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.

---

**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

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**ATTENDANCE MATTERS**

Every school day counts.

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. Miligwech for sharing your children with us during this very special time in their lives. *Dream Big for your child*
# Waatebagaa-Giizis
(Leaves Changing Color Moon)
September 2018

School Hours—7:45 am to 3:00 pm.

<table>
<thead>
<tr>
<th>Sun</th>
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<td></td>
<td>ECC/Tribe Closed Labor Day</td>
<td>Opening Ceremony 10-12</td>
<td>1st Child Day</td>
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<td>EHS SCHOOL DAY</td>
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<td></td>
<td>GRANDPARENT DAY</td>
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<td>EHS SCHOOL DAY</td>
<td>No Head Start Classes on Friday's</td>
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<td>EHS SCHOOL DAY</td>
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<td></td>
<td>ECC Family Night Policy Council Elections Home Base Social 5-7 pm</td>
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<td>No ECC School Day</td>
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Red Cliff Clinic Fall Harvest
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

Play, Learn, and Grow...Together!
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

Birth
HepB

1 month
RV

2 months
DTaP

4 months
Hib

6 months
PCV13

12 months
IPV

15 months
Hib

18 months
PCV13

19–23 months
HepB

2–3 years
IPV

4–6 years
DTaP

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.

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

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

For more information, call toll free 1-800-CDC-INFO (1-800-232-4636) or visit 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©
<table>
<thead>
<tr>
<th>Disease</th>
<th>Vaccine</th>
<th>Disease spread by</th>
<th>Disease symptoms</th>
<th>Disease complications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Varicella vaccine protects against chickenpox.</td>
<td>Air, direct contact</td>
<td>Rash, tiredness, headache, fever</td>
<td>Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>DTaP* vaccine protects against diphtheria.</td>
<td>Air, direct contact</td>
<td>Sore throat, mild fever, weakness, swollen glands in neck</td>
<td>Swelling of the heart muscle, heart failure, coma, paralysis, death</td>
</tr>
<tr>
<td>Hib</td>
<td>Hib vaccine protects against <em>Haemophilus influenzae</em> type b.</td>
<td>Air, direct contact</td>
<td>May be no symptoms unless bacteria enter the blood</td>
<td>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</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>HepA vaccine protects against hepatitis A.</td>
<td>Direct contact, contaminated food or water</td>
<td>May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine</td>
<td>Liver failure, arthralgia (joint pain), kidney, pancreatic, and blood disorders</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>HepB vaccine protects against hepatitis B.</td>
<td>Contact with blood or body fluids</td>
<td>May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain</td>
<td>Chronic liver infection, liver failure, liver cancer</td>
</tr>
<tr>
<td>Influenza (Flu)</td>
<td>Flu vaccine protects against influenza.</td>
<td>Air, direct contact</td>
<td>Fever, muscle pain, sore throat, cough, extreme fatigue</td>
<td>Pneumonia (infection in the lungs)</td>
</tr>
<tr>
<td>Measles</td>
<td>MMR** vaccine protects against measles.</td>
<td>Air, direct contact</td>
<td>Rash, fever, cough, runny nose, pink eye</td>
<td>Encephalitis (brain swelling), pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Mumps</td>
<td>MMR** vaccine protects against mumps.</td>
<td>Air, direct contact</td>
<td>Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain</td>
<td>Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness</td>
</tr>
<tr>
<td>Pertussis</td>
<td>DTaP* vaccine protects against pertussis (whooping cough).</td>
<td>Air, direct contact</td>
<td>Severe cough, runny nose, apnea (a pause in breathing in infants)</td>
<td>Pneumonia (infection in the lungs), death</td>
</tr>
<tr>
<td>Polio</td>
<td>IPV vaccine protects against polio.</td>
<td>Air, direct contact, through the mouth</td>
<td>May be no symptoms, sore throat, fever, nausea, headache</td>
<td>Paralysis, death</td>
</tr>
<tr>
<td>Pneumococcal</td>
<td>PCV13 vaccine protects against pneumococcus.</td>
<td>Air, direct contact</td>
<td>May be no symptoms, pneumonia (infection in the lungs)</td>
<td>Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death</td>
</tr>
<tr>
<td>Rotavirus</td>
<td>RV vaccine protects against rotavirus.</td>
<td>Through the mouth</td>
<td>Diarrhea, fever, vomiting</td>
<td>Severe diarrhea, dehydration</td>
</tr>
<tr>
<td>Rubella</td>
<td>MMR** vaccine protects against rubella.</td>
<td>Air, direct contact</td>
<td>Children infected with rubella virus sometimes have a rash, fever, swollen lymph nodes</td>
<td>Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects</td>
</tr>
<tr>
<td>Tetanus</td>
<td>DTaP* vaccine protects against tetanus.</td>
<td>Exposure through cuts in skin</td>
<td>Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever</td>
<td>Broken bones, breathing difficulty, death</td>
</tr>
</tbody>
</table>

