Carnival Rides

Friday & Saturday 12p-10p  
Sunday 12-4p

WEEKEND ENTRY PASS

\$22.50 (incl. 1st Admission on Sat/Sun)

15.75 (incl. 1st Admission)

CASH ENTRY PASS

\$10

\*MONEY GAMES & CONTESTS

## Free Kid's Zone

Open 11am-6pm

### Fri 9/21

- 10a VFW Opening Ceremony
- 10a-11a Drawing of the Fleet
- 11a-12p Arts & Crafts Vendors
- 11a-12p Food Vendors
- 11a-12p Tour a Fishing Tug
- 12p Dinner Buffet
- 7p-9p Adults "Light Up the Night"
- Chick Frieda's Ladies Luncheon
- 9p-1a The Chorus

### Sat 9/22

- 7-11a Breakfast Buffet
- 8a Team 3 Basketball Tournament (Adult, Pre-Register)
- 8-10a Walk/Run (Pre-Register 7-8:45)
- 10a Memorial Day Fire Race
- 10a-4p Classic Car Show
- 11a-12p Arts & Crafts Vendors
- 11a-12p Food Vendors
- 11a-12p Tour a Fishing Tug
- 12-12:30 Pine Apple & Spanish
- 1-4p Tour Frog Bay Tribal National Park (Shuttle 10/10am) (Pre-Register)
- 1-5p Sea Grant Poles
- 5p Dinner Buffet
- 5-9p Pine Apple & Spanish
- 6-11 With Your Summer Picnic (11pm Cash Concessions)
- Chick Frieda's
- 9p-1a Westside Band

### Sun 9/23

- 7-11a Breakfast Buffet
- 8a Team 3 Basketball Tournament (Adult, Pre-Register)
- 12p Casino Fun
- (Pre-Register)
- 7-10p VFW Opening Ceremony

FULL MOON

CEREMONY

Tuesday

September 25, 2018

6:00 p.m.

Mishomis Wellness  
Center

37390 N. Bradum  
Road

Bayfield, WI

bring tobacco, small gift

Yellow cloth

A time of sharing and  
honoring ourselves as  
life - givers



*Give blood.*

Every 2 seconds someone  
in the U.S. needs blood.

**American Red Cross**



**Red Cliff Health Services  
Blood Drive**

**Legendary Waters Resort &  
Casino Event Center**

**37600 Campground Road**

**Friday, September 14, 2018  
11:00 AM to 4:00 PM**

Appt/Info: Visit [redcrossblood.org](http://redcrossblood.org) enter Sponsor Code: Red Cliff  
or call 1-800-RED-CROSS (733-2767)

**SportClips**  
HAIRCUTS

**Come to donate blood or platelets from Sept. 1-30, 2018  
and receive a coupon by email for a free haircut at  
participating Sport Clips Haircuts locations to help you  
look good and feel good.**



Scan to schedule  
an appointment.

1-800-RED CROSS | 1-800-733-2767 | [redcrossblood.org](http://redcrossblood.org) | Download the Blood Donor App

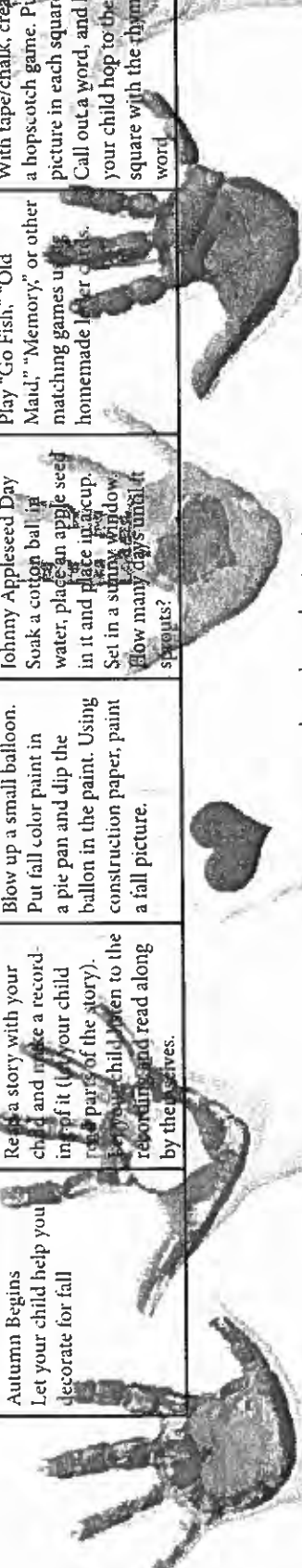
© 2018 The American National Red Cross

# Books by the Bushel

## September 2018



30	Give your child a cup. Have them go around the house finding objects that are bigger or smaller than the cup.				1 Think of words that start with S (like September).
2	Celebrate Skyscraper Day tomorrow by stacking blocks and see who can build the higher tower before they fall over.	3 Labor Day Skyscraper Day	4 Turn on one of your child's favorite songs. How does it make them feel?	5 Cheese Pizza Day Make a pizza together!	8 Go outside and choose nature items (leaves, pine cones) Glue them to the inside of a shoe box lid for a nature shadow box
9	Grandparent's Day Rosh Hashanah Begins at sundown	10 Sing "Where is Thumbkin?" and do the motions (see song lyrics)	11 Make Your Bed Day See who can make their bed the fastest and the neatest	12 Chocolate Milkshake Day	15 Hispanic Heritage Month Begins Make A Hat Day
16	National Play Doh Day - see recipe Form letters with Play Doh	17 Paint a picture by dipping Q-tips into paint	18 Take turns playing Simon Says	19 Talk Like A Pirate Day Read a pirate themed book	22 Go on a treasure hunt. Pretend you are a pirate and use some of your pirate words.
23	Autumn Begins Let your child help you decorate for fall	24 Read a story with your child and make a recording of it (let your child read parts of the story). Have your child listen to the recording and read along by the leaves.	25 Blow up a small balloon. Put fall color paint in a pie pan and dip the balloon in the paint. Using construction paper, paint a fall picture.	26 Johnny Applesed Day Soak a cotton ball in water, place an apple seed in it and place in a cup. Set in a sunny window. How many days until it sprouts?	29 With tape/chalk, create a hopscotch game. Put a picture in each square. Call out a word, and have your child hop to the square with the rhyming word
				6 Read A Book Day! Read your favorite bedtime story	
				13 Write letters on white paper. Then have your child trace each letter several times with different colored pencils.	
				20 Read a rhyming story. Then, re-read the story, leaving out the last word of every other line of the rhyme. Let your child fill in the last word in the rhyme.	
				27 Play "Go Fish," "Old Maid," "Memory," or other matching games using homemade letter cards.	



# Where is Thumbkin?

<https://youtu.be/bRNDu3O2VQY>

Where is Thumbkin?  
Where is Thumbkin?  
Here I am!  
Here I am!

How are you today, sir?  
Very well, I thank you.  
Run and Play.  
Run and Play.

Where is Pointer?  
Where is Pointer?  
Here I am!  
Here I am!

How are you today, sir?  
Very well, I thank you.  
Run and Play.  
Run and Play.

