



SPECIAL POINTS OF INTEREST:

- ECC Dental Varnishes
Nov. 4th and 10th
- Bayfield Early Release
Nov. 6th 12:45pm
- Home base Social Nov.
6th(9:00am) and Nov.
18th (4:30-6:30pm)
- ECC/Tribe Closed Nov
11 Veteran's Day
- Policy Council Mtg
Nov. 12th @ 12:30
- SIDS/CANS/SBS Train-
ing Nov. 13th 9:00am
- Family Pow Wow Nov.
19 (Regular School
Day)
- Parent/Teacher Con-
ferences (No Child
Days) Nov. 23 and 24th
- ECC Closed Fall Break
Nov. 25th-27th

INSIDE THIS ISSUE:

Community Events
Classroom Updates
Annual Program Re-
port and School
School Readiness
Goals
Upcoming events
Health/Safety
Budgeting
Parenting
Employment
Menu

Gashkadino-Giizis (Ice is Forming Moon)

November 2015

RED CLIFF EDUCATION DIVISION NEWSLETTER

Family Pow Wow



Come join us for a small gathering with good music and good company Our annual Family Pow wow will be on Thursday, November 19, 2015 starting at 10am and end at 11am when we serve lunch. . Children are welcome to wear their regalia. Home Base families, please bring the kiddos to the school and they can socialize with the center-base children. This event is open to parents and community members and are encourage to attend.

Thursday, November 19th
Starting at 10am
(This is a regular school day)



Fall Parent/Teacher Conferences





ECC Parent/Teacher Conferences are coming up at the end of November. This year they will be on Monday, November 23rd and Tuesday, November 24th, 2015. Your child's teacher will be contacting you to set up a conference time. Don't forget to visit our hallway School Readiness displays and enter for other spectacular prizes. Attend a parent teacher conference and you will receive a **\$10 gas voucher**. If you have any questions, please ask your child's teacher.



Gashkadino-Giizis

(Ice is Forming Moon)

November 2015

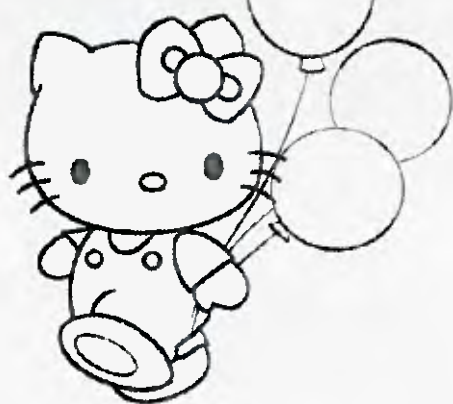
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 <i>Daylight Savings</i>	2 <i>Tribal Council Mtg</i> <i>WIC Pick up</i>	3 <i>WIC Pick up</i>	4 <i>*Dental Varnishes</i>	5 <i>Language Table</i>	6 <i>Bayfield Early Release @ 12:45</i> <i>Home Base Social 10-12</i>	7
8	9 <i>School Board Mtg</i> <i>WIC Pick up</i>	10 <i>Dental Varnishes</i> <i>WIC Pick up</i>	11 <i>ECC/Tribe CLOSED</i> <i>Veterans Day</i>	12 <i>*Bayfield School P/T conferences 4-7:30 @ Bayfield</i> <i>*Policy Council Mtg @ 12:30pm</i> <i>*Language Table</i>	13  <i>SIDS/SBS/CAN Training 9-12</i>	14
15	16	17 <i>Bayfield School P/T conferences 4-7:30 @ LW</i>	18 <i>*Home Base Social 4:30 - 6:30</i> <i>Housing Mtg</i>	19 <i>Family Pow Wow (Regular School Day)</i> <i>Language Table</i>	20	21
22 <div> <div> Parent/ Teacher Confer- ences Nov. 23rd & 24th; there will be no children these days. ECC will be closed November 25th - 27th for Fall Break. </div> </div>	23 <i>ECC Parent / Teacher Confer- ences (No child day)</i> <i>Bayfield closed</i>	24 <i>ECC Parent / Teacher Confer- ences (No child day)</i> <i>Bayfield closed</i>	25 <i>ECC Closed Fall Break</i> <i>Bayfield closed</i>	26 <i>ECC/Tribe Closed</i> <i>Bayfield closed</i>	27 <i>ECC/Tribe Closed</i> <i>Bayfield closed</i>	28
29	30					



Things going on this month!

- ◊ Language Table every Thursday
- ◊ Bayfield Early Release 11/6
- ◊ Dental Varnishes 11/10
- ◊ No School 11/11 Veterans Day
- ◊ Bayfield P/T conferences 4-7:30 @ bayfield
- ◊ Bayfield P/T conferences 4-7:30 @ LW
- ◊ GED 12:30-3:30 @ tribal office
- ◊ Family Pow Wow 11/19 @ ECC
- ◊ No School- ECC P/T conferences 23 & 24
- ◊ NO ECC 25-27 Fall Break

Happy Birthday



Briauna Milligan 11/28

Home Base Socials!

11/6 @ ECC 10AM--Noon!

11/18 @ ECC 4:30--6:30pm!

Come join the fun! Activities, food and hanging out with other home base families and JFB

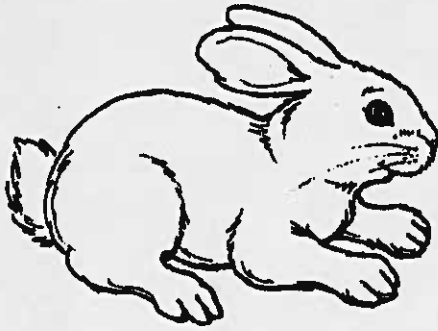
teachers!



- *The Home Base Teaching position has not been filled yet. If any families of Eugene's would like to know any info on upcoming events or have any questions please call either Caitlin ext.237, Amaris ext.238 or LaVonne ext 250*

Just a little reminder...

The cold wet weather is coming in fast and we just want to give a friendly reminder that if anyone in your home is sick even if it isn't the child in the program we still would like you to call and let us know so we can reschedule your visit just so we aren't going in and then bringing it in to another persons home after we leave yours. Caitlin & Amaris



Gashkadino-Giizis Ice is Forming Moon-November

Waabooz Room

The Waabooz teachers are having such fun with the kids and their families.....where does the time go.

The new words we are using for this month are ; Dagwaaging: Fall, and Okosimaan: Pumpkin, and squash.

What the children are up too:

- Aviauna: likes to stand up and hold on toy box with one hand.
- Mertell: likes to have stories read to him.
- Zyauna is liking her vegetables off the table.
- Rosele is walking around.
- Lucien: likes to be cuddled.
- Sloane: likes climb or walk, slide in on, and around ramp in our room.
- Denissa: likes to smile at your face and laugh.

REMINDER: Parent/Teachers Conference's will be coming up in a few weeks.

Please bring extra clothes for the weather is changing and we try to go out every day. and we like making messes.

Thank-you parents for calling in when not coming into the center. And we feel honored to be teaching your child, but we know the best teachers are the parents or care givers.

Teresa, Judy and Fred

AMIK ROOM

NOVEMBER 2015



Our room has been learning about Dag-waagin. We went on walks, and watched the trees lose their leaves. We talked about the changing weather, harvesting food, and what the animals are doing.

We keep the children busy doing crafts, playing outside, trying new toys, and reading books.

We will be going outside everyday, when possible. Please send warm outdoor clothes, and write names on all their clothing.

We look forward to another great month!

- Ms. Maggie and Ms. Lisa

Greetings from the Makwa abwin.

We have been so busy working in the Makwa Room: Many of us are learning to use the big potty, working on Shapes, numbers and being kind to each other.

Shapes we are learning are:

- Waawiyeyaa circle
- Waawan oval
- Niso-bajlshkaa triangle
- Gagakaa square
- Genwaa gakakaa rectangle

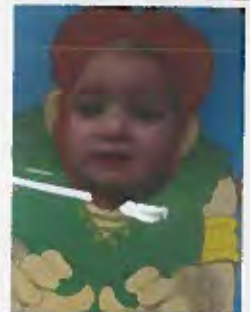
We are going to continue to work on all those fun things as well as even more. This group of little ones are really interested in a whole lot of learning they love stories and singing songs. We will continue to help the children stay interested in learning and the love of learning by watching for their interest and likes to build on as well as introduce them to new experiences.

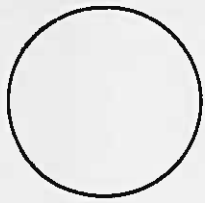
Remember we must go outside if it is above 0 degrees so if your child is to sick to go outside s/he should probably stay home where it nice and warm. Also keep this in mind to dress your babes appropriately for the weather.

Any question, comments, problems, compliments(lol), feel free to come in talk with us or give us a call. 715 779-5030 ext.244

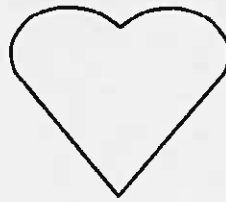
Miigwech,

Tara and Corky

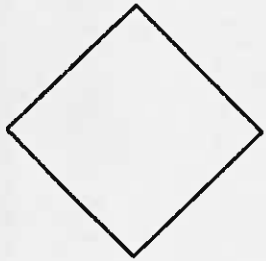




Waawiyeyaa



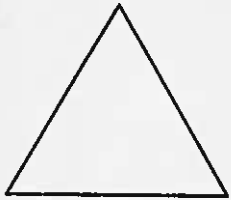
Ode'



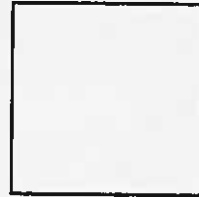
**Ashawe
gakakaa**



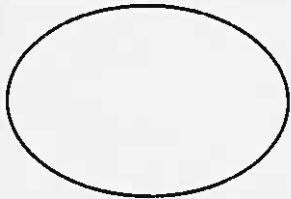
Genoo-gakakaa



Niso-bajiishkaa



Gakakaa



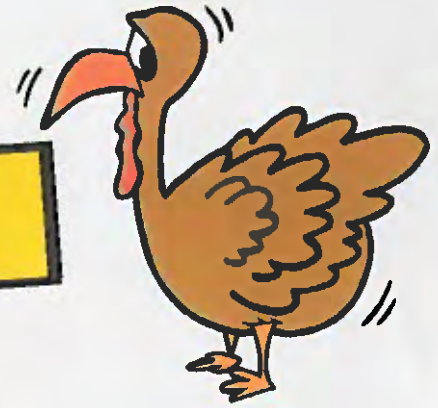
Waawan



anang

******can use as flashcards**

ESIBAN ABIWIN



Gashkadino-Giizis(Ice is forming Moon)

2015

LEADING STORY...

November...really?
Yup...November is here!! This month is busy along with December and before we know it we will be into the new year. But before I get ahead of myself, lets talk about what's going on this month. :)

We will focus our lesson plans on All about Me & My family and Proud to be Anishinaabe.

Some books we will

be reading....

-All by Myself

-I'm Gonna like me

-When I feel Good about myself.

-I like Me!

We will be using scissors, tongs, and play dough in the sand table to help each child strengthen their fine motor skills during this month.

We will be sending home a poster for you to fill out and

re-
turn as part of our family lessons.

Ojibwemowin...kids are learning the good morning song and weather song in ojibwe. We introduce more ojibwe words daily.

The class has settled into our routine and our days are going great.

The Cold Days are here...
Please be sure your child has..

-winter jacket

-mittens (are best)

-hat, boots...Miigwech

Classroom Updates...

Outer Wear	1
Books	2
Lessons	3
Ojibwemowin	4
Closings	5
Parent/Teacher	6
Goings on	7

Elizabeth likes playing with Izzy and Jake.

Layla sorts the blocks by colors.

Melvin likes the magnets.

Tate likes to ride the bike.

Milka sings some of the good morning song.

Walter tries to walk the balance beam.

Kendall likes the ABC magnets and sings along to the song.

Emma likes the cars and ramp.

WHAT'S GOING ON THIS MONTH...

CLOSED for Veterans Day Wed., Nov. 11th.

No child days the week of the 23rd due to

Parent/Teacher Conferences.

Language Table every Thursday 4:30-7

Family Pow Wow on the 19th.

We are working on self help skills daily and would like parents to give your child ample time to get dressed/undressed by themselves.

Mino Dagwaagin
Karen & Nadine

Mashkodebizhiki Room

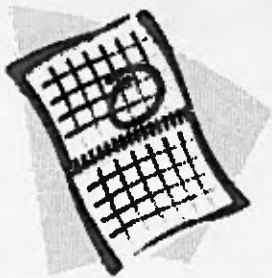


Boozhoo. We are well into the year and are having a great time. The kids are all making new friends and learning new skills. As always, we would appreciate extra support at home when it comes to self help skills. As the winter gets closer there are more articles of clothing for children to put on and take off. There are only two of us and sixteen children. That is a lot of gloves, zippers, boots and jackets to help with. The more you can encourage your child to do for themselves the easier their day will be with less waiting and more feelings of accomplishment.

With the weather getting colder please be sure to send appropriate gear to school. Jackets, light gloves, hats and boots (mud or snow) are things that make playing outside in the fall much more enjoyable. It is hard to have fun when you are cold and wet. Also, please make sure everything is labeled. We have to keep track of 17 jackets, 17 hats, 34 gloves and 34 boots. Not to mention sweat shirts, backpacks and anything else the kids bring to school. Labeling helps ensure your child ends up with their own items.



Mark your calendars! Parent / Teacher conferences are on November 23rd and 24th. Please call us to set up a time to meet. We would like to meet with everyone to talk about how the year is going and what can be done to help each child obtain his/her goals. We hope to have 100% participation this year! Those that attend will get a \$10 gas card.



A little reminder...due to conferences and Thanksgiving there will be no school at all the week of November 23rd. We will see everyone back on Nov.30.

Thank you again for allowing us to share in the growth and development of your children. As always, we welcome any input you may have into the daily curriculum or any other aspect of our day.

Our door is always open!

**Miigwech
Ms. J and Ms. Jamie**

September

MA'IINGAN

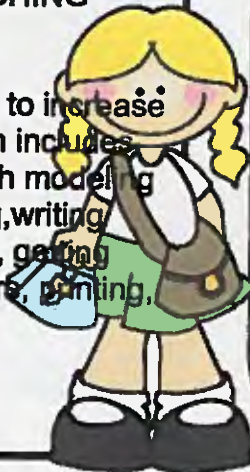


BOOZHOO,

For the month of November.

We will be learning about "ALSO ASK FIRST RULE", and "THE TOUCHING RULE".

Working a lot on fine motor skill to increase fingers and hand strength which includes cutting with scissor, working with modeling clay, play dough, finger painting, writing without tears "Pre-writing skills", getting ready for the alphabets, numbers, printing, sorting, and grouping.



Ojibwemowen

Hello, See You Later

Days of the week

Songs

Numbers

Colors

Shapes; triangle, square, rectangle, circle, oval

Feelings; happy, sad, shy, proud

Commands; sit, stand, sing, dance, run, walk, quite, listen

sing

Learning about winter animal habitats and hibernation; "How Do YSleep", Literacy; family tree, all about me, music and movement, discovery; popcorn and dried beans,

Ms. Alicia & Ms. Patsy



MIGIZI NEWS




**THIS PAST MONTH WE LEARNED ABOUT FIRE
SAFETY, HOW TO FOCUS AND SONGS ABOUT
INTERRUPTING AND USING INSIDE VOICES INSTEAD
OF OUTSIDE VOICES.**

**NOVEMBER WE ARE LEARNING ALL ABOUT ME
AND BEING PROUD TO BE ANISHINABE ! WE ARE
ASKING FAMILIES TO SEND IN SOME PICTURES FOR**

THIS LEARNING EXPERIENCE.  **WE WILL**

ALSO BE DISCUSSING HIBERNATION.



