



## Red Cliff Education Division Newsletter

# Aabita-Niibino-Giizis (Middle of the Year Moon) July 2015

## Summer Gathering 2015

The ECC will host it's 6th annual Summer Gathering July 28th-July 30th from 9am to 2pm. Lunch and snacks will be provided Tuesday and Wednesday. On Thursday, we will have our community Pow wow and our All School End of the Year Picnic which will include a feast on this day. This year we will have many events for children of all ages. Some Activities include; Mini Cradle Boards, Ojibwemowin activities, Story boards, Hair Clips, Bandolier bags, and many more. This event is open to the community and everyone is welcome to attend. If you have any questions, please contact Cindy Garrity at 715-779-5030 ext. 253.

Summer Gathering  
July 28th - 30th 9am - 2pm  
@ Old Pow Wow Grounds  
(Next to LW)



## ECC Graduation



As we celebrate another year at the ECC we would like to acknowledge the Early Head Start and Head Start children who are graduating. Please join us in this ceremony on Thursday, July 23, 2015, starting at 11am at the Early Childhood Center. We have over 30 Head Start children moving to Kindergarten and 7 Early Head Start children moving to Head Start. **\*\*\*Head Start Graduates: Please have children in classrooms no later than 10:45 for caps and gowns and lining up.\*\*\*** This event is open to the community. We encourage you to come see the graduates.

### Inside this issue:

Calendar of Events

Classroom updates

ECC July Attendance Incentive

Upcoming events

Health/Safety

Money Smart

Literacy

Ojibwemowin

Employment

Menu

### Special points of interest:

- ECC 4th of July Parade will be Thurs, July 2nd, after parade is ECC Mud day
- ECC/Tribe will be closed July 3rd
- Raspberry Language Camp is the week of July 6th @ Raspberry campground.
- Babysitting Training July 14th 4:30-7pm @ ECC
- Last day of School is July 22nd
- ECC Graduation is July 23rd 11am @ ECC
- Summer Gathering is July 28 30th, Community Pow-wow and All school Picnic is July 30th

# Aabita-Niibino-Giizis (Middle of the Year Moon) July 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 <i>NO Lang Table</i>	3 <i>CLOSED</i>	4 
5	6 <i>WIC Pick up</i> <i>Tribal Council Mtg</i>  <i>Raspberry Language Camp</i>	7 <i>*WIC Pick up</i> <i>*Red Cliff Tribal Elections</i>	8 <i>Policy Council mtg 1:30</i> <i>JOM mtg</i>	9 <i>NO Lang Table</i>	10 <b>Red Cliff Pow Wow</b>	11
12	13 <i>WIC Pick up</i> <i>School Board Mtg</i>	14 <i>WIC Pick up</i> <i>Babysitting Training 4:30 - 7pm @ MM trailer</i>	15 <i>Housing Mtg</i>	16 <i>Parent Health Training Graduation 3pm @ ECC</i>  <i>*Last Language Table</i>	17	18
19	20	21 <i>Tribal Council Mtg</i>	22 <i>Last day of ECC classes</i>	23 <i>ECC Graduation (No school)</i>	24	25
26	27	28 <i>Summer Gathering</i>	29 <i>Summer Gathering</i>	30 <i>Summer Gathering-Community Pow Wow and All School End-Of-Year Picnic</i>	31	



**Red Cliff Early Childhood Center  
2015 Summer Gathering  
Parents must accompany children  
July 28th-30th, 2015  
9:00 a.m.-2:00 p.m.  
Lunch and snack provided each day**

**Tuesday-Wednesday**

**10:00 a.m.-2:00 p.m.**

**Crafts & Activities**

- ANISHINAABEMOWIN GAMES
- BUILDING AND DEMONSTRATION
- DREAMCATCHERS
- MINI CRABLEBOARD MAKING
- KEY CHAINS/HAIR CLIPS
- BEADWORK
- OJIBWEMOWIN
- BABY AND ELDERLY COOLING AREA
- BANGOLIER BAGS

And many more.....

**Thursday**

**Theater play**

**10:00 - 10:30am**

**Pow-wow and End of the year picnic. We will have a feast this day**

**10:45 a.m.-1:30 p.m.**

**Cultural activities for the whole family!**

**This event to open to the community**

**All Crafts &  
Activities held  
@ Old Powwow grounds  
(next to LWN)**

**If you have  
further ques-  
tions, call the  
ECC at  
715.779.5030**



**You are invited to our**

**Head Start/Early Head Start**

**Graduation**

**Thursday**

**July 23, 2015**

**@ 11:00 at the ECC**



# July Agongos (Home Base) Newsletter

July 2nd  
Home Base  
and ZHV  
Ice Cream social  
3 - 5 P.M.

Red Cliff Pow Wow  
July 3rd - 5th

July 28th, 29th, 30th  
Summer Gathering  
Hope to you see you there!

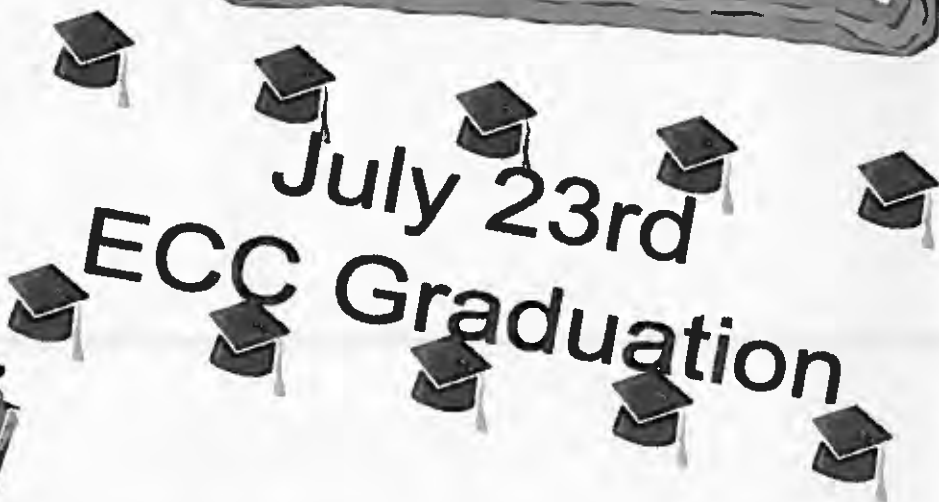
Happy Birthday Spencer  
July 19th



July 6th - 9th  
Language Camp at  
Raspberry

July 22nd  
Last day of classes for  
ECC students

July 23rd  
ECC Graduation





## Waabooz Room!

We are coming to the end of the school year! All the babies have grown and learned so much! **Lola** is loving books, **Francis** is running, **Jon Jr** is crawling up stairs, **Lexcia** is beginning to talk, **Qiana** is talking, **Brylee** is getting around on the bikes, **Bryson** is walking a long furniture and **Kylie** is walking! We are going to be doing some fun things this month including getting wet and maybe a little messy so please make sure you don't send your kids in clothes that you don't want to get dirty or please send clothes with them we can change them into that you don't mind them getting messy! We will be outside playing in the water and having some messy snacks on the 2<sup>nd</sup>! Its mud day! Also, there is a drawing this month for your family to be entered into for everyday attendance this month because we love to see your children here every day! We hope you all have a great safe summer!

- Red Cliff Pow Wow 3<sup>rd</sup>-5<sup>th</sup>
- Language Camp 6<sup>th</sup> – 10<sup>th</sup>
- Last day of school 22<sup>nd</sup>
- ECC Graduation 23<sup>rd</sup>
- Summer Gathering 28<sup>th</sup> - 30<sup>th</sup>

Caitlin, Maggie & Judy!







# Amik News

## Aabita-Niibino-Giizis (July)

For the month of July we are going to try and enjoy the nice weather on our non raining days and learn about the different insects that we have around the ECC. Please parents

send clothes that can get dirty!!!! We will be setting up a tent so that the children will be able to experience some camping while they are here. The children are excited to be able to make smore's .

We would like to say Chi Miigwech to Mrs. Beth that has inspired all the kids in the amik room Giga waabamin come and visit anytime. Boozhoo to the new EHS Centerbase Teacher Mrs. Tara welcome to the classroom.

### Amik Room

Corky and Tara

715-779-5030 ext 225

### Special points of interest:

- ☺ The children are enjoying the loft that they can climb on a daily basis.
- ☺ The children are very interested in Train books that we have available in the classroom

## What our children is accomplishing!!!!!!!!!!!!

\*Walter is starting to use more Ojibwemowin in requesting objects.

\*Maycee is playing with the doll house.

\*Cecellia is climbing the loft stairs on a daily basis.

\*Samara is saying omidiya (im here).

\*Avery is very inquisitive about what a teacher is doing.

\*Izzy is going to the

potty as a big girl

\*Zaylia is always helping her friends when they are in need of assistants

\*Kendall is wanting to go for long walks and play with the babies outside.

### Ojibwemowin

Flower - Waabigwaan

It's raining - gimiiwaan

Spring - Ziigwaan

Cat - gaazhagens

Dog - Animoosh

Bird - bineshii

Frog - Omaakakii

# Aabita-Niibino-Giizis (Middle of the Year Moon) July 2015

Lacie & Teresa  
715-779-5030  
Ext. 244

## Makwa Room News

Please remember to bring in extra clothes for your children. Weather appropriate clothing please. Also, we will be having some water play outside on various days weather permitting. So, please bring in a swimsuit and towel. :)

### Special points of interest:

- July 3rd- CLOSED
- July 3-5- Red Cliff Pow-Wow
- July 6-10- Language Camp at Raspberry
- July 17th- TRIBE CLOSED SWEARING-IN CEREMONY
- July 22- Last day of ECC Classes
- July 23- ECC GRADUATION
- July 28-30- ECC Summer Gathering/ July 30- Community Pow-wow; End of Year Picnic

Boozhoo!! Wow! This year has come and gone by so fast. We are already into July. This month is going to be a busy one for all of us with graduation coming up at the end of the month. We will be working on various things this month including graduation presents, 4th of July art work. Also, we will be having water play outside when the weather is appropriate so please bring in a swimsuit and a towel for your child.