Where is Middleman?  
Where is Middleman?  
Here I am!  
Here I am!

How are you today, sir?  
Very well, I thank you.  
Run and Play.  
Run and Play.

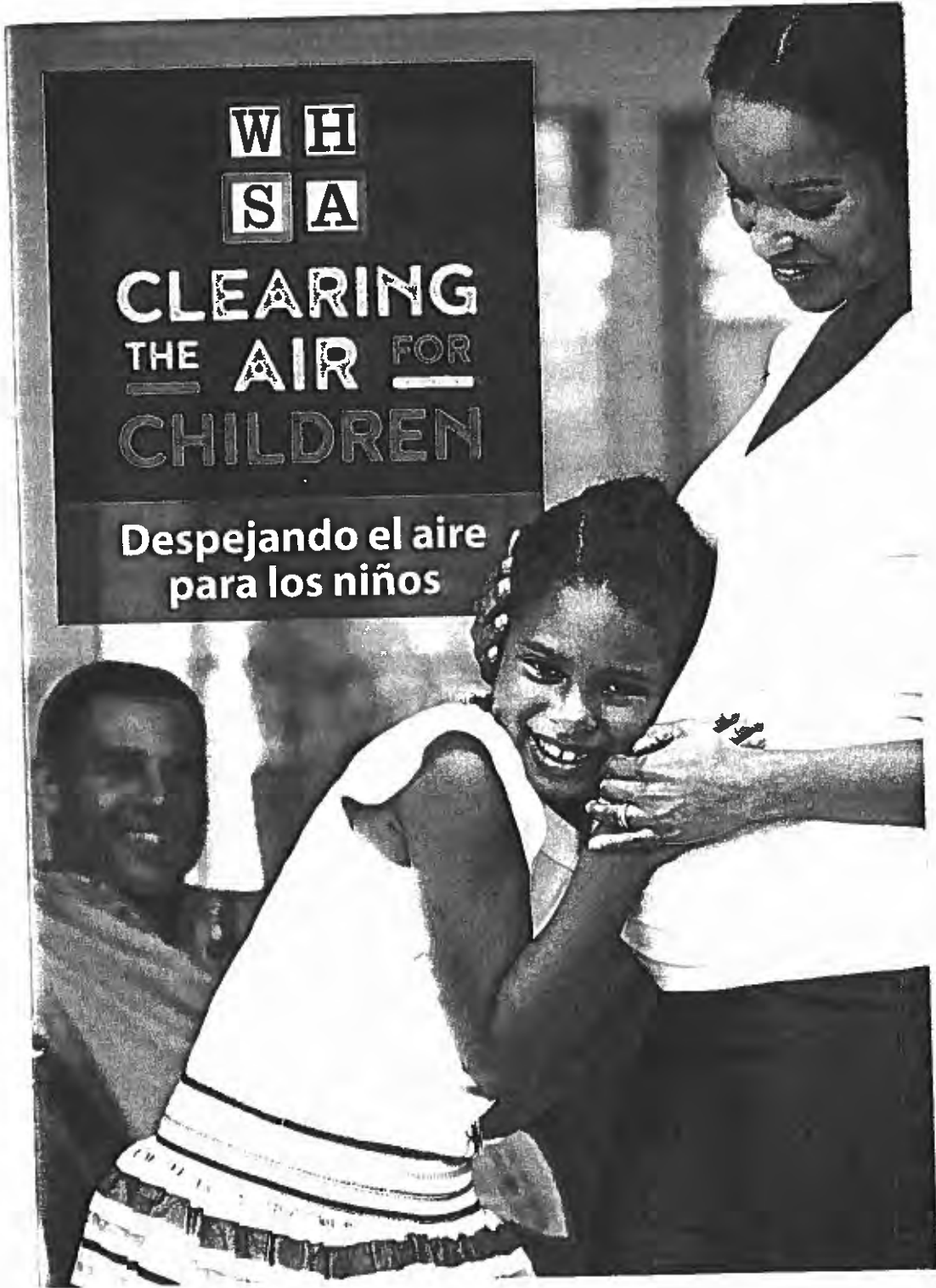
Where is Ringman?  
Where is Ringman?  
Here I am!  
Here I am!

How are you today, sir?  
Very well, I thank you.  
Run and Play.  
Run and Play.

Where is Pinkie?  
Where is Pinkie?  
Here I am!

How are you today, sir?  
Very well, I thank you.  
Run and Play.  
Run and Play.





Wisconsin Head Start Association, Inc. with support from ClearWay Minnesota  
Wisconsin Head Start Association, Inc. con el apoyo de ClearWay Minnesota

## SECONDHAND SMOKE PUTS CHILDREN AT RISK

Secondhand smoke is smoke from burning tobacco products and breathed out smoke.

Because their bodies are growing, infants and children are easily hurt by the poisons in secondhand smoke.

- Children are at risk around smokers and smoking areas, both inside and outside.
- Smoking indoors moves through living spaces.
- Smoke hangs around in cars and homes. Opening windows or running fans does not make children safe.



You Smoke, I Smoke.

Tobacco smoke contains chemicals that are harmful to children.



Butane / Butano  
Lighter Fluid  
Líquido de Encendedor



Nicotine / Nicotina  
Insecticide  
Insecticida



Hydrogen / Hidrógeno  
Cyanide  
Cianuro



Formaldehyde /  
Formaldehído  
Forensic Dead Bodies  
Cuerpos muertos s/forense



Acetone / Acetona  
Nail Polish Remover  
Removedor de esmalte  
para uñas



Carbon Monoxide /  
Monóxido de Carbono  
Car Exhaust Fumes  
Humos de escape de auto

## NO EXPOSURE IS SAFE NO HAY EXPOSICIÓN SEGURA

Health effects on infants and children:

- SIDS (Sudden Infant Death Syndrome)
- Ear infections
- Problems breathing, including:
  - Coughing
  - Wheezing
  - Shortness of breath
  - Asthma attacks
- Lung infections, including:
  - Bronchitis
  - Pneumonia

Efectos en la salud de los bebés y niños:

- (Síndrome de muerte súbita del Infante) SIDS por sus siglas en Inglés
- Infecciones de oído
- Problemas para respirar que incluyen:
  - Tos
  - Respirar con dificultad
  - Falta de aliento
  - Ataques de asma
- Infecciones Pulmonares, que incluye:
  - Bronquitis
  - Neumonía

## **YOU CAN PROTECT YOUR CHILDREN FROM SECONDHAND SMOKE**

- Make your home and car smoke-free
- Work with your landlord to keep smokers away from buildings
- Ask people not to smoke around your children
- Teach your children to stay away from smoke

**Protect your children from secondhand smoke and they will be healthier and live longer!**

## **USTED PUEDE PROTEGER A SUS NIÑOS DEL HUMO DE SEGUNDA MANO**

- Haga que en su casa y en su auto no fumen
- trabaje con el propietario para mantener a los fumadores alejados de los edificios
- Pida a las personas que no fumen cerca de sus hijos
- Enseñe a sus hijos a mantenerse alejados del humo

**Proteja a sus hijos del humo de segunda mano y estarán más saludables y vivirán más tiempo!**

### **Breathe Smoke-Free**

Smoking is prohibited in most indoor public places in WI. Learn more about laws protecting people from secondhand smoke @ [www.dhs.wisconsin.gov/tobacco/index.htm](http://www.dhs.wisconsin.gov/tobacco/index.htm)



### **Respira sin humo**

Está prohibido fumar en la mayoría de los interiores de los lugares públicos en WI. Aprenda más acerca de las leyes que protegen a la gente del humo de segunda mano @ [www.dhs.wisconsin.gov/tobacco/index.htm](http://www.dhs.wisconsin.gov/tobacco/index.htm)



# Home Made Play Dough Recipe

Playdough (aka Play doh) is easy to make at home, and fun for kids of all ages. Here's how to make your own non-toxic toy with custom colors and fragrances.