**ONCE AGAIN PLEASE DRESS YOUR CHILD IN
APPROPRIATE CLOTHING. THE SEASON IS
CHANGING BUT WE STILL GO OUTSIDE WHEN IT IS
NOT RAINING. WE ARE WORKING HARD ON
TEACHING THE CHILDREN SELF-HELP SKILLS WITH
PUTTING ON THEIR OWN SHOES, COATS AND HAT** 

DIANN AND LINDA

Annual Program Report

October 2015

Submitted by Dee Gokee-Rindal, ECC & Education Division Administrator

The Head Start Act of 2007 requires each Head Start agency to make available to the public specific types of information about fiscal and program operations. This must be done at least annually. The primary focus of this report is primarily on ECC fiscal and program information in response to the Head Start Act requirements. Pertinent data was obtained from the following management staff within the Education Division: Nicole Boyd, Head Start Director, Gina LaGrew, Transition Manager, Patt Kenote-DePerry, Health/Mental Wellness Manager, Marianne Gibeau-Szot, Education/Abilities Manager, and Krystle Topping, Tribal Education Director.

Program Name: Red Cliff Early Childhood Center
Red Cliff Tribal Education Department

Program Personnel: The ECC has a total of 42 paid staff through five major programs, plus our amazing volunteer Foster Grandmother Audrey Gordon.

The Education Department staff consists of one Tribal Education Director at this time.

Funding Agencies: **ECC Funding Agencies:**

Head Start - Federally funded by the Office of Head Start (OHS).

Some state funding by DPI (Department of Public Instruction). OHS is now requiring comprehensive 5-year grant applications, with abbreviated applications during the 4 years in between.

Early Head Start – Federally funded by OHS. The Early HS grant application is submitted with the Head Start grant.

Tribal Child Care – Federal CCDF Child Care Development Fund
ANA *Ginanda-Gikendaamin (We Seek to Learn)* Ojibwe Language Revitalization Project– Federal funding through the Administration for Native Americans. This past year 2014-2015 was the second year of the 3-year funding cycle.

ANA grants are highly competitive and sought-after! This project enables us to continue supporting Ojibwe language development for our young children and families. We are extremely fortunate to have Rosemarie DeBungie, a fluent speaker and amazing teacher, with us again this year.

Maamawi (Together) Red Cliff Circles of Care – we just completed the second year of this three-year planning grant funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to develop a comprehensive, community-driven, culturally-grounded system of mental wellness in our community.

Education Department Funding Agencies:

Bureau of Indian Affairs

- Johnson O'Malley (JOM)
- Higher Education
- Job Training
- Job Placement

Department of Labor

- Adult Consortium Program

Program Budgets: ECC funding levels for 2014-2015 were:

Head Start (base funding 47 children)	685,810
Head Start State (3 children)	17,325
Early Head Start (base funding 68 children)	791,693
USDA-CACFP (based on attendance)	53,375
CCDF Tribal Child Care	102,848
State of WI Birth-to-Three	10,000
Apostle Islands Area Community Fund	3,794
Circles of Care	399,998
ANA Ojibwe Language Revitalization	<u>260,250</u>

TOTAL ECC funding 2014-2015 \$2,325,093

Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hours or more per week per tribal policy revised September 18, 2015.

In addition to the federal budgets, we are required contribute a 20% non-federal (in-kind) match for Head Start, Early Head Start, and ANA. ANA has been able to obtain the required match of \$65,063 without much difficulty. However, it is becoming increasingly difficult for Head Start and Early Head Start to attain the minimum required **\$369,376 in in-kind** by the end of the fiscal year (June 30, 2015). **We want to say *chi-miigwech* to all of our parents, community members, and collaborative partners who, through many many many hours of volunteer efforts, helped us obtain well over one-third of one million dollars in-kind this past year!.**

Education Dept. funding levels 2014-2015 were:

• JOM	\$34,585.00
• Higher Education	147,561.00
• Job Placement	2,305.00
• Job Training	<u>46,113.00</u>

Sub-total BIA Educ. Dept. funding 2013-2014 \$230,564.00

Department of Labor—Consortium	<u>\$22,821.00</u>
--------------------------------	--------------------

TOTAL Education Department funding	\$253,385.00
---	---------------------

Other funds 2014-2015

Library (Shakopee)	\$29,885.00
National Science Foundation	\$20,343.00

Operating year:	Head Start (Fed & State)	July 1, 2014 – June 30, 2015
	Early Head Start	July 1, 2014 – June 30, 2015
	CCDF Tribal Child Care	Oct. 1, 2013 – Sept. 30, 2016
	State of WI B-3	Oct. 1, 2014 – Sept. 30, 2015
	Apostle Islands Comm Fund	July 1, 2014 – June 30, 2015
	Circles of Care	Sept 30, 2014 – Sept 29, 2015
	ANA Language Grant II	Aug 1, 2014 – July 31, 2015
	BIA/Education Dept.	Oct. 1, 2014 – Sept. 30, 2015
	Red Cliff Library	Oct. 1, 2014 – Sept 30, 2015
	National Science Foundation	Sept. 1, 2014 – Aug. 31, 2015

Reporting Requirements to funding agencies:

Head Start & Early HS	<p>Quarterly SF 425 Financial Reports Due 30 days after each qtr Plus Final 425 due 90 days</p> <p>Semi-annual Program Reports (we submit our Quarterly Reports for this purpose) Due 30 days after 2nd & 4th qtr plus Final Program Report</p> <p>Program Information Report (PIR) Annually – due Aug. 31</p> <p>Annual Report – this became a requirement with the passage of the Head Start Act reauthorization in 2007. It is submitted after the end of each program year.</p>
State of WI Birth-to-Three	<p>Semi-Annual Program Reports Quarterly Financial Reports</p>
CCDF Tribal Child Care	<p>Annual 696T Financial Report – December Annual 700 Program Report - December Annual Child Count Report - June Bi-annual CCDF Pre-Print Plan – every 2 years in June</p>
Circles of Care	<p>Quarterly financial reports Annual financial report</p>

	Quarterly program progress report Annual program progress report
ANA Language Grant	Quarterly Objective Progress Reports (OPR) Quarterly SF 425 Financial Reports
Bureau of Indian Affairs	BIA Annual report – due on or before Dec 31 each year (90 days past fiscal year end) BIA Quarterly GPRA Reports—due 10 days after quarter ends (4 times per year) JOM Annual Report—due on or before Dec. 31 st of each year (90 days past fiscal year end)

Indicate any committees, boards, etc involved in the program(s):

The **ECC Policy Council** has legislatively-mandated shared governance responsibilities along with the Tribal Council. They must be involved in various aspects of the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees. We are eternally grateful to our Policy Council members who work very hard throughout the year to ensure we provide comprehensive, culturally responsive services of the highest quality for our children.

The **Tribal Board of Education** is meeting monthly and meets quarterly with the Bayfield School District administration per the Memorandum of Understanding.

The **JOM Parent Committee** meets monthly (1st Wednesday of the month). The **Title VII Parent Committee** meets quarterly (1st Wednesday of the month in October, January, April, and July).

The tribe's **Library Board** has been working toward planning a new community cultural education center called Ginanda Gikendaasomin – *We Seek to Learn*. The Library Board assisted Wightman & Associates with creating a business plan for the future center. A meeting with Damberg Scott Gerzina Wagner (DSGW) Architects, Inc. is scheduled to take place in November 2016.

The **Friends of the Library** is a separate group with 501(c)3 status which will assist in any way needed to make Ginanda Gikendaasomin – *We Seek to Learn*, the future cultural education center, a reality.

Give a description of your program goals and objectives, activities and target population:

I have attached a one-page summary of the 2014-2015 ECC Strategic Goals to this report, which includes the status update for each item as of June 30, 2015. Of the eighteen (18) objectives, fifteen (15) or **83% have been MET or are ONGOING**; three (3) or **17% have NOT been met**. The reasons for this are 1) Objective 3.4: *Seek \$750,000 in public or private grant funding to expand the current facility for additional 0-3 classroom space to meet the growing demand for center-based child care, replacing*

modular units with stick built. This was not met due to a lack of available funding options for construction. 2) Objective 4.4: *In collaboration with the Bayfield School, continue to actively pursue four year-old kindergarten options at the ECC.* This objective was created to potentially extend classroom services for 4-year old Head Start children to align with an extended full working day for EHS children if we would have been able to pursue the EHS-Child Care Partnership grant. 3) Objective 4.5: *By 12/1/2014, ECC staff and the Zaagichiguasowin Home Visitation staff will pilot a jointly developed collaboration plan to streamline services for pregnant women and children ages birth to three years old.* This was not met because a written process and procedure between the two collaborating programs has not been finalized.

Total number of children served, average monthly enrollment, and the percentage of eligible children served:

Enrollment Data 2014-2015					
	Total # of children served	Total # of families served	% of eligible children served	Funded enrollment	Average Monthly enrollment
Head Start	54	53	75% of 64 age-eligible children	50	49*
Early HS	81 (includes 7 prenatals)	66	59% of 111 age-eligible children	68	67**

Source: Retrieved from Child Plus by Transition/Enrollment Manager

*Head Start average monthly enrollment was at 49. Five HS children/families moved throughout the year causing vacancies at various times.

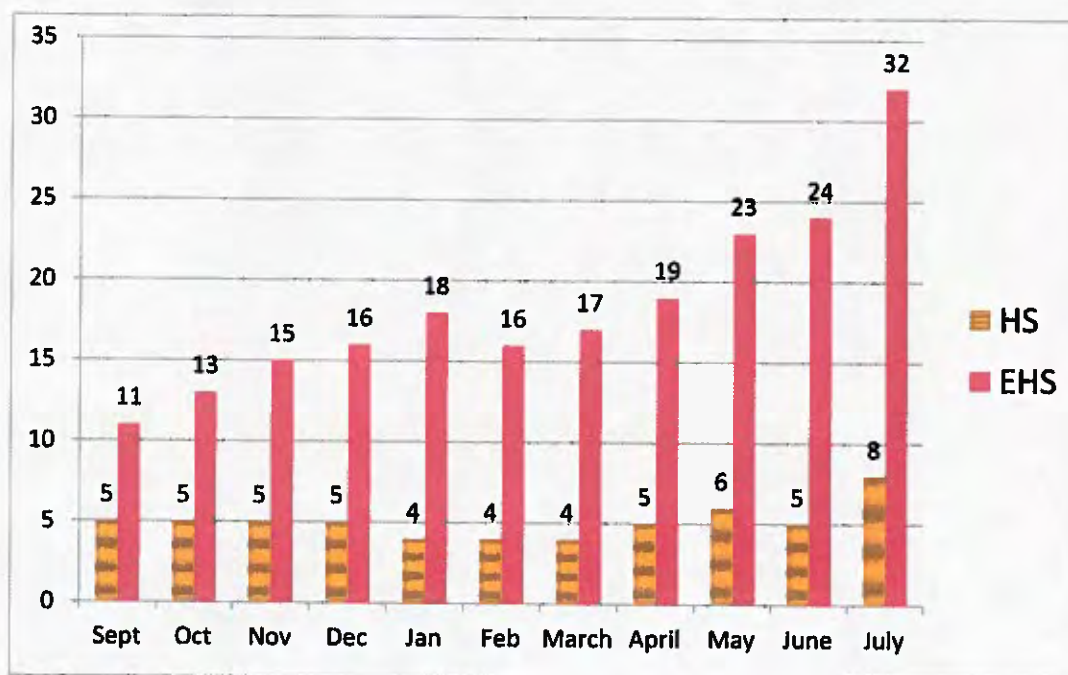
**Early Head Start average monthly enrollment was at 67, three EHS children/families moved out of the area.

Percentage of enrolled children that received medical and dental exams:

Health & Dental Data 2014-2015			
	Number and percent of children with Health Exams		Number and percent of children with Dental Exams
Head Start	49/54	90%	48/54 88%
Early HS	46/72	64%	62/72 86%

Source: Retrieved from 2014-2015 Program Information Report (PIR) by Health Manager

ECC Waiting List September 2014-July 2015



**Data retrieved from monthly program summary report*

Our waiting list to get into the ECC continues to grow. As of July 2015 we had 40 children on the waiting list.

Information about parent involvement activities:

Parents are involved in a wide array of activities throughout the year. Just a few examples include:

- Opening Ceremony/Open House
- New Family Orientation
- Parent Policy Council & Parent Committee Meetings
- Weekly Ojibwe Language Tables
- Family Sugar Bush
- Field Trips: Bayfield Library, Local Orchard, Bayfield School, Local Public Parks, Raspberry (Tribal) Campground, Ojibwe Language Camp
- Family Fishing/Fish Hatchery Tour
- Fall Festival Activities
- Annual Family/Community Social Pow Wow
- Fatherhood Social Pow Wow
- Weekly Pow Wows and Ojibwemowin Puppet Shows
- Annual Winter Holiday Party
- Traditional Native American Storytelling Family Night
- ECC Winter Festival (variety of physical family activities)
- Family Swim Days
- Parenting Classes
- Family Health & Wellness Fair

- Family Pony Rides
- Family Summer Gathering (Traditional Native American activities)
- All-School End of Year Picnic
- HS & EHS Graduation
- Car Seat Clinics
- Family Resource Coordination (home visits)

The agency's efforts to prepare children for kindergarten:

Some of the numerous kindergarten readiness efforts include:

- Interagency Agreement with Bayfield Public School to streamline services for special needs children
- On-going early literacy efforts in the classroom
- All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
- The ECC provided each Head Start classroom with cafeteria style lunch trays. ECC children practiced balancing, carrying, and arranging food on the trays in preparation for breakfast and lunch at the Bayfield School
- Our Head Cook ordered small milk cartons for our children to practice opening
- Because "lining up" is a major expectation at kindergarten, our teachers and children practiced this activity when transitioning in and out of the classroom
- Family socialization events at public school include pizza dinner and preschool breakfast. The ECC promoted these activities with phone call invitations to families, flyers sent home, posted in the hallways, and included in newsletters
- Annual meeting with school to discuss and plan the April Kindergarten Enrollment and Experience Days attended by Transition Manager and Education Manager.
- In order to provide children and families with a familiar person to interact with, the Transition Manager, Family Resource Coordinators, and Education/Abilities Manager attended Kindergarten Enrollment and Experience Day with parents and Bayfield School staff
- ECC staff promoted the Bayfield School 2015 Summer K-Readiness Program, contacting families and making sure children were registered for the program in August. 100% of ECC children who would attend kindergarten at the Bayfield School in the fall registered for the K-Readiness Summer School
- Education/Abilities Manager met with Bayfield School kindergarten teachers and Early Childhood Special Education (ECSE) teacher to share individual child assessment data for all children going on to kindergarten in the fall
- ECC School Readiness Goals created with input from ECC staff, parents, Policy Council, and Bayfield School staff (a copy of our School Readiness Goals and Progress Monitoring for 2014-2015 is attached to this report)
- ECC School Readiness Leadership Team met twice each month to analyze and respond to Progress Monitoring data, update the ECC family School Readiness Goals, and create informational displays for families during parent/teacher conferences
- All kindergarten children are required by the Wisconsin Department of Public Instruction to complete the PALS in the fall and spring. Bayfield School

kindergarten teachers share fall PALS (Phonological Awareness Literacy Screen) data with ECC School Readiness Leadership Team and Head Start teachers for the purpose of progress monitoring and identifying areas for improvement

- ECC Education and Abilities Manager, one Head Start teacher, Bayfield School kindergarten and ECSE teachers, and Family Forum Head Start Director met in March for a joint workshop, Aligning Our Curriculum in 4 Year-old Kindergarten: Bridging the Gap from WI Early Learning Standards to Common Core Standards. This workshop generated a working document outlining expectations in the areas of language, speaking and listening, reading and writing
- Ongoing Specialist/Teacher Team meetings to facilitate communication and collaboration with the Bayfield School District, including kindergarten teaching staff
- Bayfield School staff and ECC Education and Abilities Manager attended the Child Outcomes B-6 Professional Development workshop

Results of the most recent federal on-site review:

The ECC's most recent federal review occurred April 14-17, 2014. Out of literally thousands of Head Start Performance Standards, laws, regulations and policy requirements, I am pleased to report that we had only one finding. The review team determined that we did not ensure that Health staff visited each newborn within two weeks of the infant's birth to ensure the well-being of both the mother and the child. In collaboration with the clinic, we developed and submitted a corrective action plan to address this finding within the required 120 days of the review.

