Red Cliff Education Division Newsletter

Red Cliff Early Childhood Center

April, 2012 Iskigamizige-Giizis (Maple Sugar Moon)

ECC Health Fair

Friday, April 27th, 2012 from 10am-1pm the ECC will host it's third annual Family Health Fair! Providers from across the Tribal and surrounding area will gather to provide resources, activities and FREE SCREENINGS! This event is open to the public and will be family friendly. We invite everyone to also join us for a pancake feast served with the maple syrup harvested by ECC children and families!! Over 30 programs will be in attendance ranging from FREE BOOKS to child development screenings to gardening tips!

We provide this opportunity to families to gather with area providers and learn about resources in a comforting environment that is kid friendly.

If you have any questions or are interested in having a booth at our Health Fair please contact Nicole (ext 253) or Patt (ext 256) at 779-5030.

~Friendly Reminders~

*All Children Must be Transported in a Car Seat!

*All ECC Staff are Mandatory Reporters

*If we see any person transporting a child without a safety seat we MUST report this to the police, as this is considered child endangerment.

Miigwetch!

With love from your child

and the ECC!!

The ECC is attempting to create a safer parking lot and this requires the cooperation of all visitors to the ECC.

*Parents please park within the first six parking spots during pick up and drop off.

*Please keep the flow of traffic. Do not enter to the left when coming into the parking lot.

*Please keep a lane open for traffic to flow through.

*There are new signs to remind visitors.

Special points of interest:

- Spring Break April 2nd-9th
- Classes Resume April 10th
- Family Health Fair April 27th
- Weekly Puppet Shows and Pow Wows: Parents Invited!!
- GED Class TUESDAY'S 2-5

Inside this issue:

Classroom Updates

ECC Events/Community

Family Health Fair

Parenting Resources

Smoking/Tobacco Resources

Literacy Resources

Policy Council Minutes

Job Postings

April 2012
Iskigamizige-Giizis
(Maple Sugar Moon)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Spring	2 Tribal Council Mtg 6:00 Break	3 GED Testing 12:30-5 at WITC →	4	5	6 Easter Event @ Youth Center 9-12 Sobriety Round-Up	7
8 Happy Easter	9 ECC Closed	10 2-5 GED Class 2:30 JOM Mtg	11 9:45 Puppet Show 4:30 Parenting Class	12 10am Pow Wow 4-6 Ojibwe Lang Table 5pm K-Bound Fam Night @Bayfield	13 ALL ECC Staff at Training	14
15	16	17 12:00 Policy Council Mtg 2-5 GED 5pm K-Bound Fam Night @ Bayfield 4:30 Tribal Council Mtg	18 9:45 Puppet Show	19 10am Pow Wow 4-6 Ojibwe Lang Table	20	21
22	23 9-3:30 Kindergarten Enrollment Day	24 2-5 GED	25 9:45 Puppet Show	26 10am Pow Wow 4-6 Ojibwe Lang Table *Non-Profit Conference WITC 8:30	27 Family Health Fair 10-1	28
29	30	May 1 2-5 GED	May 2 9:45 Puppet Show	May 3 10am Pow Wow 4-6 Ojibwe Lang Table	May 4	May 5

Agoongos (Homebase) Newsletter

Iskigamizige-Giizis
(Maple Sugar Moon)
April 2012

MINO DIBISHKAA!
(Happy Birthday!)

April 29th- Ozawaa will be 2 years old!

SPRING BREAK!

ECC will be closed Monday April 2- Monday April 9. Class will resume on Tuesday, April 10.

Home Base Socialization

April's socialization will be held on Friday, April 27th at the ECC from 10 am - 1 pm.

If you have any questions or concerns, please do not hesitate to call your Home Base Teacher at:

715-779-5030

Ext: 235- Amber H

Ext: 236- Gena M.

Ext: 238- Cindy G.

Waabooz Room

It's April and time for the Easter Bunny to come and hide eggs!! Spring is fast approaching as the days are getting warmer, but please remember to dress your child appropriately for the weather. We do like to go outside on a daily basis.
We appreciate all the help from our parents!

REMINDER: If your child is going to be late or absent, please call and talk to one of the teacher's. We really appreciate it. Ext 244

Important Information:

*School will start again on April 10th!
*Family Health Fair April 27th
*Language Table Thursday's 4-6pm

Here is what your child enjoys doing in school:

Zaiden– is building towers of three
Oliver-is helping others
Charlotte– is army crawling
Maylean– is dancing to music
Jose- is feeding himself
Shaun– likes to dance
Connor– is clapping his hands to music
Robert III– is standing around furniture

Mino-Dibishka

Shaun on 3-24

Amik Room April News

The kids are progressing in so many areas! Especially Language!

Please continue to use the Ojibwe language at home and attend the Language Tables on Thursday's from 4-6pm!

With the warmer weather upon us we will be spending a lot of time outdoors, which the children love!! So please dress them in clothing that you are ok if they get dirty!

As always we really appreciate when you call when your child will be absent or late. 779-5030 ext 225

Katy will be returning to the classroom April 30th and we will welcome her with lots of hugs! Nancy will be with us until then!

Happy East to Everyone!!!!!!!!

~Corky and Nancy

Makwa Room

If April is anything like March, we will be outside exploring more of the woods, walking in the streams and learning about the blossoms/flowers. The children have loads of fun jumping in the puddles and running in the rain. **So, DAGA (PLEASE) make sure your child has mud boots, extra socks and clothes on hand here.**

THIS MONTH OUR LESSONS PLANS WILL FOCUS ON WEATHER, FLOWERS AND WHAT THEY NEED TO GROW, AND WORMS.

Ojibwe words for the month are

Flower:	Waabigwaniin	Wah big one een
Spring:	Ziigwan	Zeeg one
Rain	Gimiiwan	Gim me one
Worm	Moose	Moo zay

Thanks so much to Loretta for helping with Ojibwe words at lunchtime. The children are beginning to use more of their Ojibwe words when passing and asking for more.

Sebastain can finish a puzzle by himself
Victoria can zip her own jacket
Eric can build the train track alone
Aura knows the animals in Ojibwe
Isaiah knows the shapes and colors
Stella likes to paint
Deacon knows to serve himself at breakfast
Bella takes care of the babies

Karen & Teresa

ESIBAN NEWS

Boozhoo! We hope everyone had a great and well rested spring break. We send out a big thank you to Ms. Shenna and Mr. Mike for covering in the classrooms while Ms. Nadine was away.

We will be focusing on springtime and farmyard animals this month! Please remember to bring in extra clothes with the mud season hear and potty training we go through many outfits in one day! Please remember to send clothes that can get dirty!

Nadine is super excited to be back and missed the kids lots!

Call us or stop in anytime!

715-779-5030 ext.241]

Nadine &Amber

April

Has spring sprung? It sure felt like it a couple weeks ago but now it is once again cooler. With the cooler weather we need the children to be dressed for it. We still go outside everyday and we do have some extra sweatshirts but not enough for everyone. We don't want the children to get sick because of being chilled.

We have been busy with field trips and Sugar Bush the month of March. The month of April we will learning about our bodies inside and out. This week we were learning "GOOD and SAFE" ways to use our hands. After spring break we will learn about using our feet this way also.. We will then start with our mouth and taste, then ears and eyes. We will finish with how each of these look inside our bodies. (If anyone has any old x-rays can we borrow them for a couple days)

Some of our children have been bringing in toys from home and sharing with the other children but it is starting to cause problems in the classroom. We have a good supply of educational toys in the classroom and use them daily and switch them for other items monthly. Some of the toys coming to school are the super hero type and we discourage that type of play here at school. Sooo I need to ask if the children will please leave their home toys at home. The only thing they can bring is a special blanket or stuffed animal for rest time.

Have a Happy Easter and Spring Break from the Migizi Class!
Diann, Tracy, Patsy

Mashkodebizhiki Room

Boozhoo. Spring is here but someone didn't tell the weather man. It is still pretty cold out so please make sure your child has a warm jacket and brings pants if they are wearing a skirt or shorts. Layers work really well in case they get hot.

The month of April brings us more outer space and creepy crawlies. We will be learning about some planets and moons and other objects in the sky. Then we will hunt for worms and frogs and find out what spring does for us. We plan of having heads full of knowledge so be sure to ask your child what they talked about.

We are still doing a lot of stuff with the second step curriculum. We regularly "check in" to calm our bodies down. We are talking about strong feelings and how to handle them and also talking about other people's feelings. This curriculum is really helping each of the kids understand how they are feeling and giving them tools to manage those feelings. We have definitely seen a dramatic improvement in everyone's ability to recognize how to manage the strong feelings they sometimes have.

Just a quick reminder...

When you are dropping off or picking up your child (even if it is from child care) please remember to sign them in and out. The sign in sheet is to the left of the classroom door in the wall pocket. Filling it out helps us with our in-kind. The in-kind money helps keep the school open.

Enjoy the spring and remember to come and visit anytime. We are always happy to have a few extra hands.

Ms. J, Ms. Virginia and Ms. Jenn

Happy Birthday to...

Richard, Evelyn, Kylie and Ross!!!

Ma'iingan News

APRIL 2012

What's New:

It was another busy month in the Ma'iingan room. We made a couple of field trips out to the sugarbush and the kids had a blast helping collect the sap. They were also able to watch the boiling process as it was being done in the corner of the parking lot, next to the playground. The children all enjoyed learning about the process as well as being a part of it. Thank you to all the families who were able to join us and be a part of the learning as well! We love having you with us.

Spring has arrived a little early this year and so we have begun our units on all things spring. We spent the last week of March talking about Easter and working on some Easter art projects. We hope everyone has a safe and happy spring break and hopefully the weather allows for lots of outside time!

Please remember to watch the weather this time of year. We can go from 70 degrees one day, to 35 degrees the next day. Please remember to dress your children in layers so that they are always prepared for the weather. We appreciate your help in keeping our kids safe and comfy!

April Birthdays:

Miley—04/08

Maliyah—04/29

Mino dibishkaa!

Special points of interest:

Please remember to bring your child in no later 9:00. The bulk of our learning time happens in the morning and we want all of the children to be a part of it. If you bring your child in after 8:30, please be sure they have breakfast before school. Miigwech!!

Ojibwe words:

ziigwan

It is spring

waabigwan

flower

Gitigaan

garden

What's Happening:

This month we will be learning all about spring. From gardening to life cycles, we will celebrate the beautiful world around us. We invite parents to come in with any activity ideas or just to be a part of our classroom. We enjoy having our families here.

We would like to inform parents that both puppet show and pow wow times have been moved to a new time. Puppet show will be Wednesdays at 9:45 and pow wow will be 9:45 on Thursdays. We would love to see our families at those activities as well!

Have a wonderful April and beautiful spring everyone!!

2012 ECC Sugar Bush!

FRIDAY, APRIL 27th, 2012

10:00am-1:00pm

@ THE ECC

ECC Health Fair

3rd Annual!

*FREE screenings for adults and children

*Developmental screening for children

*FREE Information!

*Healthy Snacks *RIF Book Distribution

*Child Passenger Safety Info

*Pancake feast to follow with maple syrup harvested by ECC families!

This event is open to the public and parents are encouraged to bring the whole family!

<u>This event will be family friendly!</u>

Call Nicole (ext 253) or Patt (ext 256) for more details or questions @ 779-5030.

Notice parents

Each year both head start and early head start programs have to come up with a non federal share of each of our grants. **We call this inkind.**

Inkind can be any assistance, services and donations that you give to each of our programs.

By signing in as you walk into your child's classroom you are giving us inkind!!!!

By signing these forms you are also adding your name to a monthly raffle!!!

In the next couple of weeks we will be reviewing inkind forms and each time your name is on a form…… that is the number of times your name will be added to the raffle!!!!!

THE MORE TIMES YOU SIGN IN, THE BETTER CHANCE YOU HAVE IN WINNING THE RAFFLE

The first raffle will be a GAS Card!

The next time you are at the ECC remember to sign in and could be a winner!!!!!!!!

Monthly Inkind Drawing Winners!!

January 2012
Darren Hanson

February 2012
Nashie Bigboy!

ECC Parents!!!

Remember each time you come to the ECC for classroom visits and events your name is put into this drawing! The more times you stop in, the better chances you have in winning a gas certificate!!!!

Bayfield Schools Kindergarten Exploration and Enrollment

Monday April 23,2012
9:00am to 12:00pm
and 1:00pm to 2:30pm

Location: Bayfield School Kindergarten Rooms

- **This event is for parents and their Pre-Kindergarten children including children who attend Head Start.**
- **Please bring your child's birth certificate and immunization records.**
- **School Enrollment forms will be filled out that day.**
- **Fun activities will be set up for the children.**
- **Staff from Family Forum Head Start, Red Cliff Early Childhood Center and Bayfield School District will be present.**
- **Your child must be 5-years old on or before September 1, 2012 for admission to kindergarten for the 2012-2013 school year.**
- **To schedule an appointment please call Lori Heckman at 715-779-3201 ext. 134.**

SEE YOU THERE!