Warning: Keep away from dogs and other pets. Playdough smells like people food but contains lots of salt, and a hungry dog can eat enough to cause a dangerous salt imbalance.

## Step 1: Ingredients

2 cups flour

2 cups warm water

1 cup salt

2 Tablespoons vegetable oil

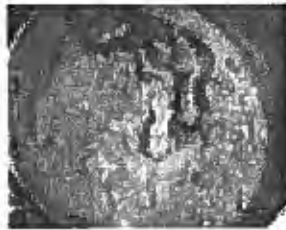
1 Tablespoon cream of tartar (optional for improved elasticity)

food coloring (liquid, powder, or unsweetened Kool-Aid or similar drink mix)

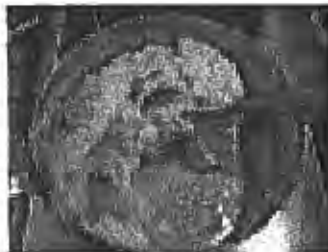
scented oils

## Step 2: Mix and heat

Mix all of the ingredients together, and stir over low heat. The dough will begin to thicken until it resembles mashed potatoes.



When the dough pulls away from the sides and clumps in the center, as shown below, remove the pan from heat and allow the dough to cool enough to handle.



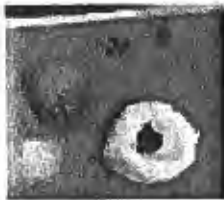
**IMPORTANT NOTE:** if your playdough is still sticky, you simply need to cook it longer!  
Keep stirring and cooking until the dough is dry and feels like playdough.

### Step 3: Knead & color

Turn the dough out onto a clean counter or silicone mat, and knead vigorously until it becomes silky-smooth. Divide the dough into balls for coloring.



Make a divot in the center of the ball, and drop some food coloring<sup>1</sup> in.\* Fold the dough over, working the food color through the body of the playdough, trying to keep the raw dye away from your hands and the counter. You can use gloves, a big ziplock bag, or plastic wrap at this stage to keep your hands clean- only the concentrated dye will color your skin, so as soon as it's worked in bare hands are fine.



Work the dye through, adding more as necessary to achieve your chosen color.

\*If you use Kool-Aid or similar unsweetened drink mix for color, test on a small ball first it won't go as far as the "real" food coloring.

#### Step 4: Play and store

When you're done, store your playdough in an air-tight container. You can also bake it in the oven to make hard dough figures and ornaments, then paint or otherwise decorate the surface.











# September

Wapabagaa-giizis  
(Leaves Turning  
Moon)

# 2018



Sun	Mon	Tue	Wed	Thu	Fri	Sat
2 Closed	3 Closed	4 Closed	8 Power Hour 3:30-5p Triple Play Mind Ages 6-9: 6-7p Hoop dance 4-6p Teen Hour/ Open 7-8p	6 Power Hour 3:30-5p Drama Matters 6-7p Boxing 4-530p RC Junior Officer 5-6p Teen Hour/ Open 7-8p	7 Triple Play Mind Ages 13-18: Smart Moves: 3-7p Game Night 4-6p Smart Girls 6-7p Teen Hour/ Open 7-8p	1 Closed
	Labor Day		8 Power Hour 3:30-5p Triple Play Mind Ages 6-9: 6-7p Hoop dance 4-6p Teen Hour/ Open 7-8p	13 Power Hour 3:30-5p Drama Matters 6-7p Boxing 4-530p Lacrosse 5-6p Teen Hour/ Open 7-8p	14 Triple Play Mind Ages 13-18: Smart Moves: 3-4p Game Night 4-6p Smart Girls 6-7p Teen Hour/ Open 7-8p	
9 Closed	10 Closed	11 Cultural Night Arts and crafts: Medallion Necklace Youth Language Table 5-6p Photography Club 3-4p	19 Power Hour 3:30-5p Triple Play Mind Ages 6-9: 6-7p Hoop dance 4-6p Teen Hour/ Open 7-8p	20 Power Hour 3:30-5p Drama Matters 6-7p Boxing 4-530p RC Junior Officer 5-6p Teen Hour/ Open 7-8p	21 CLOSED	22 Closed
		18 Cultural Night Arts and crafts: Painting Youth Language Table 5-6p	8 Power Hour 3:30-5p Triple Play Mind Ages 6-9: 6-7p Hoop dance 4-6p Teen Hour/ Open 7-8p	27 Power Hour 3:30-5p Drama Matters 6-7p Boxing 4-530p Lacrosse 5-6p Teen Hour/ Open 7-8p	28 Triple Play Mind Ages 13-18: Smart Moves: 3-4p Game Night 4-6p Smart Girls 6-7p Teen Hour/ Open 7-8p	
16 Closed	17 Closed	25 Cultural Night Arts and crafts: Medallion Necklace Youth Language Table 5-6p Photography Club 3-4p	* Power Hour Is a Homework Hour/ Help	* Ricing @ Lake Chippewa either September 13 or 19th, to be determined	RED CLIFF DAYS	RED CLIFF DAYS
23 Closed	24 Closed	RC DAYS				29 Movies 2 Bayfield rec. 250-5p Passport to Manhood 5-6p Teen Hour/ Open 7-8p
30 Closed		Treaty Day				

# PARENTS CONNECT

## Online Parenting Classes



***Parents Connect*** is an online series designed to support parents in Ashland and Bayfield Counties.

- For parents of kids ages 3-12
- Strengths-based learning, discussion, videos, & more
- Twice monthly; Tuesdays; connect at 1:00 or 6:00pm
- Join live video conference via phone/laptop/computer (Or join in-person, call for location and details)

**Registration required - Limit 10 per session - Free**  
**To register or learn more, call 715-682-7017 or 715-373-6104**  
**Or Register Online at <https://bayfield.uwex.edu/>**

### Fall 2018 Series

<b>Sept. 11</b>	<b>Manage Household Stress</b>
<b>Sept. 25</b>	<b>Gain Cooperation/Reduce Power Struggles</b>
<b>Oct. 9</b>	<b>Strong Feelings: Tantrums, Anger, Sadness, &amp; More</b>
<b>Oct. 23</b>	<b>Sibling Conflict</b>
<b>Nov. 13</b>	<b>Routines: Bedtime, Mornings, Meals, Homework</b>
<b>Nov. 27</b>	<b>Building Confidence by Building Competence</b>
<b>Dec. 11</b>	<b>Trouble with Friends and Bullies</b>