The review team determined we were in compliance with all other areas, including:

- Program Governance
- Management Systems
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Child Health & Safety
- Family & Community Engagement
- Child Development and Education

The reviewers were highly complementary regarding all of the above service areas. We are pleased to let the community know that the results of our Head Start CLASS Observations scores (which looks at three domains and ten dimensions of teacher-child interactions) were among the top 5% in the country. So shout out to our awesome teachers and staff! And folks....when you see them, they would love to hear a little word of appreciation for their hard work! Miigwech!

Results of the most recent annual financial audit:

The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2014. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program.

The audit determined that the tribe had no findings.

The FY 14 audit was disseminated electronically to the ECC Policy Council and Education Division Program Directors in October 2015.

2014-2015 Red Cliff Early Childhood Center Strategic Goals and Objectives

Mission: Traditional Ojibwe values will guide our efforts to promote the spiritual, emotional, physical and cognitive wellness of the children, families, and community we serve.

Purpose I: SPIRITUAL WELLNESS (A Belief in the Interconnectedness of All Things)

Izhitchige Bezhiig: MANIDOOOWAADIZI MINOCHIGEWINAN

(Debweyendam da binjaanikoosidoong akina gegoo)

Goal One: To strengthen the cultural identity of each child and their family by enhancing their knowledge of Ojibwe language, history, family, and relationship with Mother Earth.

Objective 1.1 Support age appropriate comprehension and use of the Ojibwe language by providing part-day language immersion in three Head Start classrooms with fifty (50) Head Start children ages 3-5 years old as demonstrated by the Red Cliff Early Childhood Ojibwe Language Assessment tool. **MET**

Objective 1.2 Through weekly Ojibwe language tables and supplemental learning opportunities, enhance the level of Ojibwe language understanding and use by parents/families of 50 Head Start children as demonstrated by quarterly Ojibwe language assessments. **MET/Ongoing**

Objective 1.3 Create individualized professional development opportunities for all ECC staff to increase knowledge, proficiency, and use of Ojibwe language using ongoing assessments for continuous improvement. **MET/Ongoing**

Objective 1.4 Collaborate with other Tribal and non-Tribal entities to develop and sustain Ginanda Gikendaamin, the tribe's future community learning center. **Ongoing**

Objective 1.5 Research, identify, develop, and create a plan to support and sustain long-term Ojibwe language immersion, including expansion to Head Start and elementary grades. **Ongoing**

Purpose II: EMOTIONAL WELLNESS (Balancing All Of Our Emotions)

Izhitchige Niizh: MAMAAJIWIN MINOCHIGEWINAN

(Dibaabishkodjigaade akina gimamaajiwina)

Goal Two: To implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.

Objective 2.1 At least 75% of ECC staff will receive a minimum one session quarterly of Reflective Supervision to support their work with children, families and staff. **MET**

Objective 2.2 Ensure 100% of expectant and newly delivered mothers receiving EHS Home-Based services are screened for maternal depression and are referred for follow up if appropriate. **MET**

Objective 2.3 Enhance the ECC enrollment process by identifying and implementing an assessment tool and process that reflects and integrates the Parent, Family, and Community Engagement (PFCE) framework. **Ongoing**

Purpose III: PHYSICAL WELLNESS (Attending To Our Physical Selves-Our Bodies)

Izhitchige Nlewi: ZOONGIZIWIN MINOCHIGEWINAN

(Ayaan onaa ginawind i'iw zoongiziwin ginawind gli niyawminan)

Goal Three: To implement physical wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.

Objective 3.1 Increase opportunities for all center-based children to participate in gross motor and proprioceptive activities every 30 minutes throughout waking hours. **MET**

Objective 3.2 Provide on-site dental varnishes and dental screening at least twice during the program year.

Objective 3.3 Meet with Red Cliff Health Center staff on a quarterly basis to enhance two-way communication, improve recordkeeping system, and streamline health services for ECC children. **MET**

Objective 3.4 Seek \$750,000 in public or private grant funding to expand the current facility for additional 0-3 classroom space to meet the growing demand for center-based child care, replacing modular units with stick built. **NOT MET**

Purpose IV: COGNITIVE WELLNESS (Having Clear Thoughts)

Izhitchige Nliwin: GIKENDAMOWIN MINOCHIGEWINAN

(Ayaan biinitig inendamowinaa)

Goal Four: To promote programming and services focused on cognitive development of children by enhancing teacher support strategies.

Objective 4.1 Explore classroom observation tools to locate a developmentally appropriate instrument for Early Head Start center-base classrooms that captures the quality of the environment and interactions. **MET**

Objective 4.2 Connect the existing Nandagikendaamin cultural curriculum to all domains of learning using the Making it Work! Framework. When completed, the integrated curriculum will be shared with Bayfield School staff to support and strengthen cultural readiness. **MET/Ongoing**

Objective 4.3 100% of ECC parent/families of kindergarten bound children will participate in kindergarten transition activities planned in collaboration with the Bayfield School. **MET**

Objective 4.4 In collaboration with the Bayfield School, continue to actively pursue four year-old kindergarten options at the ECC. **NOT MET**

Objective 4.5 By 12/1/2014, ECC staff and the Zaagichigazowin Home Visitation staff will pilot a jointly developed collaboration plan to streamline services for pregnant women and children ages birth to three years old. **NOT MET**

Objective 4.6 Provide workforce training and development opportunities to new and existing family child care providers in the community on a quarterly basis. **MET**

Red Cliff Early Childhood Center

School Readiness Goals 2014-2015

Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

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

Ojibwe language, cultural knowledge, and teachings are imbedded throughout our curriculum, lesson planning, and assessment processes. Since spring 2014, the ECC staff have been engaged in an effort called Making It Work!, a framework designed by the Office of Head Start National Center on Cultural and Linguistic Responsiveness. The framework provides a written context to document and connect cultural activities to the OHS Child Development and Early Learning domains of learning. OHS has posted extensive information on Culturally and Linguistically Responsive Research and Evidence-Based Practice on their website:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ecd/early-childhood-development-learning.html>

The ECC School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework (HSELOF).

I. Social Emotional Development

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will regulate their own emotions at age appropriate levels. HSELOF Alignment: IT-SE 9, P-SE 8</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the area of:</p> <ul style="list-style-type: none"> Manages feelings (1a) 	<p><u>Education and Child Development:</u> Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children.</p> <p><u>Health and Mental Health:</u> Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Head Start classrooms implement the <i>Second Step</i> curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements <i>Talking About Touching</i>, a personal safety curriculum.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides information to the community, Policy Council and Tribal Council regarding the planning, implementation and progress of the ECC School Readiness Goals.</p> <p>The Family Resources Team provides resources in the area of social emotional development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources</p>	<p>Data indicates significant gains in this domain from Fall to Winter. However, six children in the Head Start Pre-K 4 and eleven children Preschool 3 age groups/color bands are below widely held expectations for Teaching Strategies Gold objective 2a, <i>forms relationships with adults</i>. This may be due to two Head Start teachers in each classroom instead of three teachers, as in previous years, and a reduced capacity for 1:1 teaching time. Objective 2a may be an area that requires more intentional, focused observations. Additionally, center-wide data indicates that the children who are below widely held expectations are also children with poor attendance and/or an IEP.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Continue to stress the importance of attendance in the ECC monthly newsletter and with Policy Council. Continue analyzing monthly attendance data, both child attendance and teacher attendance. Head Start teachers report that the Second Step program is working. Expand Second Step to EHS children who will be transitioning to HS in September, adding Second Step to the Esiban and Makwa classroom activities for June and July, 2015. Support continued Second Step implementation with a teacher initiated workshop during in-service week August 31-September 4. Actively promote the Bayfield School's Summer Kindergarten Readiness program in August. May is ECC Home Visit month. ECC teachers will have fliers for the Bayfield School program to give to parents. Family Services will follow-up with phone calls to each k-bound child's family. Support improved child observations. Using the book <i>Observations: The Key to Responsive Teaching</i>, the Education Manager will structure a series of observation in-services for program year 2015-2016, starting during in-service week, August 31-September 4.
<p>Children will establish and sustain positive relationships at age appropriate levels. HSELOF Alignment: IT-SE 1, IT-SE 2, IT-SE 4, IT-SE 5, P-SE 1, P-SE 2, P-SE 3, P-SE 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the area of:</p> <ul style="list-style-type: none"> Forms relationships with adults (2a) Interacts with peers (2c) 		

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																
<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>10</td><td>20</td><td>0</td></tr><tr><td>2a</td><td>11</td><td>19</td><td>0</td></tr><tr><td>2c</td><td>4</td><td>24</td><td>2</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>1</td><td>23</td><td>0</td></tr><tr><td>2a</td><td>13</td><td>11</td><td>0</td></tr><tr><td>2c</td><td>6</td><td>24</td><td>1</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>4</td><td>28</td><td>11</td></tr><tr><td>2a</td><td>6</td><td>38</td><td>7</td></tr><tr><td>2c</td><td>1</td><td>25</td><td>8</td></tr></table> <div>Below widely held expectations Meets widely held expectations Exceeds widely held expectations</div>		Below	Meets	Exceeds	1a	10	20	0	2a	11	19	0	2c	4	24	2		Below	Meets	Exceeds	1a	1	23	0	2a	13	11	0	2c	6	24	1		Below	Meets	Exceeds	1a	4	28	11	2a	6	38	7	2c	1	25	8	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>3</td><td>26</td><td>0</td></tr><tr><td>2a</td><td>6</td><td>23</td><td>0</td></tr><tr><td>2c</td><td>1</td><td>16</td><td>12</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>1</td><td>26</td><td>0</td></tr><tr><td>2a</td><td>11</td><td>16</td><td>0</td></tr><tr><td>2c</td><td>2</td><td>19</td><td>5</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>1</td><td>46</td><td>4</td></tr><tr><td>2a</td><td>4</td><td>39</td><td>8</td></tr><tr><td>2c</td><td>0</td><td>28</td><td>4</td></tr></table>		Below	Meets	Exceeds	1a	3	26	0	2a	6	23	0	2c	1	16	12		Below	Meets	Exceeds	1a	1	26	0	2a	11	16	0	2c	2	19	5		Below	Meets	Exceeds	1a	1	46	4	2a	4	39	8	2c	0	28	4	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>2</td><td>27</td><td>0</td></tr><tr><td>2a</td><td>8</td><td>21</td><td>0</td></tr><tr><td>2c</td><td>1</td><td>12</td><td>16</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>1</td><td>33</td><td>1</td></tr><tr><td>2a</td><td>8</td><td>26</td><td>0</td></tr><tr><td>2c</td><td>4</td><td>22</td><td>8</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1a</td><td>0</td><td>51</td><td>0</td></tr><tr><td>2a</td><td>2</td><td>43</td><td>6</td></tr><tr><td>2c</td><td>1</td><td>37</td><td>4</td></tr></table>		Below	Meets	Exceeds	1a	2	27	0	2a	8	21	0	2c	1	12	16		Below	Meets	Exceeds	1a	1	33	1	2a	8	26	0	2c	4	22	8		Below	Meets	Exceeds	1a	0	51	0	2a	2	43	6	2c	1	37	4
	Below	Meets	Exceeds																																																																																																																																															
1a	10	20	0																																																																																																																																															
2a	11	19	0																																																																																																																																															
2c	4	24	2																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	1	23	0																																																																																																																																															
2a	13	11	0																																																																																																																																															
2c	6	24	1																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	4	28	11																																																																																																																																															
2a	6	38	7																																																																																																																																															
2c	1	25	8																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	3	26	0																																																																																																																																															
2a	6	23	0																																																																																																																																															
2c	1	16	12																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	1	26	0																																																																																																																																															
2a	11	16	0																																																																																																																																															
2c	2	19	5																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	1	46	4																																																																																																																																															
2a	4	39	8																																																																																																																																															
2c	0	28	4																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	2	27	0																																																																																																																																															
2a	8	21	0																																																																																																																																															
2c	1	12	16																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	1	33	1																																																																																																																																															
2a	8	26	0																																																																																																																																															
2c	4	22	8																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
1a	0	51	0																																																																																																																																															
2a	2	43	6																																																																																																																																															
2c	1	37	4																																																																																																																																															

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will demonstrate positive approaches to learning at age appropriate levels.</p> <p>HSELOF Alignment: IT-ATL 3, IT-ATL 4, IT-C 6, IT-C 7, P-ATL 6, P-ATL 7, P-ATL 9</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> • Attends and engages (11a) • Persists (11b) • Solves problems (11c) 	<p><u>Education and Child Development:</u> Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation.</p> <p>Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences.</p> <p>Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others.</p> <p><u>Health and Mental Health:</u> Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities. These environments foster the development of curiosity and persistence.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of approaches to learning in the monthly newsletter or on an individual basis per the family request or staff referral. The Family Service Team is also involved in all Coordinated Service Team efforts as a bridge between home and school.</p>	<p>Data indicates significant gains in this domain from Fall to Winter for Pre-K 4 kindergarten bound children. For k-bound children, Teaching Strategies Gold objectives 11b, persists, and 11c, solves problems, are notable strengths. These objectives encompass skills such as planning and pursuing a variety of appropriately challenging tasks; and solving problems without having to try every possibility.</p> <p>Our new developmental screening tool, Ages and Stages Questionnaire-3 (ASQ-3) provides an opportunity to gain parent input in this area. Completing the screen with parents gives teachers an opportunity to observe the child in a 1:1 situation. Making time in the ECC calendar for extended parent/teacher conferences supports efforts for high quality screening and assessment, relationship building with families, and family goal setting.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Continue to support quality parent teacher partnerships, setting aside time in the ECC calendar for meaningful parent-teacher conferences.