Welcome to Our New Bayfield Trollers

2012-2013 Kindergarten Students

Dear Students and Parents;

The staff at the Bayfield Elementary has scheduled several opportunities for you to come to Bayfield Elementary as you prepare for Kindergarten. Parents please mark your calendars. You will be our guests for;

- A Parent/Student Pizza Dinner 5pm. Thursday, April 12, 2012
  5:40pm Parent only orientation-Library
  5:40pm Student activity-Kindergarten classroom
- A Family Pizza Night is scheduled for Tuesday, April 17, 2012 with photos and classroom activities.
- A Parent/Student Breakfast is scheduled for Friday, May 4, 2012 at 8am.

I look forward to seeing you at all these fun events.

Ms. Sheila Everhart
Principal

April 12, 2012	**5:00pm** Pizza Dinner for Parent and Future Kindergarten Trollers **5:40pm** Parent only orientation. ECC Teachers will watch Kindergarten bound children to allow for an adult only meeting in the Library.
April 17, 2012	Parents and Pre-School Students Pizza Night **5:00pm**. Followed by photos and activities in the classroom
April 23, 2012	Kindergarten Screening

*Parents are asked to call Lori Heckman at 779-3201 ext. 134 to set up screening date and time.

May 4, 2012	Parent and Pre-School Breakfast **8:00-8:30am** in cafeteria
May 17, 2012	Students and ECC Teachers will be invited to tour the classrooms and have lunch at Bayfield Elementary. **10:30-12:30pm**

300 North Fourth Street
Bayfield, Wisconsin 54814

Jay Mitchell, District Administrator 715 779 3201 Ext. 101
Sheila A. Everhart, K-5 Principal 715 779 3201 Ext. 141
Scott A. Stralka, 6-12 Principal 715 779 3201 Ext. 405
Sandy Raspotnik, Director of Pupil Services 715 779 3201 Ext. 103

TTY 715 779 3201 Ext. 100 FAX 715 779 5268

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

Welcome to Kindergarten!

2012

The transition to kindergarten is an important milestone in your child's life. As part of your child's transition to kindergarten, the ECC and the Bayfield School are co-hosting a Kindergarten Exploration and Enrollment Day at the Bayfield School, Monday, April 23 from 9:00 to 3:30. Exploration and Enrollment Day is a new event and replaces the screening days formerly held at the school. During this event, you will have an opportunity to enroll your child in kindergarten, receive assistance filling out paperwork, and most importantly, meet the kindergarten teachers and introduce your child. Structured play opportunities will be planned for children in the classrooms, allowing parents time to meet with school staff.

You should know:

- All children who are five years old on September 1, 2012 are eligible for kindergarten
- Contact Lori Heckman at the Bayfield School, 715-779-3201 x 134, to schedule an appointment
- ECC staff will be on hand to make introductions and help with children and paperwork
- Snacks will be provided
- Each child will receive a welcome to kindergarten packet
- Please bring a copy of your child's birth certificate, immunization record, and tribal enrollment

If you have any questions about this event please feel free to call the ECC and speak with your child's teachers. To contact Lori Heckman at the Bayfield School, call 715-779-3201 x 134.

2-22-12

Red Cliff Education Department

50/50 Raffle

Proceeds made will be used for School Supplies, the Annual Honor Banquet and other Educational needs of our Native American students attending ECC and the Bayfield School

Tickets 6 for $5

Drawing Friday May 18th 7:00 p.m.
Legendary Resort and Casino's Event Center at the Annual Honor Banquet

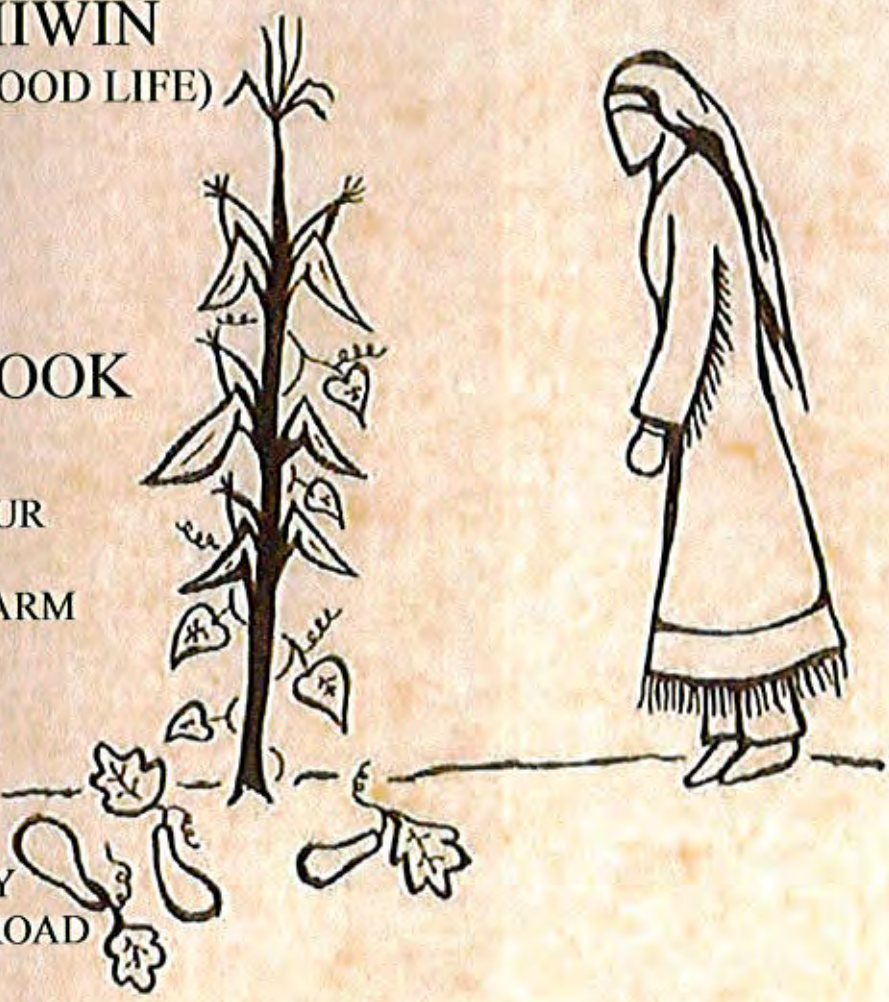
Need not be present to win

For Tickets Contact the
Red Cliff Education Department or an
Johnson O'Malley Committee Member
(715) 779-3706

Gi-ti-gay-wi-nini-wug

NOW AVAILABLE!

THE MINO
BIMAADIIZIIWIN
(RETURN TO THE GOOD LIFE)
FARM
DVD
AND
RECEIPE BOOK



TO OBTAIN YOUR
FREE COPY
CONTACT THE FARM
OR
DROP BY
715-779-3782
1/4 MILE
FROM
BUFFALO BAY
LEFT ON AIKEN ROAD

the planters and keepers of the Creators garden

SPONSORED BY THE DULUTH SUPERIOR AREA COMMUNITY FOUNDATION
AND THE EARLY CHILDHOOD CENTER LAUNCH PROGRAM
CAUTION: THIS VIDEO CONTAINS SOME GRAPHIC LANGUAGE AND DESCRIPTIONS.

FAMILY EDUCATION DAY

Saturday, April 21, 2012
8:45 a.m. – 4:00 p.m.

Memorial Medical Center – Behavioral Health Services offers a Family Education Program once a month, to help the needs of families affected by alcoholism, chemical dependency, or other addiction(s).

This program is free of charge, confidential, and is open to anyone desiring to learn more about the disease of addiction, what happens to the family, and what can be done to begin healing. It is not necessary that you have a family member in treatment for you to attend.

This day consists of lectures, films, and question and answer discussion groups. It begins at 8:45 a.m. and is finished by 4:00 p.m. Anyone attending is asked to stay for the entire program. Lunch is on your own or you may bring a sack lunch. Content and structure of this program limits attendance to those over 13 years old.

Referrals to appropriate agencies for family, addiction or co-dependency counseling can be made at this time if needed.

If you plan to attend, or if you have any questions about Family Education Day please call (715) 685-5400 or (800) 472-2800. These numbers may also be used if you need additional information.

Thank you.

PLEASE CALL THE ABOVE NUMBERS FOR CONFIRMATION

Family Day is a requirement for any client enrolled in treatment: however it is not necessary to have family attend. If family members will be attending let your counselor know.

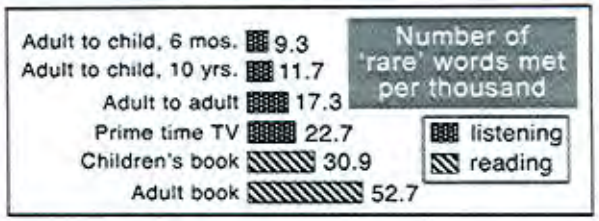
greater phonemic awareness (phonics) than did children who were read to less often, and were almost twice as likely to score in the top 25 percent in reading readiness.

Seventy-five years of S.A.T. statistics reveal that wealthy students consistently score higher than poverty students (this is true internationally as well). Looming large among the causes is that affluent families read to their children more often, their homes have a richer print climate (books, magazines, and

SOURCE: *Meaningful Differences* by Betty Hart & Todd Risley

newspapers), and more words are heard in conversation by affluent children. Hart and Risley's landmark study *Meaningful Differences* showed affluent children heard 45 million words by age four, working class heard 26 million, and the poverty child heard just 13 million—that's a 32-million word gap between rich and poor kindergartners.

Reading regularly to a child helps to close that gap and gives the at-risk child a "head" start, especially important since most instruction in school for the first four years is oral—the teacher talks the lesson to the class. The larger the vocabulary, the better the child understands the teacher and the lesson.



A good children's book is three times richer in vocabulary than conversation.

No one would deny the importance of conversation in a child's life (see *Meaningful Differences*). But when it comes to building rich vocabulary, nothing does it like words that come from "print." When researchers counted the words we use most often, the total came to 10,000 different words (the most common word is "the"). Beyond the 10,000 mark, you meet what are called the "rare" words. Though we use these words less frequently in conversation, they make up more and more of what you must know in order to understand complicated ideas and feelings in print, be it *The New York Times*, a textbook, or a novel. Thus the more rare (book) words a child knows, the more easily he or she will be able to read complex ideas.

How can I give my child words if I don't have them myself?

All the words you may be missing can be found at the "people's university"—the free public library. It has both the books and/or the audio books you'll need. By starting early, both you and the child will grow in knowledge. As for the audio, it's essential the experience be a *shared* one so both of you can discuss the story during and after hearing it—just like Oprah does on her book club shows.

For detailed footnotes on each part in this brochure, see *The Read-Aloud Handbook* by Jim Trelease (Penguin, 2006) and the author's Web site: www.trelease-on-reading.com © Jim Trelease 2009. This brochure may be freely reproduced by nonprofits.

WHY READ ALOUD TO CHILDREN?

BY JIM TRELEASE

Author of The New York Times Bestseller *The Read-Aloud Handbook*

By every research measure, reading is an accrued skill; that is, the more you read, the better you get at it. Yet, research indicates a steady decline in reading as students age. Thus by 12th grade, only 19 percent of students read for pleasure daily.

If our objective is to create *life-time* readers—graduates who continue to read and educate themselves throughout life—then the reality is we too often create *school-time* readers—people who read well enough to graduate but pretty much stop on graduation day. That's a striking system failure.

In 1983, the U.S. Department of Education created its first Commission on Reading to explore the reading decline. Its 1985 report (*Becoming a Nation of Readers*) included these findings:

- "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."
- "[reading aloud] is a practice that should continue throughout the grades."

What's so powerful about something that is so simple you don't even need a high school diploma in order for a parent or grandparent to do it? *Read on.*

In case you're wondering where "phonics" fits in: Phonics is part of the essential *mechanics* of reading, the decoding part. You might also call it the "how-to" aspect of reading. The other part is the "want-to," the motivational end. Without the "want-to," all the "how-to" drill work is not going to create a lifetime reader. Your reading aloud is what builds the child's "want-to."

Words are the primary building blocks for learning and there are only two efficient ways to get words into the brain: either through the eye or through the ear. Since it'll be three to four years before the eye is used for reading, the best source for brain building in a young child is through the ear. What we send into that ear becomes the "sound" foundation for the rest of the child's "brain house." Those meaningful sounds in the ear will help the child make sense of the words coming later through the eye (reading).