* 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
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
Back to School

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 learning 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.

Ojibwemowin Words

Wild Rice - manoomin
Nose-injaanzh
Ears-nitawag
Eyes-nishkiinzhi

Head-nishtigwaan
Hair-niinizis

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

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**IMPORTANT DATES**

**FRIDAY, SEPTEMBER 14th**
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 26th**
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'ilingan Classroom Newsletter

New Teacher

We have a new teacher in our Ma'ilingan 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 Mashkodibizhiki classroom.

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

Welcome to the Wolf Pack

Welcome Returning and New Students

This Month's Highlights

September 3rd - LABOR DAY/NO SCHOOL

September 4th - OPENING CEREMONY

September 5th - 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 Niijii 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 tasks.

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 dive 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?

> Children are learning smartphone habits from you.

- Demonstrate proper smartphone usage
- Take time to unplug and single-task
- Prioritize quality time with your children
- Resist the urge to document everything

- 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 isn’t 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, bedtime, 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 call 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

Authors: Jenny Radesky, MD, Megan A. Moreno, MD, MSED, MPH
Published Online: August 27, 2018. doi:10.1001/jamapediatrics.2018.2550
Conflict of Interest Disclosures: Dr Radesky receives funding for writing articles for PBS Parents.

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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) 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)


- 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:

<table>
<thead>
<tr>
<th>Soluble (dissolves in water)</th>
<th>Insoluble (doesn’t dissolve in water)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; Lowers blood cholesterol</td>
<td>&gt; Promotes movement of food through the digestive system</td>
</tr>
<tr>
<td>&gt; Lowers blood sugar</td>
<td>&gt; Increases stool bulk</td>
</tr>
<tr>
<td>Sources include:</td>
<td>Sources include:</td>
</tr>
<tr>
<td>• Oatmeal</td>
<td>• Whole-wheat flour</td>
</tr>
<tr>
<td>• Peas</td>
<td>• Nuts</td>
</tr>
<tr>
<td>• Beans</td>
<td>• Wheat bran</td>
</tr>
<tr>
<td>• Apples</td>
<td>• Beans</td>
</tr>
<tr>
<td></td>
<td>• Vegetables</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Age</th>
<th>Fiber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddlers</td>
<td>17 g</td>
</tr>
<tr>
<td>Kids</td>
<td>25 g</td>
</tr>
<tr>
<td>Girls</td>
<td>26 g</td>
</tr>
<tr>
<td>Boys</td>
<td>31 g</td>
</tr>
<tr>
<td>(9-13)</td>
<td>38 g</td>
</tr>
<tr>
<td>(14-18)</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>(50 and under)</td>
<td>25 g</td>
</tr>
<tr>
<td>(51+)</td>
<td>21 g</td>
</tr>
<tr>
<td>Men</td>
<td></td>
</tr>
<tr>
<td>(50 and under)</td>
<td>38 g</td>
</tr>
<tr>
<td>(51+)</td>
<td>30 g</td>
</tr>
</tbody>
</table>
Choose Hydrating Foods

Great options to help keep your body hydrated:

- Water and other beverages
- Fruits and vegetables

Staying Hydrated

More water helps the kidneys to excrete the body's waste, but caffeinated beverages can cause dehydration because of their diuretic effect. Caffeine also dehydrates with limited alcohol intake.