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																
<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>7</td><td>23</td><td>0</td></tr><tr><td>11b</td><td>10</td><td>18</td><td>2</td></tr><tr><td>11c</td><td>11</td><td>18</td><td>1</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>7</td><td>16</td><td>1</td></tr><tr><td>11b</td><td>5</td><td>19</td><td>0</td></tr><tr><td>11c</td><td>9</td><td>15</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>3</td><td>41</td><td>10</td></tr><tr><td>11b</td><td>2</td><td>46</td><td>6</td></tr><tr><td>11c</td><td>6</td><td>40</td><td>7</td></tr></table> <div>Below widely held expectations</div> <div>Meets widely held expectations</div> <div>Exceeds widely held expectations</div>		Below	Meets	Exceeds	11a	7	23	0	11b	10	18	2	11c	11	18	1		Below	Meets	Exceeds	11a	7	16	1	11b	5	19	0	11c	9	15	0		Below	Meets	Exceeds	11a	3	41	10	11b	2	46	6	11c	6	40	7	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>2</td><td>27</td><td>0</td></tr><tr><td>11b</td><td>2</td><td>17</td><td>10</td></tr><tr><td>11c</td><td>2</td><td>25</td><td>2</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>4</td><td>21</td><td>2</td></tr><tr><td>11b</td><td>4</td><td>23</td><td>0</td></tr><tr><td>11c</td><td>5</td><td>22</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>1</td><td>40</td><td>10</td></tr><tr><td>11b</td><td>0</td><td>46</td><td>5</td></tr><tr><td>11c</td><td>2</td><td>45</td><td>4</td></tr></table>		Below	Meets	Exceeds	11a	2	27	0	11b	2	17	10	11c	2	25	2		Below	Meets	Exceeds	11a	4	21	2	11b	4	23	0	11c	5	22	0		Below	Meets	Exceeds	11a	1	40	10	11b	0	46	5	11c	2	45	4	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>0</td><td>18</td><td>11</td></tr><tr><td>11b</td><td>2</td><td>11</td><td>16</td></tr><tr><td>11c</td><td>2</td><td>18</td><td>9</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>3</td><td>29</td><td>3</td></tr><tr><td>11b</td><td>3</td><td>32</td><td>0</td></tr><tr><td>11c</td><td>6</td><td>29</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>11a</td><td>0</td><td>50</td><td>1</td></tr><tr><td>11b</td><td>0</td><td>51</td><td>0</td></tr><tr><td>11c</td><td>1</td><td>49</td><td>1</td></tr></table>		Below	Meets	Exceeds	11a	0	18	11	11b	2	11	16	11c	2	18	9		Below	Meets	Exceeds	11a	3	29	3	11b	3	32	0	11c	6	29	0		Below	Meets	Exceeds	11a	0	50	1	11b	0	51	0	11c	1	49	1
	Below	Meets	Exceeds																																																																																																																																															
11a	7	23	0																																																																																																																																															
11b	10	18	2																																																																																																																																															
11c	11	18	1																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	7	16	1																																																																																																																																															
11b	5	19	0																																																																																																																																															
11c	9	15	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	3	41	10																																																																																																																																															
11b	2	46	6																																																																																																																																															
11c	6	40	7																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	2	27	0																																																																																																																																															
11b	2	17	10																																																																																																																																															
11c	2	25	2																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	4	21	2																																																																																																																																															
11b	4	23	0																																																																																																																																															
11c	5	22	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	1	40	10																																																																																																																																															
11b	0	46	5																																																																																																																																															
11c	2	45	4																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	0	18	11																																																																																																																																															
11b	2	11	16																																																																																																																																															
11c	2	18	9																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	3	29	3																																																																																																																																															
11b	3	32	0																																																																																																																																															
11c	6	29	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
11a	0	50	1																																																																																																																																															
11b	0	51	0																																																																																																																																															
11c	1	49	1																																																																																																																																															

III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will use appropriate conversational and other communication skills at age appropriate levels.</p> <p>HSELOF Alignment: IT-LC 5, P-LC 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> Engages in conversations (10a) <p>Children will demonstrate knowledge of print and its uses at age appropriate levels.</p> <p>HSELOF Alignment: IT-LC 10, IT-LC 11, IT-LC 12, P-LIT 2, P-LIT 4, P-LIT 5</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> Uses and appreciates books (17a) Uses emergent reading skills (18b) 	<p><u>Education and Child Development:</u> Teachers provide developmentally appropriate pre-writing activities to support emerging literacy development. The <i>Handwriting Without Tears Get Set for School</i> curriculum is used in Head Start classrooms. Literacy is promoted as a source of enjoyment through real alouds, daily book discussions, and encouraging oral traditions through storytelling.</p> <p>Toys and experiences in the infant/toddler environment are designed to build children's understanding and appreciation of language and print.</p> <p><u>Health and Mental Health:</u> Children with healthy teeth are better able to eat, speak, and focus on learning. The ECC schedules regular dental varnishes, educates the community about the importance of oral health, and supports parents' dental appointments.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of family literacy development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources. The ECC provides language activities include weekly staff and community Ojibwemowin language tables, Head Start trips to the Bayfield library, book donations, and Scholastic book orders. In addition, the ECC provides on-site Adult Basic Education classes to support literacy and educational goals of families as lifelong learners.</p>	<p>While this area shows improvement from Fall to Winter, the School Readiness Leadership Team expressed concern over the children who are below widely held expectations for Teaching Strategies Gold objective 10a, <i>engages in conversations</i>. This objective includes such developmental steps as engaging in simple back-and-forth exchanges with others; initiating and attending to brief conversations; and engaging in conversations of at least three exchanges. While the ECC has a large number of children with a speech and language delay, this does not account for the numbers of children who are below widely held expectations in this area.</p> <p>The number of children who are below widely held expectations for objective 18b, <i>uses emergent reading skills</i>, is also a concern. Objective 18b includes early reading skills such as pretending to read a familiar book; describing the action across book pages and using the pictures to sequence events.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Language and literacy development is currently a major initiative of the Wisconsin Department of Public Instruction. CESA 12 in Ashland is offering a series of workshops, <i>Literacy Explorations: An Early Childhood Approach</i>, fall 2015 through spring 2016. The School Readiness Leadership Team recommended that all ECC teaching staff attend these workshops. In order to accomplish this, the ECC would need to close on Thursday, November 5, the first workshop date. In order to avoid this, the Education Manager has asked CESA 12 if a special session could be scheduled on a Friday for ECC staff. Purchase sets of the Child/Home Early Language and Literacy Observation (CHELLO), and Early Language and Literacy Classroom Observation (ELLO) tools for language and literacy observations, as a complement to the CESA 12 workshop series.

III. Literacy and Language Development Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																
<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>10</td><td>16</td><td>4</td></tr><tr><td>17a</td><td>3</td><td>27</td><td>0</td></tr><tr><td>18b</td><td>7</td><td>22</td><td>1</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>12</td><td>11</td><td>1</td></tr><tr><td>17a</td><td>4</td><td>20</td><td>0</td></tr><tr><td>18b</td><td>11</td><td>13</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>18</td><td>27</td><td>9</td></tr><tr><td>17a</td><td>3</td><td>45</td><td>4</td></tr><tr><td>18b</td><td>3</td><td>41</td><td>8</td></tr></table> <div>Below widely held expectations</div> <div>Meets widely held expectations</div> <div>Exceeds widely held expectations</div>		Below	Meets	Exceeds	10a	10	16	4	17a	3	27	0	18b	7	22	1		Below	Meets	Exceeds	10a	12	11	1	17a	4	20	0	18b	11	13	0		Below	Meets	Exceeds	10a	18	27	9	17a	3	45	4	18b	3	41	8	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>8</td><td>14</td><td>7</td></tr><tr><td>17a</td><td>0</td><td>29</td><td>0</td></tr><tr><td>18b</td><td>2</td><td>22</td><td>5</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>8</td><td>18</td><td>1</td></tr><tr><td>17a</td><td>3</td><td>24</td><td>0</td></tr><tr><td>18b</td><td>9</td><td>16</td><td>2</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>9</td><td>36</td><td>6</td></tr><tr><td>17a</td><td>1</td><td>48</td><td>2</td></tr><tr><td>18b</td><td>4</td><td>37</td><td>10</td></tr></table>		Below	Meets	Exceeds	10a	8	14	7	17a	0	29	0	18b	2	22	5		Below	Meets	Exceeds	10a	8	18	1	17a	3	24	0	18b	9	16	2		Below	Meets	Exceeds	10a	9	36	6	17a	1	48	2	18b	4	37	10	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>5</td><td>13</td><td>11</td></tr><tr><td>17a</td><td>1</td><td>21</td><td>7</td></tr><tr><td>18b</td><td>2</td><td>19</td><td>8</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>5</td><td>28</td><td>2</td></tr><tr><td>17a</td><td>2</td><td>32</td><td>1</td></tr><tr><td>18b</td><td>6</td><td>24</td><td>5</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>8</td><td>41</td><td>2</td></tr><tr><td>17a</td><td>3</td><td>45</td><td>2</td></tr><tr><td>18b</td><td>2</td><td>46</td><td>2</td></tr></table>		Below	Meets	Exceeds	10a	5	13	11	17a	1	21	7	18b	2	19	8		Below	Meets	Exceeds	10a	5	28	2	17a	2	32	1	18b	6	24	5		Below	Meets	Exceeds	10a	8	41	2	17a	3	45	2	18b	2	46	2
	Below	Meets	Exceeds																																																																																																																																															
10a	10	16	4																																																																																																																																															
17a	3	27	0																																																																																																																																															
18b	7	22	1																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	12	11	1																																																																																																																																															
17a	4	20	0																																																																																																																																															
18b	11	13	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	18	27	9																																																																																																																																															
17a	3	45	4																																																																																																																																															
18b	3	41	8																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	8	14	7																																																																																																																																															
17a	0	29	0																																																																																																																																															
18b	2	22	5																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	8	18	1																																																																																																																																															
17a	3	24	0																																																																																																																																															
18b	9	16	2																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	9	36	6																																																																																																																																															
17a	1	48	2																																																																																																																																															
18b	4	37	10																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	5	13	11																																																																																																																																															
17a	1	21	7																																																																																																																																															
18b	2	19	8																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	5	28	2																																																																																																																																															
17a	2	32	1																																																																																																																																															
18b	6	24	5																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
10a	8	41	2																																																																																																																																															
17a	3	45	2																																																																																																																																															
18b	2	46	2																																																																																																																																															

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will demonstrate self-help skills at age appropriate levels. HSELOF Alignment: IT-PMP 9, P-PMP 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> • Takes care of own needs appropriately (1c) <p>Children will demonstrate traveling skills, gross-motor manipulative skills, and fine-motor strength and coordination at age appropriate levels. HSELOF Alignment: IT-PMP 3, IT-PMP 4, IT-PMP 7, IT-PMP 8, P-PMP 1, P-PMP 2, P-PMP 3</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> • Demonstrates traveling skills (4) • Demonstrates gross motor manipulative skills (6) • Uses fingers and hands (7a) 	<p><u>Education and Child Development:</u> Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.</p> <p><u>Health and Mental Health:</u> Activities that get children moving build large and small muscles, which support later reading, writing, and math skills. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. Classrooms implement the <i>I Am Moving I Am Learning</i> program.</p> <p>Health screens make use of technologically advanced screening tools such as an otoacoustic emissions screener (OAE) and SureSight autorefractor vision screener. These tools enable early identification of children for further evaluation for hearing and vision concerns. This supports children's learning and development across all domains.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team schedules, plans and provides direct service/resources/events/activities and in the area of physical development and health on a regular basis (scheduled events can be found in the monthly newsletter and annual calendar). The annual ECC Family Health and Wellness Fair features a wide variety of providers in the Chequamegon Bay area ranging in services from dental to mental wellness, providing screenings and valuable information; other family events featuring strong physical health focus include Family Swim Days, Winter Carnival Day and the annual sugar bush season. In addition to ECC events, the Family Service team facilitates individual family referrals and resource coordination to health and development resources.</p>	<p>While children are demonstrating progress in this area, the School Readiness Leadership Team is concerned about the number of children below widely held expectations for objective 1c, <i>takes care of own needs appropriately</i>. This area of development addresses self-help skills such as getting dressed, eating, washing and drying hands. Self-help skills are important for all children but these skills are especially important for children who are transitioning to kindergarten.</p> <p><i>Demonstrates gross motor manipulative skills</i>, objective 6, is an area of concern for Preschool 3 children. However, this may be the effect of a long cold winter spent mainly indoors. Progress in this area is expected, when children can return to outdoor play, riding bikes, throwing balls, digging in the sand, etc.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Send home information about how families can support self-help skills at all age levels in May and June 2015. • Include a self-help skill development area in our September 2015 Opening Day Orientation.

IV. Physical Development and Health Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																																																				
<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>10</td><td>20</td><td>0</td></tr><tr><td>4</td><td>4</td><td>26</td><td>0</td></tr><tr><td>6</td><td>7</td><td>23</td><td>0</td></tr><tr><td>7a</td><td>8</td><td>22</td><td>0</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>8</td><td>16</td><td>0</td></tr><tr><td>4</td><td>6</td><td>17</td><td>1</td></tr><tr><td>6</td><td>7</td><td>17</td><td>0</td></tr><tr><td>7a</td><td>6</td><td>18</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>7</td><td>38</td><td>8</td></tr><tr><td>4</td><td>7</td><td>36</td><td>11</td></tr><tr><td>6</td><td>7</td><td>35</td><td>11</td></tr><tr><td>7a</td><td>5</td><td>40</td><td>9</td></tr></table> <div>Below widely held expectations</div> <div>Meets widely held expectations</div> <div>Exceeds widely held expectations</div>		Below	Meets	Exceeds	1c	10	20	0	4	4	26	0	6	7	23	0	7a	8	22	0		Below	Meets	Exceeds	1c	8	16	0	4	6	17	1	6	7	17	0	7a	6	18	0		Below	Meets	Exceeds	1c	7	38	8	4	7	36	11	6	7	35	11	7a	5	40	9	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>5</td><td>24</td><td>0</td></tr><tr><td>4</td><td>0</td><td>29</td><td>0</td></tr><tr><td>6</td><td>1</td><td>28</td><td>0</td></tr><tr><td>7a</td><td>1</td><td>28</td><td>0</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>7</td><td>20</td><td>0</td></tr><tr><td>4</td><td>4</td><td>22</td><td>1</td></tr><tr><td>6</td><td>7</td><td>19</td><td>1</td></tr><tr><td>7a</td><td>5</td><td>22</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>6</td><td>41</td><td>4</td></tr><tr><td>4</td><td>2</td><td>35</td><td>14</td></tr><tr><td>6</td><td>3</td><td>40</td><td>8</td></tr><tr><td>7a</td><td>3</td><td>44</td><td>4</td></tr></table>		Below	Meets	Exceeds	1c	5	24	0	4	0	29	0	6	1	28	0	7a	1	28	0		Below	Meets	Exceeds	1c	7	20	0	4	4	22	1	6	7	19	1	7a	5	22	0		Below	Meets	Exceeds	1c	6	41	4	4	2	35	14	6	3	40	8	7a	3	44	4	<div>Kindergarten Bound</div> <div>Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>6</td><td>23</td><td>0</td></tr><tr><td>4</td><td>1</td><td>28</td><td>0</td></tr><tr><td>6</td><td>3</td><td>26</td><td>0</td></tr><tr><td>7a</td><td>2</td><td>27</td><td>0</td></tr></table> <div>Head Start</div> <div>Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>4</td><td>31</td><td>0</td></tr><tr><td>4</td><td>4</td><td>25</td><td>6</td></tr><tr><td>6</td><td>6</td><td>25</td><td>4</td></tr><tr><td>7a</td><td>4</td><td>31</td><td>0</td></tr></table> <div>Early Head Start</div> <div>Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>1c</td><td>9</td><td>42</td><td>0</td></tr><tr><td>4</td><td>7</td><td>35</td><td>9</td></tr><tr><td>6</td><td>2</td><td>42</td><td>7</td></tr><tr><td>7a</td><td>4</td><td>47</td><td>0</td></tr></table>		Below	Meets	Exceeds	1c	6	23	0	4	1	28	0	6	3	26	0	7a	2	27	0		Below	Meets	Exceeds	1c	4	31	0	4	4	25	6	6	6	25	4	7a	4	31	0		Below	Meets	Exceeds	1c	9	42	0	4	7	35	9	6	2	42	7	7a	4	47	0
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	10	20	0																																																																																																																																																																																			
4	4	26	0																																																																																																																																																																																			
6	7	23	0																																																																																																																																																																																			
7a	8	22	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	8	16	0																																																																																																																																																																																			
4	6	17	1																																																																																																																																																																																			
6	7	17	0																																																																																																																																																																																			
7a	6	18	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	7	38	8																																																																																																																																																																																			
4	7	36	11																																																																																																																																																																																			
6	7	35	11																																																																																																																																																																																			
7a	5	40	9																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	5	24	0																																																																																																																																																																																			
4	0	29	0																																																																																																																																																																																			
6	1	28	0																																																																																																																																																																																			
7a	1	28	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	7	20	0																																																																																																																																																																																			
4	4	22	1																																																																																																																																																																																			
6	7	19	1																																																																																																																																																																																			
7a	5	22	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	6	41	4																																																																																																																																																																																			
4	2	35	14																																																																																																																																																																																			
6	3	40	8																																																																																																																																																																																			
7a	3	44	4																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	6	23	0																																																																																																																																																																																			
4	1	28	0																																																																																																																																																																																			
6	3	26	0																																																																																																																																																																																			
7a	2	27	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	4	31	0																																																																																																																																																																																			
4	4	25	6																																																																																																																																																																																			
6	6	25	4																																																																																																																																																																																			
7a	4	31	0																																																																																																																																																																																			
	Below	Meets	Exceeds																																																																																																																																																																																			
1c	9	42	0																																																																																																																																																																																			
4	7	35	9																																																																																																																																																																																			
6	2	42	7																																																																																																																																																																																			
7a	4	47	0																																																																																																																																																																																			

V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will use number concepts and operations at age appropriate levels. HSELOF Alignment: IT-C 8, P-MATH 1, P-MATH</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> • Counts (20a) • Connects numerals with their quantities (20c) • <p>Children will demonstrate knowledge of patterns at age appropriate levels. HSELOF Alignment: IT-C 10, P-MATH 7</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of patterns (23) 	<p><u>Education and Child Development:</u> Teachers use everyday situations to develop math and reasoning skills. Children build connections and remember experiences when they are in the context of daily routines, new experiences, and guided investigations. Children are able to demonstrate an understanding of concepts such as shapes, sorting, patterning, number sense, counting, number recognition, positional words (on, under, between) and music (beats, tempo).</p> <p><u>Health and Mental Health:</u> When children get a good night's sleep, they can pay attention, remember what they learn, and manage their feelings. Information about healthy sleep patterns and sleep requirements is sent home and included in monthly newsletters.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of child development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources. All ECC activities and events take into consideration the need to involve and improve general knowledge in families and children; collaboration with community partners is vital in responding to and implementing needed services for the community.</p>	<p>Generally, we have shown progress in this area but the data indicates that this is an area for improvement for all children participating in the program.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • The Head Start and Early Head Start Directors have been reaching out to the Wisconsin Indianhead Technical College, WITC. As a result of making these connections, they have met several WITC instructors. The ECC Education Manager will pursue workshop and coaching options through WITC for the 2015-2016 program year. • Add the National Center on Quality Teaching and Learning's one hour in-service suites, <i>Teacher Time</i>, to Head Start and Early Head Start staff's monthly activities for June, July, and August, 2015. We will focus on archived Science Technology Engineering Art and Math, STEAM, webinars.