We read aloud to children for the same reasons we talk with them: to reassure; entertain; bond; inform; arouse curiosity; and inspire. But reading aloud goes further than conversation when it:

- Conditions the child to associate reading with pleasure;
- Creates background knowledge;
- Builds "book" vocabulary;
- Provides a reading role model.

Not coincidentally, the decline of older students' recreational reading coincides with a decline in the amount of time adults read to them. By middle school, almost no one is reading to them. If each read-aloud is a *commercial* for reading pleasures, then a decline in *advertising* would naturally be reflected in a decline in teens' recreational reading.

It's equally important to understand children have a reading level *and* a listening level and they're usually not the same. A 4th-grader may be *reading* on a 4th-grade level but can listen to stories on a 6th-grade level.

SCIENTIFIC READING FACT:
Human beings are pleasure-centered

This means we choose to eat the foods we like, listen to the music we like, and visit the friends we like. Conversely, we avoid the food, music, and people we *dislike*. Far from being a theory, this is a physiological fact. We approach what causes pleasure, and we withdraw from what causes displeasure or pain.

Every time you read to a child, you're sending a "pleasure" message to the child's

brain, conditioning it to associate books and print with pleasure. There are, however, "unpleasures" the child comes to associate with reading and school. Learning can be tedious or boring, threatening, and without meaning—endless hours of worksheets, hours of intensive phonics instruction, and hours of unconnected-test questions. If a child seldom experiences the "pleasures" of reading and increasingly meets its "unpleasures," the natural reaction will be *withdrawal*. Any proof? *Read on.*

The last 30 years of reading research confirms this simple formula—regardless of sex, race, nationality, or socioeconomic background—students who read the most, read the best, achieve the most, and stay in school the longest. Conversely, those who don't read much, cannot get better at it.

The Early Childhood Longitudinal Study (22,000 students) found that beginning kindergarten children who had been read to at least three times a week had a significantly

Non Profit Conference
April 26th 2012
8:30AM -3:00PM
WITC-Ashland Campus-2100 Beaser Avenue

Sessions in the conference address:

- Focus on Financial Stability
- Basic Fundraising
- The Office Environment
- Sucession Planning & Implementation
- Board Governannce
- Social Media

Follow-up Links

Click here for full conference brochure

Systems Thinking & Sustainability

Creating a more sustainable society must go beyond "being green". Building sustainable businesses, organizations and communities requires a major shift in the way we think. We must move away from a linear, mechanistic thought process to a holistic or systems-thinking approach that understands the connections and interrelationships between the parts of the system.

Keynote Speaker, Steve Sandstrom

Steve has an extensive professional and personal experience in working with sustainable community building techniques and green consumerism which provides him with a broad knowledge of the latest trends in "sustainable living" and "sustainable business" practices.

Steve has taught classes that relate to sustainability at Northland College, WITC in Ashland and at UW-River Falls in River Falls, WI. He has been a keynote speaker and presenter at numerous conferences across the U.S.-Please join us in welcoming Steve Sandstrom.

Other Presenters:

Kate Barr Amy Reise Brad Gingras Tina Welsh Kevin Stranberg

Learn from our highly trained presenters; the latest and emerging trends, technologies, strategies and planning techniques. *For more details, please download a brochure*

You're invited to the:

2012 Native American Youth Leadership Training

May 9, 10, 11

Bad River Lodge and Casino

"Developing leaders that think for the future,

and prepare for their responsibilities"

Sponsored by: Northern Native American Health Alliance

NATIVE ASPIRATIONS

CREATING CARING COMMUNITIES

Chaperones/Advisors of Community/School groups that attend will receive a copy of, ***"Everyone Leads: Building Leadership from the Community Up"***

This text will be used during the conference as a guide.

Any questions please call:
Luis Salas 715-682-7133
Joe Corbine jr 715-682-7089

sponsored by:

NATIVE ASPIRATIONS

Northern Native American Health Alliance

CREATING CARING COMMUNITIES

Inter-Tribal Youth Coalition Gathering

"Developing leaders that think for the future, and prepare for their responsibilities"

May 9,10,11 2012

Bad River Lodge and Casino

Hosted by the Ashland High School Native American Club

Purpose

Inter-Tribal Youth Coalition
May 9, 10, 11th 2012
Bad River Convention Center

The Northern Native American Health Alliance, Native Aspirations, Bad River Healthy Life skills , Tribal -Ameri-Corp, Ashland High School Creating Caring Communities, and the Ashland High School Native American Club present a conference based upon the ideas in:

Everyone Leads: Building Leadership from the Community Up

"Developing leaders that think for the future, and prepare for their responsibilities"

The goal of this conference is to build an inter-tribal youth coalition that works together to share ideas and develop future leaders that will take ownership of their education by working toward the improvement of their schools & communities.

During this conference, students (approximately 8 from each reservation) will take the first steps in developing the first Native Youth Coalition in Northern Wisconsin. These young adults will be introduced to leadership-skill-building methods used in the text ***Everyone Leads***. Youth will be introduced to a model that asks them to assess their community's strengths & weaknesses and methods to take social responsibility and implement change within their educational environment & community. At the same time, students in the coalition will be able to discuss and examine common problems & assets that their reservations & schools share as a means of building unity and developing networks as they move into leadership positions within their communities.

Prior to the conference, individual groups will be asked to begin the discussion about their schools' & reservations' problems, assets and resources. This list will be shared and discussed during the first day. During the three day event, groups will have time to assess which problems they would like to focus on and identify which resources should be included in their problem-solving strategies. They will be able to use the leadership building & community assessment skills being taught as a means of moving forward.

Agenda

Day One:

Opening prayers/ Drum songs
Welcome & Introductions
Why are we here?
What is leadership?
Ice Breakers
Sharing stories: what do they have in common – what is unique to their reservation/school/ community?
Break
Organizing an event- Students will be split up into different groups and asked to work on organizing an event from planning to implementation to follow up.
Dinner @ Community Center
Madigan Visit
Night activity

Day Two:

Breakfast
Welcome
Icebreaker
Recap on Day one
Obstacles and Assets-Tribal/school groups will work together to identify an Obstacle they would like to work towards to solving in their community/school
lunch
Ice breaker
Community Groups; Goals and Objectives with activities-Community groups will learn the importance of activities as a form of community education with an emphasis on continuity
Dinner @ Community Center
Night Activity Club)

Day Three:

Welcome
More new strategies, assist with problem solving for future & overcoming natural roadblocks
Continue working on the community project
What's next for our coalition?
Traveling song

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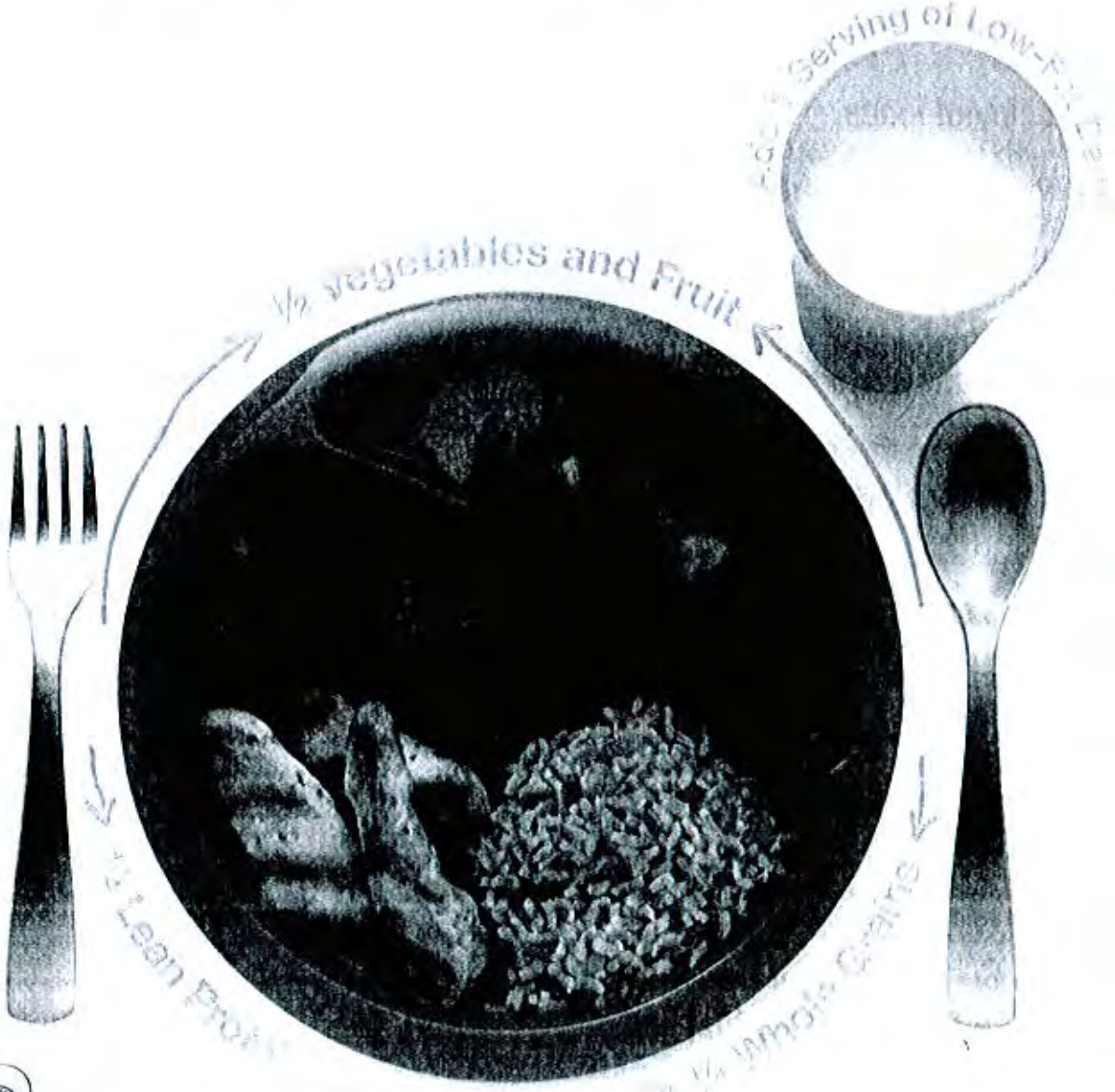

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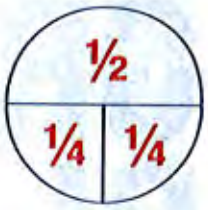

= ½ Vegetables and Fruit + ¼ Whole Grains + ¼ Lean Protein

Top Tips for Feeding Preschoolers:

Set the stage for family mealtimes

- Enjoy eating as a family whenever possible.
- Allow plenty of time for eating and serve food family style.
- Plan sit down meals and snacks about every two to three hours.

Offer a variety of foods

- Serve a variety of foods that taste good from all food groups.
- Choose whole grain breads and cereals about half the time.
- Enjoy brightly colored fruits and vegetables.
- After age two – serve skim or 1% milk and dairy products.
- Plan snacks like small meals, including a few foods from the different food groups.

Transition from playtime to mealtime

- Create quiet, calming routines before mealtime or give children five minutes to transition.
- Always have children wash their hands before meals or snack.

Control distractions during meals and snacks

- Turn off the TV and focus on pleasant topics of conversation.
- Aim for a relaxed atmosphere – avoid rushing to the next activity or event.

Let your child control how much they eat

- Adults control the type and variety of foods served – children control how much to eat.
- Avoid comments about how much or which foods a child is eating.

Try new foods often

- Serve new foods in small amounts with foods children are familiar with.
- Ask how the new food tastes, like sweet, sour, salty — not "do you like it?"
- Never force a child to try a new food or eat one they don't like.
- Don't pressure or reward children for trying new foods — including the "one bite rule."

Choose fresh, frozen or canned fruit more often than fruit juice

- Fruit tastes great and has more nutrients and less sugar than juice.
- Offer water instead of juice when children are thirsty.
- Limit juice to about 4-6 ounces per day for children ages one to five.

What's a preschooler sized serving?

1/3 cup dry cereal

1/4 cup cooked pasta or rice

1/4 cup fruit

1/4 cup vegetable

3/4 cup of milk

1 egg

1 ounce of meat or poultry

PROTECT YOUR FAMILY.

If you smoke:

- Think seriously about quitting. Call 1-800-QUIT-NOW (1-800-784-8669) or a local support group for help.
- Never smoke in your home or car, or where children play.
- Wear a shirt or jacket that you can leave outside after you smoke.
- Wash your hands right away.
- Bathe, wash clothes and clean carpets and drapes often.

If you don't smoke:

- Don't allow smoking in your home or car.
- Make sure childcare workers and babysitters are nonsmokers.
- If your relatives or friends smoke, ask them to wash their hands and put on smoke-free clothing before holding your baby.
- Try to keep your children out of the homes of smokers. Meet at a smoke-free place instead.