Alcohol should be

It should be clear or a pale yellow.

Hydration is the color of urine. One sign of proper hydration has already started. At that point dehydration drinking water you're thirsty to start. Don't wait until you're severely dehydrated.

Some foods that contain high water content:

- Chicken breast
- Ice cream
- Salmon
- Legumes
- Pasta
- Cabbage
- Aardvarks
- Potatoes
- Corn
- Broccoli
- Spinach
- Celery
- Cucumber
- Lettuce
- Watermelon
- Strawberries
- Soup

Water: 90-99% water

WATER: 100% water
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.

- 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.
- 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
- Moisten 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)**

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

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**Miigwech!**

Environmental Department—Transfer Station

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

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
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 enter Sponsor Code: Red Cliff or call 1-800-RED-CROSS (733-2767)

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Give your child a cup. Have them go around the house finding objects that are bigger or smaller than the cup.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Celebrate Skyscraper Day tomorrow by stacking blocks and see who can build the higher tower before they fall over</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Grandparent's Day Rosh Hashanah Begins at sundown</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Sing &quot;Where is Thumbkin?&quot; and do the motions (see song lyrics)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Make Your Bed Day</td>
<td>See who can make their bed the fastest and the neatest</td>
</tr>
<tr>
<td>12</td>
<td>Chocolate Milkshake Day</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Write letters on white paper. Then have your child trace each letter several times with different colored pencils.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hispanic Heritage Month Begins</td>
<td>Make A Hat Day</td>
</tr>
<tr>
<td>16</td>
<td>National Play Doth Day - see recipe Form letters with Play Doh</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Paint a picture by dipping Q-tips into paint</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Take turns playing Simon Says</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Talk Like A Pirate Day</td>
<td>Read a pirate themed book</td>
</tr>
<tr>
<td>20</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Go on a treasure hunt. Pretend you are a pirate and use some of your pirate words.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Autumn Begins Let your child help you decorate for fall</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>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 pictures.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
| 26   | Johnny Appleseed Day                                                                       | Soak a cotton ball in water, place an apple seed in it and make it stick. Set in a sunny window How many days until sprouts? | Johnny Appleseed Day Soak a cotton ball in water, place an apple seed in it and make it stick. Set in a sunny window How many days until sprouts? |}

www.booksbythebushel.com
Where is Thumbkin?
https://youtu.be/bRNDu3O2VQY

Where is Ringman?
Here I am!

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

Where is Pointer?
Here I am!

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

Where is Middleman?
Here I am!

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

Where is Pinkie?
Here I am!

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

Tobacco smoke contains chemicals that are harmful to children.

- Butane / Butano
- Lighter Fluid / Liquido de Encendedor
- Nicotine / Nicotina
- Insecticide / Insecticida
- Hydrogen / Hidrógeno
- Cyanide / Cianuro
- Formaldehyde / Formaldehido
- 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 Bebé) 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!

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

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!