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																
<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>16</td><td>13</td><td>1</td></tr><tr><td>20c</td><td>13</td><td>16</td><td>1</td></tr><tr><td>23</td><td>7</td><td>23</td><td>0</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>17</td><td>0</td></tr><tr><td>20c</td><td>18</td><td>6</td><td>0</td></tr><tr><td>23</td><td>11</td><td>13</td><td>0</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>32</td><td>14</td></tr><tr><td>20c</td><td>8</td><td>33</td><td>12</td></tr><tr><td>23</td><td>3</td><td>36</td><td>14</td></tr></table> <div>Below widely held expectations Meets widely held expectations Exceeds widely held expectations</div>		Below	Meets	Exceeds	20a	16	13	1	20c	13	16	1	23	7	23	0		Below	Meets	Exceeds	20a	7	17	0	20c	18	6	0	23	11	13	0		Below	Meets	Exceeds	20a	7	32	14	20c	8	33	12	23	3	36	14	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>9</td><td>15</td><td>5</td></tr><tr><td>20c</td><td>6</td><td>19</td><td>4</td></tr><tr><td>23</td><td>1</td><td>28</td><td>0</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>6</td><td>21</td><td>0</td></tr><tr><td>20c</td><td>15</td><td>12</td><td>0</td></tr><tr><td>23</td><td>9</td><td>17</td><td>1</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>15</td><td>29</td><td>7</td></tr><tr><td>20c</td><td>8</td><td>38</td><td>5</td></tr><tr><td>23</td><td>5</td><td>40</td><td>6</td></tr></table>		Below	Meets	Exceeds	20a	9	15	5	20c	6	19	4	23	1	28	0		Below	Meets	Exceeds	20a	6	21	0	20c	15	12	0	23	9	17	1		Below	Meets	Exceeds	20a	15	29	7	20c	8	38	5	23	5	40	6	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>4</td><td>16</td><td>9</td></tr><tr><td>20c</td><td>3</td><td>19</td><td>7</td></tr><tr><td>23</td><td>1</td><td>24</td><td>4</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>6</td><td>26</td><td>3</td></tr><tr><td>20c</td><td>12</td><td>22</td><td>1</td></tr><tr><td>23</td><td>8</td><td>24</td><td>3</td></tr></table> <div>Early Head Start Birth to 3 Years</div> <div>Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>4</td><td>47</td><td>0</td></tr><tr><td>20c</td><td>9</td><td>42</td><td>0</td></tr><tr><td>23</td><td>8</td><td>43</td><td>0</td></tr></table>		Below	Meets	Exceeds	20a	4	16	9	20c	3	19	7	23	1	24	4		Below	Meets	Exceeds	20a	6	26	3	20c	12	22	1	23	8	24	3		Below	Meets	Exceeds	20a	4	47	0	20c	9	42	0	23	8	43	0
	Below	Meets	Exceeds																																																																																																																																															
20a	16	13	1																																																																																																																																															
20c	13	16	1																																																																																																																																															
23	7	23	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	7	17	0																																																																																																																																															
20c	18	6	0																																																																																																																																															
23	11	13	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	7	32	14																																																																																																																																															
20c	8	33	12																																																																																																																																															
23	3	36	14																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	9	15	5																																																																																																																																															
20c	6	19	4																																																																																																																																															
23	1	28	0																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	6	21	0																																																																																																																																															
20c	15	12	0																																																																																																																																															
23	9	17	1																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	15	29	7																																																																																																																																															
20c	8	38	5																																																																																																																																															
23	5	40	6																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	4	16	9																																																																																																																																															
20c	3	19	7																																																																																																																																															
23	1	24	4																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	6	26	3																																																																																																																																															
20c	12	22	1																																																																																																																																															
23	8	24	3																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																															
20a	4	47	0																																																																																																																																															
20c	9	42	0																																																																																																																																															
23	8	43	0																																																																																																																																															

Revised 7-2-2015



Red Cliff Early Childhood Center
Regular Policy Council Meeting Minutes
Wednesday July 8th, 2015 @ 2:00 pm.
Memengwa Admin. Trailer



Call meeting to order by Jessie Defoe at 2:00 pm.

Policy Council Members Present: Chelby Cameron, Kasie Gokee, Jessie Defoe by Phone, Shanaya Hoopman and Nicole Newago.

Absent: Elizabeth King and Clarrissa Gokee, Steven Boyd.

Agenda: Motion by Kasie to approve Agenda, Seconded by Shanaya, motion carried.

Minutes: Motion by Shanaya to approve minutes for May 14th, 2015. Seconded by Chelby, motion carried.

Ratify Poll Votes: Motion by Nicci to ratify all poll votes; Graduate First/Books for 22 EHS students and non-graduate end of year gifts and supplies for \$905.43 from the program activity fund, two (2) Child Care Assistant Teachers Positions, one (1) Early Childhood center base Teacher position, Enrollment and Transition Plan 2015-2016 and one (1) Early Head Start Home Base Teacher position. Seconded by Kasie, motion carried.

Monthly Program Summary Report for February 2015: Nicole gave update to policy council.

Notice of new program specialist: updated policy council of our new program specialist.

NOA HS/EHS 2015-2016 Grant Award: Informed policy council of the Grant and walked them through it.

Adjourn: Motion by Chelby to adjourn at 2:15 pm. Seconded by Nicci, motion carried.



Policy Council Chairperson



Date

**Red Cliff Tribal Board of Education (TBE)
Quarterly TBE Meeting with Bayfield School Administration
September 21st, 2015
1:00pm at tribal Administration Conference Room
MINUTES**

Members Present: Brian Boyd, Lindsey (Sunny) LaPointe, Barb Gadbois, Nicole Boyd

Others Present: Dee Gokee-Rindal, Krystle Topping, Jeff Gordon, Sandy Raspotnik, Dave Aslyn

Select Rotating Chair and Secretary

Barb will be chair and Nicole will be secretary

Barb called meeting to order at 1:05pm

July 20th, 2015 Meeting Minutes

Sunny motioned to approve the minutes, Nicole seconded, all in favor, motion carried.

Education Stories/Update from Membership

Krystle informed the group that she is busy with getting scholarships awarded to higher education students. There are also school supplies left that the Johnson O'Malley (JOM) committee approved to be distributed to eligible students calling in surrounding Districts that she is following up with.

Education Division Reports

Dee provided the board with a copy of the Native American Parent Involvement Policy that the Bayfield School District recently had its first reading of. Dave provided a brief explanation that the policy will be read again and then approved in late October, all comments can be directed to him; the policy will help to inform the upcoming Impact Aide Public hearing and direction of the funding. Dee will get exact date from Dave for the final reading and timeframe for feedback and share that info with the committee.

Dee also informed the board that the District did submit a Language and Culture Revitalization grant to the WI Department of Instruction. Jeff added that some of the goals and objectives for the upcoming year if awarded, including (2) 20 hour a week language/culture facilitators for K-5 and a cultural resource center in the school. In addition the JOM committee will collaborate with the District to extend the facilitators to 25 hours per week. The District is hoping to hear soon if they will receive funding; they hope to begin services October 1.

Joint Discussion per MOU

a. Define Quality of Education: The TBE worked on a brief description of what they consider to be a definition of 'quality of education'

"Quality is creating an environment that children feel safe, welcomed and belonging, including physical space/items and people. A child will learn better in an environment that provides support and knowledge of the community they live in. A high quality education reflects the authentic history, language and culture of the students and communities served. It engages students and families in a holistic educational process while using an individualized approach to meet the unique need of each child. Rigorous analysis of completed and on-going activities utilizing structures interpretation to determine and support management accountability, effectiveness and efficiency. It is important to

OCTOBER ATTENDANCE

2015

Congratulation to this Month's Winners for perfect attendance.

Early Head Start Qiana Butterfield

and

Head Start Charlotte Andrews-DePerry

In the Early Head Start we had a total of 12 out of 32 students that met the perfect attendance requirement.

Waabooz	1 Children
Amik	4 Children
Makwa	3 Children
Esiban	4 Children

In the Head Start we had a total of 22 out of 50 students that met the perfect attendance requirement.

Migizi	10 Children
Maiingan	4 Children
Mashkodebizhiki	8 Children

Keep up the great work parents.....

Family Service Staff





Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13--89830 Tiny Tot Drive--Bayfield, WI 54814
PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239



PRE-APPLICATION FORM

Proof of Age & Proof of Income MUST accompany this pre-application for your child to be considered for enrollment:

Homeless (includes living with relatives or friends) Yes or No
Child is in Foster Care Yes or No
On public Assistance (TANF/SSI) Yes or No

Child's/Prenatal Name:		Child's Date of Birth or Due Date:		Child's Tribal Affiliation:	
Living Address:		City:		Zip:	Sex: M or F
Mailing Address:		City:		Zip:	
Parent 1's Name:		Parent 1's Date of Birth:		Parent 1's Tribal Affiliation:	
Parent 2's Name:		Parent 2's Date of Birth:		Parent 2's Tribal Affiliation:	
Number in Household:	Home Phone: _____			Email Address: _____	
	Contact Phone: _____				
(Please Check One)					
<input type="checkbox"/> Home Based Only <input type="checkbox"/> Center Based Only <input type="checkbox"/> Home Based and placed on Center Based waiting list					
Eligibility for Center Based Openings is dependent upon VACANCIES AND SCORE.					

ENROLLMENT CRITERIA

Please mark all that apply to the family as this information will be used to assist in determining enrollment priority along with income eligibility. This information is confidential and will be used for program purposes only.

Special Needs Child Prenatal-Age 5 with a diagnosis and verification	Incarcerated Parent
Do you have a concern that your child has a special need (If yes follow up will be required)	Military Parent Absent from home due to Active Duty
Serious Health Issues of Child Applicant (Need Physician Documentation)	First Time Parents
Prenatal Substance Abuse (Drugs, Alcohol, or Tobacco)	Teen Parent/Pregnant Teen
Parent or Sibling Living in the Household with a Long-Term Chronic Illness	No Prenatal Care
Alcohol & Drug Abuse within Child's Primary Household	Premature Birth (before 35 weeks) or Low Birth Weight (<5lbs 5oz)
Was mother in the habit of drinking before she knew she was pregnant	High Birth Weight (>10 lbs) With Diabetes (any type) during pregnancy
Parent Diagnosed with Mental Illness	Multiple Births (Twins, Triplets, etc.)
Domestic Violence within Child's Primary Household	Single Parent
Child History of Neglect/Abuse	Parent Does Not Have High School Diploma or GED
Loss of Child's Parent/Sibling by Death	Not working and not in School/Job training
Elder is Primary Caregiver (55 years or older)	Home Safety Concerns
Health Insurance: No Yes (Circle Type):	MA IHS Badger Private

When all factors are equal, preference will be given as follows within the service area

1. Red Cliff Tribal Member on and off reservation 2 Other Tribal Members 3 Non-Tribal Members living on Reservation

I certify that the above information is correct to the best of my knowledge and will provide additional documentation if needed.

Signature of Parent/Guardian: _____

Date: _____

Approved by Policy Council: Jul 12, 2007
Revisions Approved by Policy Council Nov 13, 2008, Jun 15, 2009, Sep 22, 2010, Mar 13, 2014
Approved by Tribal Council Oct 4, 2010, Mar 13, 2014

Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13--89830 Tiny Tot Drive--Bayfield, WI 54814
PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239

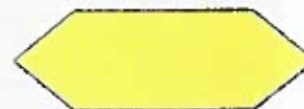
All Carry Over 4 year olds (Automatic)
4 year olds income eligible
4 year olds with no Head Start experience
4 year olds over income
3 year olds income eligible
3 year olds over income

Date Application Received: _____ By Whom: _____

Proof of Income Attached: _____ Income Eligible: _____ Pre-App. Score: _____ CC Score _____ Combined Score _____

Application Status: ACCEPTED: _____ WAITING LIST: _____ Assigned Classroom: _____

On Reservation _____ Off Reservation _____ Proof of Tribal Identification Attached: _____





SIDS, CANS



Shaken Baby Syndrome Training

November 13, 2015

9 am to Noon

In Memengwaa at ECC

If you have any questions please call Kim Gordon
@

715-779-5030 ext 251



**ECC Fall Parent Teacher Conferences
November 23 and 24, 2015**

\$10 Gas Vouchers

**Attend a Parent Teacher Conference
November 23 or 24 and you will receive a \$10 gas
voucher!**

Visit our hallway School Readiness displays and enter the
drawing for other spectacular prizes.

Your child's teachers will be contacting you to set up a
conference time.

See you soon!



Research shows that children who become readers
are read to at home.

ECC Family Pow Wow



Join us for a small gathering here at the ECC. Children are welcome to wear their regalia and parents are encouraged to attend. All ECC families and community are welcome!!!!

Thursday,
November 19,
2015

10am @ ECC
Feast at 11am

This is a regular school day

Come join us at the
New Red Cliff Library
"Ginanda Gikendaasomin"

for Ojibwe Language Study Sessions

Every Tuesday from 5:00 – 7:00

and

for Ojibwe Language Cultural Sessions

Every Wednesday from 5:00 – 7:00.

Sponsored by:



for more information contact Reggie Cadotte: 715-779-5030 ext. 233
or reggie.cadotte@redcliff-nsn.gov



Language Table

The challenges we've endured, and the accomplishments we've achieved, we have much to be grateful for!

In the past year, we've been encouraging teachers and community members to use the language in their homes, teaching them how to use the formats we've developed which makes it easier for them to speak the language.

It is easy to become impatient and find reasons not to learn the language... but why? We can only work with what's available to us, and we can only teach those willing to learn.

Weweni!

Rosie and Reggie

***Narcotics
Anonymous
Meeting***

At

***St. Francis Catholic
Church in Red Cliff***

November 6, 2015

6:00pm

ATTENTION!!!!!!

TRIBAL MEMBERS INTERESTED IN NIGHT HUNTING!!!!!!

U.S. District Judge Barbara Crabb has signed off on regulations allowing the Chippewa to conduct night hunts for deer on public hunting land in the Ceded Territory beginning November 1st, 2015.

HOWEVER!!!!!!

Tribal members interested in Night Hunting **MUST** become certified **BEFORE** participating in **ANY** Night Hunting activities. Certification is obtained by:

- Attending a 12-hour safety course and passing a Proficiency Test (this test includes hunters using a rifle, shotgun, handgun or any other type of gun, cross-bow or bow and arrow); **AND**
- Having a preapproved "Shooting Plan" that is inspected and authorized by the Tribal Conservation Department or a GLIFWC Warden.