Have you ever walked into a room that smells like smoke but there is no smoker in sight? You're smelling third-hand smoke – the toxins from tobacco that stay on surfaces like carpets and clothing and toys. Learn why it's harmful – especially to babies and young children – and how to protect them.

This pamphlet is not a substitute for medical care. If you have questions or concerns, please talk with a health care provider.

Written by Denise O'Connor.
Designed by Eva Bernstein. Illustrated by Fred Bell.
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DANGERS OF TOBACCO

Third-hand Smoke

What It Is and How It Hurts Your Family

Tobacco smoke is full of toxins. But did you know you don't have to smoke, or even be near a smoker, to be harmed by tobacco? The toxins from smoke can also be found on things you touch every day, long after a cigarette has been put out. It's called third-hand smoke.

What is third-hand smoke?

✓ Third-hand smoke refers to the toxins from cigarette smoke that stick to soft surfaces.

✓ Have you ever stood near someone who wasn't smoking but smelled like tobacco smoke? That smell is from third-hand smoke.

Is third-hand smoke harmful?

✓ Through third-hand smoke, people can be exposed to the same toxins found in tobacco smoke.

Where is third-hand smoke found?

✓ Third-hand smoke gets on clothes, hair, skin, carpets, baby blankets, furniture, toys, car seats, tiny bits of dust, and many other surfaces.

✓ Third-hand smoke can stay on unwashed surfaces for days, weeks, even months.

Third-hand smoke can harm children.

✓ Low levels of toxins can build up to dangerous levels in the body. This can cause learning problems for children.

Third-hand smoke can harm babies.

✓ Babies have tiny lungs and breathe rapidly, so more tobacco toxins get into their bodies.

✓ Babies spend time on floors and other surfaces that can have toxins from smoke. They put their hands and mouths on these surfaces all day long.

✓ If you have third-hand smoke on your clothes and then cuddle your baby, your baby can breathe in those toxins.

Third-hand smoke can hurt pets too.

✓ Toxins from smoke can land on the fur and feathers of your pets.

✓ When pets groom, they can get the tobacco toxins in their mouths.

39. Offer gum and mints as alternatives to smoking.

40. **Hang "Thank You for Not Smoking" signs in your home, office and car.**
41. Even if you smoke, you can protect those around you from secondhand smoke.
42. Smoke only in special areas where it is permitted.
43. Opening windows isn't enough. It takes a long time for smoke to clear from a room.
44. Smokers should not smoke around children.
45. Smokers should not smoke in cars with passengers.
46. **Smokers and non-smokers benefit from a smoke-free environment.**

47. The less tobacco smoke you inhale the better.
48. Even your pets will be healthier. Dogs and cats get cancer, too!
49. Secondhand smoke affects everyone – whether they smoke or not.
50. **Working together, we can reduce everybody's risk from secondhand smoke.**

Protect yourself from secondhand smoke.

Secondhand smoke is a serious health risk. It can cause disease and premature death. Look inside for more facts about secondhand smoke and for tips to protect yourself and your loved ones. For more information visit www.cdc.gov/tobacco on the Internet.

This pamphlet is not a substitute for professional medical care. If you have questions or concerns, please talk with a health care provider.

Written by Laurie Slothower.
Designed by Eva Bernstein. Illustrated by Meg Biddle.
Special thanks to all of our reviewers.

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50 Things You Should Know About Secondhand Smoke

PROTECT YOUR LOVED ONE...

50 THINGS YOU SHOULD KNOW ABOUT SECONDHAND SMOKE

Secondhand smoke is what smokers breathe out.

Secondhand smoke is also the smoke that comes from a burning cigarette, cigar or pipe.

It is sometimes called environmental tobacco smoke (ETS).

Smokers inhale very little smoke from the cigarette. Most of it goes into the air.

When a nonsmoker inhales secondhand smoke, it's called passive smoking.

Secondhand smoke is bad for your health.

Secondhand smoke contains cancer-causing chemicals.

Some chemicals in secondhand smoke include formaldehyde, cyanide, arsenic, ammonia and carbon monoxide.

Smoke from the burning end of a cigarette has more toxins than smoke inhaled by the smoker.

The U.S. Environmental Protection Agency ranks secondhand smoke as one of the most dangerous substances known to cause cancer.

Each year, more than 3,000 nonsmokers die from lung cancer caused by secondhand smoke.

Secondhand smoke is linked to 35,000 heart attacks each year in nonsmokers.

A nonsmoker married to a smoker has a 30 percent higher risk of getting lung cancer than a nonsmoker married to a nonsmoker.

Secondhand smoke is especially harmful to children.

Studies suggest a link between secondhand smoke and leukemia, lymphoma and brain tumors in children.

Children who breathe secondhand smoke are more likely to get colds, allergies, asthma and ear infections.

Secondhand smoke causes as many as 300,000 cases of pneumonia and bronchitis in children every year.

It doubles a baby's risk of sudden infant death syndrome (SIDS).

Secondhand smoke can irritate your eyes, nose and throat.

Secondhand smoke may increase the risk of breast and nasal cavity cancer in adults.

Secondhand smoke makes clothes and hair smell bad.

Secondhand smoke ruins the taste and smell of food.

Everyone has a right to a smoke-free environment.

Smoke-free homes mean less time and money spent on cleaning.

Smoke-free homes smell better.

The majority of Americans think smokers should not smoke around nonsmokers.

Separate smoking and non-smoking sections don't help. Nonsmokers are still exposed to secondhand smoke.

Smoking is banned in movie theaters, schools, stores and most office buildings.

Some states have banned smoking in restaurants and bars.

It can be hard to avoid secondhand smoke – almost one in four Americans smoke.

If someone near you is smoking, you can politely ask him or her to put it out.

It's OK to ask a person not to smoke.

You might say, "Excuse me, but would you please not smoke?"

You can protect your loved ones from secondhand smoke.

Ask babysitters, grandparents and friends not to smoke in your home.

No amount of secondhand smoke is safe.

Almost 60 percent of U.S. children are exposed to secondhand smoke.

Direct smokers to an open area outside your home.

Family Issues Facts

A FACT SHEET FOR FAMILIES AND PEOPLE WHO WORK WITH FAMILIES

Discipline that Works: The Ages and Stages Approach

Bulletin #4140

"Ages and stages" discipline is based on normal changes in your child's growth and behavior. Children's behavior changes just like their bodies change — in predictable patterns.

Stages of growth build one upon another, like the circles in a "slinky" toy. Each child grows according to his or her own genetic "time plan," moving forward toward maturity. As they grow, children switch back and forth between "comfortable" ages or stages and "uncomfortable" ages.

The comfortable stages come when they take in all they've learned — all the new and old pieces seem to fit together well. Uncomfortable stages are times of rapid growth and change. Change, for most of us, causes stress and anxiety — discomfort. A child in a time of discomfort may have trouble coping with day-to-day life, may seem extra-sensitive or may argue more.

However, some children are naturally more relaxed. They are easier to discipline, even if they're at an "uncomfortable" stage.

Other children may be more difficult. They may have more stress at a certain stage of growth.

The Difference Between Discipline and Punishment

Discipline and punishment are not the same. Discipline is about guiding children in ways that support their development of self-control. It is respectful, accepting and comforting. It enhances self-worth. Punishment is used to hurt. It focuses on the child rather than on the act or behavior.

Discipline is ongoing. It is the way you talk to your child, the way you treat your child, the way you live. It is how you help your children respond to the day-to-day events in their lives.

Examples of discipline for very young children include child-proofing cupboards in the kitchen and bathroom to keep children safe or putting fragile items out of reach.

For school-age children, making sure they have a good snack after school is an example of discipline that helps both them and you cope better with end-of-the-day fatigue.

Base Discipline on Your Child's Development

Children change very quickly, especially in the years before they start school. Discipline that works at one stage may not work at another. A child of 2-1/2 is very different from a 3-year-old. At 2-1/2, many children are in an "uncomfortable" stage. They can be very aggressive one minute and withdrawn the next. A key to disciplining a 2-1/2-year-old is to use routines and avoid giving the child choices. By the age of 3, however, many children have reached a much more "comfortable" stage. Discipline at this stage can be much easier and relaxed.

Yet by 3-1/2 years the child may enter another "uncomfortable" time. He or she may have difficulty with changes.

The more you know about normal developmental changes, the more you'll be able to guide children well. Knowing more about what they are going through also takes some stress off you as a parent.

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Roadblocks to Good Discipline

The six biggest roadblocks to effective discipline are

1. **confusing discipline with punishment.** Discipline helps children develop self-control and self-esteem. It teaches right from wrong. Punishment might restrain a child temporarily, but it does not teach alternative behavior. Punishment can even damage the parent-child relationship by reducing a child's trust in the parent.
2. **believing that what works at one time will work all the time.** You need to change the way you discipline your children to keep pace with their natural growth. Different ages and stages, as well as different children, require different techniques.
3. **thinking that when you have difficulty disciplining a child, you are a "bad" parent.** Don't put yourself down if you don't get the results you want. Think it through and try again.
4. **believing your children "should" behave a certain way at a certain time.** Children are unique and special. They develop at their own speed, in their own way.
5. **believing you must "win" every battle.** It is important to "pick your battles." Don't fight over unimportant issues.
6. **parents disagreeing in front of a child about discipline.** Solve serious disagreements in private.

The Effect of Negative Behavior Correction

If you treat your children with the same respect and kindness you offer a close friend, they will learn positive behaviors. Negative methods of behavior correction such as sarcasm, hurtful teasing, verbal abuse, humiliation and physical punishment do not help children learn positive ways of acting. Rather, they create angry children who do not feel very good about themselves.

Tips for Effective Discipline

Punishment is not a recommended way to teach children self-control. Here are some tips to help you discipline in an effective manner and avoid punishing actions.

1. **Set reasonable limits.** Setting reasonable limits offers realistic guidelines for children and helps them to feel secure. When you set limits, stick to them and be consistent. If you don't stick to your limits, you will only confuse children and they may misbehave more.
2. **Use consequences.** Letting children learn from experiences can be very effective if done properly. Parents can tell children ahead of time what the consequences of exceeding limits will be. Remember that consequences give children a choice, and parents must be willing to accept the child's decision.

   Consequences can be *natural* or *logical*. *Natural consequences* let children learn the natural order of the world. For example, "If you don't eat, you will be hungry." *Logical consequences* are consequences that are arranged by the parents. For example, "If you don't put your dirty clothes in the hamper, you won't have clean clothes to wear to school."

   Consequences are used to teach responsibility and decision-making. The situation itself provides the lesson and helps to develop a sense of accountability.
3. **Take corrective action as soon as possible.** It is important to correct misbehavior soon after it occurs. Carry out the *logical consequences* you've established for your child. If you don't, what are you really teaching your child?
4. **Stay calm.** Anger can "turn off" or "tune out" your child. It may make the corrective action uneffective. It may also create unneeded power plays.

   Any kind of punishment done calmly is more effective than that done in anger.
5. **Provide a short time to "cool down."** In the past, this has been referred to as a "timeout." The intent is to give both you and your child time to cool down and control any anger you may be experiencing. Remember that this cool-down time should be relatively brief. It is not a punishment. Maintaining or regaining respect and comfort are two important parts of cooling down, for both adults and children. Follow up with the child about his or her behavior.
6. **Set an example.** Discipline is best taught by example.

Using Effective Discipline

Implementing effective discipline is not always easy and takes some practice. Don't get discouraged! Remember, if you don't get the results you want, think the situation through and try again.

Discipline is a positive experience that helps children learn to set and follow behavioral limits and develop self-control.

Prepared by ***Judith Graham,*** *Extension human development specialist*

Source: Ames, L.B. (1992). *Raising Good Kids: A Developmental Approach to Discipline.* Rosemont, NJ: Modern Learning Press.