**September-NATIONAL RECOVERY MONTH**



# **RESILIENCE**

**THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE**

***A Documentary***

***Monday, September 24, 2018***

***Film starts at 5:00 p.m.***

***LEGENDARY WATERS RESORT & CASINO***

***~Dinner following film at 6:00 p.m.~***

***Raffles!!***

***This viewing brought to you by Red Cliff Community Health Center  
and UW-Extension Bayfield County.***

**For more information, please call 715-779-3707 Ext 2263**



**Current Openings for the Red Cliff Tribe**

**Native Connections Grant Manager**

**DEADLINE: September 6, 2018 @ 4:00 p.m.**

**Food Distribution Director/Summer Food Supervisor**

**DEADLINE: September 6, 2018 @ 4:00 p.m.**

**Substance Abuse/Mental Health Counselor**

**DEADLINE: September 6, 2018 @ 4:00 p.m.**

**Human Resources Coordinator – LTE**

**DEADLINE: September 13, 2018 @ 4:00 p.m.**

**Administrative Assistant Tribal Historic Preservation Office**

**DEADLINE: September 14, 2018 @ 4:00 p.m.**

**Library Assistant – Part-Time, Seasonal**

**DEADLINE: September 18, 2018 @ 4:00 p.m.**

**Early Childhood Center Administrator**

**DEADLINE: September 18, 2018 @ 4:00 p.m.**

**Physical Therapist – School Based**

**DEADLINE: September 18, 2018 @ 4:00 p.m.**

**Laboratory Technician**

**DEADLINE: Open Until Filled**

**Wiring Technician – LTE Position**

**DEADLINE: Open Until Filled**

**2018 Red Cliff Tribal AmeriCorps**

**DEADLINE: Open Until Filled**

**Child Care Program Coordinator/Teacher**

**DEADLINE: Open Until Filled**

**Tribal Law Enforcement Officer – Part-Time**

**DEADLINE: Open Until Filled**

**Elderly Nutrition On Call Assistant Cook**

**DEADLINE: Applications accepted all year**

**ECC Substitute Assistant Teacher/Support-Staff**

**DEADLINE: Applications Accepted Year Round**

**Current Openings for the Red Cliff Business Development Corporation**

**Financial Manager**

**DEADLINE: Open Until Filled.**

**FOR FURTHER INFORMATION CONTACT:**

**Red Cliff Band of Lake Superior Chippewa**

**Human Resources Department 88455 Pike Road Bayfield, WI 54814**

**[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov) [ashley.poch@redcliff-nsn.gov](mailto:ashley.poch@redcliff-nsn.gov)**

**(715) 779-3700 ext. 4268**





## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: [redcliff@redcliff-nsn.gov](mailto:redcliff@redcliff-nsn.gov)

### **JOB DESCRIPTION**

**POSITION:** Early Childhood Center Administrator

**LOCATION:** Red Cliff Early Childhood Center

**PROGRAMS:** Early Head Start  
Head Start  
Child Care Development Fund (CCDF)

**SALARY:** Negotiable

**SUPERVISOR:** Tribal Administration Liaison

### **THIS IS A REGULAR FULL-TIME EXEMPT POSITION**

**JOB SUMMARY:** Has oversight of responsibility for all programs within the Early Childhood Center (ECC). At this time programs include: Early Head Start, Head Start, and the Child Care Development Fund Program. Overall the ECC promotes lifelong learning across generations, acknowledging the value of modern education while honoring the wisdom of our Anishinaabe ancestor, so that all Tribal members have the capacity to walk in two worlds.

### **DUTIES AND RESPONSIBILITIES:**

1. Provide leadership for the ECC setting future direction of the Early Childhood Center.
2. Supervise Program Directors within the ECC, holding each accountable for budgets and program operations under their direction. In addition, provide direct supervision for the remaining ECC Management Team members. Develop and maintain an effective system of reflective supervision and human resources management within the division.
3. Encourage and facilitate ongoing involvement from parents and community in the planning and design of ECC efforts to meet the unique needs of the Red Cliff community.
4. Ensure that a comprehensive Community Assessment is conducted at least every three (3) years, updated annually. Facilitate strategic planning and program design based on resulting information.
5. Develop and maintain effective communication system with parents, Policy Council, Tribal Council, and staff within the division. Conduct regular staff meetings. Monitor pertinent state and federal statutes, regulations, transmittal notices and information memorandums and

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**PERSONAL CONTACTS:** Collaboration with local, state, national, and international collaborating partners, with particular emphasis on networking with parents, extended families, and the Red Cliff community.

**PHYSICAL REQUIREMENTS:** The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions as long as the staff disability does not create an undue risk of injury to any enrolled children in the classroom.

**WORK ENVIRONMENT:** Primary work environment ECC office and facility. All Tribal Buildings are smoke free.

**TRAVEL REQUIREMENTS:** The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

**BEHAVIOR AND ATTITUDE:** The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Name or Image of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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

**This job description is subject to change at employer's discretion, after consultation with the employee.**

**APPLICATION SUBMITTAL REQUIREMENTS:** The following items are required for this position:

1. Completed Tribal Application, to include work history and references; available on the tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable.

**POSTING DATE:** September 4, 2018

**DEADLINE:** September 18, 2018 @ 4:00 p.m.

**FOR FURTHER INFORMATION:**  
**Red Cliff Band of Lake Superior Chippewa**  
**Human Resources**

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## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: [redcliff@redcliff-nsn.gov](mailto:redcliff@redcliff-nsn.gov)

### *Red Cliff Tribal Council*

#### **JOB DESCRIPTION**

**POSITION:** ECC Substitute Assistant Teacher/Support Staff

**LOCATION:** Red Cliff Early Childhood Center

**WAGE:** \$9.00 - \$10.00 depending on qualifications

**SUPERVISOR:** Program Director

#### **THIS IS AN ON-CALL POSITION**

**JOB SUMMARY:** Replacement for ECC teacher or support staff and provide a safe, healthy, friendly, caring and nurturing environment for children ages 0-5.

#### **RESPONSIBILITIES:**

1. Must attend confidentiality training and must maintain confidentiality of children/classroom each day.
2. Must follow ECC and Red Cliff Tribal policies and procedures as introduced during orientation.
3. Assist teacher or ECC staff member with daily supervision and interaction with children; supervision during meals/snacks/naps; follow ECC Policies & Procedures for best practices with children; praise and reinforce positive behavior.
4. Assist teachers with facilitation of classroom activities and support children's self-direction during individual, small and large groups.
5. Reinforce positive self-image and promote positive self-esteem of all children.
6. Engage children in interactive experiences per teacher lesson plan.
7. Assist teacher in encouraging independence and self-help skills such as set-up and clean-up at meals, snacks and play time throughout the day.
8. Eat meals with children and encourage mealtime in a family setting. Food is never used as a punishment or reward.
9. Must maintain safety and health practices and regulations when working in kitchen.
10. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**SUPERVISORY AUTHORITY:** None

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### *Red Cliff Tribal Council*

successful job performance. Any Behavior or Attitude that tarnishes the Image or Name of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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

**APPLICATION SUBMITTAL REQUIREMENTS:** The following items are required for this position:

1. Completed Tribal Application, available on the Tribal website.
2. Signed Tribal Background Investigation Disclosure; available on the Tribal website.