Failure to obtain certification and obtain an approved "Shooting Plan" before Night Hunting is a violation of tribal law and violators will be subject to prosecution. Penalties for conviction may include monetary fines and restrictions on future harvest activities.

For the safety of the public and other tribal members, Night Hunters **MUST** follow **ALL** regulations as detailed in the Model Off Reservation Conservation Code as they relate to Night Hunting.

If you have any questions regarding Certification, "Shooting Plans", and the regulations relating to Night Hunting please contact the Red Cliff Tribal Wardens Office @ (715) 779-3732 or GLIFWC Conservation Enforcement Division @ (715) 682-6619

Hunters Safety Class

Location: at the Red Cliff Fire Hall



The Hunters safety class will be **November 6th & 7th** Friday from 5 PM to 8 PM and Saturday from 9 AM to 3 PM or until the class is done. Students must register online on the Wisconsin DNR website or call 1-888-936-7463 for customer ID.

A stylized graphic of the American flag, featuring the stars and stripes, positioned on the left side of the poster.

Veteran's Day Celebration

Saturday, Nov. 7th, 2015

Legendary Waters Casino Event Center

AGENDA

10:00 a.m. Veteran Honor Guard Ceremony

(Veteran Memorial Park)

11:00 a.m. Registration

12:00 p.m. Celebration Begins

Opening Ceremony

Speakers

Feast

Raffles & 50/50 Raffle

HARVEST DINNER

Free Harvest Dinner,

Saturday, Nov. 7, 2015

RED CLIFF ELDERLY

5—7 pm



www.shutterstock.com · 214523482

Menu:

STEW, CORNBREAD, BISCUITS, SQUASH,
SCALLOPED CORN, APPLE CRISP,
FRUIT PUNCH AND COFFEE.

RAFFLES! RAFFLES!

SPONSORED BY THE RED CLIFF MINOBIMADESEWIN FARM



Superintendent Coffee Chat Schedule

2015-2016

The School District of Bayfield encourages positive, open, and interactive communication with parents, families, and community members. The first Coffee Chats of the new school year have been scheduled for the dates and locations listed below. The Coffee Chats provide an opportunity for you to share your thoughts and hear information about the School District of Bayfield. Please join Bayfield Superintendent David Aslyn for coffee and conversation

November 10	Egg Toss	10:00 a.m.
November 11	Legendary Waters Resort Wii-Kway-Ong Restaurant	10:00 a.m.
November 12	Madeline Island Public Library	10:00 a.m.

***Dr. David Aslyn, District Administrator
School District of Bayfield***

Friday Friends
November 13, 2015
Bayfield Presbyterian Church

Join us for lunch and a presentation by your
Wisconsin State Representative
Beth Meyers!

November 13th
11:30 a.m. to 1 p.m.
Bayfield Presbyterian Church
306 Washington Ave.,
Bayfield

Presented by CORE & free for
residents 55+, Bayfield, Cornu-
copia, Madeline Island, Red
Cliff, Washburn, and communi-
ties in their zip codes. Call 715-
779-3457 for more information.



Friendly reminder for

2015

**THE BAD RIVER
LODGE & CASINO
HOLIDAY FAIR WILL BE**

SATURDAY

NOVEMBER 21, 2015

DOORS OPEN AT 8AM-4PM

FREE ADMISSON

VENDORS CALL

COLLEEN GOETSCH

TO RESERVE YOUR TABLE.

CALL 715-682-7121 EX.1231

Stand Up Speak Out End Bullying

Come out and see what it is all about.

For ages 12-18

You don't have to be in sports to come

*Bullying is lame, so don't
play the game.*



Spoken words can't be erased. Don't blurt what might hurt

For More Information Please Contact:

Josh Gordon 715-779-3706 ext. 1268

Cell 715-209-2906

Eugena Mertig 715-779-3706 ext., 1266

Cell 715-209-1374

Peter Newago 715-779-3706 ext. 1267

Cell 715-209-6772

Monday's and Wednesday's

All through November

Starting at 4:00 P.M.

Until 5:00 P.M.

**Open gym will follow for those who
attend the class.**

We will have food and drinks.



Education MATTERS



Where: Red Cliff Library

When: Every Wednesday

11:00 - 2:00pm

Who: Anyone interested

HSED/GED



Adult Education

Offered!!!!

Contact information:

Theresa Beckman, WITC Instructor

Phone: (715) 682-4591

Email: Theresa.beckman@wite.edu

OR

Krystle Topping, Education Director

Phone: (715) 779-3700

Email: Krystle.topping@redcliff-nsn.gov

After School Program

Monday - Thursday 3:30 -4:00
at the Food Distribution Building

Tutoring, physical activities and healthy snacks!



Cooking Classes

Every Tuesday and Thursday from 10:00 am -12:00 pm
at the Food Distribution Building



For more information call food distribution 779-3740

November 2015 Elder Month of Events

Thursday Nov. 5th—Ironwood Shopping leave at 8:30am

*Wednesday Nov, 11th— *No Service* Tribal Holiday (Veteran's Day)*

Thursday Nov. 19th - Cornucopia Day Trip leave at 9:30am

Thursday Nov. 19th - Community Thanksgiving Dinner 12noon

Monday Nov. 23rd— Ashland Shopping leave at 9:00am

*Thursday Nov. 26th - *No Service* Tribal Holiday (Thanksgiving Day)*

*Friday Nov. 27th - *No Service* Tribal Holiday (Day after Thanksgiving)*

If interested in attending any of these events, please feel free to call

Nutrition Center to sign up. 715-779-3746



Miigwech



We ALL need support sometime.....

The Red Cliff Behavioral Health Team is here to offer support to individuals, families and groups struggling with life challenges. If you know of someone who is struggling and have concerns feel free to contact us.

Please call 715-779-3707 for a referral or to talk to someone today!

Katy Gorman, LCSW Ext. 2223

Nicky Gurnoe, LPC Ext. 2263

Craig Shanks, LPC 2320

Chris Boyd, SAC 2284

Other local community programs to find help:

MMC Outpatient: 715-685-5400

Northlakes Clinic: 1-888-834-4551

Bayfield County Crisis: 1-866-317-9362

New Horizons North: 715-373-5505

Northland Counseling: 715-682-2141

Bay Area Counseling: 715-373-233

MMC Behavioral Health 24-hour Crisis Line at: 715-682-8217

Suicide Prevention: 1-800-273-8255

Nutrition Nuggets™

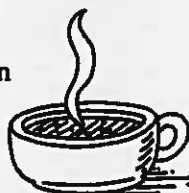
Food and Fitness for a Healthy Child

November 2015

BEST BITES

Creamy tomato soup

Get soup season off to a good start with this easy way to make homemade tomato soup. Simply puree a 28-ounce can of crushed tomatoes in a blender or food processor. Combine in a saucepan with 1 cup fat-free milk, freshly ground pepper, and a dash of salt. Heat through.



You're an athlete

"Let's go, athletes! Time to play outside." With those words, your children immediately know you think of them as athletes—and they'll think of themselves as athletes, too. Just use the label "athlete" when they're getting ready for after-school activities, play dates, or family fun to put them in an "athletic frame of mind."

DID YOU KNOW?

Eating school breakfasts and lunches is an opportunity for your youngster to sample foods he may not have at home. Ask him what he put on his tray today. Look at the school menu together, and talk about what he might try tomorrow. Then, consider buying some of those foods to serve at home, too.

Just for fun

Q: What do you get when you cross a telephone with a big football player?

A: A wide receiver!



Fast food: Make it healthier

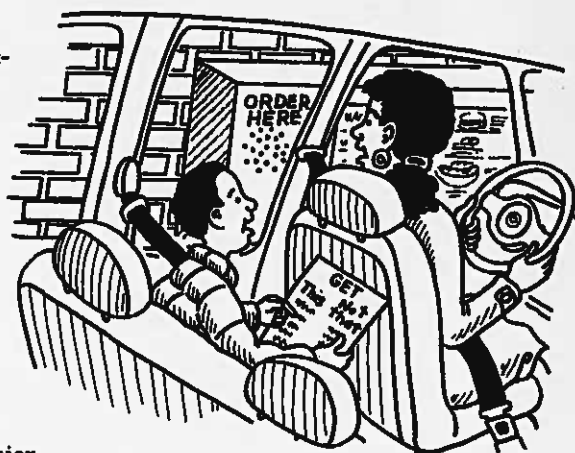
It may be hard to avoid the convenience of fast food sometimes, but you can avoid the high calories and low nutrients with these strategies.

Plan ahead

To cut down on unhealthy impulse buys, encourage your child to build his meal in advance. Bring home nutrition brochures from your favorite places, or look at their websites together. Point out healthier choices, and have your youngster draw or write out his order. *Idea:* For a math and nutrition lesson, ask him to sketch out a few menus and tally the nutrients, fat, sodium, and calories for each.

List alternatives

Get your child invested in making healthy choices by brainstorming a "get this, not that" list. *Examples:* "Get water or fat-free milk, not soda." "Get mustard, not special sauces." "Get salad, not potato chips." "Get lettuce and tomato, not bacon and cheese." *Tip:* Let him



write out and decorate the list, and keep it in the car for reference.

Take it home

When you stop for fast food, just get main courses, and then add nutritious sides from your refrigerator or pantry. You could serve any vegetables you have on hand, such as raw carrots, frozen peas, or canned corn (no salt added). Place fruit on the table, too. *Bonus:* Put the food on real plates, and eat together at the kitchen table—it will feel much more like a family meal than if you eat in the car. 🍎

My recipe file

Your little cook will enjoy making and using her own recipe file. Try these steps.

1. Talk about how to organize her file. She could label folders by parts of a meal (appetizers, entrees, side dishes, desserts) or types of food (sandwiches, fish, cookies).
2. Cook together. She can take a photo at each stage and use them to make a "picture recipe"—writing a caption under each photo. Or she might create a "rebus recipe" by substituting pictures for some of the words. For example, she may draw a picture of an apple instead of writing the word.
3. Help her look for healthy recipes online or in magazines. She could print or cut them out to add to her recipe file. 🍎



"Moving" around the world

From Australia to Zambia and Finland to Venezuela, children everywhere play all kinds of active games. Here are a few your youngster could try with neighborhood friends, classmates, or visiting relatives.

Ounch Neech (Pakistan)

Ounch means up and *neech* means down in this version of tag. "It" shouts *ouch* or *neech*, and players start running to avoid being tagged. When It says *ouch*, players are safe if they're "up" (on a tree stump or a big rock, for instance) but can be tagged if they're on the ground. For a *neech* round, the



opposite is true. Get tagged, and you're It for the next round.

El Escondite al Revés (Spain)

For this reverse hide-and-seek game, It hides, and everyone else looks for her. As each person finds her, that person hides with It. The last one to join the group is the new It.

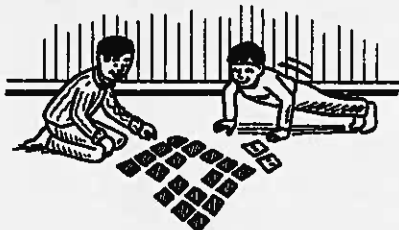
Catch the Dragon's Tail (China)

Players form a "dragon"—a single-file line with each person's hands on the next person's shoulders. The dragon's "head" (the first one in line) has to tag the "tail" (the last person) without breaking the chain. When she succeeds, she becomes the tail, and the new head tries to catch the new tail. ●

ACTIVITY CORNER

Active memory

Flip a card, and do the exercise. This game will work out your child's memory skills as well as his muscles.



Start by making memory cards. Cut construction paper into 20 squares. Have your youngster draw matching pictures of exercises like sit-ups, push-ups, and more (stick figures are fine)—there should be two cards for each exercise.

To play, mix up the cards, and lay them in rows facedown. Take turns flipping over two cards. If they match, keep them. If not, turn them back over. But either way, do the exercise (or exercises) shown. The player with the most cards at the end wins the game. And all the players win when it comes to exercise! ●

OUR PURPOSE

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

Resources for Educators,
a division of CCH Incorporated
128 N. Royal Avenue • Front Royal, VA 22630
540-636-4280 • rfeustomer@wolterskluwer.com
www.rfeonline.com

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

ISSN 1935-4630

Q&A Healthy holiday traditions

Q: With the holidays coming up, I'm looking for ways to make the season healthier for my family. What are your suggestions?

A: First, try to lighten up the dishes you serve each year. For stuffing, you might swap whole-wheat for white bread and use less bread and more vegetables or fruit. Rather than making candied sweet potatoes, roast root vegetables for a naturally sweet side dish.

Then, after the big meal, divide up leftovers, and send them home with your guests. Or freeze them in small portions to enjoy every now and then. You can also turn leftovers into a salad: Heap greens in a bowl, and top with leftover turkey, vegetables, and a spoonful of cranberry sauce.

Finally, build in an active family holiday tradition, too. You could participate in a charity run or walk on Thanksgiving morning—many communities have these. Play a touch football game in the afternoon. Or after eating, get everyone to bundle up for a walk around the neighborhood. ●



IN THE KITCHEN

Breakfast bowls

Cereal isn't the only thing to eat out of a bowl for breakfast. Consider these ideas that pack nutrition and taste into a bowl.

Fruit smoothie. In a blender, combine 1 frozen banana, $\frac{1}{2}$ cup frozen blueberries, and $\frac{1}{2}$ cup almond milk. Pour into a bowl. Top with sliced strawberries, sliced bananas, and nuts.

Mexican quinoa. Combine 1 cup water and $\frac{1}{3}$ cup quinoa in a saucepan. Bring to a boil. Cover, lower heat, and simmer until the water is absorbed, 15–20 minutes. Let sit for

5 minutes, and place in a bowl. Whisk 3 tbsp. plain Greek yogurt with the juice of $\frac{1}{2}$ lime, and pour over the quinoa. Add canned black beans (drained, rinsed), diced avocado, and salsa.

Oatmeal and egg. Stir $\frac{1}{2}$ cup quick-cooking oats into 1 cup boiling water. Simmer 5 minutes. Then, crack an egg into a small skillet (coated with cooking spray), and cook until white is set,

about 3 minutes. Put oatmeal into a bowl, slide the egg on top, and sprinkle with 1 tbsp. shredded cheddar cheese. ●





Wisconsin Nutrition Education Program

Healthy Lunchbox Ideas

Main Courses

- Cheese quesadillas
- Chicken, tuna, or egg salad with pita bread
- Hard boiled eggs
- Soup in a thermos
- Pasta salad with vegetables
- Sandwich on whole-wheat or whole-grain bread, bagel or English muffin: peanut butter and jelly (add raisins for a healthy twist) or turkey, ham, or roast beef



- Veggie pizza
- Whole-grain pasta or rice dishes

Vegetables and fruits

Dried rasins or plums
Orange slices or wedges
Snack-size applesauce
Raw vegetables with low-fat dressing:

- Baby carrots
- Celery sticks
- Cucumber slices



Beverages

- Fat-free or low-fat (1%) milk
- Water
- 100% fruit juice

Healthy Snacks

- String cheese
- Air-popped popcorn
- Baked chips
- Cottage cheese & fruit
- Dry whole-grain cereal
- Trail mix with nuts and dried fruit
- Whole-grain crackers with peanut butter or cheese
- Yogurt

WNEP education is supported by the USDA Food Stamp Program, UW-Extension, Food Share Wisconsin plus Ashland and Bayfield County partners. In Wisconsin, Food Share can help provide a healthy diet. To find out more about Food Share call Ashland County Health and Human Services Department (715) 682-7004, Bayfield County Department of Human Services (715) 373-6144 or the Food Share office at Odenah (715) 682-7127 or Red Cliff (715) 779-3706.

University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating. An equal Opportunity/Affirmative Action employer. The University of Wisconsin Extension provides equal opportunities in employment and programming including ADA and Title IX requirements.

UW
Extension
University of Wisconsin-Extension

Loading up the truck.

A perfect moment to talk about alcohol.