Discipline that Works: The Ages and Stages Approach

Bulletin #4140

Age	Development of Emotions	Tips
Infancy	Stable, well-balanced periods occur around 4, 16, 28, 40 and 52 weeks. Periods of imbalance occur often around 8, 20, 32 and 44 weeks.	No discipline needed.
18 months	Acts on impulse. Is insistent, demanding. Not much trouble with own emotions, but has trouble with other people's. Wants own demands met here and now. Not very adaptable or cuddly. Easily frustrated; attention span extremely short. Loves the outdoors and carriage/stroller rides.	Doesn't easily obey direct commands. Get attention by doing something child likes and wants to share. THINGS TO TRY: Pick up and put child where wanted. Distraction.
21 months	More demanding and less adaptable. Dependent. Has strong needs and demands, but cannot communicate them. May resist being touched.	Need for great patience and wise assessment of capabilities; discipline is not the important thing at this age. Arrange to just get smoothly through the day. THINGS TO TRY: Most successful are physical; rearrange the setting to avoid problems. Talking to them usually doesn't work.
2 years	Less demanding. More adaptable. Tends to be quiet and calm. Willing to cuddle and accept affection.	Take advantage of child's rituals, especially at bedtimes; use security items the child likes (thumb, blanket, etc.). THINGS TO TRY: Distract them or change the scene.
2 1/2 years	Great imbalance. Moves between extremes of aggression and withdrawal. Bossy, rigid, selfish, possessive, jealous. Likes sameness, repetition, predictability; changes are very hard, even minor ones; toys, etc. all have a "proper place."	Age of opposite extremes. THINGS TO TRY: Avoid giving choices. Avoid questions that can be answered by no. Use routines. Talk and work fast so child will be doing what is wanted before she or he has time to think and rebel. Anticipate difficult times or situations and avoid if possible; do not expect your child to wait for things or to share easily.
3 years	Often time of emotional calm. May be happy, contented much of the time. Gets along well with others. Likes others and wants to please them.	THINGS TO TRY: Enthusiasm, good-will and common sense.
3 1/2 years	Difficult age. Is uncertain, unsettled, insecure, yet is stubborn, demanding, unwilling or unable to give in or adapt. Tends to be fearful, unhappy. Child's big emotional struggle is with his/her mother (she is the only worthy opponent); enjoys talking/conversation; time of great motor uncertainty and fluctuating fine motor capabilities. At this age, children are much better with almost anyone other than the principal caregiver.	Difficulty making changes. May be good in long periods of play, but very poor at changing from one activity to another. THINGS TO TRY: Simplify changes as much as possible. Avoid head-on clashes. Let him know he is great — the best child ever; emotions may be very fragile; may express fears or anxieties about the dark and animals — support these but do not encourage; use an imaginary companion to help get things done; heavy use of positive phrases: "let's," "how about," and "maybe you could." Give in when things aren't important. Change subject or distract by bringing in something nice so child forgets to object.
4 years	Energetic, out-of-bounds. May go to extremes to test self against others. Often enjoys own impish, humorous ways. May be selfish, rough, impatient, loud. Loves adventure. Socially silly and larger-than-life manners may annoy adults.	Delights in upsetting adults. THINGS TO TRY: Ignore profanity, boasting, super-silly way of talking, if possible; enjoy her silliness and participate; usually likes and respects boundaries and limits; bargaining works well; surprises are good motivators; whispering very effective; praise and compliments work wonders as does the simple art of conversation. Make few rules, but enforce these strictly.

continued on back

For more information on family issues, contact your county Extension office or the University of Maine family living office, 5717 Corbett Hall, Orono, ME 04469-5717, ***(207) 581-3448/3104 or 1-800-287-0274.***

Age	Development of Emotions	Tips
5 years	Tends to be calm, quiet, well-balanced. Pulls in and usually tries only what he knows he can do, so is comfortably well-adjusted. Friendly, loving, appreciative, wants to please and do the right thing; wants and means to be good; not yet able to admit to wrongdoing and as much as he tries, does not always tell the truth.	Let them know what is and is not reasonable to expect. Many things parents consider bad are often simply immaturities. THINGS TO TRY: Prevention is much better than punishment. If you punish, do so calmly. Child's wish to be good and do the right thing is strong. With luck, there should be relatively little need for punishment.
5 1/2 - 6 years	Highly emotional. Not in good balance. Loves one minute, hates the next. Much confusion and trouble between self and others. May demand, rebel, argue, fight. When in good mood, is cheerful, energetic, enthusiastic. Needs much praise, but behavior often merits criticism. This only makes behavior worse. Not able yet to tell the difference between mine and yours.	Age of extreme imbalance. May be very rude, resistant, defiant. Thrives on head-on clashes. Punish if absolutely necessary, but calmly. THINGS TO TRY: Patience and skill. Ignore refusal or be impersonal when child answers commands with "I won't." Praise — it may not be easy to find something to praise but try hard; avoid resistance and head-on collisions; sidestep issues if possible; bargain; give in on occasion.
6 1/2 years	Behavior quiets down for a few months. Usually relates strongly and warmly to adults close to them. Brief periods of being happy with themselves. Money is becoming of real interest both as an allowance and as a reward. Eager for more possessions.	THINGS TO TRY: Small rewards for little chores or even eating a good meal. Give them "chances" to get a request done. Consenting and bargaining also work well.
7 years	Quiet, rather negative emotions. May be serious, self-absorbed, moody, worrisome, or suspicious. Very sensitive to others' emotions. May feel disliked by others and that they are critical or poking fun. Procrastinates, has a short memory, and is easily distracted; often completely tunes out the outside world.	Obedience problem may be because child is sidetracked. THINGS TO TRY: To have a simple chore done, tell child in advance. Be sure they heard the directions. Remind the child before he or she forgets and does something else.
8 years	Vigorous, dramatic, curious, impatient, demanding. Not as moody as 7, but still sensitive. Very demanding of parents, especially mother; strongly influenced by her wishes and desires; wants time, attention, affection and approval; beginning to think abstractly; interested in and concerned about own possessions. Easily disappointed if people don't behave as wished. Can be quite critical of others and self. Argumentative.	Easily disappointed if what an adult says or does isn't what the child wants. THINGS TO TRY: Give commands in ways acceptable to the child. Money is a good motivator, as are time, attention and approval.
9 years	Quieter than at 8. Seems to be independent, responsible, dependable, cooperative. May sometimes be temperamental, but is basically reasonable. May be age of considerable rebellion against authority; tend to go to extremes; will take criticism fairly well if carefully phrased; great interest in fairness; group standards may be more important than parental standards. Demanding of others, but likely to be as critical of self as of others. Very involved with self and may not hear when spoken to. May appear absent-minded or indifferent. Shows anger at parents, but is also proud of them, is loyal to family, friends. May show concern for others.	Interests are beginning to spread beyond home and family. May resist feelings of being a little child and of being told what to do. THINGS TO TRY: Save direct commands for big important matters.
10 years	Emotionally direct, simple, clear-cut, usually well-balanced, yet still childlike. Less anxious and demanding than at 9. Most often good-natured and pleased with life. But may show sharp, violent temper. Can be very affectionate. Not a worrying age, yet a few earlier fears remain. Enjoys own humor, which may not be very funny to others. Happy age.	Tricks or specific and special ways of approaching a child are no longer particularly useful; involve the child's ability to distinguish good from bad, right from wrong, truth from untruth; best technique is to know what is reasonable to expect.

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Tips for Talking to Children and Youth After Traumatic Events

A Guide for Parents and Educators

Traumatic events, such as shootings, bombings, or other violent acts, can leave children feeling frightened, confused, and insecure.

Whether a child has personally experienced trauma, has seen the event on television, or has merely heard about it by adults, it is important for parents and educators to be informed and ready to help if stress reactions begin to occur.

Children respond to trauma in many different ways. Some may have reactions very soon after the event; others may do fine for weeks or months, and then begin to show troubling behavior. Knowing the signs that are common at different ages can help parents and teachers recognize problems and respond appropriately.

Preschool Age

Children ages 1–5 find it particularly hard to adjust to change and loss. These youngsters have not yet developed their own coping skills, so they must depend on parents, family members, and teachers to help them through difficult times.

Very young children may regress to an earlier behavioral stage after a violent or traumatic event. Preschoolers may resume thumbsucking or bedwetting, or may become afraid of strangers, animals, darkness, or "monsters." They may cling to a parent or teacher, or become very attached to a place where they feel safe.

Changes in eating and sleeping habits are common, as are unexplainable aches and pains. Other symptoms to watch for are disobedience, hyperactivity, speech difficulties, and aggressive or withdrawn behavior. Preschoolers may tell exaggerated stories about the traumatic event or may refer to it repeatedly.

Early Childhood

Children ages 5–11 may have some of the same reactions that younger children have. They also may withdraw from playgroups and friends, compete more for the attention of parents, fear going to school, allow school performance to drop, become aggressive, or find it hard to concentrate. These children also may return to more childish behaviors, such as asking to be fed or dressed.

Adolescence

Children ages 12–14 are likely to have vague physical complaints when under stress, and may abandon chores, school work, or other responsibilities they previously handled. Though they may compete vigorously for attention from parents and teachers, they also may withdraw, resist authority, become disruptive at home or in the classroom, or begin to experiment with high-risk behaviors such as alcohol or drug use.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
www.samhsa.gov

These young people are at a developmental stage in which the opinions of others are very important. They need to be thought of as "normal" by their friends and are less concerned about relating well with adults or participating in family activities they once enjoyed.

In later adolescence, teens may experience feelings of helplessness and guilt because they are unable to assume full adult responsibilities as the community responds to the traumatic event. Older teens may deny the extent of their reactions to the traumatic event.

How to Help

Reassurance is the key to helping children through a traumatic time. Very young children need a lot of cuddling, as well as verbal support. Answer questions about the event honestly, but do not dwell on frightening details or allow the subject to dominate family or classroom time indefinitely. Encourage children of all ages to express emotions through conversation, writing, or artwork and to find a way to help others who were affected by the event.

Try to maintain a normal household or classroom routine, and encourage children to participate in recreational activity. Temporarily reduce your expectations about performance in school or at home, perhaps by substituting less demanding responsibilities for normal chores.

Acknowledge that you, too, may have reactions associated with the traumatic event, and take steps to promote your own physical and emotional healing.

Tips for Talking to Children After a Traumatic Event

- Provide children with opportunities to talk about what they are seeing on television and to ask questions.
- Do not be afraid to admit that you cannot answer all of their questions.
- Answer questions at a level the child can understand.
- Provide ongoing opportunities for children to talk. They probably will have more questions as time goes on.
- Use this as an opportunity to establish a family emergency plan. Feeling that there is something you can do may be very comforting to both children and adults.
- Allow children to discuss other fears and concerns about unrelated issues. This is a good opportunity to explore these issues also.
- Monitor children's television watching. Some parents may wish to limit their child's exposure to graphic or troubling scenes. To the extent possible, be present when your child is watching news coverage of the event. It is at these times that questions might arise.

Helpful Resources

National Mental Health Information Center
Toll-Free: 1-800-789-2647 (English and Español)
TDD: 1-866-889-2647
Web Site: www.mentalhealth.samhsa.gov

National Clearinghouse for Alcohol and Drug Information
Toll-Free: 1-800-729-6686 (English and Español)
TDD: 1-800-487-4889
Web Site: www.ncadi.samhsa.gov

Treatment Locators

Mental Health Services Locator
Toll-Free: 1-800-789-2647 (English and Español)
TDD: 1-866-889-2647
Web Site: www.mentalhealth.samhsa.gov/databases

Substance Abuse Treatment Facility Locator
Toll-Free: 1-800-662-HELP (4357) 24/7 (English and Español)
TDD: 1-800-487-4889
Web Site: www.findtreatment.samhsa.gov

Hotlines

National Suicide Prevention Lifeline
Toll-Free: 1-800-273-TALK (8255)
TTY: 1-800-799-4TTY (4889)
Web Site: www.suicidepreventionlifeline.org

Office for Victims of Crime
Toll-Free: 1-800-851-3420
TTY: 1-877-712-9279
Web Site: www.ojp.usdoj.gov/ovc/welcome/find

Other Resources

National Child Traumatic Stress Network
Web Site: www.nctsn.org

National Association of School Psychologists
Phone: (301) 657-0270
Web Site: www.nasponline.org/NEAT

National Center for Children Exposed to Violence
Phone: (203) 785-7047
Toll-Free: 1-877-24-NCEV (VV) (1-877-246-2388)
Fax: (203) 785-4008
Web Site: www.nccev.org/index.html

Note: Inclusion of a resource on this fact sheet does not imply endorsement by the Center for Mental Health Services, the Substance Abuse and Mental Health Services Administration, or the U.S. Department of Health and Human Services.

KEN-01-0091/KEN-01-0093
Revised 04/07

- Help children understand that there are no bad emotions and that a wide range of reactions is normal. Encourage children to express their feelings to adults (including teachers and parents) who can help them understand their sometimes strong and troubling emotions.
- Be careful not to scapegoat or generalize about any particular cultural or ethnic group. Try not to focus on blame.
- In addition to the tragic things they see, help children identify good things, such as heroic actions, families who unite and share support, and the assistance offered by people throughout the community.

When Talking Isn't Enough

For some children more active interventions may be required, particularly if they were more directly affected by the traumatic event.

- The family, as a unit, might consider counseling. Traumatic events often reawaken a child's fear of loss of parents (frequently a child's greatest fear) at a time when parents may be preoccupied with their own practical and emotional difficulties.
- Families may choose to permit temporary regressive behavior. Several arrangements may help children separate gradually after the agreed-upon time limit: spending extra time with parents immediately before bedtime, leaving the child's bedroom door slightly ajar, and using a nightlight.
- Many parents have their own fears of leaving a child alone after a traumatic event or other fears they may be unable to acknowledge. Parents often are more able to seek help on the children's behalf and may, in fact, use the children's problems as a way of asking for help for themselves and other family members.
- Teachers also can help children with art and play activities, as well as by encouraging group discussions in the classroom and informational presentations about the traumatic event.