Please remember if your child is going to be absent call their teachers to let them know. :)

We have had a great year with your children. We will miss them so much but we are glad they are

moving on into Head Start. Now starts a new beginning in their lives.

Thank you so much for letting us teach your children. :)



## What has the Makwa kids been up to?

Azalyn has been doing a great job learning her colors.

Tim has been working on pedaling a bike.

Maycee has doing a good job working on her shapes.

Loyalty has been working on her colors and shapes.

Delilah has been working on identifying her shapes.

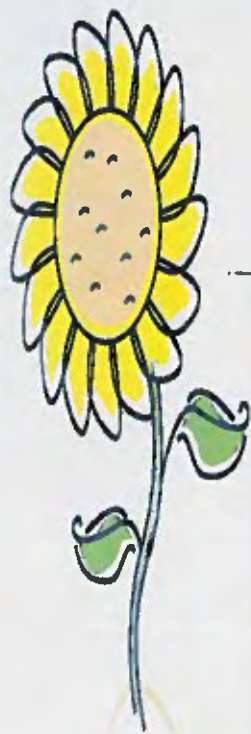
Edward has been a great helper throughout

the day.

Henry has been doing a great job with counting and numbers.

Myles enjoys story boards and reading.





**Special points of interest:**

- Group lessons
- Calendar events
- Graduation

Karen & Nadine



## SUMMER TIME...Got to Love it!!!

We are able to get outside a lot more but still would like the sun and warmer days to stick around now! Please make sure your child is dressed cool and has extra clothes here because we do play in the water.

The children had fun learning about camping, bugs and berries. They

liked to sit around the campfire cooking and sleeping in the tents.

For this month we will have fun enjoying the weather and summertime projects.

Graduation is the 23rd and last day of school is the 22nd.

### GRADUATING CLASS. Of 2015 from ESIBAN!

Brandy  
Michael  
Manuel  
Robert  
Nicholas  
Kenyon  
Adena

### *RETURNING ...*

Layla

MIIGWECH to ALL Families for letting us care for your child this year! Its hard to see them move on and we will miss them so much! You all are amazing, raising terrific children!!!!

### EVENTS...

July 6

Language Camp

July 9

No language table

July 22

Last day of school

June 23

Graduation day

July 28

Summer Gathering and All school picnic (that week)

JULY 2015

# ESIBAN ABIWIN

# Mashkodebizhiki Class

The end of the year is here and Summer break is right around the corner! Thank you to all of the parents for sharing your awesome children with us. It has been quite an exciting year full of learning, socializing and fun times. To those going on to kindergarten, we say good luck and have a blast. We know you will do great and will continue on your learning journey. To those returning, we are excited to share another year with you and hope that you come back ready to have more fun. To those joining our room, we look forward to getting to know you, learning with you and learning from you.



## A few reminders...

**\*\*The last day of school is Wednesday, July 22nd. We will be returning to school on Wednesday, September 9th. Enjoy the break!**

**\*Graduation begins at 11:00 on July 23rd. Only graduates will be recognized but everyone is invited. Please have graduates in our classroom no later than 10:45 for caps and gowns and lining up.**

**\*Returning students— please remember to turn in your fall enrollment packet. We will be contacting you in august to schedule a fall home visit.**

**Thank you to everyone for helping us have a successful and adventurous year.**



Ms.J and Ms.Jamie





# JULY 2015



## Mii'angan Class

**BOOZHOO,**

In this next month our class will be doing a lot of outdoor water play ( make sure they bring extra cloths to get wet in) . Also we will getting things ready and prepared for the upcoming celebration day on "July 28th "for our K-Bound ECC Graduate's.

### **LESSON PLAN TOPIC:**

Alphabets, printing first and last names, beginning letter sounds, and developing stronger fine motor and gross motor skills.

**Cultural Learning:** numbers, shapes, colors , daily commands and weekly ECC mini pow pow.

**Science:** Continue learning about our environment and how mother earth provides us with fresh grown vegetable at our community Garden and in our ECC outdoor garden boxes.



### **FIELD TRIPS and Special event REMINDERS:**

**Families are welcome to join contact your child's teacher for information**

**June 29, 30 & July 1th. Aquaculture**

**July 7,8,9th Language Camp at Raspberry**

**July 10th K-Bound Field Trip "Wilderness Walk" Hayward.**

**July 16th Washburn Park "All HS Classrooms"**

**Ms. Alicia and Ms. Patsy**

# Migizi News

## Our 2015 Graduates!!



**We would like to thank all of our families for letting us be a part of your lives!**

**Have a great summer.**

**Miss Linda & Miss Diann**





# Deadline For Fall Openings!



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

7/16/15

## 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:	
Mailing Address:	City:	Zip:	Sex: M or F
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 All That Apply)  
☐ Home Based Only ☐ Center Based Only ☐ Home Based and Center Based ☐ 18-36 Months Esiban Classroom  
☐ Zaagichigaazowin Home Visiting Referral

**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 (Check all that apply) <input type="checkbox"/> Drugs <input type="checkbox"/> Alcohol <input type="checkbox"/> 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 (Check all that apply) <input type="checkbox"/> Anxiety <input type="checkbox"/> Bi-Polar <input type="checkbox"/> ADHD <input type="checkbox"/> PTSD <input type="checkbox"/> Depression <input type="checkbox"/> Other	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: \_\_\_\_\_

**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: _____	





# July Attendance Incentive

**The ECC wants your child at school!!!!**

**Win a \$20 gas voucher!!!!**

**To be eligible your child must be present at school every day the month of July.**

**An exception will be made for one excused absence.**

**A drawing will take place at the ECC graduation on July 23rd. One EHS and one HS drawing!  
Need not be present to win.**



# 2015-2016 Policy Council

**Parent and Community Reps are needed for the 2015-2016 Policy Council.**



**Elections will take place at the Family Night in September.**

**If you are interested please contact Cindy Garrity at 779-5030 ext. 253**

Policy Council plays a very important role here at the ECC; oversees program operation, reviewing financials and participates in very important decision making. Meetings are typically once a month. The participation of the parents and the community is what makes the ECC such a wonderful program. Reps can not be directly related to any ECC employee or have served a total of three years on policy council in their lifetime.





# Annual Babysitters Training For 12 to 17 year olds!! Rescheduled



**Date: 06/11/15 to 07/14/15**

**Time: 4:30 to 7:00**

**Location: Red Cliff Early Childhood Center in the Memengwaa**

**Registration is open until June8, 2015.**

**Please call ahead of for registration.**

**There will be training in ; Shaken Baby, SIDS, Fun stuff to do with Children, Nutrition, Safety, and lots of good information. Everyone who completes course will receive a certificate.**

**Will take the first 10 people signed up!!!**

**Contact person: Kim Gordon 779-5030 Ext 251. If not there leave name and message.**



# JOM Committee Vacancies

**The Red Cliff Johnson O'Malley program  
is seeking members!!**

- **Are you a parent of an enrolled or eligible for enrollment Tribal member child enrolled at the ECC (3-5 year old)?**
- **Are you a parent of an enrolled or eligible for enrollment Tribal member child enrolled at Bayfield School?**
- **Do you have an interest in the education of Native American children?**

**The JOM committee meets the first Wednesday of each month at 4:00pm. Meetings last about 1-2 hours. Each member receives a \$25 gas voucher stipend to respect their time spent at the meeting.**

**This committee assists with relationship building and collaboration with the Bayfield School, the annual school supply distribution, annual Tribal senior honor banquet, cultural events and activities in the community and unique educational opportunities for Native children.**



**Applications can be  
obtained from  
the ECC or  
Tribal Administration  
office and returned  
for review  
by the Tribal Council.**



WITHIN  
*My Reach*<sup>®</sup>  
PREP, Inc.



# Relationships Matter!

Communication ■ Respect ■ Awareness  
Decisions ■ Smart Love



**Would you like to reduce stress and improve communication in your couple, family, work, and other relationships?**

**Are you in a relationship you'd like to strengthen?**

**Are you wondering what to look for in a successful, future relationship?**

**Relationships Matter** is an awareness and communication skills program for individuals. Through discussion and activities, students learn how communication, conflict management, expectations and goals can make or break all kinds of relationships: couple, parenting, friendships, work and more. **Relationships really matter!** They impact our health and well-being, our families, financial stability, even our communities. Explore ways to boost your relationship smarts.

**Wednesdays, beginning July 1, 4:00-5:30, Bayfield County Annex. 6 sessions. \$10**

■ Light refreshments ■

Features curriculum from the PREP, Inc. evidence-based relationship series.

Registration Required ■ Space is Limited. ■ Call: 715-373-6104 ext. 2 for registration or questions.



An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Requests will be kept confidential.