Kids who start drinking before age 15 are five times more likely to have alcohol problems as adults. It can be hard to talk about drinking with children, but your words make a big difference. For tips on how—and when—to begin the conversation, visit:

www.underagedrinking.samhsa.gov



Substance Abuse and Mental Health Services Administration
SAMHSA
www.samhsa.gov • 1-877-SAMHSA-7 (1-877-726-4727)

KNOW THE FACTS ABOUT UNDERAGE BINGE DRINKING

Underage drinkers tend to drink less often than adults, but they drink more heavily when they do drink. On average, underage drinkers consume 5 drinks per occasion, 5 times a month.¹

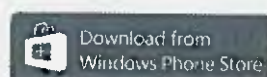
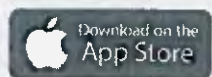
When asked about the last time they drank:²



The sooner you talk to your kids about alcohol, the greater chance you have of influencing their decisions.³ Practice for one of the most important conversations you may ever have with SAMHSA's "Talk. They Hear You." Mobile Application, available for download on the App StoreSM, Google PlayTM, and the Windows[®] Store.

Learn more at <http://www.underagedrinking.samhsa.gov>.

i talk
they hear you



Apple and the Apple logo are trademarks of Apple Inc., registered in the U.S. and other countries. App Store is a service mark of Apple Inc. Google Play is a trademark of Google Inc. Microsoft, Windows, the Windows Store, and Windows Phone Store logos are trademarks of the Microsoft group of companies.



SAMHSA

¹ Substance Abuse and Mental Health Services Administration. (2013c). Results from the 2012 National Survey on Drug Use and Health: Special Data Analysis. Center for Behavioral Health and Statistics and Quality. Rockville, MD: Substance Abuse and Mental Health Services Administration.

² Substance Abuse and Mental Health Services Administration. (2013c).

³ U.S. Department of Health and Human Services. *The Surgeon General's Call to Action to Prevent and Reduce Underage Drinking: A Guide to Action for Educators*. U.S. Department of Health and Human Services, Office of the Surgeon General. 2007.

Black Friday Shopping Safety Tips from the National Crime Prevention Council

The day after Thanksgiving is more than just a day to digest yesterday's feast. It is also the first official day of the holiday shopping season known as "Black Friday." Black Friday is associated with bargains, early store hours and Christmas shopping. Many savvy shoppers and bargain-hunters look forward to the thrill of shopping on Black Friday. Unfortunately, thieves also anticipate this busy season as they look to turn unaware shoppers into Black Friday victims. The National Crime Prevention Council (NCPC) provides these safety tips for Black Friday – and this year's holiday shopping.

Shopping in Stores

- ♦ Do not buy more than you can carry. Plan ahead by taking a friend with you or asking a store employee to help you carry your packages to the car.
- ♦ Save all receipts. Print and save all confirmations from your online purchases. Start a file folder to keep all receipts together and to help you verify credit card or bank statements as they come in.
- ♦ Don't flash the cash. Consider alternate options to pay for your merchandise, such as onetime or multiuse disposable credit cards or money orders, including at online stores.
- ♦ Wait until asked by a cashier before taking out your credit card or checkbook. An enterprising thief would love to shoulder surf to get your account information.

Walking to and From Your Car

- ♦ Be informed about your surroundings. Use the free mobile app available from AlertID™ to receive alerts about registered sex offenders living and working in the vicinity of your shopping venue.
- ♦ Deter pickpockets. Carry your purse close to your body or your wallet inside a coat or front trouser pocket.
- ♦ Have your keys in hand when approaching your vehicle. Check the back seat and around the car before getting in.
- ♦ Tell a security guard or store employee if you see an unattended bag or package. The same applies if you are using mass transit.
- ♦ Do not leave packages visible in your car. Lock them in the trunk, or if possible, take them directly home.

Shopping With Small Children

- ♦ If you are shopping with children, make a plan in case you are separated from each other.
 - Select a central meeting place.
 - Teach them to know they can ask mall personnel or store security employees if they need help.
 - Have them memorize or keep your cell phone number handy.
 - Keep up-to-date photos and accurate descriptions of each child electronically with AlertID's My Family Wallet™. Should they go missing, this information can be sent quickly to law enforcement when every moment counts.

Emergency Alerts

R-ESF 15 Area

Site Map

and have anti-virus, anti-spyware

and anti-spam software, as well as a good firewall installed.

- ♦ Keep your personal information private and your password secure. Do not respond to requests to "verify" your password or credit card information unless you initiated the contact. Legitimate businesses will not contact you in this manner.
- ♦ Beware of "bargains" from companies with whom you are unfamiliar — if it sounds too good to be true, it probably is!
- ♦ Use secure websites for purchases. Look for the icon of a locked padlock at the bottom of the screen or "https" in the URL address.
- ♦ Shop with companies you know and trust. Check for background information if you plan to buy from a new or unfamiliar company.
- ♦ To avoid purchasing counterfeit products, carefully examine the products you want to buy for signs of missing information (manufacturing information, warranty, product codes, etc.), broken or missing safety seals, different or incomplete packaging, and subtle or obvious changes to a company logo.

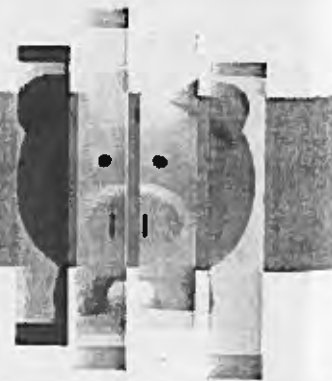
To find more useful shopping tips and personal safety information, visit the National Crime Prevention Council's website.

Reprinted from the National Crime Prevention Council

MONEY \$MART

Issue 2

in Head Start 



In This Issue

- A Spending Plan
- Track Your Spending
- How to Start a Spending Plan
- For More Information
- To Sum It Up

Spending Your Money

What does the word "budget" mean to you? Pinching your pennies or clenching your wallet? Now think about the words "spending plan."

A Spending Plan:

- Makes it easier to put your money where you want it to go.
- Helps you think about where you can spend your money. It's more fun than thinking about all the places you can't spend it!

A spending plan is like a road map for your money. It gets you headed in the right direction for:

- Making ends meet day to day.
- Saving for future goals.
- Getting through unexpected or emergency expenses.
- Not having to depend on credit.
- Talking about money with your family.

Where you spend your money is personal. The goal is to spend money on those things most important to you and your family.

Track Your Spending

Everyone can benefit from knowing where their money goes each month. Tracking your spending can help you find spending leaks that you may have forgotten about — DVD rentals, eating out, maybe an extra tank of gas.

Try one of these ideas:

- Save receipts or write down the amount whenever you buy something in a notebook or on a calendar.
- Use your checking account register or monthly bank statement to track all the checks and withdrawals you have in a month and how the money was used.

- Try a free online budgeting program, like www.smartaboutmoney.org, which helps you sort expenses into major spending areas like food, housing, car, and kids every month.
- Download an app on your phone. Popular free apps include MINT or EXPENSIFY, an app that lets you take pictures of your receipts on the go and categorize them.

Tracking will give you a good picture of where your money is going. This will help you make future decisions about your spending and what you want your money to do for you.



How to Start a Spending Plan:

Step 1 – Figure out the Total Monthly Income for your family. This is how much money you have to work with all month. This might include:

- “Take home” pay – after taxes
- Tips or side jobs
- Unemployment compensation
- Child support
- Social Security or veteran’s benefits

Step 2 – Write down your Total Monthly Expenses. This means figuring out where your money goes.

It can help to think about your monthly expenses by the types of bills:

- Fixed expenses are the same every month, such as rent or house payments, car payments, utility bills, insurance, child care, or student loans.
- Flexible expenses change from month to month, but you know you’ll spend some money on them. Think about food, gas, car repairs, doctor bills, pets – well, you get the picture.
- Occasional expenses come a few times a year: things like holiday and birthday gifts, your car registration, oil changes, and back-to-school shopping.

Occasional expenses can throw monthly spending out of whack. When you can, save a few dollars each month to pay those bills. A few dollars tucked aside will help with an **unexpected bill too!**

Step 3 – Compare your monthly income and expenses.

If you have more money coming in than you’re paying out, you are on your way to building savings, paying off debt, or reaching a money goal.

If your expenses are higher than your income, which of these ideas will you try?

- ☐ **Increase your income** – Can you add a part-time job? Could you make some money from a hobby or skill, like fixing cars or babysitting?
- ☐ **Reduce your spending** – Look at the flexible expenses from your list. Are there some things you would be willing to cut back on?
- ☐ **Look around your home** – Do you have things to sell for a one-time source of cash? Maybe clothes that your kids have outgrown, DVDs you never watch, or other items you no longer use. Selling stuff can help you catch up on a bill, but won’t help you balance your monthly spending and income over the long run.

For More Information...

Contact your local UW-Extension Family Living Educator for more financial education resources. Go to www.uwex.edu/ces/cty/ to find your County office.

For help with balancing your monthly spending plan, contact a non-profit Certified Consumer Credit Counselor online at www.debtadvice.org or by calling 800.388.2227.

To \$um It Up:

- \$ A “spending plan” is a roadmap to help you head in the right direction.
- \$ You have more control over some expenses than others.
- \$ Tracking can help you know where your money goes. This helps you make future decisions.
- \$ Bottom line — are you happy with where your money is going?

“Money Smart in Head Start” is provided by UW-Extension Family Living as part of the Head Start Financial Capability Project funded through the Annie E. Casey Foundation and reviewed by Peggy Oliver, Financial Capability Specialist, UW-Madison/Extension. Authored by Ruth N. Schreier, Family Living Agent, UW-Extension Iowa County, University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating. Copyright © 2015 by the Board of Regents of the University of Wisconsin System doing business as the division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved. An EEO/Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.



Household Spending Plan for the Month of _____

Because many bills are monthly, it's easiest to look at your household income and expenses on a monthly basis.

Your Household Income (Take-home) -

Multiply any weekly income by 4 or bi-weekly income by 2 to get a better idea of the total monthly income that your family has.

Monthly salary, wages	\$ _____
Monthly salary, wages	\$ _____
SSI	\$ _____
VA Benefits	\$ _____
Food Stamps	\$ _____
Child Support	\$ _____
Other income (_____)	\$ _____
Other income (_____)	\$ _____
Other income (_____)	\$ _____
Total Monthly Income	\$ _____

Your Monthly Household Expenses -

Savings	\$ _____
Mortgage/Rent	\$ _____
Electricity	\$ _____
LP/Natural Gas, Heating Oil	\$ _____
Phone & Cell Phone	\$ _____
Water/Sewer/Trash	\$ _____
Insurance - health, car, home	\$ _____
Car Payment	\$ _____
Car Maintenance	\$ _____
Gas for Car	\$ _____
Food - at home and away	\$ _____
Medical - doctor or dentist	\$ _____
Clothing	\$ _____
Personal Care	\$ _____
Laundry/Cleaning Supplies	\$ _____
Education	\$ _____
Recreation	\$ _____
Gifts/Donations	\$ _____
Allowances	\$ _____
Child Care	\$ _____
Credit - loans, credit cards	\$ _____
Seasonal/Occasional	\$ _____
Other Expenses (_____)	\$ _____
Other Expenses (_____)	\$ _____
Total Monthly Expenses	\$ _____

The
BABY SLEEP SITE®
Helping you and your child sleep

Baby and Toddler Bedtimes By Age

Age	Total Sleep	Avg. Wake Time*	Bedtime	Notes
Newborn	15-18 hours	Varies	N/A	Newborns need to eat frequently and will wake around the clock to feed, so a fixed bedtime is obsolete at this age. Watch your baby's sleep cues closely, and put down for sleep at the first sign of tiredness.
1-4 Months	14-15 hours	Varies for 1-2 month olds; 3-4 month olds average 1-2 hours	8-11 p.m.	Use the later bedtime for younger babies. By 3 or 4 months, you can gradually shift to using the earlier bedtime, as your baby (hopefully!) starts to sleep for one longer stretch at night.
4-8 Months	14-15 hours	Average awake time is 2-3 hours	6-7:30 p.m.	Most babies are ready for a predictable schedule by about 6 months. <u>Regular naps</u> emerge at this time (4 naps at first, and then gradually moves to 3 naps). Use the earlier bedtime during the <u>transition from 4 naps to 3</u> , to ward off overtiredness.
8-10 Months	12-15 hours	Average awake time is about 3 hours	6-7 p.m.	Most babies are taking 2 naps at this age. This is also prime time for the <u>8/9/10 month sleep regression</u> ! Use the earlier bedtime if the regression has your <u>baby napping less or waking more at night</u> , and becoming overtired.
10-15 Months	12-14 hours	Average awake time is 3-4 hours	6-7:30 p.m.	Stick with 2 naps, if possible; most babies aren't ready to transition to one nap until 15-18 months. If your baby goes through the <u>12 month nap regression</u> , use the earlier bedtime to make up for lost nap sleep.

Age	Total Sleep	Avg. Wake Time*	Bedtime	Notes
15 Months - 3 Years	12-14 hours	Average awake time is about 5 hours	6-8 p.m.	Your toddler will transition to needing just one nap by 18 months. That nap should be 2-2.5 hours in length. Use the earlier bedtime during the transition from 2 naps to 1, and during the <u>18 month</u> and <u>2 year sleep regressions</u> , to make up for any lost sleep. By 2 years of age, you should start using 7 p.m. as your earliest bedtime; the 6 p.m. bedtime is more appropriate for younger toddlers.
3 - 5 Years	11-13 hours	Average awake time is about 12 hours, if toddler/preschooler is no longer napping.	7-8:30 p.m.	Most children give up the afternoon nap at this stage. Substitute an afternoon rest time in for the nap. Try to time bedtime so that you allow for roughly 12 hours of night sleep, for children who are no longer napping. Use the later bedtime for children who are still transitioning away from the afternoon nap.

*Average Wake Time refers to the amount of time your baby or toddler is able to comfortably stay awake during the day, between naps.

Additional Baby Sleep Site® Resources

Take a look at this article to see an **overview of all baby and toddler sleep regressions**, as well as information about how to manage (and survive!) each regression stage.

<https://www.babysleepsite.com/baby-sleep-patterns/sleep-regressions/>

Visit this page to see an **overview of all the Baby Sleep Site® sample sleep and feeding schedules by age**. Use these for reference, or to help you create a schedule that works for your baby or toddler.

<http://www.babysleepsite.com/baby-sleep-feeding-schedules/>

Download your FREE guide, 5 Ways To Help Your Child Sleep Through The Night, and get practical, hands-on tips to help your baby fall asleep faster and sleep better at nights and during nap time. Download now, and start working on sleep as early as tonight!

<http://www.babysleepsite.com/baby-sleep-through-night-free-ebook/>

Visit www.babysleepsite.com for free blog articles and e-Books designed to help your baby or toddler sleep better!

Healthy Children (English) > Family Life (<https://www.healthychildren.org/English/family-life>) > Family Dynamics (<https://www.healthychildren.org/English/family-life/family-dynamics>) > The Importance of Family Routines

FAMILY LIFE

The Importance of Family Routines

Why are family routines so important to children?

Every family needs routines. They help to organize life and keep it from becoming too chaotic. Children do best when routines are regular, predictable, and consistent.

One of a family's greatest challenges is to establish comfortable, effective routines, which should achieve a happy compromise between the disorder and confusion that can occur without them and the rigidity and boredom that can come with too much structure and regimentation, where children are given no choice and little flexibility.



As a parent, review the routines in your household to ensure that they accomplish what you want.

Weekday Mornings

To make the household function well in the morning, everyone needs to know what has to be done to get ready for the day. Try the following:

- Put as many things in order as possible the night before.
- Keep wake-up routines cheerful and positive.
- Be sure your child eats breakfast, even if she is not hungry in the morning, have her get some food in her system to start the day.
- Finally, round out each morning by saying goodbye to your youngster. A simple hug and a wave as she heads out the front door or slides out of the car are extremely important. They will give her a positive feeling with which to begin the day's activities.