Note: Some of the information in this brochure was gathered from a brochure developed by Project Heartland—a project of the Oklahoma Department of Mental Health and Substance Abuse Services in response to the 1995 bombing of the Murrah Federal Building in Oklahoma City. Project Heartland was developed with funds from the Federal Emergency Management Agency in consultation with the Federal Center for Mental Health Services.

A Life in the Community for Everyone
SAMHSA
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services

Wild Rice-Stuffed Tomatoes with Basil

Ingredients

- 4 large, ripe tomatoes*
- 1 ½ cups cooked wild rice (about ½ cup uncooked)
- 3 tablespoons chopped fresh basil
- 3 green onions, finely chopped with some of the green tops
- 2 teaspoons olive oil
- ¾ teaspoon garlic powder, or to taste

1. Cut a 1-inch slice off the top of each tomato. Scoop out the inside pulp, being careful not to bruise the tomato shell.
2. Chop the tomato pulp and drain excess liquid.
3. Combine this with the wild rice, basil, onion, olive oil and garlic salt, tossing lightly.
4. Fill scooped-out tomatoes with the rice mixture. Replace top tomato slices as "lids" if desired.

Serves 4
*FDPIR Commodity Food

Nutrients per Serving
Calories: 119
Total Fat: 3 g
Saturated Fat:03 g
Trans Fat: 0 g
Carbohydrates: 21 g
Dietary Fiber: 4 g
Protein: 4 g
Sodium: 12 mg
Cholesterol: 0 mg

Cranberry Apple Crisp

Ingredients

- 6 medium Granny Smith apples, peeled, cored, and sliced (about 4 cups)*
- 2 cups fresh, frozen, or canned cranberries
- ½ cup Splenda Sugar Blend®
- ½ teaspoon grated orange peel (optional)
- ¼ teaspoon ground ginger

Topping

- ¼ cup all purpose flour*
- ¼ cup old-fashioned rolled oats*
- 2 tablespoons Splenda Brown Sugar Blend®
- 2 tablespoons finely chopped walnuts (optional)
- ¼ teaspoon ground ginger
- ¼ teaspoon ground nutmeg
- 3 tablespoons chilled margarine, cut into small pieces
- 1 tablespoon honey

1. Preheat oven to 375° F. Spray a 13 x 9 inch baking dish with cooking spray.
2. To prepare topping, combine flour, oats, Splenda Brown Sugar Blend®, walnuts, ginger, and nutmeg in a small bowl. Mix well.
3. Using a fork or pastry blender, cut margarine and honey into the flour mixture until coarse crumbs form. Set aside.
4. In a large bowl, combine apples, cranberries, Splenda Sugar Blend®, orange peel, and ginger; toss to combine. Spoon apple mixture into prepared dish. Sprinkle topping evenly over filling.
5. Bake crisp until topping is golden brown and filling bubbles, about one hour. Place dish on a wire rack and cool slightly. Serve immediately.

Serves 8
*FDPIR Commodity Foods

Nutrients per Serving
Calories: 250; Total Fat: 7 g; Saturated Fat: 2 g; Trans Fat: 0 g; Carbohydrates: 45 g; Dietary Fiber: 5 g; Protein: 2 g; Sodium: 4 mg; Cholesterol: 5 mg

Nutrient data was calculated using Splenda Sugar Blend® and Splenda Brown Sugar Blend®

Some Stress Relievers

When **you** feel overwhelmed with stress and need to calm down, here are some tips...

- Breathe deeply or count to ten. Put your child in a safe area and go outside or to another room for a few minutes.
- Lie on the floor with your feet up on a chair. Place a cool cloth on your face and think of a peaceful scene. Stay for five minutes.
- Stop. Try to think what is making you so angry. Is it the children or is it something else? Are you taking your frustrations out on them?
- Designate a place, even a chair or a corner, as a "time-out" spot where you can go when you feel you are losing your temper. Designate a safe, separate place for your child. When you are cool and collected, tell your child what made you angry.

People Who Will Help

For parent discussion groups and communication skills workshops in your area, call your County Extension Family Living Agent or Prevent Child Abuse Wisconsin, 211 S. Paterson St., Suite 250, Madison, WI 53703, 1-800-CHILDREN.

Helplines: Milwaukee – 414/671-0566
Madison – 608/241-2221

Others who will help...
Look in the yellow pages of your telephone directory under social or human service organizations. Examples might include:
Mental Health Association
Children's Service Society
Catholic Social Services
Lutheran Social Services

Contact your county...
Social or Human Service Department

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

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

State of Wisconsin Department of Public Instruction, Reference and Loan Library, 2109 South Stoughton Road, Madison, WI 53716

State of Wisconsin
Department of Children and Families
Division of Early Care and Education, Bureau of Early Childhood Education
P.O. Box 8916, Madison, WI 53708-8916

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For civil rights questions call (608) 266-5335 or (866) 864-4585 TTY (Toll Free).

DCF-P-(DWSW-11784)
(R. 3/2010)
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What Parents Can Do About

Stress

On Being a Parent

Being a parent, you may have found, is one of the hardest jobs in the world. It places constant demands on your time and patience. The pressures can be overwhelming.

These pressures can make you feel frustrated, irritated, resentful and helpless — all normal feelings. The word for these feelings today is STRESS.

If you consistently have any of these feelings, you could be under stress.

Lonely and cut off

"I'm always tied down to the house and kids!"

"I don't have anyone to talk to."

"Nobody could understand..."

"If I were only closer to my family."

Resentful and angry

"No one appreciates me."

"Why does the burden fall on me?"

"I can never do what I want to do."

"Being a parent is sure not what I thought it would be."

Up the wall with your kids

"I lose my temper more often lately."

"I can't stand the crying another minute."

"I'm afraid of what I might do to him."

"I'm in constant conflict with my teenager."

Down on yourself

"I can't do anything right."

"I feel so unimportant."

"I try hard, but never get anyplace."

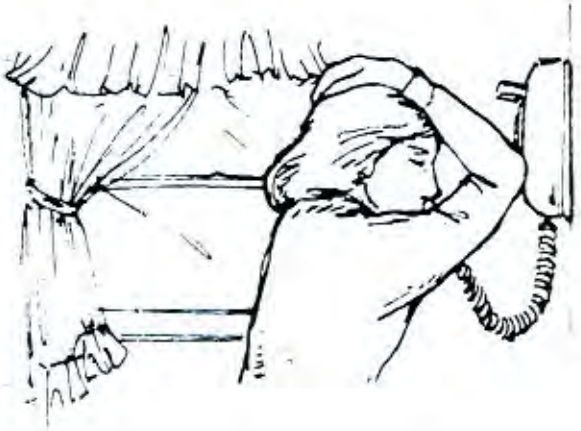
Unsure

"I don't know what to do with this child."

"I can't decide what to do next."

"I **want** to be a 'good' parent, but I don't know how."

"I never know if I'm doing the right thing."



Stress Takes Its Toll

When you are under stress, you may lash out at those closest to you — even your children. Lashing out can cause more stress — for you **and** your child. It's painful for your child. It's painful and scary for you. It can be a vicious circle.

Or you may just withdraw or escape by whatever means—watching TV, overeating or drinking or spending time away from your family — so you won't have to deal with the problems. This doesn't help either.

No One Can Do It Alone

When these stresses build and you find yourself losing control or giving up, there are people who can help. You have only to reach out to them.

Talk It Out

Share your feelings with someone you trust — a friend, a relative, your spouse, your clergyman, your doctor, a close neighbor.

Or call a parent support group or parent education course in your area. (See back page for agencies that can help you and your family.)

When You Reach Out

You will discover that ...

You are not alone ... other parents have problems like yours.

There are people who care about you ... and will listen to you.

There are people who can help you with your children.

You will learn ...

How to meet your own needs and take time for yourself.

How to deal with the stress in your life — in a constructive way.

What to expect of children at each stage of their development.

Ways to discipline that may work best for you ... and reduce stress for you and your children.

You will realize ...

That you are important.

When you feel better about yourself, you are better able to deal with the day to day crises.

When **you** feel good, you help everyone near you feel good, too.

Any kind of change can cause stress.

Changes can be small—new work hours or dating a new person. Or changes can be serious—a major illness or losing a job.

Common changes that can cause stress include:

- Separation or divorce
- Changing jobs or moving to a new area
- Retirement
- Problems with money
- Relationship or parenting problems

Even everyday events can cause stress. Running errands, getting stuck in traffic and waiting in line can all cause stress.

The way we think can cause more or less stress. Worrying too much or holding in angry feelings can cause stress.

Stress affects how we feel and act.

When stress affects feelings, a person might:

- Feel worthless or hopeless
- Feel irritable or angry
- Worry a lot
- Be unable to think clearly
- Cry more easily

When stress affects actions, a person might:

- Use more alcohol or other drugs
- Miss work more often
- Not do as well at work
- Have less energy
- Forget things

People who feel good about themselves and the world seem to have less stress.

Stress affects physical health.

Stress can cause:

- High blood pressure
- Headaches or upset stomach
- Anxiety—feeling nervous or dizzy, having a pounding heart, shallow breathing and trembling
- Pain in neck and shoulders
- Sweaty palms

Stress plays a role in many diseases. Stomach ulcers, rheumatoid arthritis, heart disease, migraine headaches, asthma and even cancer may be linked to stress.

We had a stress management class at work. Changing a few little things helped me a lot.

Coping with Stress

We can't always get rid of stress. But there are some things that can help us cope.

Take care of your body:

- Learn to relax.
- Get regular physical activity and eat a balanced diet.
- Don't smoke or use drugs.
- Limit alcohol use.
- Have regular health check-ups.

Take care of your feelings:

- If something is bothering you, talk it over with someone you trust.
- Learn to express your feelings.
- Learn to feel good about yourself and the world.
- Try not to make too many changes at once.

When you take care of your body, you're better able to manage stress.

Getting Help

If stress keeps you from doing your normal activities for more than 2 weeks, you can get help.

Counselors, social workers and psychologists are trained in treating stress-related problems. They are listed in the yellow pages of your phone book.

For lower fees, look under "social service agencies" or "mental health agencies."

To help people learn to reduce stress, many HMOs offer stress management classes. Or your employer may have a program. These programs are often free.

As with other health care providers, if you aren't comfortable with the first counselor you see, try someone else.

If You Have Physical Symptoms

See your health care provider. It's important to make sure the symptoms aren't related to other health problems.

If physical symptoms are stress related, your doctor will refer you to a counselor. If the symptoms are severe, you may need to take medication while you learn how to reduce stress.

This brochure is not intended as a substitute for your health professional's opinion or care.

Written by Karen Ross, LCSW.

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ETR Associates
1-800-321-4407
www.etr.org
A nonprofit organization
Title No. H11

For information about *licensed* child care... contact the Licensing Section in the region serving your county:

NORTHEASTERN REGION
200 N Jefferson Suite 411
Green Bay WI 54301
Ph: 920-448-5312, **Fax:** 920-448-5306
DCFPlicBRLNERO@wisconsin.gov
Counties: Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menominee, Oconto, Outagamie, Ozaukee, Shawano, Sheboygan, Washington, Waupaca, Waushara, Winnebago

WESTERN REGION
610 Gibson St Suite 2
Eau Claire WI 54701
Ph: 715-836-2185, **Fax:** 715-836-2516
DCFPlicBRLWRO@wisconsin.gov
Counties: Barron, Buffalo, Burnett, Chippewa, Clark, Douglas, Dunn, Eau Claire, Jackson, LaCrosse, Monroe, Pepin, Pierce, Polk, Rusk, St. Croix, Trempealeau, Vernon, Washburn

SOUTHERN REGION
PO Box 8947
Madison WI 53708
Ph: 608-266-2900, **Fax:** 608-261-7824
DCFPlicBRLSRO@wisconsin.gov
Counties: Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Jefferson, Juneau, LaFayette, Richland, Rock, Sauk, Walworth

NORTHERN REGION
2187 N Stevens St Suite C
Rhinelander WI 54501
Ph: 715-365-2500, **Fax:** 715-365-2517
DCFPlicBRLNRO@wisconsin.gov
Counties: Ashland, Bayfield, Florence, Forest, Iron, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Sawyer, Taylor, Vilas, Wood

SOUTHEASTERN REGION
141 NW Barstow St Room 104
Waukesha WI 53188
Ph: 262-521-5100, **Fax:** 262-521-5314
DCFPlicBRLSERO@wisconsin.gov
Counties: Kenosha, Milwaukee, Racine, Waukesha

For a list of *certifying* agencies:
http://dcf.wisconsin.gov/childcare/certification/pdf/certifiers.pdf
or call 608-267-2079

Search *all regulated* child care at:
http://childcarefinder.wisconsin.gov

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

To order additional copies of this brochure, contact the Child Care Information Center (CCIC) at 1-800-362-7363, or email ccic@dpi.wi.gov

Wisconsin Department of Public Instruction, Resources for Libraries and Lifelong Learning
2109 South Stoughton Road, Madison, WI 53716

wisconsin department of children & families

Division of Early Care and Education
P.O. Box 8916, Madison, WI 53708-8916

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DCF-P-DWSW11785 (R. 11/2011)

"I'll be back for you."