# Red Cliff 37th Annual Traditional Pow Wow



*"New Beginnings"*

Oshkii Maajitaawin

**July, 3,4,5,2015**

MC, Larry "Amik" Smallwood, Mille Lacs, MN

Arena Director, Robert Tucker

Spiritual Advisor, Frank Dickerson

**GRAND ENTRY:**

Friday, July 3rd, 7 pm

Saturday, July 4th, 1 pm & 7 pm

Sunday, July 5th, 1 pm

**HEAD VETERAN:** Ed Bresette

**FEAST:** July 4th 5 pm Legendary Waters Resort & Casino

**CRAFT VENDORS CONTACT:** Tribal Administration 715-779-3700

**FOOD VENDORS:** Full



**INVITED DRUMS**

Buffalo Bay

Badger Singers

Little Thunder, Ho Chunk

Hay Creek Singers

Buttons  
\$5.00

**FREE** Camping in designated areas

Shuttle Service from Legendary Waters Resort & Casino to the Grounds

Red Cliff Pow Wow is not responsible for theft, accidents, personal injury,  
damages, lost or stolen articles

This is a family orientated event, NO alcohol, NO drugs, NO pets



# ANISHINAABENOWIN GABESHIMWIN

## Ojibwe Language Camp Program




**Children under 14 welcome, but must be accompanied by parent or guardian.**



**FOR INFORMATION CONTACT:**

**Andrew Gokee**  
**(715) 346-4147**  
**agokee@uwsp.edu**

**July 7 - 10, 2015**

**Raspberry Tribal  
 Campgrounds  
 Red Cliff Reservation**

*All meals provided; bring your own  
 camp gear & suitable outdoor clothing.*

### Red Cliff Chippewa Reservation

**Raspberry  
 Campground**

located 6 Miles north  
 of tribal HQ



**Take Hwy. 13 north  
 to Red Cliff, turn right  
 on Blueberry Road  
 & follow signs**

**Sponsored by the UWSP OFFICE of DIVERSITY & COLLEGE ACCESS, the UWSP NATIVE AMERICAN CENTER,  
 & the RED CLIFF BAND of LAKE SUPERIOR CHIPPEWA**

# Red Cliff-Bayfield T-Ball Season Meeting



## 2015 Season

**Date: July 8th, 2015 @ 5:00pm- Red Cliff Youth Center.**

**ATTENTION:** If your child(ren) are interested in playing T-Ball this year and are between the ages of 4-7 years old. Please pick up registration forms at the Red Cliff Youth Center. Schedules of games and practices will be determined on the number of coaches and players. First meeting will be on July 8th, 2015.

*Any Questions or concerns- Please contact Jacob Gordon, Misty Nordin or Nathan Gordon at the Red Cliff Youth Center- (715) 779-3722*

*or Marvin Defoe- (715) 779-5514*

**2015**

***T-Ball Registration***

For players 4-7 years old

Player's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Parents/Guardians: \_\_\_\_\_ Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_

Parents Email: \_\_\_\_\_

Medical or other information coaches need to know: \_\_\_\_\_

Can you help Volunteer as Coach or Assistant? Yes – NO

**Player's Commitment**

I agree to participate as a team member. I will demonstrate sportsmanship and respect for all players, coaches, and umpires while participating in the T-Ball League/Season.

Player's signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Parents/Guardians may sign for child- If needed)

**Parent/Guardian Release**

I have read all the above information and agree and understand that the Red Cliff T-Ball Program, and those involved in its operations will not be responsible for any injury sustained by my child(ren) in the course of participating in the 2015 T-Ball season, and hereby release them from any such responsibility or liability.

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

Registration forms can be picked up at the Red Cliff Youth Center or with Marvin DeFoe.

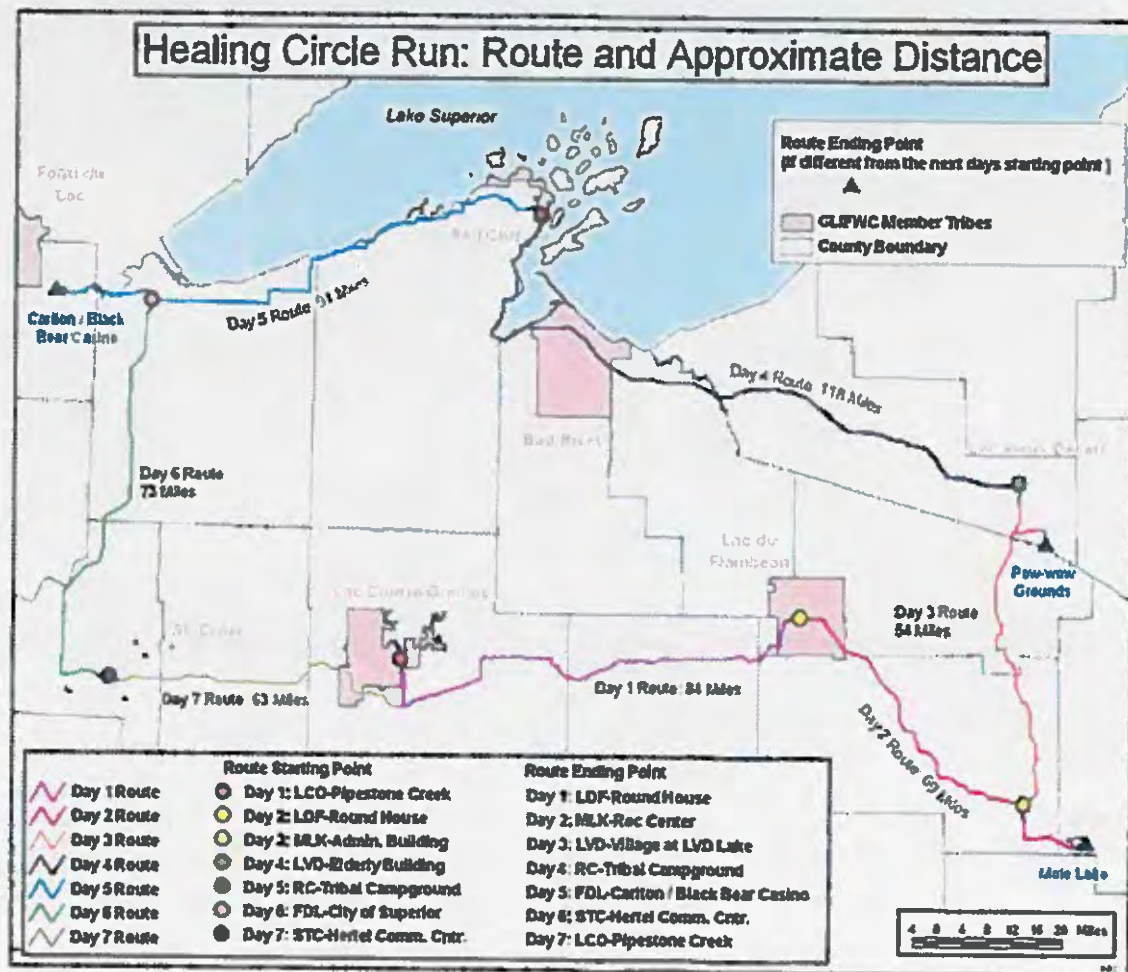
Please bring Registration Form to the meeting scheduled for July 8th, 2015- Red Cliff Youth Center @ 5:00 pm.



## HEALING CIRCLE RUN/WALK July 11-17, 2015

The 2015 Healing Circle Run/Walk continues to be a prayer for healing. During the 2001 Healing Journey Run, participants were told of a teaching on healing - "for a nation to heal, it must begin with the individual. As a person heals, then that person can help heal his/her family. As a family begins to heal, they can help heal their community. As communities heal, they can help the nation heal." As individuals, families, communities, and nations heal, they can help Akii (the earth) and our plant and animal relatives to heal. The 2015 Healing Circle Run/Walk is an opportunity for people to come together to pray for healing for themselves, their families, their communities, their nation, Akii, and all our relatives.

The 2015 Healing Circle Run/Walk will occur from July 11-17, 2015. The run/walk will connect eight Ojibwe reservations in northern Wisconsin, Michigan, and Minnesota (see below map) starting at the Lac Courte Oreilles Reservation and ending at Lac du Flambeau on July 11 (Day 1), then ending at Mole Lake on July 12 (Day 2), at Lac Vieux Desert on July 13 (Day 3), at Bad River/Red Cliff on July 14 (Day 4), at Fond du Lac/Black Bear Casino on July 15 (Day 5), at St. Croix on July 16 (Day 6), and at Lac Courte Oreilles on July 17 (Day 7).



For more information or if you are interested in participating as a core runner, or having a group of runners from your reservation participate, please contact Jenny Krueger-Bear, Sue Lemieux, or Neil Kniecik at GLIFWC at (715) 682-6619. All participants must assume personal liability, as well as responsibility for their own transportation and expenses.



Ashland/Bayfield Counties ■ University of Wisconsin-Extension



# Control Credit Manage Debt

## A Free Financial Workshop

**Tuesday, July 14**  
**1:00-3:00 pm**

**Our Savior's  
Lutheran Church  
Iron River  
(68160 S George St )**

**Free & Open to the  
Public  
Registration Required**



Whether you want to get out of debt, boost your credit score, manage your payments, or just understand your credit report, this workshop can help you navigate the world of credit and debt. We'll cover:

- Credit reports and credit scores
- Options for reducing and managing debt
- Building credit
- Working with creditors

**REGISTRATION IS REQUIRED** for this Free Program

To register or learn about upcoming workshops call:

**Bayfield County UW-Extension ■ 715-373-6104 ext 252**

or

**Ashland County UW-Extension ■ 715-682-7017**

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Hike the Frog Bay  
Tribal National Park

Lacrosse History and  
Techniques

Lifeways and Teachings  
of the Ojibwe

APP@ Center Camp  
Youth

July 27-30, 2015

A limited number of scholarships are

available to high school

tribal members living in

Ashland and Bayfield Counties!