**This job description is subject to change at employer's discretion, after consultation with the employee.**

**POSTING DATE:** December 6, 2017

**DEADLINE:** Applications accepted year round

#### **FOR FURTHER INFORMATION CONTACT:**

**Red Cliff Band of Lake Superior Chippewa**

**Human Resources Department**

**88455 Pike Road**

**Bayfield, WI 54814**

**[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov)**

**[ashlev.poch@redcliff-nsn.gov](mailto:ashlev.poch@redcliff-nsn.gov)**

**(715) 779-3700 ext. 4268**

**The Red Cliff Tribe has a Drug-Free Work Place Policy and follows the intent of the Drug-Free Work Place Act. All new employees will be tested prior to starting employment.**

**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 the application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.**

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## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: redcliff@redcliff-nsn.gov

### **JOB DESCRIPTION**

**POSITION:** Child Care Program Coordinator/Teacher

**LOCATION:** Early Childhood Center (ECC)

**SALARY:** Negotiable depending on qualifications

**SUPERVISOR:** To be assigned

#### **THIS IS A NON-EXEMPT PART-TIME POSITION**

**(28 hours/week starting with possible increase in hours after probationary period and potential for additional hours in Early Head Start and Head Start)**

**JOB SUMMARY:** The Child Care Program Coordinator/Teacher will be responsible for the planning and administration of the Child Care Development Fund (CCDF) grant, including completion of all reporting requirements and providing quarterly reports for the Tribal Council. The Child Care Program Coordinator/Teacher will also be responsible for the planning, and operation of child care services at the Early Childhood Center. Ensure compliance with the State of Wisconsin's group child care center licensing requirements and Head Start Performance Standards.

#### **DUTIES AND RESPONSIBILITIES:**

##### **CCDF Grant Administration**

1. Prepare grant applications including budget and any supporting documents or actions required.
2. Monitor the CCDF budget, including revenues and expenditures to ensure stability and compliance.
3. Complete trainings and meetings relevant to CCDF to ensure compliance with applicable tribal, state, and federal regulations, including SIDS/SBS, CANS, CPR.
4. Assist with maintaining current policies and procedures for the ECC and Child Care Program.
5. Complete on-going monitoring and changes as needed.
6. Plan, implement and supervise the Child Care Program at Red Cliff ECC.

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9. Experience in communicating effectively with parents, families and co-workers.
10. Must be physically, mentally and emotionally able to provide responsible care for all children including children with disabilities.
11. Must maintain confidentiality.
12. Must have a valid driver's license, vehicle and appropriate vehicle coverage and maintain driver's eligibility as a condition of employment. If no insurance, must be able to obtain it within the first 30 days of employment. Be eligible to be put on the tribe's vehicle insurance policy.

**PERSONAL CONTACTS:** Daily interaction with Child Care parents.

As needed contact with community members, required collaboration with State and federal, and when needed national Tribal Child Care partners.

**PHYSICAL REQUIREMENTS:**

The physical demands are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions as long as the staff disability does not create an undue risk of injury to any enrolled children in the classroom.

Must be physically able to work with young children (0-5 years old) and must be able to regularly lift and/or move up to forty pounds; twenty pounds overhead and forty pounds from waist to shoulder; occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

Also required are: five-year health exam, initial TB test and annual TB questionnaire, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunization) and required trainings such as confidentiality, CPR, Shaken Baby Syndrome, Sudden Infant Death (SIDS), etc.

**WORK ENVIRONMENT:** All tribal buildings are smoke free. Primary work environment is in a 0-5-year-old setting at the Red Cliff Early Childhood Center.

**TRAVEL REQUIREMENTS:** The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally. Attend ECC Policy Council, Tribal Council meetings as directed.

**BEHAVIOR AND ATTITUDE:** The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customer and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any behavior or attitude that tarnishes the name or image of the Red

*The Red Cliff Early Childhood Center has a Drug Free/Smoke Free environmental policy and follows the intent of the Drug Free Work Place Act.*

*(45) CFR Part 1302.90 (b)(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.*

**EMPLOYEE BENEFIT PACKAGE – PART-TIME EMPLOYEES**

1. A Health Insurance Plan which is offered through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Part-time employees will be on a prorated pay status depending on hours worked.
2. The Tribe offers General Leave to part-time employees as stated below:

Regular Part-time 30-37 hours/week	Vacation/GL – 12 hours/month
Regular part-time 20-29 hours/week	Illness/GL – 8 hours/month
3. The Tribe observes a total of 11 paid holidays.



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: [redcliff@redcliff-nsn.gov](mailto:redcliff@redcliff-nsn.gov)

### **JOB DESCRIPTION**

- POSITION:** Early Head Start Center Based Teacher
- LOCATION:** Red Cliff Early Childhood Center
- WAGE:** \$10.00-\$14.00 per hour depending on educational qualifications
- SUPERVISOR:** Early Head Start Director

### **THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION**

**JOB SUMMARY:** Serve as one of two primary teachers for an assigned group of eight infants or toddlers in a center-based environment. Early Head Start child/teacher ratio is 4:1. Responsible for co-planning and implementing educational programs with co-teacher for children ages zero to 3 year old which reflect best practices and integration of Ojibwe language and culture.

EHS teachers are required to share all responsibilities within their classroom and create an environment of nurturance and sharing with all children. Each teacher must be able to have open communication with co-teacher regarding daily operation of classroom and child/parent needs.

### **DUTIES AND RESPONSIBILITIES:**

1. Must maintain confidentiality of all child and family information and records.
2. Cultural sensitivity required.
3. Must demonstrate competency to provide effective and nurturing teacher-child interactions.
4. Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child.
5. Plan and implement group and individual learning experiences that ensure effective curriculum implementation and use of assessment to promote children's progress across the Head Start Early Learning Outcomes Framework: ages Birth to Five and any state applicable early learning and development standards for all students.
6. Must integrate child assessment data in individual and group planning.
7. Promotion of a safe, attractive and stimulating physical environment for infants and toddlers and also establishing and maintaining consistency.

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**QUALIFICATIONS:**

1. Minimum of associate degree in early childhood education is required. Related degrees may be considered based on coursework completed (transcript review required) **OR**
  - a. Applicants can be considered who are currently enrolled in an associate degree early childhood program or who have acquired a minimum of 15 early childhood credits.
  - b. Applicants can be considered if they have completed a Child Development Associate (CDA) credential or comparable credential and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
2. Prefer a Bachelor's degree in early childhood education or closely related field (transcript review required if degree not in early childhood).
3. Mandatory infant/toddler course needed or immediate enrollment in online class during probationary period if hired.

**SPECIAL REQUIREMENTS:** Also required are: five year health exams, initial TB test and annual TB questionnaire, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunization) and required trainings such as confidentiality, CPR, Shaken Baby Syndrome, Sudden Infant Death (SIDS), etc.