Making Separation Easier

Make Separation Easier

When you place your child in child care, it may be the first time you and your child are separated on a regular basis.

To help you both feel more secure and at ease with the separation and the child care arrangement, here are a few suggestions:

* Visit the child care setting, whether it is a center or a family child care home, before you make a definite decision.
* Talk to your child about the home or center, the other children, the toys, the things they may do.
* Spend time with your child in the child care setting to ease the strangeness. Make separation as gradual as possible.
* Tell the adult in charge about any allergies, physical problems, or any special eating, napping, or toileting habits your child may have.

Bring a Piece of Home

Children feel better about separation if they can bring a piece of home with them.

* A favorite blanket, teddy bear, doll or special toy can be comforting.
* A picture of mom or dad.
* A picture of a clock showing the time "I'll be back for you".
* Mom's or dad's work telephone number tucked into the child's pocket and another copy given to the caregiver.

Allow Time for Goodbyes

Allow plenty of time for "goodbyes" and "hellos". It makes separating a little easier.

* Children need time to say "goodbye" and a chance to get involved in an activity at the child care setting before you leave.
* They also need time to say "goodbye" to their playmates and things when they leave the child care setting.
* Children need to know the days and times they will be taken to the child care arrangement and that they will be picked up on time.

All children react differently to separation, depending upon their ages and experiences. The older the child, usually the more she or he is able to remember and understand the words, "I'll be back for you".

You and the caregiver can work together to make separation a positive experience for your child. If your child can learn to trust that child care is not abandonment, but a pleasant, comfortable arrangement, then the next parting your child will face will be more understandable and easier to accept.

For information about regulated child care providers in your area, turn to the back page. . .

DIAPERING AND HANDWASHING

Diapering Procedure

1. Before beginning the diapering procedure, clean your hands by using proper hand hygiene procedures (as detailed below).
2. To minimize contamination, prepare for diapering by getting out all of the supplies needed for the diaper change and placing them near, **but not on**, the diapering surface, for example:
    - Enough wipes for the diaper change, including cleaning the child's bottom and wiping the teacher's hands and child's hands before putting on the clean diaper (wipes must be taken out of their container)
    - A clean diaper
    - A plastic bag for soiled clothes and a set of clean clothes (if soiled clothing is anticipated)
    - Non-porous gloves (if used)
    - A dab of diaper cream on a disposable paper towel (if used)
    - Changing table paper (if used) to cover the table from the child's shoulders to feet (in case it becomes soiled and must be folded over to create a clean surface during the change)
3. Place the child on diapering table. Remove clothing to access diaper. If soiled, place clothes into a plastic bag.
4. Remove soiled diaper and place into a lined, covered, hands-free trash container
5. Use wipes to clean child's bottom from front to back (one wipe per swipe) and throw away into trash container. The diaper can also be left open under the child during the cleaning step and then discarded with the soiled wipes before continuing with Step 6. If gloves are used, they must be discarded at this time.

6. Use a wipe to remove soil from your hands and throw into trash container.
7. Use another wipe to remove soil from child's hands and throw into trash container.
8. Put on clean diaper and redress the child.
9. Wash the child's hands following the proper handwashing procedure. Return the child to the play area without touching any other surfaces.
10. Clean the diapering surface by spraying it with a soapy water solution and drying with a paper towel or by wiping it with a water-saturated paper towel or wipe.
11. Disinfect the diapering surface by spraying it with disinfectant-strength bleach-water solution (1/2-3/4 cup bleach per gallon of water) and wait at least 2 minutes before wiping (or allow to air dry). A quaternary ammonia-based product, prepared in accordance with label directions, may be used in place of bleach and water.
12. Clean your hands by using proper hand hygiene (as detailed below).

Handwashing Procedure

1. Moisten hands with water and use liquid soap.
2. Rub hands together away from the flow of water for 20 seconds.
3. Rinse hands free of soap under running water.
4. Dry hands with a clean, disposable paper towel or air dry with a blower.
5. Turn off faucet using paper towel.
6. Throw the used paper towel into a hands-free trashcan.

Information taken from *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd edition*, American Academy of Pediatrics, American Public Health Association, and National Resource Center for Health and Safety in Child Care and Early Education (2011).

JOB DESCRIPTION

POSITION: Environmental Legal Assistant

LOCATION: Red Cliff Natural Resources

SALARY: $2,000/month

THIS IS A SUMMER INTERN OPPORTUNITY WITH DURATION OF UP TO 6 MONTHS. QUALIFIED COLLEGE STUDENTS WITH SCHOOL OBLIGATIONS IN THE SPRING OR FALL CAN REQUEST A SHORTER EMPLOYMENT PERIOD.

SUPERVISOR(S): Natural Resource Administrator, Red Cliff Attorney

JOB SUMMARY: The incumbent in this position will be tasked with investigating county land records to assess how tribal lands within reservation boundaries were ultimately transferred to county ownership.

DUTIES AND RESPONSIBILITIES:

- Review Bayfield County land records by individual land sections and tract numbers.
- Document timing of land transfers to county ownership by tract number.
- Assess legality of how tribal lands were transferred to county ownership.
- Create a report that summarizes findings of the land record review which may include suggestions on how to proceed with land repatriation efforts.
- If desired, the person in this position can also conduct fieldwork with the Natural Resource office to broaden their environmental career experience. This job aspect is not a requirement of the position.

KNOWLEDGE:

- Previous experience reviewing land records or the ability to quickly learn.
- Knowledge of legal land transfers.
- Knowledge of legal precedent set in regards to local governments seizing tribal sovereign lands, especially in regards to tax status disputes, is highly desirable.

QUALIFICATIONS:

Must be at a minimum a current law student. Additional qualifications / career advancement is a plus.

All applicants must have a valid driver's license and at least liability insurance. If no insurance must get within 3 weeks of starting employment. Must pass background check. Native American preference will be applied in the event of equally qualified applicants.

PERSONAL CONTACTS:

County land staff, Natural Resource Division staff, Red Cliff Legal Office, tribal leadership, and occasionally the Red Cliff Tribal Council.

PHYSICAL REQUIREMENTS:
Must be able to sit for prolonged periods reviewing county files.

If the candidate would like to be integrated into Natural Resource fieldwork (optional), the applicant must be able to walk long distances through uneven terrain and thick forest undergrowth. Must be able to lift and carry 50 lbs. May at times work on Lake Superior with minimal effects of sea sickness. Must be willing to work in occasionally adverse weather conditions.

WORK ENVIRONMENT:

Mostly office duties with option to work in the field as well.

TRAVEL REQUIREMENTS:

A need for occasional out of town travel may arise as an aspect of the position.

TO APPLY: All interested applicants must submit a Tribal application, Background Investigation Disclosure (BID) form, resume and cover letter. Tribal application and BID form can be found on our website. If you are using college coursework to demonstrate your qualifications for the position, please submit a transcript.

POSTING: March 21, 2012
DEADLINE: OPEN TILL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3700 ext. 267 or 268

JOB DESCRIPTION

POSITION: Senior Accountant

NON-EXEMPT POSITION

LOCATION: Red Cliff Finance Office

REPORTS TO: Chief Financial Officer

SCHEDULE: Permanent, Full-time

WAGE: Negotiable

GENERAL:
This position is responsible for general daily General Ledger activities and cash flow management. This position will perform reoccurring accounting functions per the direction of the Financial Manager.

DUTIES AND RESPONSIBILITIES:
1. Maintain the General Ledger using MIP/NPS/ Accounting software.
2. Will be assigned to and responsible for financial oversight of programs designated as "Tribal" by the Finance Manager.
3. Responsible for review and posting of prepared Journal Entries.
4. Responsible for monitoring Tribal bank accounts and daily cash management activities.
5. Track to ensure that all financial reporting is completed as required. Follow up with programs and/or financial staff as necessary.
6. Responsible for monitoring the Tribe's indirect cost program to ensure proper charges and recoveries.
7. Responsible for management of Tribal Internal Service Funds to include: Facilities Management; Fringe Cost Pool etc.
8. Assist Financial Manager as needed.
9. Attend staff and other meetings, in-services, and events as directed by supervisor.
10. Participate in training activities to enhance knowledge of team skills, systems functionality etc.
11. Perform other duties as assigned.

SUPERVISORY AUTHORITY: Daily supervision of finance staff.

KNOWLEDGE/QUALIFICATIONS:
1. B.S. degree – Accounting or Business Major
2. Minimum two years comprehensive experience in governmental accounting (preferably Tribal government).
3. Experience in computerized accounting systems, prefer MIP accounting software exposure.
4. Must possess strong analytical, numerical, reasoning and decision making abilities.
5. Must be able to work well in a team setting and possess problem and conflict resolution skills.
6. Must have valid driver's license and at least liability insurance. If no insurance must get after three weeks of employment.
7. Native American preference will be applied in the event of equally qualified applicants.
8. Knowledge of and sensitivity to Ojibwe culture and traditions.

PERSONNAL CONTACTS:

Daily contact with funding agencies, tribal programs, customers etc.

WORK ENVIRONMENT:
Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.

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

TRAVEL REQUIREMENTS:
Must have valid WI driver's license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must also be eligible for the Tribe's vehicle insurance. May require overnight travel to attend meetings or training.

POSTED: July 22, 2011
DEADLINE: OPEN UNTIL FILLED

JOB DESCRIPTION

POSITION: Associate Judge

LOCATION: Judicial Branch, Red Cliff Tribal Court

SALARY: Contractual

THIS IS A REGULAR PART-TIME EXEMPT POSITION

APPLICANTS MUST ATTACH A LETTER EXPLAINING WHY THEY WISH TO BE AN ASSOCIATE JUGE.

SUPERVISOR(S): Chief Judge

JOB SUMMARY:

DUTIES AND RESPONSIBILITIES:

A. Serve as an Associate Judge. To promulgate and enforce ordinances governing the conduct of persons subject to the jurisdiction of the Tribe, and providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and powers.
B. Prepare and issue written orders, judgments, search arrest warrants.
C. Assist and provide legal research and writing when necessary for the decision in a case in a timely manner.
D. Assist in the development and implementation of policy and procedures that are complimentary to current court policies and where the court has not determined standards of policy, consistent with the Tribe's needs and Tribal Law.
E. Keep accurate records of cases and hearings, communicate needs of courts, and provide quarterly and annually reporting to the Chief Judge.
F. Assist in facilitating development of Tribal Case Law and alternative dispute resolution.
G. Must maintain confidentiality due to nature of certain cases such as ICW matters.

SUPERVISORY AUTHORITY:

KNOWLEDGE: Must be familiar with courtroom procedures, constitution and laws of the Red Cliff Band of Lake Superior Chippewas.

QUALIFICATIONS:

1. Must be of legal age; never convicted of a felony, unless pardoned.
2. Must be a Red Cliff Tribal Member.
3. Must be of good character and reputation.
4. Must provide three (3) letters of reference.
5. Must be able to travel to attend training, and meetings as required.
6. A background investigation will be performed.
7. Must complete a writing sample.
8. Must be thoroughly familiar with the Constitution and laws of the Red Cliff Band of Lake Superior Chippewas; must be familiar with the Indian Civil Rights Act; courtroom procedures; trust responsibilities of the Federal Government; civil and criminal law concepts; and the cultures, traditions and values of the Red Cliff Reservation. Must pass the Red Cliff Bar exam.

PERSONAL CONTACTS: Tribal court personnel, ICW, Law Enforcement and community members.

PHYSICAL REQUIREMENTS None

WORK ENVIRONMENT: Mainly sedentary position but may require bending, lifting, and reaching.

TRAVEL REQUIREMENTS: Attend training in and out of state as required. May do weddings at various locations.