For information on registration, please contact:

Maryjo Gingras

Northland College Summer Programs

715-682-1392



NORTHLAND COLLEGE®

# Anishinaabe Cultural



Flute and Drum Demos

Beadwork, Quillwork,  
Dreamcatcher and  
Moccasin Making

Traditional Plant  
Knowledge





# July 2015 ABITAA-NIBINI-GITZIS (SUMMER MOON)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<p>***RC Pow Wow July 3-4-5***</p> <p>***LANGUAGE CAMP JULY 7-8-9-10***</p> <p>***HEALING CIRCLE WALK/RUN JULY 11-12-13-14-15-16-17</p>						
<p>5 CLOSED</p> <p>RC Pow Wow</p>	<p>6 CLOSED</p>	<p>7</p> <p>Cultural Night 5pm</p>	<p>8</p> <p>LANGUAGE CAMP FIELD TRIP</p>	<p>9</p> <p>Food Distribution Presentation &amp; Healthy Snacks @ YC 2 PM</p> <p>GAME NIGHT 5PM</p>	<p>10</p> <p>movie nights 5:30p</p>	<p>11</p> <p>Crafts w/Cops 2-4p</p> <p>Swimming 12-3p</p>
<p>12</p> <p>ADULT OPEN GYM 9AM-NOON</p>	<p>13</p> <p>CLOSED</p>	<p>14</p> <p>Hand Drum Session</p> <p>Cultural Night 5p</p>	<p>15</p> <p>HOUGHTON FALLS FIELD TRIP 12PM</p>	<p>16</p> <p>GAME NIGHT 5PM</p>	<p>17</p> <p>CLOSED</p> <p>Tribal Holiday-Swearing In Ceremony</p>	<p>18</p> <p>Crafts w/Cops 2-4p</p> <p>Swimming 12-3p</p>
<p>19</p> <p>ADULT OPEN GYM 9AM-NOON</p>	<p>20</p> <p>CLOSED</p>	<p>21</p> <p>Cultural Nights</p> <p>Lacrosse Presentation 5:30pm</p>	<p>22</p> <p>COPPER FALLS FIELD TRIP 12PM</p>	<p>23</p> <p>Food Distribution Presentation &amp; Healthy Snacks @ YC 2 PM</p> <p>GAME NIGHT 5PM</p>	<p>24</p> <p>movie nights 5:30p</p>	<p>25</p> <p>Crafts w/Cops 2-4p</p> <p>Swimming 12-3p</p>
<p>26</p> <p>ADULT OPEN GYM 9AM-NOON</p>	<p>27</p> <p>CLOSED</p>	<p>28</p> <p>Hand Drum Session</p> <p>Cultural Night 5pm</p>	<p>29</p> <p>Archery Session 4p</p>	<p>30</p> <p>GAME NIGHT 5PM</p>	<p>31</p> <p>movie nights 5:30p</p>	<p></p>



# FREE!

but reserve your spot!



CHEQUAMEGON  
FOOD CO-OP



# Party!

EVERY FIRST  
MONDAY OF  
THE MONTH!

**Monday, June 1 – I LOVE DAD** at the Co-op

**3:30 - 5 p.m.**

**Monday, July 6 – ANIMAL FUN** at the Co-op

**3:30 - 5 p.m.**

**Saturday, July 18 – KID'S DAY** at Ashland Area Farmer's Market

**8 a.m. - noon**

**Monday, August 3rd – SUMMER BLAST** at the Co-op

**3:30– 5 p.m.**

*Drop in for these parent child activities that focus on providing a nutritious snack combined with a fun activity. Everyone is invited and parental supervision is required. Registration encouraged, supplies are limited.*

**Please call Customer Service at (715) 682-8251 to sign up.**



# **Elderly Month of Events**

## **July 2015**

July 3-4-5 - 37th Annual Red Cliff Powwow

July 3rd- Tribal Holiday Closed observance Independence Day

July 7th- Ashland shopping leave at 9:00am/Tribal General Elections Voting

@ Legendary Waters Event Center 8am-8pm

July 8th- Gurnoe Villa Socialization @ Elderly Nutrition Site bring 2 prizes for pirate

July 16th- Corny Days leave at 9:30am

July 17th- Tribal Holiday closed observance Tribal Swearing in Ceremony/Feast

@ Legendary Waters Event Center 11am Everyone is Welcome to Attend

July 24th- Ashland Shopping leave at 9:30am

July 31st- Elderly Picnic @ Legendary Waters Event Center 3pm-7pm

If interested in attending any of these events, please feel free to call Nutrition Center to sign up. 715-779-3746 Miigwech and we hope to see you!



# **"Waabooz" Movie**

**Seeking background Extras for Pow-Wow reenactment**



**Waabooz** is a short film about a young Native comic book artist who is bullied and finds inner strength with the help of his grandfather to overcome his fears. The film will use contemporary storytelling in the form of comic book illustrations during a portion of the film, bringing together traditional live action and new media animation.

**When:** \*\*\*\*Date has changed to - Saturday August 15th\*\*\*\*

**Where :** Red Cliff Band of Lake Superior Chippewa Reservation

**Who:** Anyone interested in being in the film - dancers or patrons.  
No experience necessary.

**How:** Contact Kaija at 218.290.6448 or email [waaboozcasting@gmail.com](mailto:waaboozcasting@gmail.com)

**What else:** Intern opportunity to work with the film crew. Seeking Red Cliff residents. No experience necessary.  
contact Wenonah at [waaboozmovie@gmail.com](mailto:waaboozmovie@gmail.com)

**Why:** Bullying is a national epidemic - not only on reservations but worldwide. "Waabooz" is universal in it's appeal and will reach reservations as well schools and communities across the country. The end result will be a short film and a companion Native American comic book - put in the hands of teachers, parents and children, to educate and reach out to bullies and their victims.



**Announcing:** Saginaw Grant - Cast as Grandfather! Some of his film and television credits include: "The Lone Ranger," "The World's Fastest Indian," "The League," "Community," "Breaking Bad," "American Horror Story," "Skinwalkers,"

# COMING THIS SUMMER...



## COMIC/SCI-FI CON!

**Saturday August 22nd, 2015**

**10:00 A.M.—6:30 P.M.**

**Bayfield Library**

**12:30 P.M. Author John Jackson Miller**

Mr. Miller is the NY Times' best-selling author of Star Wars: Kenobi. He also writes other Star Wars novels, comics. He's worked on Marvel comics titles, including Iron Man. In addition, he writes for role-playing games. John will give a presentation about how to write comics.

**2:30 P.M. Illustrator Jerry Decaire**

Mr. Decaire is a professional freelance artist who's worked on Marvel's top-selling titles, including: Thor, Avenger's Hawkeye, X-Men, Iron Man, and Wolverine. Jerry will conduct a workshop/presentation on drawing comics and graphic novels.

**4:30 P.M. Special showing of PBS documentary *Superheroes: A Never-ending Battle* (part 2 only)**

*Costume Contest with prizes! • Comics and Graphic novels display • Vendors*

*Event co-sponsored by the Madeline Island Library & the Bayfield Chamber & Visitor Bureau*



## Important Sun Safety Tips

*Protect yourself by practicing the following sun safe behaviors:*

- **Generously apply sunscreen** with SPF of at least 15 which provides broad-spectrum protection from both UVA and UVB rays. Re-apply at least every two hours and after swimming or sweating.

- **Wear protective clothing** such as long-sleeved shirts, pants, a wide-brimmed hat and sunglasses with UV protection.



- **Seek shade** when appropriate, remembering that the sun's rays are strongest between 10 a.m. and 4 p.m.
- **Avoid tanning beds.** UV light from tanning beds can lead to skin cancer and wrinkling. Consider using a sunless self-tanning product instead.
- **Use extra caution near water, snow and sand** as they reflect the damaging UV rays, increasing your chance of sunburn.
- **Check UV, heat, and air quality indexes**
- **Drink plenty of water**
- **Remember to practice sun safety every day, all year long!**



*Dedicated to Reducing the Incidence of Skin Cancer*

## Sun Safety Alliance

The Sun Safety Alliance, Inc. (SSA) is a not-for-profit organization dedicated to reducing the incidence of skin cancer in America.

The SSA is managed by the Entertainment Industries Council, Inc. (EIC), a not-for-profit organization that brings the power of the entertainment industry to bear on important health and social issues.



**For more information please visit:**  
**WWW.SUNSAFETYALLIANCE.ORG**

**and**  
**WWW.EICONLINE.ORG**

**East Coast Office:** 1760 Reston Parkway, Suite 415, Reston, VA 20190  
**West Coast Office:** 2600 West Olive St., Suite 574, Burbank, CA 91505

**Phone:** 703-481-1414

**Fax:** 703-481-1418

**E-mail:** [info@sunsaftyalliance.org](mailto:info@sunsaftyalliance.org)



**Block the Sun, Not the Fun!**

***Dedicated to  
reducing the  
incidence of  
skin cancer***

**[www.sunsaftyalliance.org](http://www.sunsaftyalliance.org)**

## Who is at Risk?

*Skin Cancer can affect everyone.*

Although people with fair complexions may be at greater risk for skin cancer,

people of all races and ethnicities are susceptible.



Overexposure to UV radiation affects people of all ethnic and racial groups in the form of skin cancer, cataracts and other eye damage, premature aging and wrinkling of the skin.

## Risk Factors for

### Skin Cancer:



Exposure to UV radiation from the sun or tanning beds is related to your risk of developing skin cancer. *Remember: UV radiation affects everyone and is present even on cold or cloudy days!*

- One American dies of melanoma almost every hour.
- Basal cell and squamous cell carcinomas are the two most common forms of skin cancer, but are easily treated if detected early.
- UV rays can cause premature aging of the skin and skin cancer.



- A family history of skin cancer.
- Personal history of one or more skin cancers.
- Multiple or atypical moles.
- Severe childhood sunburns.
- A fair complexion that burns easily.

## Symptoms

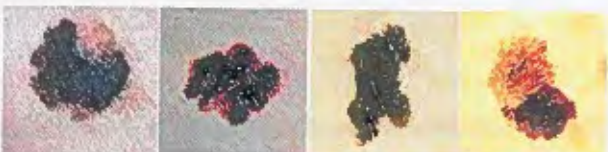
The good news is that skin cancer can be cured if found and treated early! Here are some visible warning signs you should be on the lookout for:

- Asymmetry**—One half unlike the other half
- Border**—Irregular, scalloped, or poorly defined.

- Color**—varied from one area to another in the same mole; shades of tan and brown, black, and sometimes white, red or blue.

- Diameter**—larger than 6mm (larger than a pencil eraser).

- Elevation**—the mole is raised above the surface and has an uneven surface.



**KNOW YOUR ABCDE'S FOR SKIN CANCER DETECTION!**





# Heatstroke Safety Tips

Everything you need to know to keep your kids safe from heatstroke.

Babies and young kids can sometimes sleep so peacefully that we forget they are even there. It can also be tempting to leave a baby alone in a car while we quickly run into the store. The problem is that leaving a child alone in a car can lead to serious injury or death from heatstroke. Young children are particularly at risk, as their bodies heat up three to five times faster than an adult's. These tragedies are completely preventable. Here's how we can all work together to keep kids safe from heatstroke.