After School

During middle childhood, children need adult supervision. While some parents have their children return each afternoon to an empty home, these "latchkey" kids are more susceptible to misbehavior, risk-taking, and anxiety. For this age group, the American Academy of Pediatrics recommends that a child come home to a parent, other adult, or a responsible adolescent.

Evenings

Dinner should be an important time for your family. As often as possible, all family members should eat together at the dinner table, without the distraction of television or radio. During dinner the family can share the day's activities and participate in enjoyable conversation. Everyone should be encouraged to take part, and negative comments and criticism should be discouraged.

Bedtime

On school nights, children need a regular time to go to sleep. Lights can go out at different times for different children in the family, depending on how much sleep each youngster needs. Nighttime rituals can help ease a youngster to sleep. These rituals can include storytelling, reading aloud, conversation, and songs. Try to avoid exciting play and activities before bedtime.

Weekends

Weekends are good times for family togetherness. You might go shopping as a family, visit museums and zoos, do chores that everyone participates in, go on hikes or bike rides, or attend religious services. On weekends children in the middle years can usually be allowed a later bedtime than during the week. Keep in mind that, although family time is essential, it is equally important for parents to set aside some time just for themselves.

Last Updated 8/20/2015

Source Caring for Your School-Age Child: Ages 5 to 12 (Copyright © 2004 American Academy of Pediatrics)

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



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

RED CLIFF BAND

of Lake Superior Chippewa

[Home](#) :: [Planning](#) :: [Heritage and Culture](#) :: [Tourism](#) :: [Current Events](#) :: [Tribal Government](#) :: [Newsletters](#) ::

[Red Cliff Mail Login](#) :: [Council Meetings](#) :: [Divisions](#) :: [Employment Opportunities](#) :: [Request for Proposals](#) :: [Resources](#) ::

■ [Employment Opportunities](#)

■ [Job Openings](#)

■ [Job Application](#)

■ [Law Enforcement Job Application](#)

■ [Background Information Disclosure Form \(HFS-64\)](#)

■ [Tribal Benefits Sheet](#)

:: Job Openings ::

Current Openings

Job Center of Wisconsin displays open job orders maintained by the Job Center of Wisconsin.
[Link to Job Center of Wisconsin](#)

All jobs require that you use the Job Application posted on this site and require a Background Information Disclosure (also posted).



Current Openings for the Red Cliff Tribe

Farm Manager / Food System Coordinator
DEADLINE: November 5, 2015 at 4:00 p.m.

Medical Records Clerk
DEADLINE: November 5, 2015 at 4:00 p.m.

Maintenance Worker (2 positions)
DEADLINE: November 10, 2015 at 4:00 p.m.

Early Head Start Home Based Teacher - (Re-Posted)
DEADLINE: November 12, 2015 at 4:00 p.m.

Pediatrician
DEADLINE: November 5, 2015 AT 4:00 PM OR UNTIL FILLED

Assistant Child Care Teacher
DEADLINE: October 25, 2015 at 4:00 p.m. or Until Filled

Mining Resource Specialist
DEADLINE: Until Filled

Health Center Business Administrator
DEADLINE: Until Filled

Program Planner
DEADLINE: Until Filled

Substitute Librarian
DEADLINE: Open until adequate pool of substitutes become available.

RCECC Subs needed flyer 2014
DEADLINE: Open

Current Openings for Legendary Waters Resort & Casino

Legendary Waters Resort & Casino - Bartender
DEADLINE: Open until filled

Legendary Waters Resort & Casino - Surveillance Operator
DEADLINE: Open until filled

Legendary Waters Resort & Casino - Beverage Server
DEADLINE: Open until filled

Legendary Waters Resort & Casino - Marketing Coordinator
DEADLINE: Open until filled

Legendary Waters Resort & Casino - Drop Team Member

DEADLINE: Open until filled

Legendary Waters Resort & Casino - Night Auditor

DEADLINE: Open until filled

Current Openings for GLIFWC

Inland Fisheries Biologist: - GLIFWC

DEADLINE: November 13, 2015

Current Openings for School District of Bayfield, WI

Click here for Available Job Vacancies at Bayfield School

Current Openings for Bay Area Home Health

Bay Area Home Health - Personal Care Workers / Supportive Home Care Workers / Certified Nursing Assistants

Current Openings for UW Extension

Current Opportunities for UW Extension

Current Openings for the National Park Service

Administrative Support Assistant - National Park Service

DEADLINE: Tuesday, October 13, 2015 to Tuesday, October 27, 2015

::-:-----:--:

Contact Us : Terms of Use : Privacy Statement
© Copyright 2004 Red Cliff Band of Lake Superior Chippewa

JOB DESCRIPTION

POSITION: Assistant Child Care Teacher

LOCATION: Red Cliff Early Childhood Center

PROGRAM: CCDF

WAGE: \$9.00 to \$11.00 per hour (depending on education & experience) 16- 20 hours per week

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

SUPERVISOR: Child Care Director

GENERAL STATEMENT OF DUTIES:

Serve as a part-time assistant teacher for a collaborative Head Start/ Child Care classroom. The classroom will operate from 2:00 to 5:00pm. The assistant teacher will be assigned to a group of children from ages 18 months to 6 years old. Responsible for planning and implementation of educational programs which reflect best practices and integration of Ojibwe language and culture into curriculum. Must ensure the safety and well being of all children at all times.

RESPONSIBILITIES:

- Maintain confidentiality of all child's and family information and records.
- Promotion of safe, attractive and stimulating physical environment for children, also establishing and maintaining consistency of rules.
- Assist the teacher with preparing lesson plans, and implement daily.
- Reinforce positive self-image, pride, and cultural identity with children during all activities.
- Maintain accurate daily records on attendance, daily intake, medical log, children's eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
- Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
- Positive guidance techniques will be utilized by all staff when child guidance/discipline is needed.
- Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
- Work with county, tribal and community service providers in order to provide necessary services to the child and their parents.
- Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging for your own qualified substitute in your absence.
- Adhere to all ECC policies and procedures and insure the Federal Performance Standards and State Licensing Regulations are being met.
- The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.
- Develop and maintain a professional relationship with parents of children enrolled in the center.
- Adhere to all state requirements and all ECC rules.
- Must be able to work a flexible schedule to help meet the needs of children, families and other staff.
- All staff are expected to perform any other job related duties as directed.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

- Must be 18 years of age or older and have completed high school or its equivalent.
- Must have documented 80 full days or 120 half days experience as an assistant teacher in a licensed child care center or other approved early childhood setting, within the first six months of employment.
- Must complete, the two following courses: Introduction to Child Care Profession and Skills and Strategies for Child Care Teacher within the first six months of employment.
- Preferred Associate Degree in Early Childhood Education preferred, or in the process of obtaining your Associate Degree in Early Childhood Education.
- Additional training or education in Early Childhood Development is highly desirable. Prior experience and or strong desire to work with your children and their families required.
- Coursework or any specialized training in Infant/Toddler development highly desirable.
- Knowledge of Ojibwe culture preferred, cultural sensitivity required.
- Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.
- Valid Wisconsin's driver's license, automobile, and insurance.

WORK ENVIRONMENT:

Primary work environment is in the classroom.

PERSONAL CONTACTS:

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

SPECIAL REQUIREMENTS:

Must be physically able to work with young children, including a minimum of **lifting 40 pounds**, health exam, TB test, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunity) and required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, ect. Must attend appropriate staff meetings, Policy Council and Parent meetings as required.

TRAVEL REQUIREMENTS:

Must be able to attend local, regional, and national trainings as required.

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

POSTING DATE: October 13, 2015

DEADLINE: October 25, 2015 or until filled

FOR FURTHER INFORMATION CONTACT: Human Resources

Red Cliff Tribe

88385 Pike Rd, Hwy 13

Bayfield, WI 54814

(715) 779-3700 Ext 4267 or 4268

All Early Childhood Center (ECC) employees must submit mandatory criminal background check

information to the Personnel Director with application, and every year thereafter, or following any conviction occurring after commencement of employment.

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

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

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

Back To Employment Page

**Re-Posted
JOB DESCRIPTION**

POSITION: Early Head Start Home Based Teacher

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Early Head Start

WAGE: \$9.00 to \$12.00 Entry Level Wage Scale

*Entry level wage scale refers to starting wage for new hires only.
Educational background and years of experience will be considered
in wage determination upon hiring.*

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR: Early Head Start Director

GENERAL DESCRIPTION OF DUTIES

Primary responsibility is to provide weekly home-based services to a maximum of 12 Early Head Start families, which includes infants and toddlers 0 – 3 and pregnant women, using a Parents As Teachers home-based curriculum. Home visits are provided primarily during weekday and daytime hours. Job duties require planning and implementation of home-based option which reflects best practices while incorporating Ojibwe language and culture into curriculum.

JOB RESPONSIBILITIES

- Conduct minimum of 1½ hour weekly home visits for each Early Head Start home-based family as stated in Federal Performance Standards, with minimum requirement of 32 home visits per family per program year. Also must provide enrolled prenatal moms' home visits once per month until delivery of infant.
- Plan and implement home-based activities which are age appropriate and that enhance infant and toddlers' social/emotional, physical, and intellectual development and child development, parenting information for pregnant women.
- All EHS Home Based teachers will jointly provide up to two group socializations per month for Early Head Start children and their parents to allow for age-appropriate peer group interaction with parent involvement. (Minimum of 16 socializations per year.) This could include play groups, group meetings, other activities as scheduled, which may include nights or weekends.
- Responsible for working with each family to develop a Family Partnership Agreement in accordance with Head Start Federal Performance Standards.
- Responsible for recordkeeping on Child Plus, Visit Tracker, maintenance of weekly P.A.T. home-based files and portfolios, and resource/referral for delivery of other services as needed.
- Teachers must obtain and maintain *Parents As Teachers'* Home Visitor certification annually to work with ages 0-3 and prenatal.
- Receive appropriate training and information to administer screening for prenatal and postpartum depression for prenatal women

- Will provide EHS director with program statistics for both annual *Parents As Teachers* ' and Head Start Program Information Report (PIR) statistics.
- Work with tribal, community, and county service providers in order to provide necessary services to the EHS home based child, their parents and any pregnant women enrolled in the program.
- Documentation of all recruitment efforts and contacts with families as well as other required program information.
- Develop and maintain a professional relationship with families enrolled in Early Head Start as well as must maintain confidentiality of all child/family information and records.
- Collaborate with other home based staff, parents, and community resources to incorporate Ojibwe language and culture into home-based activities and curriculum.
- Reinforce positive self-image, pride, and cultural identity with both the parents and the infants/toddlers during all activities.
- Must attend and participate in weekly EHS meetings, specific home base staff meetings, parent meetings and Policy Council as requested and participate in job related training as required.
- Any program equipment, cameras, laptops, or any other supplies purchased or obtained by the EHS program must remain within the EHS Home Based offices, and cannot be used outside of the Early Childhood Center unless you have *prior express permission* by the EHS Director to use outside of the center. Violations of this policy can result in disciplinary action.
- Adhere to all EHS/ECC policies and procedures and insure that Head Start Federal Performance Standards are being met. The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.

QUALIFICATIONS

Required:

- 1) High school diploma
- 2) Excellent oral and written communication skills and knowledge of local community resources.
- 3) Cultural sensitivity to Ojibwe culture, Native American beliefs, values, community mores.
- 4) Current first aid and CPR certification or willingness to obtain these certificates within six (6) months of date of employment. Program will cover costs as needed.
- 5) Must successfully complete eight (8) hour training through collaboration with the Red Cliff Community Health Center on the *Two Week Newborn Home Visit* prior to scheduling or holding any home visits with enrolled newborn infants.
- 6) Must pass mandatory background check and drug tests prior to hiring.
- 7) Mandatory requirement for valid driver's license, reliable automobile, and proof of auto insurance. (Proof of auto insurance can be provided upon hire.)

Preferred:

Minimum of one year prior experience in home visitation services, counseling/guidance, or family service/human service field.

Associate Degree in Early Childhood Education or related degree or

- a) Applicants can be considered if enrolled in an associates' degree early childhood program and meets minimum education requirements
- b) Applicant has early childhood education coursework and is willing to enroll in associates' degree early childhood within probationary period.
- c) One year minimum coursework in early childhood or related field.

Highly desirable (but not required):

Bachelors' degree in Early Childhood Education

Early childhood coursework or any specialized training in infant/toddler development, current certification for *Parents As Teachers* (training will be provided by program as needed).

WORK ENVIRONMENT: Red Cliff Early Childhood Center facility

SPECIAL REQUIREMENTS: Must be able to work some nights if needed for home based socializations.

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

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

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

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

TRAVEL REQUIREMENTS: Must be able to attend local, regional, and national trainings as required for successful performance of job duties.

POSTING DATE: October 28, 2015

DEADLINE: November 12, 2015 at 4:00 p.m.

Interviews will be on Thursday, November 19, 2015 between 9:00 a.m. and 12:00 p.m.; those who meet the qualifications will be notified of their interview time.

FOR FURTHER INFORMATION CONTACT:

Human Resources Department
Red Cliff Tribe
88455 Pike Road
Bayfield, WI 54814
(715) 779-3700,
Ext. 4267 or Ext. 4268

All Early Childhood Center employees must give mandatory criminal background check information to Personnel Director with application, and every year thereafter, or following any conviction occurring after commencement of employment.

Native American preference will be applied in case of equally qualified applicants, but all qualified applicants will be considered.

(45) CFR Part 1301.31 requires preference be given to qualified current or former parents of Head Start children as position vacancies occur.

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

[Back To Employment Page](#)

NOVEMBER 2015

GASHKADINO-GIIZIS

NITAM ANOKIL-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIYO-GIIZHIGAD	NAANO-GIIZHIGAD
2B WAFFLES, BLUE-BERRIES, CC L PIZZA, SALAD, CORN, YGT, RASPBERRIES S GRAHAM/MILK	3B CORN CHEX, MUF-FIN, ORANGES, YGT L CHIX SOUP, BR STIX, GR BEAN, PEARS, CC S CARROTS/DIP	4B CORN CHEX, TOAST, PB, APPLES L BEEFTEW, CC, SALAD, BUNS, CORN S CHZ STICK/PRETZEL	5B CHEERIOS, PEACHES, CC, ENG MUFFIN, CR CH L KELIBASA, KRAUT, PEA, BABY REDS, TROP FR S CRACKER/JUICE	MENU SUBJECT TO CHANGE
9B OATMEAL, TOAST, PEACHES, PB L SWEET/SOUR CHIX, RICE, STIR FY, TR FR. S NUTRIGRN/MILK	10B HB OATS, MANGO, YGT, MUFFIN L CHILI, CORN BR, PEAS, FR COCKTAIL, SALAD S PUDDING/NILLA/BANANA	11 VETERAN'S DAY ECC/TRIBE CLOSED	12B CHEERIOS, BANANA, YGT, ENG MUFF, L PORK CHOP, APPLE SAUCE, CARROT, BUN CC S CHZ RICE CAKE/JUICE	MILK SERVED WITH ALL MEALS
16B QUICHE', PEARS, CC L CHZBURG, FRIES, PEA, ORANGES S PICKLEROLUP/JUICE	17B KIX, MUFFIN, YGT, APPLES L CHIXHD, BUNS, CAROTS, PEACHES, SALAD S CRACKER/CHZ	18B RICE CHEX, CINN TOAST, BANANA, YGT L HAM, MPOT, BUN-CORN, FRUITCOCKT S YOGURT PARFAIT	19B CORNFLAKES, BANGELS, CH, APPLES SAUCE L CRM BROCILSOUP, CHZ SAND, TROPICAL FRUIT S MUFFIN/MILK	
23 ECC/PARENT CONFERENCE (NO CHILD DAY)	24 ECC/PARENT CONFERENCE (NO CHILD DAY)	25 ECC CLOSED FALL BREAK	26 ECC CLOSED FALL BREAK	
30B PANCAKE, TRK BACON, BLUE BERRYS L MT. SAUCE, RAVIOLI, CORN, PINEAPPLE S PBJ SAND/MILK				