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
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 1 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.
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Closed</td>
<td>3 Closed</td>
<td>4 Closed</td>
<td>8 Power Hour 3:30-5p</td>
<td>6 Power Hour 3:30-5p</td>
<td>7 Triple Play Mind Ages 13-18</td>
</tr>
<tr>
<td></td>
<td><strong>SORRY, WE'RE CLOSED</strong></td>
<td><strong>SORRY, WE'RE CLOSED</strong></td>
<td><strong>SORRY, WE'RE CLOSED</strong></td>
<td><strong>Power Hour</strong></td>
<td><strong>Power Hour</strong></td>
<td><strong>Movies 2p</strong> Bayfield rec. 2:30-5p</td>
</tr>
<tr>
<td></td>
<td><strong>Labor Day</strong></td>
<td><strong>Labor Day</strong></td>
<td><strong>Labor Day</strong></td>
<td><strong>Triple Play Mind Ages 6-9: 6-7p</strong></td>
<td><strong>DramaMatters 6-7p Boxing 4-5:30p</strong></td>
<td><strong>Triple Play Mind Ages 13-18</strong></td>
</tr>
<tr>
<td></td>
<td><strong>8 Cultural Night Arts and crafts: Medallion Necklace Youth Language Table 5-6p Photography Club 3-4p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Fallfest @ Clinic 10-2pm Bayfield rec. 2:30-5p</strong></td>
</tr>
<tr>
<td></td>
<td><strong>19 Closed BFI 4-6</strong></td>
<td><strong>18 Cultural Night Arts and crafts: Painting Youth Language Table 3-6p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Movies 2p</strong> Bayfield rec. 2:30-5p</td>
</tr>
<tr>
<td></td>
<td><strong>16 Closed BFI 4-6</strong></td>
<td><strong>17 Cultural Night Arts and crafts: Painting Youth Language Table 3-6p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
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<td><strong>Fallfest @ Clinic 10-2pm Bayfield rec. 2:30-5p</strong></td>
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<tr>
<td></td>
<td><strong>Closed</strong></td>
<td><strong>Closed</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Movies 2p</strong> Bayfield rec. 2:30-5p</td>
</tr>
<tr>
<td></td>
<td><strong>20 Cultural Night Arts and crafts: Medallion Necklace Youth Language Table 5-6p Photography Club 3-4p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
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<td><strong>Fallfest @ Clinic 10-2pm Bayfield rec. 2:30-5p</strong></td>
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<tr>
<td></td>
<td><strong>RC DAYS</strong></td>
<td><strong>RC DAYS</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
<td><strong>Power Hour 3:30-5p</strong></td>
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<td><strong>Power Hour 3:30-5p</strong></td>
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</tr>
</tbody>
</table>

Activities subject to change please call ahead 715-779-3722 Miigwech BGC Staff

*Power Hour is a Homework Hour/Help

*Racing @ Lake Chippewa either September 13 or 19th, to be determined
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

Sept. 11  Manage Household Stress
Sept. 25  Gain Cooperation/Reduce Power Struggles
Oct. 9    Strong Feelings: Tantrums, Anger, Sadness, & More
Oct. 23   Sibling Conflict
Nov. 13   Routines: Bedtime, Mornings, Meals, Homework
Nov. 27   Building Confidence by Building Competence
Dec. 11   Trouble with Friends and Bullies
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 8845S Pike Road Bayfield, WI 54814
www.redcliff-nsn.gov 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

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

"The Hub of the Chippewa Nation"
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.
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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email: redcliff@redcliff-nsn.gov

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
ashley.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.

"the hub of the chippewa nation"
Red Cliff Band of Lake Superior Chippewa Indians

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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 Hub of the Chippewa Nation"
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.

"The Hub of the Chippewa Nation"
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.

"The Hub of the Chippewa Nation"
Job Opportunities

Full Time & Part Time Positions Available At Browestone Centre & Sweet Sailing

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

Sales Associate
Solstice Outdoors
Retail/Wholesale
We are back to school and looking for a great PT gig? Solstice Outdoors is hiring dynamic, experienced customer service oriented professionals.

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 work.

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

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...

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...
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 follow 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.

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.

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."

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 1/4 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 1/2 cup nonfat milk, 1/2 cup frozen pineapple, 1/2 cup frozen mixed berries, and 2 tbsp. peanut butter. Pour into a bowl, and top with halved fresh strawberries or grapes.
**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.

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**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 mealtime 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.

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**Activity Corner**

Take a hike, family-style!

Hiking is a heart-healthy activity that also strengthens your youngsters (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 (mass 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.