## Reduce the Number of Deaths from Heatstroke by Remembering to ACT

- **A:** Avoid heatstroke-related injury and death by never leaving your child alone in a car, not even for a minute. And make sure to keep your car locked when you're not in it so kids don't get in on their own.
- **C:** Create reminders by putting something in the back of your car next to your child such as a briefcase, a purse or a cell phone that is needed at your final destination. This is especially important if you're not following your normal routine.
- **T:** Take action. If you see a child alone in a car, call 911. Emergency personnel want you to call. They are trained to respond to these situations. One call could save a life.



## Go a Step Further: Create Extra Reminders and Communicate with Daycare

- Create a calendar reminder for your electronic devices to make sure you dropped your child off at daycare.
- Develop a plan with your daycare so that if your child is late, you'll be called within a few minutes. Be especially careful if you change your routine for dropping off children at daycare.

## Teach Kids Not to Play in Cars

- Make sure to lock your vehicle, including doors and trunk, when you're not using it. Keep keys and remote entry fobs out of children's sight and reach.
- Teach kids that trunks are for transporting cargo and are not safe places to play.
- If your child is missing, get help and check swimming pools, vehicles and trunks. If your children are locked in a car, get them out as quickly as possible and dial 911 immediately. Emergency personnel are trained to evaluate and check for signs of heatstroke.

*Heatstroke is the leading cause of non-crash, vehicle-related deaths for children. On average, every 10 days a child dies from heatstroke in a vehicle.*



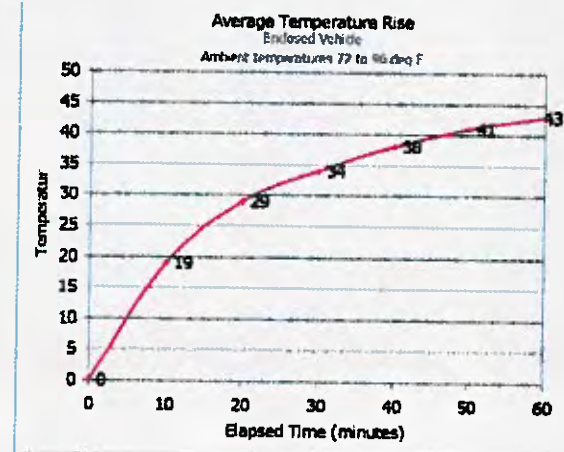
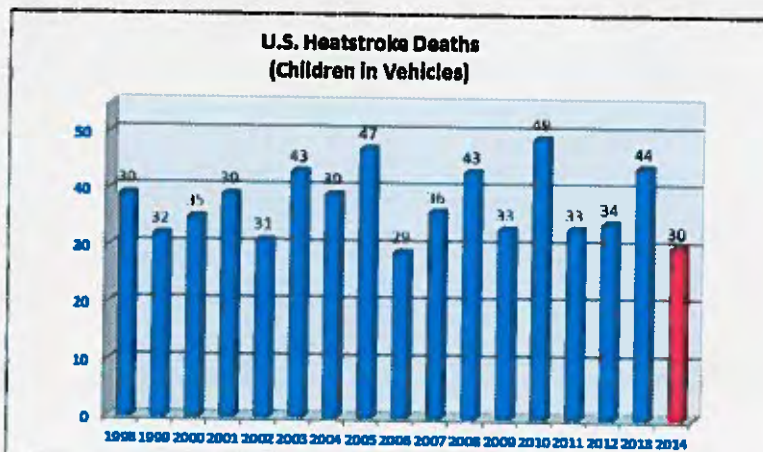
## Pediatric Vehicular Heatstroke Fact Sheet

### SAFETY RECOMMENDATIONS

- Never leave a child in an unattended car, even with the windows down.
- Be sure that all occupants leave the vehicle when unloading. Don't overlook sleeping babies.
- Always lock your car. If a child is missing, check the car first, including the trunk. Teach your children that vehicles are never to be used as a play area.
- Keep a stuffed animal in the carseat and when the child is put in the seat place the animal in the front with the driver.
- Place your purse or briefcase in the back seat as a reminder that you have your child in the car.
- Make "look before you leave" a routine whenever you get out of the car.
- Have a plan that your childcare provider will call you if your child does not show up for school.

### HEATSTROKE DEATHS OF CHILDREN IN VEHICLES

- Total number of heatstroke deaths of children left in cars, 1998-2014: 636
- Average annual number of heatstroke deaths of children in cars, 1998-2014: 37
- Heatstroke occurs when the body core temperature reaches 104 degrees F.
- A body core temperature of 107 degrees F is usually fatal!
- A child's body warms 3 to 5 times faster than an adult's.



### Average Elapsed Time and Inside Vehicle Temperature Rise compared to Ambient Temperature

- 10 minutes = 19 degree increase
- 20 minutes = 29 degree increase
- 30 minutes = 34 degree increase
- 1 hour = 43 degree increase

### Contact Information:

Jan Null, CCM

Department of Meteorology & Climate Science, San Jose State University

<http://ggweather.com/heat/>

(408) 379-7500





# Sports Dehydration Safety Tips

Everything you need to know to keep your kids safe from dehydration when playing sports.

To keep kids in top shape for sports, it's important for them to stay hydrated by drinking plenty of fluids. Dehydration occurs when a body loses more water than it takes in (such as through sweating). When kids don't drink enough water while playing sports, they could be at risk for dehydration, heat exhaustion or even heatstroke.

## Bring a Water Bottle and Take Regular Breaks

- Make sure athletes have a water bottle for every practice and game.
- Make sure athletes drink fluids (water is the best option) 30 minutes before the activity begins and every 15-20 minutes during activity. Drinking water after play is equally important.
- Establish mandatory water breaks throughout practices and games – don't wait for a child to tell you he or she is thirsty. Encourage children to stay well hydrated by drinking plenty of water before, during and after play.



## Drink Enough Water

- Encourage athletes to drink the right amount of water. The American Academy of Pediatrics (AAP) recommends:
  - 5 oz. for an 88-pound child every 20 minutes
  - 9 oz. for a 132-pound adolescent every 20 minutes
- Kids will know if they're drinking enough water if their urine is clear or the color of lemonade.



## Know the Signs and Symptoms of Dehydration

- The severity of dehydration can vary from mild to more life threatening if left unchecked. There are three levels of dehydration: heat cramps, heat exhaustion and heatstroke.
- Symptoms range from muscle cramping in the calves, back, arms or abdomen (heat cramps) to faintness or dizziness, nausea and rapid heartbeat (heat exhaustion) to collapse, emotional instability and very high body temperature (heatstroke).



*While at play, children generate more heat than adults, but also sweat less, which makes them more susceptible to dehydration. It is estimated that more than 9,000 high school athletes are treated for heat illness each year in the United States.*



## Respond Appropriately to Signs of Heat Illness

- If an athlete is dehydrated or suffering from heat exhaustion, call 911 if his or her condition doesn't improve or worsens.
- Move the athlete to shade and cool the body with cold water. Have the athlete drink cool water, remove any equipment and excess clothing and lie down, raising his or her legs about 8-12 inches.
- Make sure the athlete gets checked out by a doctor or medical personnel and is cleared before returning to play.



- If you suspect heatstroke, call 911 immediately and make every effort to cool the athlete.
- Treat heatstroke victims right away by immersing them in cold water before the ambulance arrives. If immersion is not an option, soak the child with cold water from a shower, hose or soaking towel.



For more resources on how to keep your athletes healthy and injury free, go to [www.safekids.org/sports](http://www.safekids.org/sports).



# Car Seat Checkup

## Top 5 Things to Do



- ☐ **Right Seat.** This is an easy one. Check the label on your car seat to make sure it's appropriate for your child's age, weight and height. Like milk, your car seat has an expiration date. Just double check the label on your car seat to make sure it is still safe.



- ☐ **Right Place.** Kids are VIPs, just ask them. We know all VIPs ride in the back seat, so keep all children in the back seat until they are 13.



- ☐ **Right Direction.** You want to keep your child in a rear-facing car seat for as long as possible, usually until around age 2. When he or she outgrows the seat, move your child to a forward-facing car seat. Make sure to attach the top tether after you tighten and lock the seat belt or lower anchors.



- ☐ **Inch Test.** Once your car seat is installed, give it a good shake at the base. Can you move it more than an inch side to side or front to back? A properly installed seat will not move more than an inch.



- ☐ **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check car seat manual). Now, with the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.

Please read the vehicle and car seat instruction manuals to help you with this checklist. If you are having even the slightest trouble, questions or concerns, don't worry about a thing. Certified child passenger safety technicians are waiting to help or even double check your work.

**SAFE  
KIDS**  
WORLDWIDE™

Visit [safekids.org](http://safekids.org) to find a car seat inspection event in your community.



# Car Seat Safety Tips

Everything you need to know to keep your kids safe in cars.

Engineers are working hard to ensure that cars and car seats are designed to keep kids as safe as possible. But it's up to every parent to take full advantage of these innovations by making sure car seats and booster seats are used and installed correctly. Here's what you need to know to ensure that your most precious cargo is safe in cars.

## Choose the Right Direction: Rear- or Forward-Facing

- For the best protection, keep your baby in a rear-facing car seat for as long as possible – usually until about 2 years old. You can find the exact height and weight limit on the side or back of your car seat. Kids who ride in rear-facing seats have the maximum protection for the head, neck and spine. Don't worry about their feet. It is especially important for rear-facing children to ride in a back seat away from the airbag.
- When your children outgrow a rear-facing seat around age 2, move them to a forward-facing car seat. Keep the seat in the back and make sure to attach the top tether after you tighten and lock the seat belt or lower attachmentsnchors. After February 2014, many car seat labels will tell you exactly how much your child can weigh and still use the car's lower anchors and car seat attachments (LATCH). Check both your child restraint and vehicle manuals to see if you can go beyond the weight limit for the top tether. If they both agree to a higher weight, it is fine to follow their directions.
- Kids can remain in some forward-facing car seats until they're 65 pounds depending on the car seat limits. Check the seat label to find the exact measurements. Discontinue use of the lower anchors or top tether when your child reaches the limits set by your car seat and car manufacturers.