**SUPERVISORY AUTHORITY:** None

**PERSONAL CONTACTS:** Collaboration with local, state, and national collaborating partners, with particular emphasis on networking with parents, extended families, and the Red Cliff community.

**PHYSICAL REQUIREMENTS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions as long as the staff disability does not create an undue risk of injury to any enrolled children in the classroom.

Must be physically able to work with young children and must be able to regularly lift and/or move up to forty pounds; twenty pounds overhead and forty pounds from waist to shoulder; occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

**WORK ENVIRONMENT:** Primary work environment is in a 0-3 year old Early Head Start center-based classroom in the Red Cliff Early Childhood Center. All Tribal Buildings are smoke free.

**TRAVEL REQUIREMENTS:** The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

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**All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care Regulation (BECR) Memo 2014-03, all licensed child care center employees must complete a one-time fingerprint-based background check on all employees by December 31, 2015. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.**

**45 CFR 1301.31 requires preference be given to qualified current or former parents of Head Start/Early Head Start children as position vacancies occur.**

### **EMPLOYEE BENEFITS PACKAGE**

#### **THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:**

1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60 % of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of \$15,000 is included at no cost to all employees. Spouses are covered at \$7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee's wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 11 paid holidays.



EXPERIENCE

STAY

DINE

LODGING  
AVAILABILITY

## Job Opportunities

Full Time & Part-Time Positions Available At Brownstone Centre & Sweet Sailing

### Brownstone Centre

*Customer Service*

We are seeking energetic, organized, and confident sales team members for Brownstone Centre and Sweet Sailing Full and Part Time.

(715) 279-9321

Directions



Sales Associate

### Solstice Outdoors

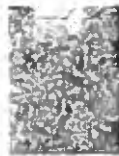
*Retail/Wholesale*

Kids back to school and looking for a great PT gig? Solstice Outdoors is hiring dynamic, experienced customer service oriented

(715) 452-0599

Website

Directions



Orchard Assistant

### Bayfield Apple Company

*Agricultural, Forestry & Fishing*

Bayfield Apple Company is looking to hire someone to be part of our team. There is a variety of farm/orchard...

(715) 279-8207

Website

Directions



Chef

### The Sandbar

*Hospitality Services*

Full time cook for lakeside restaurant and boutique hotel. This is a great opportunity to live and work in the...

(715) 279-9321

Website

Directions

Prep Cooks

### Solstice Outdoors

*Hospitality Services*

Prep cook for lakeside restaurant and boutique hotel. This is a great opportunity to live and work in the beautiful...

(715) 452-0599

Website

Directions

Server Position

### Maggie's

*Food Industry and Restaurants*

Maggie's is looking for qualified server candidates for a fast paced serving environment, who works well with a team and...

(715) 279-9321

Website

Directions



BAYFIELD, WI 54814 · (715) 779-3335

AD ST · P.O.	PROFESSIONAL EXPERIENCE SERVICES	COMMERCE/RELOCATION GIFT CERTIFICATES DIRECTIONS MAP	BOARD OF STAY DINE DIRECTORS CHAMBER STAFF MEMBERSHIP INFO MEMBERS ONLY	MEDIA KIT PHOTO AV GALLERY PR ARCHIVES MEDIA COVERAGE PRIVACY
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# Nutrition Nuggets™

Food and Fitness for a Healthy Child

October 2018



## BEST BITES

### Cut the salt

Many jarred and canned foods—like pasta sauce, soup, and gravy—are high in sodium. Consider making your own versions when possible. Instead of salt, add herbs and spices for flavor. *Tip:* Let your child find a new sauce, soup, or gravy recipe she wants to try, and make it together.

### What did you do in PE today?

When you talk to your youngster about his day at school, ask about PE class. You'll show him that physical activity is important. Which activities does he like best? Turn his favorites, such as hula-hooping, into a family activity night. He can be the "teacher" and show everyone how to keep the hoops spinning longer.



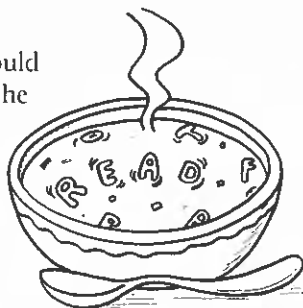
## DID YOU KNOW?

Some fruits and vegetables—including apples, bananas, tomatoes, potatoes, and avocados—give off a gas that makes other produce ripen faster. Prevent spoilage by keeping them separate. Or use this to your advantage! Ripen a green banana by sealing it in a brown paper bag with an apple.

### Just for fun

**Q:** Why did Sam want alphabet soup for lunch?

**A:** So he could read while he was eating.



## Build character with family meals

Family meals let you share healthy foods and bond with your youngster. They also offer the chance to instill character traits like independence, politeness, and responsibility. Try these ideas.

### Develop kitchen skills

Teaching your child basic cooking skills is a great way to boost his confidence and independence. Depending on his age, he could squeeze juice from a lemon, measure and mix ingredients, crack eggs, or follow a simple recipe. While the two of you work, talk about healthy cooking methods like steaming vegetables or baking chicken instead of frying it.

### Eat politely

The family dinner table is the perfect place for your youngster to practice manners and graciousness. As you pass dishes around, model saying "Thank you" and "You're welcome" so he will do the same. Also, talk about how to be polite if he's not sure he likes something, perhaps by



taking a small amount and trying a bite or two. *Tip:* Be sure to remind him to thank the cook.

### Use teamwork to clean up

Your child can learn about cooperation and responsibility by pitching in after a meal. Give each person a job like carrying dirty dishes to the sink or wiping off the table and counters. You might also show your youngster how to put leftovers into containers, label with the contents and date, and store in the refrigerator or freezer. ●

## Fun autumn outings

Get your youngster moving with active outings perfect for the season. Here are suggestions.

● **Pumpkin farm.** Your child could run through a corn maze or navigate an obstacle course at a local pumpkin patch. Let her pick the perfect pumpkin to take home—then carve it, and roast the seeds for a healthy snack.

● **Fall festival.** Look in the newspaper or online for events like a harvest festival with fun runs, relay races, or other activities for kids. If there's live music, encourage your youngster to dance to the beat! ●



# Looking for grocery "treasure"

The next time you go grocery shopping, bring your youngster along for a "treasure hunt" to find healthy foods. You'll teach her to make good choices in every aisle.

**Produce section.** Ask your child to look for a fruit grown in your state. Or let her seek out vegetables of a particular color (say, orange or purple). Another idea is to search for an exotic fruit she's never tried, perhaps jackfruit or guava.



**Meat department.** Challenge your youngster to compare ground meats like beef, turkey, and chicken. She can put the one with the least fat and sodium into your cart. Also, have her look for cuts of steak or pork that include the word "round" or "loin"—explain that these are typically leaner.

**Dairy case.** Have your child name her favorite flavor of yogurt, perhaps blueberry or vanilla. Then, help her read nutrition labels to look for the one that's labeled "nonfat" and has fewer than 10 grams of sugar and at least 5 grams of protein. Or she could search for cheese labeled "part skim" or "made with 2% milk." ●

## Q&A

### Why whole grains?

**Q:** I know whole grains are healthy. But how can I explain to my daughter why they're good for her and get her to eat them?