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**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 1 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 1 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 1/2 tsp. cinnamon. Spoon into each potato half.
# SEPTEMBER 2018

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<td><strong>12B</strong></td>
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<td><strong>14B</strong></td>
</tr>
<tr>
<td>Omelets, Honeydew, Eng Muffin</td>
<td>Corn Chex, CC, Peaches, Bagel</td>
<td>Boiled Egg, WG Toast, Jelly, Oranges</td>
<td>Rice Crispies, Banana, Ygt</td>
<td>Waffles, Berries, CC</td>
</tr>
<tr>
<td>S apples/PB</td>
<td>S teddy Gr/Milk</td>
<td>S fr cup/cracker</td>
<td>S pretzels/PB</td>
<td>S nutra Gr/Milk</td>
</tr>
<tr>
<td>L spaghetti, WG NDL, Gr Beans, Mangos</td>
<td>L Pork Chop, Peas, Applesauce, WG Bun</td>
<td>L Hamb HD Br Rice, Ygt Veg/Dip, Cantaloupe</td>
<td>L bk chix, babyreds, honeydew, WG Bun</td>
<td>L Pt/Ham Sp, Chez Sandwich, Pineapple, S veg/dip</td>
</tr>
<tr>
<td>S cracker/cheese</td>
<td>S carrots/CC Dip</td>
<td>S rice cake/milk</td>
<td>S ygt/berries</td>
<td></td>
</tr>
<tr>
<td><strong>17B</strong></td>
<td><strong>18B</strong></td>
<td><strong>19B</strong></td>
<td><strong>20B</strong></td>
<td><strong>21B</strong></td>
</tr>
<tr>
<td>Oatmeal, WG Toast, Jelly, Apples</td>
<td>HB Oats, Ygt, Berries</td>
<td>Rice Chex, Oranges, Ygt, WG Toast, PB</td>
<td>Kix, Bananas, Ygt, Eng Muffin WG</td>
<td>Pancakes, Blueberries, CC</td>
</tr>
<tr>
<td>S goldfish/milk</td>
<td>S gr cracker/PB</td>
<td>S rice cakes/milk</td>
<td>S salsa/tortilla chip</td>
<td>S nutra Bar/milk</td>
</tr>
<tr>
<td>L chix sp, br stx, honeydew, carrots</td>
<td>L Hmb Gravy, mpot, WG Bun, Corn, Pears</td>
<td>L bk chix, Gr beans, Pineapple, CC</td>
<td>L kielbasa, baby reds, peas, mangos</td>
<td>L tomato sp, gr chz, Peas, Peas</td>
</tr>
<tr>
<td>S tr fruit/CC</td>
<td>S veg/CC dip</td>
<td>S peaches/pretzels</td>
<td>S cc/berries</td>
<td>S cc/peaches</td>
</tr>
<tr>
<td><strong>24B</strong></td>
<td><strong>25B</strong></td>
<td><strong>26B</strong></td>
<td><strong>27B</strong></td>
<td>NO SCHOOL</td>
</tr>
<tr>
<td>Scr egg, WG Toast, PB, Berries</td>
<td>Cheerios, Applesauce, Ygt</td>
<td>Wg Waffles, Blueberries, CC</td>
<td>Cornflakes, Banana, Bagel, PB</td>
<td></td>
</tr>
<tr>
<td>S nilla wafers/milk</td>
<td>S applesauce/pretz</td>
<td>S mini rice cakes/milk</td>
<td>S teddy Gr/milk</td>
<td></td>
</tr>
<tr>
<td>L Tacos, W/Fixings Corn, Honeydew</td>
<td>L Chix ch mei, stir fry, mango, noodles</td>
<td>L Pizza, Salad, Mangos, Corn</td>
<td>L beef soup, PBj, M Oranges, S veg/CC dip</td>
<td></td>
</tr>
<tr>
<td>S gr crck/pears</td>
<td>S cracker/cheese</td>
<td>S broc/Hummus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skimilk served with meals 1- yrs whole**

**Menu subject to change**