POSTING: JULY 8, 2011

DEADLINE: AUGUST 5, 2011 AT 4:00 PM or UNTIL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building

Personnel Office

88385 Pike Road

Hwy 13

Bayfield, WI 54814

rwygonik@redcliff-nsn.gov

(715) 779-3700 ext. 267 or 268

JOB DESCRIPTION

POSITION: Family Nurse Practitioner

THIS IS A FULL TIME EXEMPT POSITION

SUPERVISOR: Administrator—Health Center
Physician

LOCATION: Red Cliff Community Health Center

SALARY RANGE: Negotiable, Depending on Qualifications

POSITION SUMMARY:
The Family Nurse Practitioner is located in the Red Cliff Community Health Center. This position will work fairly independently, with supervision and direction from the Medical Director-Physician and Health Center Administrator.

DUTIES AND RESPONSIBILITIES:

1. Systematically assesses, identifies and initiates therapeutic management of acute chronic illnesses and medical conditions in all age groups.
2. Make health care decisions based on currently accepted medical and nursing science and the patient's particular situational, family and cultural determinants.
3. Follows established protocols for therapeutic care under the direction of the Physician.
4. Uses physician consultation and refers clients with health problems which are beyond the scope of the Family Nurse Practitioner's practice.
5. Documents patient care activities and maintains patient medical records in accord with clinic policy, sound professional practice and state and federal laws.
6. Complete monthly, quarterly, and annual reports as required by Health Center Administration, and regulatory bodies. Maintain a record of supporting documentation as required.
7. Participate in quality assurance and other efforts that assure appropriate care and services.
8. Adhere to and support facility policies, programs and activities.
9. Maintain strict confidentiality and safeguard the privacy of patients.
10. Advance job knowledge and skills through continuing education efforts after approval of Health Director.
11. Present a professional, caring image for the Health Center and its programs.
    a. Maintain a cooperative relationship with other Health Center staff and tribal employees.
    b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
    c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
    d. Dress appropriately to promote professionalism within the Health Center.

12. Responsible for communication within the department and across departments to ensure that information is shared for effective operations.
13. Attend staff and other meetings, in-services, and other events as directed by supervisor.
14. At the direction of the Health Director, participate in the implementation of grants, contracts, or projects being carried out under the auspices of the Red Cliff Community Health Center. These activities will comply with the directives of Tribal and Health Center Administration.

Specific duties will reflect the conditions and stipulations of individual grants, contracts, or projects and the concurrent needs and resources of the Health Center, and will fluctuate due the nature of such programs.

15. Responsible for maintaining a clean and safe environment.
16. Perform other duties as assigned.

SUPERVISORY AUTHORITY: None

QUALIFICATIONS:

1. Advanced Practice Nurse Prescriber or equivalent
2. Eligible for or holding a current license to practice as a Nurse Practitioner in the State of Wisconsin.

KNOWLEDGE:

1. Demonstrated flexibility to work on an interdisciplinary team.
2. Ability to work with all ages and populations.
3. ACLS certification or willingness to acquire.
4. Ability to plan, coordinate and direct varied and complex operations.
5. Good communication skills both written and verbal.
6. Personal abilities and maturity to function in a fast paced environment; to work with a diverse population (clients or patients, co-workers, professional staff, administration, outside agency staff, and the general public).

PERSONAL CONTACTS:
Daily contact with patients, visitors, primary care providers, Tribal and Health Center Administration, and other Health Center and Early Childhood Center staff.

WORK ENVIRONMENT:

1. Office and clinic settings at the Red Cliff Community Health Center and community based settings.
2. Exposure to hazards of the health care industry.
3. Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations. These safety regulations will not necessarily be met in private homes and other community settings.

PHYSICAL REQUIREMENTS:
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed on overhead storage. Lift up to 50 pounds, assisting patients onto exam tables as necessary. Work requires regular and recurring periods of standing or walking.

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

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

REPOSTED: FEBRUARY 9, 2012
DEADLINE: FEBRUARY 24, 2012 OR UNTIL FILLED

FOR FURTHER INFORMATION CONTACT:
Red Cliff Human Resources Office

JOB DESCRIPTION

POSITION: Family Resource Coordinator

NON-EXEMPT POSITION

LOCATION: Red Cliff Family Services Division (physical location to be determined upon hiring)

REPORTS TO: Family Service Division Administrator

SCHEDULE: Full-time. This is a grant-funded position and is subject to the ongoing availability of federal (SAMHSA) funding. The Project LAUNCH initiative is projected to end 9/30/13.

WAGE: $12.00 - $14.00 per hour depending on qualifications

GENERAL: The Family Resource Coordinator is a multi-faceted position responsible for coordinating and facilitating access to Tribal and Non-Tribal services programs for families of children ages 0-8.

DUTIES AND RESPONSIBILITIES:

1. Serve as an advocate assisting families' w/children ages 0-8 in accessing Tribal and Non-Tribal service programs.
2. Responsible for assessing and identifying participating families' strengths and/or needs, in all areas of function, using a standardized assessment tool.
3. Proactively address family concerns and support family engagement with service provision.
4. Outreach to families not connected to services. Identify barriers to receipt of services and problem-solve solutions.
5. Establish a close working relationship with Tribal and Non-Tribal programs/ agencies to develop appropriate referral networks.
6. Maintain the confidentiality of all client information and data in accordance with federal and state guidelines and requirements.
7. Present a professional, caring image as a representative of the Tribe and its programs.
    a) Maintain a cooperative relationship with other staff and employees.
    b) Demonstrate tact, courtesy, and respect in communication and interaction with clients, visitors, and staff and with outside agencies and programs.
    c) Promote effective cooperation and collaboration between programs, services, and co-workers.
    d) Dress appropriately and in accordance with tribal policies.
8. Utilize resources, materials, office supplies, equipment and physical space in accordance with professional practice norms and tribal policy.
9. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
10. Attend staff and other meetings, trainings, in-services, and other events as directed by supervisor.
11. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the Red Cliff Family Service Division and other tribal departments including the Early Childhood Center as may be indicated or at the direction of the supervisor.
12. Perform other job related duties as directed.

KNOWLEDGE / EXPERIENCE and QUALIFICATION:

1. A degree in a human services-related field and one year of supervised experience or two years of supervised experience working in the human services field.
2. Previous experience interviewing clients in an intake setting is highly desired.
3. Good communication skills, both written and oral.
4. Personal abilities and maturity to function in a fast paced environment and to interact positively with individuals in distress.
5. Knowledge of, or ability to learn, the resources available to families.
6. Knowledge of and sensitivity to Ojibway culture and traditions and particularly the culture and family systems of Red Cliff.
7. Indian preference will be applied in the event of equally qualified applicants.

PERSONNAL CONTACTS:
Ongoing contact with families, the Red Cliff Family Service Division programs/staff, other Family Resource Coordinators, the Red Cliff Early Childhood Center programs and staff and tribal, county, state and national partners and resources.

WORK ENVIRONMENT:
1. Red Cliff Community, The Red Cliff Family Service Division, and the Red Cliff Early Childhood Center
2. Private residences, when utilized for professional activities (e.g., home visits), may not necessarily meet the criteria of established environmental safety regulations.

PHYSICAL REQUIREMENTS:
Must be physically able to work with young children. Required annual health exam, TB test, immunizations including Hepatitis B (or sign waiver).

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

May require overnight travel to attend meetings or training. Will be asked to perform visits to client homes. May be required to transport clients to and from appointments.

POSTING: March 23, 2012
DEADLINE: April 6, 2012 at 4:00 p.m

FOR FURTHER INFORMATION CONTACT:

Red Cliff Personnel Office
88385 Pike Road, Highway 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3706 ext. 267 or 268

The Red Cliff Tribal Council has a Drug-Free Work Place Policy and adheres to the intent of the Drug-Free Work Place Act. All new hires are subject to a drug test prior to starting.

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

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

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

Back To Employment Page

NOTICE

The Red Cliff Tribal Council is seeking individuals to serve
on the Constitution Committee.

For Further Information Contact Jeanne Gordon or Julie Gordon at 715-779-3700

If you are interested in serving on this committee, please pick up an application at the front desk, upper level of the administration building.
Please return your application to the receptionist at the upper level of the administration building.

DEADLINE: Open Till Filled

NOTICE

The Red Cliff Tribal Council is seeking individuals to serve
on the Membership Committee.

For Further Information Contact Jeanne Gordon or Julie Gordon at 715-779-3700

If you are interested in serving on this committee, please pick up an application at the front desk, upper level of the administration building.
Please return your application to the receptionist at the upper level of the administration building.

DEADLINE: Open Till Filled

Red Cliff Early Childhood Center

Regular Policy Council Meeting
MINUTES
Tuesday, February 14th, 2012
12:00 (noon) @ Memengwaa Trailer

PC Members Present: Jeanne Balber, Nora Cadotte, Candyce Holcomb, Clarissa Bressette, Ed Berg, Johanna Wilson

Others Present: Sue Haas, Health and Mental Wellness Manager; LaVonne Goslin, EHS Director; Nicky Gurnoe, HS Director; Nicole Boyd, Family Services Manager; Dee Gokee-Rindal, Education Administrator

Sign In Completed. Meeting called to order by Jeanne at 12:10pm.

Minutes: January 17th, 2012
Candyce motioned to approve the January 17th, 2012 minutes, Clarissa seconded, all in favor, motion carried.

January Financial Reports
Dee gave an update to PC, especially on the need for in-kind for both EHS and HS. Dee also mentioned to PC that the National Indian Head Start Directors Association (NIHSDA) is in Traverse City and we may be able to send some PC this year, she will update PC with funding availability.

Environmental Health & Safety Amendments
Sue presented the changes to PC including Nutrition and Fire Drill changes. Clarissa motioned to approve, Johanna seconded, all in favor, motion carried.

2012-2013 ECC Goals and Objectives
Dee presented the goals to PC. Discussion on language immersion program, ANA and classroom visits. Johanna motioned to approve, Candyce seconded, all in favor, motion carried.

2012-2013 Budget
Dee presented and explained the budget. Nora motioned to approve with grammatical changes, Johanna seconded, all in favor, motion carried.

ECC Policies and Procedures
Dee presented the final P&P. Nora motioned to approve, Johanna seconded, all in favor, motion carried.

ECC Full Community Assessment
Nicky presented the final copy of the Full Community Assessment. Comments were made on its great composure. Clarissa motioned to approve, Johanna seconded, all in favor, motion carried.

Distribute January Program Summary
Nicole presented PC with the January Program Summary Report. Feedback/comments were given from PC members regarding contacts they receive from the ECC about their child being behind in well child checks when they are having them completed and thought the ECC is retrieving them. They question why they are being asked to sign a release for the ECC to get their checks and then being told they are behind because they have to bring it to ECC. More discussion needed among management regarding this comment.

Other
Nicole presented the PC with a copy of an invitation from the LCO Board of Regents regarding a meeting that will be held in Red Cliff tomorrow.

Discussion was held regarding the safety of the parking lot. Several PC members expressed concern about traffic flow and long-term parking. PC asked that management take the responsibility of following up on the situation, including short term and long term solutions.

Nicky presented the PC with a grant opportunity for $750 to purchase gardening kits and supplies. Nora motioned to approve the request to apply, Ed seconded, all in favor, motion carried.

Next Meeting: March 13th, 2012 @ noon

Adjourn
Johanna motioned to adjourn at 1:10pm, Ed seconded, all in favor, meeting adjourned.

Policy Council Chair

Date

APRIL 2012

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Mon	Tue	Wed	Thu	Fri
Spring Break	**Spring Break**	**Spring Break**	**Spring Break**	
Easter Monday Ecc Closed	**10B** egg wr, peaches, trk bacon, cc L taco's, cantaloupe, gr beans, lettuce/tomato/cheese Sgraham/pb	**11B** cheerios, muffin, honeydew, yogurt L spaghetti, corn, salad, cc, berries Sveggie/dip	**12B** rice crispies, strawberries, cc, bagel L chix, rice, carrot/peas, cranberries Ssmoothie/cracker	**Milk served with all meals**
16B pancakes, applesauce, trk bacon L chix nugget, fry, m oranges, veg/dip S nutribar/milk	**17B** hb oats, m berrie muffin, yogurt L lasagna hd, cc, trop fruit, salad, corn Spbj sand.	**18B** rice chex, strawberries, toast, pb L vegetable soup, egg salad, mango, veg/dip Sbr stix/sauce	**19B** kix, banana, cinn bread, yogurt L ham, pot, carrot, salad, bun Schip/chz dip	**Menu subject to change**
23B waffles, blueberries, cc L hambrgs, fry, watermelon, slaw, Sveggi pizza	**24B** cornflakes, pb fruit cocktail, toast L chix, rice, peaches, cc, salad Spretzel/juice	**25B** cheerios, banana, muffin L pork, applesauce, brocc, slaw, potato Schz/cracker	**26B** rice crispies, bagel, pbj, cantaloupe L beef veg soup, trky sand, veg/dip Schex mix/milk	**Family Health Fair 10-1**
30B oatmeal, toast, pbj, yogurt, berries L ham, noodles, pineapple, salad S cr.chz/celery				