**A:** Here's a fun way to present this: Tell your child that a whole grain is like a superhero with a cape! Whole grains contain the entire grain kernel, while processing removes the nutrient-rich *bran* (the "cape," or outer part) and *germ* from refined grains.



You can also explain that whole grains give her more energy to run faster and play with her friends. They help her think better at school, too.

To get your child used to eating more whole grains, try mixing brown and white rice or whole-wheat and regular pasta—half and half. Then gradually increase the whole grains. Once she gets used to the flavor, she probably won't even miss refined grains. ●



## ACTIVITY CORNER

### Fairy tale workouts

Your child can get exercise while acting out scenes from his favorite fairy tales. Share these activities.



#### The Gingerbread Man

Have your youngster draw a gingerbread man on brown construction paper and cut it out. Then, one player hides it while the others run around to find it. The first person to spot the "cookie" gets to hide it next.

#### Jack and the Beanstalk

At the playground, let your child climb up a ladder or rock wall. He's Jack climbing the beanstalk high into the sky to see what's at the top!

#### Hansel and Gretel

Suggest that your youngster collect a dozen pebbles and pretend they're breadcrumbs. He can skip along a path, scattering them behind him one at a time. When he has dropped them all, he could skip back, bending down to pick them up. ●

## IN THE KITCHEN

### Not your average breakfast

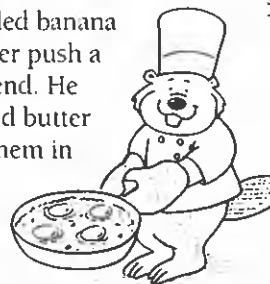
Take a break from scrambled eggs and cereal with these unusual breakfast recipes that you and your child can make together.

**Banana pops:** Cut a peeled banana in half. Let your youngster push a craft stick into each cut end. He can spread 1 tbsp. almond butter over each half, and roll them in  $\frac{1}{2}$  cup crushed granola.

**Shakshuka:** Add 2 cups marinara sauce and a pinch each of coriander

and cumin to a frying pan. Simmer on medium-high heat until it comes to a boil. Crack 4 eggs into the sauce, each one in a separate spot. Cover, and cook 5–8 minutes on low heat. Serve with pita wedges.

**PB&J in a bowl!** In a blender, mix  $\frac{3}{4}$  cup nonfat milk,  $\frac{1}{2}$  cup frozen pineapple,  $\frac{1}{2}$  cup frozen mixed berries, and 2 tbsp. peanut butter. Pour into a bowl, and top with halved fresh strawberries or grapes. ●



## OUR PURPOSE

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
800-394-5032 • rfeustomer@wolterskluwer.com  
www.rfeonline.com

Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

ISSN: 1935-4630

# Nutrition Nuggets

Food and Fitness for a Healthy Child

September 2018



## BEST BITES

### Wash your hands

Want to lower the chance of your child getting sick or spreading germs? Make it a family habit to wash hands regularly—and always before preparing food or eating. Scrub with soap and warm water for at least 20 seconds, about the time it takes to sing the alphabet song.

### Balance like a squirrel

Fun fact: Squirrels use their tails for balance as they scurry across branches. For a playful way to work on balance, have your child pretend she's a squirrel. Let her use chalk to draw a line on the sidewalk. She can run along the line, one foot in front of the other. Ask how she balances (perhaps with her arms out at her sides).



## DID YOU KNOW?

Your youngster could eat a different kind of apple every day for 20 years! That's because apples come in more than 7,500 varieties. Challenge him to count the types at your grocery store or farmers' market. He could keep a list of ones he tries, perhaps putting a star beside his favorites. *Bonus:* They're all excellent sources of fiber and good sources of vitamin C.

### Just for fun

**Q:** What has to be broken to be used?

**A:** An egg.



## Routines for healthy eating

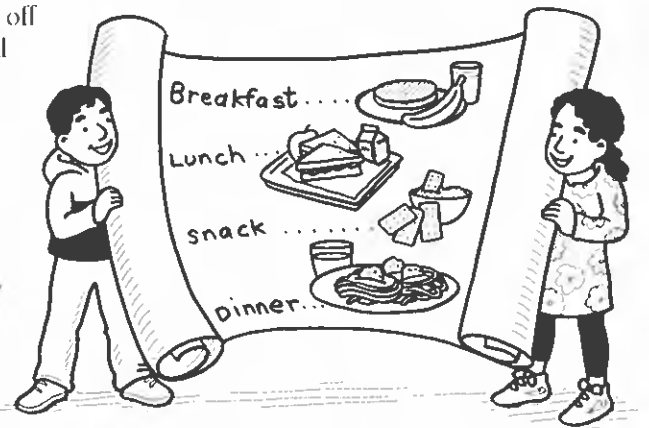
Starting a new school year off right includes setting up solid routines for eating well. Help your youngster map out a good strategy for each part of her day.

### Jump-start the morning

A healthy breakfast prepares your child for a full day of learning. Consider letting her eat breakfast in the school cafeteria. She'll save time and get a balanced meal with whole grains, protein, low-fat dairy, and fruit. *Idea:* Have her make a "breakfast tracker" chart. Every day, she could draw a different-colored star for each food group she ate from.

### Boost afternoon energy

Your youngster will want a snack to tide her over until dinnertime—make sure it's a nutritious one! She might pack whole-wheat crackers, hummus, and grapes to munch on at after-school care. Or if she comes right home after school,



she could eat half of a turkey and tomato sandwich with a glass of milk before she tackles homework.

### Fuel up at dinner

Try to eat dinner together, even on busy evenings. Fitting dinner prep into your morning routine is one way to make this happen. For example, put chili ingredients into a slow cooker. Another idea is to prepare the night before, perhaps marinating chicken and cutting up vegetables. ●

## "Fall" for physical activity

The longer, warmer days of summer are winding down. Use these ideas to keep up your child's physical activity when fall arrives.

● **Be active in school:** Encourage your youngster to wear sneakers every day so he's comfortable playing at recess. He might also join an after-school activity like a running club or a kickball team.

● **Take advantage of daylight:** Let your child play outside right after school or child care. Consider saving chores for after dinner.

● **Dress appropriately:** It's great to play outside year round. In cooler weather, layers are ideal because your youngster can shed them as exercise warms him up. ●



# Books that inspire good nutrition

Picture books offer a fun way to drive home messages about healthy eating. They can also encourage picky eaters to be more adventurous. Here are topics, books, and activities for getting started—ask your child's school librarian for more book recommendations.



**Topic:** Fruits and vegetables

**Book picks:** *Blueberries for Sal* (Robert McCloskey), *Creepy Carrots!* (Aaron Reynolds)

**Activity:** Talk about how the characters prepared their fruits and veggies, and brainstorm different ways to serve them in your home. You could make blueberry and cottage cheese "pizzas" on English muffins or put together a carrot-and-raisin salad.

**Topic:** Cooking

**Book picks:** *Growing Vegetable Soup* (Lois Ehlert), *Good Enough to Eat* (Lizzy Rockwell)

**Activity:** Follow a recipe from the book together, but let your child put his own twist on it. Maybe he'll add mini whole-wheat pasta shells to soup or make yogurt pops with his own combinations of fruit.