You must read the manual to know about those limits. Not to worry: You will then switch to a seat belt that goes through the car seat at that time. Seat belts are made to protect very heavy adults as well as children who have outgrown a booster seat.

## Check the Label

- Look at the label on your car seat to make sure it's appropriate for your child's age, weight and height.
- Your car seat has an expiration date. Find and double check the label to make sure it's still safe.

## Know Your Car Seat's History

- Borrow a car seat only if you know its full crash history. That means you must get it from someone you know, not from a thrift store or over the internet. Once a car seat is too old, is missing parts, has been in a crash or is recalled, it needs to be replaced.

*Road injuries are the leading cause of preventable deaths and injuries to children in the United States. Correctly used child safety seats can reduce the risk of death by as much as 71 percent.*





## Make Sure Your Car Seat is Installed Correctly

- **Inch Test.** Once your car seat is installed, give it a good tug at the **base** where the seat belt goes through it. Can you move it more than an inch side to side or front to back? A properly installed seat will not move more than an inch.
- **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check your car seat manual). With the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.
- For both rear- and forward-facing child safety seats, use either the car's seat belt or the lower attachments and for forward-facing, the top tether to lock the car seat in place. Don't use both the lower attachments and seat belt at the same time. They are equally safe- so pick the one that gives you the best fit.
- If you are having even the slightest trouble, questions or concerns, certified child passenger safety technicians are able to help or even double check your work. Visit a certified technician to make sure your car seat is properly installed. [Find a technician](#) or [car seat checkup event](#) near you.

## Check Your Car Seat

- Seventy-three percent of car seats are not used or installed correctly, so before you hit the road, check your car seat. [Here's a quick car seat checklist to help you.](#) It takes only 15 minutes.
- Learn how to install your car seat for free. Safe Kids hosts car seat inspection events across the country where certified technicians can help make sure your car seat is properly installed. They also serve in fixed locations called inspection stations during specific days and times in some communities. You may find an inspection station with certified technicians at a GM dealership, a hospital or even a fire house. They will teach you so that you can always be sure your car seat is used correctly. [Find a Safe Kids car seat checkup event](#) where we use only certified technicians near you.

## Is it Time for a Booster Seat?

- Take the next step to a booster seat when you answer "yes" to any of these questions:
  - Does your child exceed the car seat's height or weight limits?
  - Are your child's shoulders above the car seat's top harness slots?
  - Are the tops of your child's ears above the top of the car seat?
- If the car seat with a harness still fits, and your child is within the weight and height limits, continue to use it until it is outgrown. It provides more protection than a booster seat or seat belt for a small child.



## Be Wary of Toys

- Toys can injure your child in a crash, so be extra careful to choose ones that are soft and will not hurt your child. A small, loose toy can be dangerous and injure your baby in a crash. Secure loose objects and toys to protect everyone in the car.

## Buckle Up

- We know that when adults wear seat belts, kids wear seat belts. So be a good example and buckle up for every ride. Be sure everyone in the vehicle buckles up, too.
- Buckling up the right way on every ride is the single most important thing a family can do to stay safe in the car.

## Prevent Heatstroke

- Never leave your child alone in a car, not even for a minute. While it may be tempting to dash out for a quick errand while your babies are sleeping peacefully in their car seats, the temperature inside your car can rise 20 degrees and cause [heatstroke](#) in the time it takes for you to run in and out of the store.



**SAFE  
KIDS**  
WORLDWIDE...



# Money \$mart in Head Start



Issue 8

## Getting Organized

Have you ever wanted to return something to the store, but can't find the receipt? Or maybe you thought you paid a bill, only to get a late notice?

Most of us have some kind of system for keeping track of paperwork and paying bills. It's just that some systems work better than others. If you find yourself searching through a stack of bills every month only to find out that many were due yesterday, last week, or even worse, last month, it might be time to make-over your current system.



Keep reading for a few easy ideas that can take the stress out of organizing your finances.

### Have an "Inbox" for your mail and papers.

Do you have a regular place where everyone in your home puts mail or empties out the backpack? Scavenger hunts are fun for hidden prizes, but not so fun when you're looking for bills, receipts, or school notices.

- There's no one inbox system that works for everyone. The system that works for you is the only one that counts. It can be as simple as a shoebox, plastic bin, or folder where you toss all the mail and letters.
- Come up with a regular time to go through your inbox. Ideally, you want to sort through your papers every day so you don't miss a last minute notice or reminder. If every day isn't realistic for you, aim for at least two days a week so you can keep up.
- When you go through your inbox, do something with each piece. Looking at it and throwing it back in the box doesn't count! If it's a bill or school notice, add the date to your calendar. Then put the bill or notice someplace you'll see it, like on the fridge or a bulletin board. Remember that bills have a short "shelf-life" and need attention as soon as possible.

### Have a system to pay bills on time.

Everyone needs some way to keep track of what bills are due, when they've been paid, and a record of having paid it. Investing a little time or money to get organized can mean more on-time payments better credit, no late fees, and more money in your pocket!



Start by making a list of your monthly bills. When are they due? Is it the same amount every month or does it change? Are there a couple of bills due at the same time so you know money will be tight that week?

There are many ways to keep track of due dates and when the bills have been paid. If you use a calendar, write them down and cross them off when paid. Or use your cell phone or e-mail to send yourself a reminder at least a few days before each due date to give yourself time to pay.

For many of us, the less we have to keep track of—the better! Arrange to have your monthly bills paid automatically out of your bank account. Check with your bank or credit union about how to do this and any fees they will charge.

Some prepaid debit cards also let you make automatic payments, but monthly fees can be high depending on the card.

You can also have money taken out of your checking account and put right into your savings account!

Whatever system you come up with, you still need to keep track of your budget. Paying on time means planning ahead so you have money available when the bill is due.

**TIP**

Keep a journal of bills paid. List date, company, type of payment (credit card, check number), and amount. This makes you able to go back and say "I've paid that."

— Head Start Parent in Douglas County



**Know when to hold it and when to throw it.** If you're like many people, you have a collection of financial "stuff" that you don't know whether to keep or toss. Spending a little time organizing household paperwork makes it easier for you to find information about your earnings, your spending, and other financial records, such as for insurance or taxes.

Think about a typical week and the kinds of papers that you deal with:



- **Receipts:** Reasons to hold onto receipts may be to track your spending, make a return, compare it to your credit card statement, or for proof of purchase for a money order, warranty, or taxes.
- **Paycheck stubs:** Even after the money's been deposited to your account or you've cashed your check, hold onto these stubs until you get your annual W-2 statement and make sure your pay and deductions match.
- **Bank statements:** Some people check their bank statements online or over the phone, and some get a monthly mailed statement. You may also have ATM receipts. After you've made sure the bank's records and your records match, you can shred the statement and receipts.
- **Credit card statements:** After you've paid the bill and made sure all the charges belong to you, you can shred the statement (unless you need proof of a deduction for taxes).
- **Insurance policies:** Hold onto your current policies and proof that you paid the bill. Shred expired policies.

For those papers you need to hold onto for a year or more, choose an easy but safe place to store them.



You can use file folders, a three-ring binder, or old school notebook with pocket dividers. Then store your files in a kitchen drawer, file cabinet, or a covered box in the bedroom, but stay away from damp places like the basement floor. Label the files with the types of records, like check stubs, rent receipts, insurance, health records, or tax returns.

With a little organizational time up front, you will save money, time, and stress in the long run. And that's time that can be spent having fun with your family and friends!

#### More ideas to lower your money stress:

- Have an emergency or rainy day fund - **find a few dollars a month and start saving!** An emergency fund can even help you avoid a high-cost short-term loan like a payday or car title loan.
- Match your money to the month. Having a spending plan can help you match your day-to-day spending to your income. Knowing where you spend your money can also help you come up with ideas on where you might be able to spend less.
- Keep track of checks written or debit card use to save on overdraft fees.
- Whether it's a credit card or a car payment, pay a little more than the minimum monthly amount due when you can. Over a couple years, a little extra can save you a lot of money in interest.



This is the last issue of "Money \$mart in Head Start." We hope you enjoyed getting these newsletters and maybe picked up a few new ideas along the way.

"Money \$mart in Head Start" is provided by UW-Extension Family Living as part of the Head Start Financial Literacy Project which is funded through the generous support of the Annie E. Casey Foundation. This issue was written by Peggy Olive, Family Living Agent, UW-Extension Richland County, and edited by Kristi Cutts and Ruth Schriefer. Reviewed by J. Michael Collins, Family Financial Security Specialist, UW-Madison/Extension. Sources for this issue - Wisconsin Homeownership Preservation Education (WHPE) Keeping Organized, UW-Extension, 1/10, Money 2000 and Beyond: Organizing Your Financial Records, Lepeska, Mary Fran. Cooperative Extension Publications, 1999. (2011)



University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating. An EEO/AA employer, University of Wisconsin Extension provides equal opportunities in employment and programming, including Title IX and American with Disabilities (ADA) requirements.

## Summer Reading Tips for Parents of Babies, Toddlers and Young Children



Summer offers many unique opportunities to weave literacy into everyday activities with your child. Beach trips, swimming in a pool or family barbecues provide ideal opportunities for conversation, book reading and looking at letters—skills that will help your child become a reader and writer later in life. Try some of these tips for making your young child's summer full of literacy fun.