**Topic:** Picky eaters

**Book picks:** *Gregory, the Terrible Eater* (Mitchell Sharman), *The Seven Silly Eaters* (Mary Ann Hoberman)

**Activity:** Ask your youngster to draw a picture of foods that both he and the characters like to eat. Now have him draw a food that they might all want to try! ●

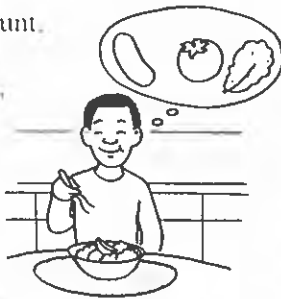


## PARENT TO PARENT

### Mindful eating

I recently read that "mindless eating" can lead to overeating and weight gain. I recognized my son in this article—sometimes I feel like he inhales his food without even tasting it!

I asked my aunt, who works in a school cafeteria, for advice. She suggested that we make it a habit at meal-time to slow down and talk about what we're



eating. She said a good trick is to close your eyes while chewing so you can concentrate on the textures and flavors.

My aunt also said we should turn off the TV so we focus on our food rather than on a show. I'm hoping that eating "mindfully" will slow my son down—and help him realize when he's full so that he doesn't overeat. ●

## ACTIVITY CORNER

### Take a hike, family-style!

Hiking is a heart-healthy activity that also strengthens your youngster's (and your) muscles. Try these tips for a successful family adventure:

- Stop by the visitor center or ranger station at a state or national park, or search online for "family-friendly hikes" in your area. Choose a trail that's suited to your child's stamina and ability by considering the distance and the terrain (hilly or flat, rocky or smooth).
- Build in stops to share a healthy snack, rest, and appreciate nature. Together, make a list of things to spot (moss growing on a rock, a red bird, a furry animal, a yellow flower). Let your youngster bring a magnifying glass for a close-up look at bugs and plants. Or have her pack a sketchpad and crayons so she can create crayon rubbings of tree bark or draw the view from scenic overlooks. ●



## IN THE KITCHEN

### Stuffed veggies

With these nutritious recipes, your youngster can have her "bowl" and eat it, too.

#### Chicken-salad tomatoes

Combine 3 cups cooked, shredded chicken with  $\frac{1}{4}$  cup chopped celery and 3 tbsp. light mayonnaise. Cut 3 large tomatoes in half, and remove the insides. Divide the chicken salad into the tomato halves.

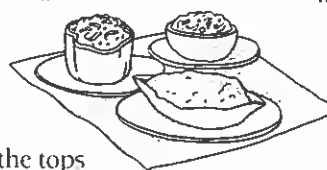
#### Cheeseburger peppers

Cook 1 lb. lean ground turkey. Drain fat, and stir in  $\frac{1}{4}$  cup diced onions. Slice off the tops of 3 bell peppers, and remove the seeds

Fill with the turkey mixture, and top each pepper with 2 tbsp. shredded cheddar. Bake at 350° for 25 minutes.

#### Apple-cinnamon sweet potatoes

Pierce 4 sweet potatoes a few times with a fork, and bake at 425° for 45 minutes. Cut the potatoes in half. Scoop out the insides, and mash them in a bowl with 1 apple (peeled and chopped), 1 tbsp. butter, 1 tbsp. brown sugar, and  $\frac{1}{4}$  tsp. cinnamon. Spoon into each potato half. ●



## OUR PURPOSE

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

Resources for Educators

a division of CCH Incorporated

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Nutrition Nuggets® is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

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## WAATEBAGAA-GIIZIS

NITAM ANOKI-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIYO-GIIZHIGAD	NAANO-GIIZHIGAD
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3	4	5B SCRAMBLE EGG, TOAST, JELLY, ORANGES S NUTRA GR / MILK L PIZZA, CARROTS, SALAD, HONEYDEW S PEACHES/CC	6B CHEERIOS, BANANAS, YGT S GR CRACKER/PB L CHIX, PEAS, CANTALOUPE, WG BUN S VEG/CC DIP	7B MALTO MEAL, WG TOAST, PB, BERRIES S RICE CAKES/MILK L HB HD, WG PASTA, SALAD, CORN, PEARS S BROCCOLI/HUMMUS
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LABOR DAY ECC /TRIBE CLOSED	OPEN HOUSE ECC			
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10B OMELETS, HONEY-DEW, ENG MUFFIN S APPLES/PB	11B CORN CHEX, CC, PEACHES, BAGEL S TEDDY GR/MILK	12B BOILED EGG, WG TOAST, JELLY, ORANGES S FR CUP/CRACKER	13B RICE CRISPIES, BANANA, YGT S PRETZELS/PB	14B WAFFLES, BERRIES, CC S NUTRA GR/MILK
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L SPAGHETTI, WG NDL, GR BEANS, MANGOS S CRACKER/CHEESE	L PORK CHOP, PEAS, AP- PLESAUCE, WG BUN S CARROTS/CC DIP	L HAMB HD BR RICE, YGT VEG/DIP, CANTALOUPE S RICE CAKE/MILK	L BK CHIX, BABYREDS, HONEYDEW, WG BUN S YGT/BERRIES	L PT/HAM SP, CHEZ SANDWICH, PINEAPPLE, S VEG/DIP
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17B OATMEAL, WG TOAST, JELLY, APPLES S GOLDFISH/MILK L CHIX SP, BR STX, HONEYDEW, CARROTS S TR FRUIT/CC	18B HB OATS, YGT, BERRIES, S GR CRACKER/PB L HMB GRAVY, MPOT, WG BUN, CORN, PEARS S VEG/CC DIP	19B RICE CHEX, ORANGES, YGT, WG TOAST, PB S RICE CAKES/MILK L BK CHIX, GR BEANS, PINEAPPLE, CC S PEACHES/PRETZELS	20B KIX, BANANAS, YGT, ENG MUFFIN WG S SALSA/TORTILLA CHIP L KIELBASA, BABY REDS, PEAS, MANGOS S CC/BERRIES	21B PANCAKES, BLUE- BERRIES, CC S NUTRA BAR/MILK L TOMATO SP, GR CHZ, PEARS, PEAS S CC/PEACHES
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24B SCR EGG, WG TOAST, PB, BERRIES S NILLA WAFERS/MILK L TACOS, W/FIXINGS CORN, HONEYDEW S GR CRCK/PEARS	25B CHEERIOS, AP- PLES, YGT S APPLESAUCE/PRETZ L CHIX CH MEIN, STIR FRY, MANGO, NOODLES S CRACKER/CHEESE	26B WG WAFFLES, BLUEBERRIES, CC S MINI RICE CAKES/MILK L PIZZA, SALAD, MANGO, CORN S BROCC/HUMMUS	27B CORNFLAKES, BANANA, BAGEL, PB S TEDDY GR/MILK L BEEF SOUP, PBJ, M OR- ANGES, S VEG/CC DIP	<h1>NO SCHOOL</h1>
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**SKIM ILK SERVED  
WITH  
MEALS  
1- YRS WHOLE**

**MENU  
SUBJECT  
TO  
CHANGE**