- **Be a reader yourself.** When you read newspapers and books and write letters and lists, you show your young child how reading and writing are useful. By demonstrating why reading and writing are important, you will motivate your child to become a reader and writer.
- **Set aside a consistent time each day for reading aloud.** Choose a read-aloud time that fits your family's summer schedule and stick to it every day. Your baby, toddler or young child will look forward to this special time together.
- **Connect read-aloud choices to summer activities.** Read your child a book about the beach, such as "Sea, Sand, Me!" before or after a beach trip, or read "The Very Lonely Firefly" after your child discovers fireflies at a family cookout. When you read and discuss books about things your child has experienced, you help him learn important vocabulary and extend his understanding of experiences.
- **Check out summer programs at your local public library.** Many feature special story times, sing-alongs and puppet shows during the summer. These programs offer fun opportunities for your child to expand his literacy-related skills.
- **Look at letters and words as you enjoy summer activities.** As you walk to the park, point out stop signs and letters in street signs. When you visit the local pool, point out the list of pool rules. Let your child draw and write with chalk on the sidewalk. By drawing your child's attention to print and letters, you teach her about specific letters and words while pointing out the many uses of print.
- **Take books along on outings.** Pack some board books in your beach bag or picnic basket, and bring a stack of books on long car rides. You and your child can enjoy books together anywhere you go this summer.



# Help Me Write My Name

"That's my name. My name starts with \_\_\_\_." Maybe your child is trying to write or even make letters you can recognize. If so, then it's time to start demonstrating how to write a few letters. Here's how:

1. Be a good example.
2. Write in all capitals.
3. Start every letter at the top.
4. Teach letters step-by-step.
5. Write on paper strips with a smiley face in the top left corner.

For  
Parents

## How can I be a good example?

Hold the crayon correctly. Your child will be watching how you form letters and hold the crayon or pencil. Be a good model. You may need to make a special effort to hold the crayon correctly.

## Why should I use all capitals?

Capitals are the first letters that children can visually recognize and remember. They are the first letters children can physically write. If a child can write his or her name correctly in capitals, you may introduce lowercase letters.

## Does it matter where my student starts?

Yes, it does. English has one basic rule for both reading and writing: read and write from top to bottom, left to right. When you write with a child, always start at the top.

## What do I say when I teach the letters?

Always say, "I start at the top." Then describe the part you're making. Say "big" or "little" for size. Say "line" or "curve" for shape, like this:  
**D** = "I start at the top. I make a big line. Now I make a big curve."

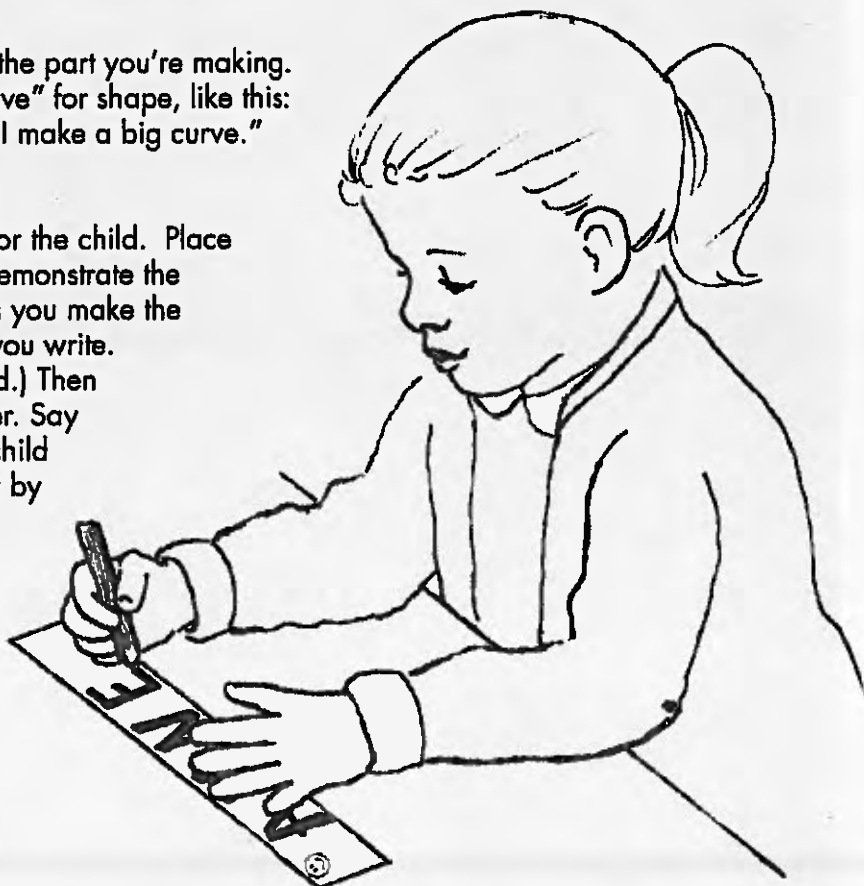
## What do I use and how do I do this?

Use two strips of paper, one for you and one for the child. Place your strip directly above the child's strip and demonstrate the first letter in the child's name. Say each step as you make the letter. Be sure the child can see the strokes as you write. (Avoid blocking the child's view with your hand.) Then tell the child to make the letter on his/her paper. Say the steps as the child writes, encouraging the child to say the steps aloud with you. Continue letter by letter.

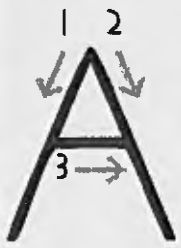
### NOTE:

**To Make Paper strips** – Use a standard sheet. Fold it in half the long way, and then in half again. Cut on folds to make 4 strips.

**Extra help** – If the child has difficulty imitating your letter, you may use a gray crayon to pre-write each letter on the child's paper. Do this letter by letter and let the child crayon trace over your letter. Make your gray letters progressively lighter and discontinue pre-writing as child gains ability.



# Handwriting Without Tears®



Big line  
Big line  
Little line



Big line  
Little curve  
Little curve



Big C curve



Big line  
Big curve



Big line  
Little line  
Little line  
Little line



Big line  
Little line  
Little line



Big curve  
Little line  
Little line



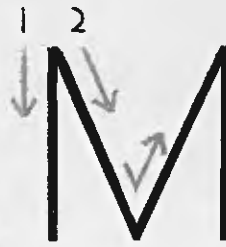
Big line  
Turn  
Little line



Big line  
Little line  
Little line



Big line  
Little line



Big line  
Big line  
Big line  
Big line



Big line  
Big line  
Big line



Big C curve  
Keep going



Big line  
Little curve



Little curve  
Turn  
Little curve



Big line  
Little line



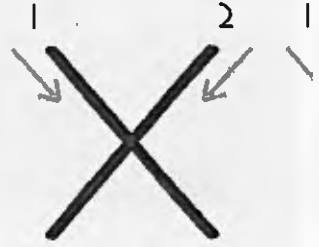
Big line  
Turn  
Big line



Big line  
Big line



Big line  
Big line  
Big line  
Big line



Big line  
Big line



# Fine Motor and Letter Practice for Home

Hand skills are crucial to successful handwriting. Small movements of the hand are referred to as fine motor skills. If you believe that your child needs extra activities to strengthen his/her hands or fine motor skills, here are a few suggestions of activities to do with your child.

- Do finger plays. Find books with finger plays at your library.
- Cut pictures from newspapers or magazines. Take a large black marker and draw a line around the picture to give a guideline.
- Put together small beads, Legos, Tinker Toys, Lincoln Logs, etc.
- Knead dough or clay and build an object.
- Find small objects hidden in the dough.
- Play pegboard games.
- Gather small objects from around the house (small buttons, beads, etc.) and place them in a container. Pick them up off the table with a pair of tweezers and place them back in the container.
- Play with any toys that require moving or placing little pieces.
- Squirt a water bottle outdoors on the sidewalk.
- Squeeze a kitchen baster to move cotton balls with air. Have a race on the table.
- Finger paint with Jell-O or cocoa on a paper plate.
- Use small marshmallows and toothpicks to form letters.
- String popcorn, buttons, or beads to make necklaces.
- Create a design on a piece of paper with a hole punch.
- Clip clothespins to a container.
- Lace cards.



You can do several fun activities at home to encourage letter practice. Make sure to always model the letter for your child. A few activities are listed below:

- While your child is in the bathtub, draw letters on the wall of the tub in shaving cream or soap paint.
- Take turns tracing letters on each other's backs and guess the letter. (Write the letter on a piece of paper.)
- Finger paint letters.
- Write letters on the sidewalk with chalk.
- Trace letters in the snow or in the sand.
- Form letters out of dough or clay.
- Make cookie letters. Form the letters by rolling the dough and putting the pieces together.
- Form letters out of French fries.
- Make letters with pipe cleaners.
- Draw letters on the carpet with your fingers.
- Decorate a letter collage using glitter, paint, and markers.
- Use different types of pencils for writing practice (gel pens, colored pencils, scented markers, crayons, etc.).
- Write your shopping lists together.
- Use a flashlight and make letters on the wall. Guess the letter that was made. Cut out letter templates to place in front of the flashlight.
- Put letters on a die. Roll the die and write a word that starts with the letter.
- Fish for words. Place cut-out fish in a shoebox. Write words or letters on the fish. Attach paper clips to the fish and adapt a small pole with a magnet. Come up with a word or sentence using the letter or word on the fish that is caught.

## Wisconsin Model Early Learning Standards

### Introduction

*The Wisconsin Model Early Learning Standards provide a common language and guidance for families, professionals, and policy makers around early childhood education and care.*

Why do we have model early learning standards? Based on research and supported by evidence-based practices, the Wisconsin Model Early Learning Standards (WMELS) provide a framework for families, professionals, and policy makers to

- Share a common language and responsibility for the well-being of children from birth to first grade
- Know and understand developmental expectations of young children
- Understand the connection among the foundations of early childhood, K-12 educational experiences, and lifelong learning

With the inclusion of the birth-to-3 age range, the revised WMELS also includes developmental continuums, sample behaviors of children, and sample strategies for adults.

The development of the standards was guided by research in the field and supported by content experts from institutions of higher education in the state. Aligned to the Wisconsin Model Academic Standards (kindergarten through grade 12), the WMELS are intended to provide early learning opportunities that support children's continued success in school and future life.

The basis for the development of the Wisconsin Model Early Learning Standards is a set of guiding principles that specify beliefs and values about young children in Wisconsin. The primary principles are as follows:

- All children are capable and competent.
- Early relationships matter.
- A child's early learning and development is multidimensional.
- Expectations for children must be guided by knowledge of child growth and development.
- Children are individuals who develop at various rates.
- Children are members of cultural groups that share developmental patterns.
- Children exhibit a range of skills and competencies within any domain of development.
- Children learn through play and the active exploration of their environment.
- Parents are children's primary and most important caregivers and educators.

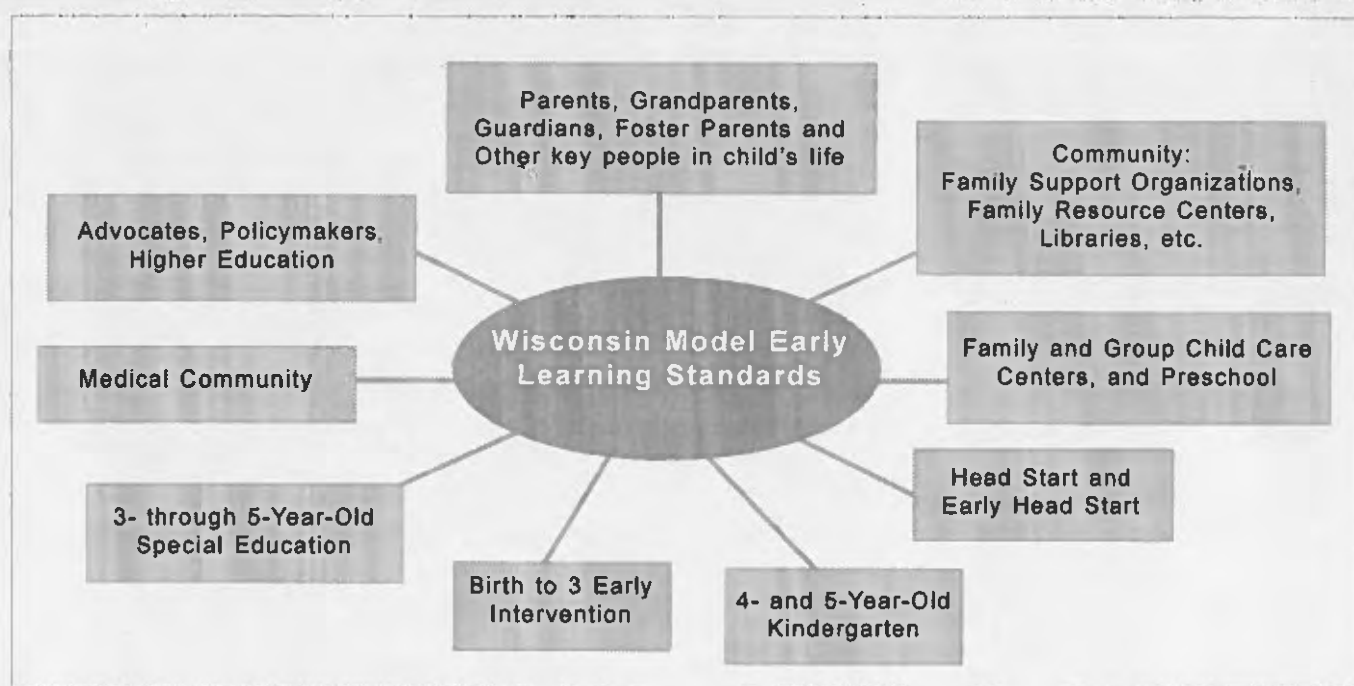
A more detailed description of the Wisconsin Model Early Learning Standards Guiding Principles is located on page 10 of the Introduction Section.



## Wisconsin Model Early Learning Standards

### One Tapestry, Many Threads

*Young children learn and grow best in the context of relationships and community. This context is made up of a variety of people, programs, and experiences. Widespread use of the Wisconsin Model Early Learning Standards will form a tapestry of common understanding and support. Everyone who is interested in providing quality care and education for all children will find common uses for these standards. The individual threads of this tapestry will each be used in their own unique way.*



### THE EARLY CHILDHOOD COMMUNITY WILL HAVE COMMON USES FOR WISCONSIN MODEL EARLY LEARNING STANDARDS

Everyone can use these standards as a

- Guide in creating a unifying vision for young children in Wisconsin, based upon the guiding principles
- Resource for creating quality early learning opportunities
- Resource for creating a common language across all settings and programs for young children and their families
- Guide in the selection and implementation of curriculum and assessment
- Source of example adult strategies to use as a guide for interacting with children in a positive way
- Tool to support collaborative conversations and professional development with others in the early care and education system
- Tool to help parents understand child development, how it is individual to each child, and how learning is influenced by our everyday interactions.
- Tool to help communities understand the importance of the early years from birth to first grade and the link with further educational and life success
- Validation of the critical nature of early development and the role that adults play to help children progress toward optimal development based upon their individual capacities and needs

## Wisconsin Model Early Learning Standards

### Guiding Principles

*The Wisconsin Model Early Learning Standards Steering Committee has established nine Guiding Principles to inform the development and application of the Wisconsin Model Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.*

#### **All children are capable and competent.**

Development and learning begins at birth for all children in all settings. The Wisconsin Model Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this they are aligned with ethical principles of the early childhood profession.

#### **Early relationships matter.**

Beginning at birth, a child forms relationships with adults who will guide their learning and development. Especially during the earliest years of a child's life from birth to age 3, a child's growth and development is shaped within the context of those relationships. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others.

#### **A child's early learning and development is multidimensional.**

Developmental domains are highly interrelated. The Wisconsin Model Early Learning Standards reflect the interconnectedness of the domains of children's development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.

#### **Expectations for children must be guided by knowledge of child growth and development.**

The Wisconsin Model Early Learning Standards are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.

#### **Children are individuals who develop at various rates.**

The Wisconsin Model Early Learning Standards recognize that there are individual rates of development and learning across any age range.

#### **Children are members of cultural groups that share developmental patterns.**

The Wisconsin Model Early Learning Standards acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families, and environments.

#### **Children exhibit a range of skills and competencies within any domain of development.**

The Wisconsin Model Early Learning Standards support the development of optimal learning experiences that can be adapted for individual developmental patterns.

#### **Children learn through play and the active exploration of their environment.**

The Wisconsin Model Early Learning Standards reflect the belief that children should be provided with opportunities to explore and, apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults, and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts. Positive relationships help children gain the benefits of instructional experiences and resources.

#### **Parents are children's primary and most important caregivers and educators.**

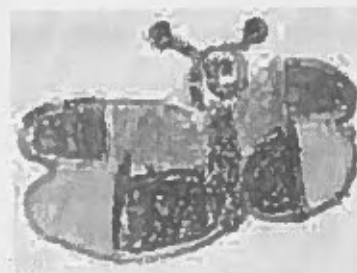
Families, communities, and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to take advantage of those learning opportunities. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.



# Wisconsin Model Early Learning Standards

## I. HEALTH AND PHYSICAL DEVELOPMENT

Health encompasses emerging knowledge and practices related to health, safety, and nutrition that promote physical well-being. Physical development encompasses rate of growth and muscle control (motor development). Fine or small motor control refers to such abilities as manipulation of materials and tools, hand dominance, and eye-hand coordination. Gross or large motor control refers to such characteristics as balance, coordination, purposeful control, locomotion, and stability of body movements and functions. Sensory integration is the neurological process of organizing the information received from the three main sensory systems—tactile, proprioceptive, and vestibular. The tactile sense provides information to the brain primarily through the surface of the skin about the texture, shape, and size of objects in the environment. The proprioceptive sense provides information to the brain from the joints, muscles, and ligaments about where the body is in space and what they are doing. The vestibular sense provides information through the inner ear about balance and movement. When the brain integrates or organizes sensory information efficiently a child learns to respond appropriately and automatically.



### Rationale

Children's future health and well being are directly related to the development and strengthening of their large and small muscles, involvement in sensory experiences, and the practicing of healthy behavior. Good physical health and motor development allows for full participation in learning experiences. While engaging in active movement and exploration and encountering a variety of situations and new challenges, the child's brain and body are learning to work together smoothly. When children take an active role in caring for their bodies, make appropriate food choices, and participate in physical activity they feel a sense of pride and accomplishment in their independence and develop a sound foundation for healthy growth in all other areas of development.

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#### A. PHYSICAL HEALTH AND DEVELOPMENT

##### *Developmental Expectation*

*Children in Wisconsin will be physically healthy and will be able to effectively care for their own physical needs.*

##### **Performance Standard**

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

- A.EL.1a Demonstrates behaviors to meet self-help and physical needs. *Sleep*
- A.EL.1b Demonstrates behaviors to meet self-help and physical needs. *Dressing*
- A.EL.1c Demonstrates behaviors to meet self-help and physical needs. *Toileting*
- A.EL.1d Demonstrates behaviors to meet self-help and physical needs. *Eating*
- A.EL.2 Demonstrates behaviors to meet safety needs.
- A.EL.3 Demonstrates a healthy life style.

##### **Program Standard**

Early care and education programs in Wisconsin will provide developmentally appropriate, increasingly complex and diverse opportunities for children to understand and care for their physical well-being.

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## I. HEALTH AND PHYSICAL DEVELOPMENT (continued)

### B. MOTOR DEVELOPMENT

#### *Developmental Expectation*

*Children in Wisconsin will develop and refine their use of small and gross motor skills.*

#### **Performance Standard**

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance.

*Purpose and Coordination*

B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance.

*Balance and Strength*

B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation.

#### **Program Standard**

Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to develop their fine and gross motor skills.

### C. SENSORY ORGANIZATION

#### *Developmental Expectation*

*Children in Wisconsin will integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.*

#### **Performance Standard**

During the early childhood period, children in Wisconsin will show evidence of developmentally appropriate abilities in the following areas:

C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment.

#### **Program Standard**

Early care and education programs in Wisconsin will provide increasingly complex and diverse opportunities for children to integrate input from all sensory systems and learn to respond appropriately and automatically within their environment.

### **Important Reminders**

The Wisconsin Model Early Learning Standards recognize that children are individuals who develop at individual rates. While they develop in generally similar stages and sequences, greatly diverse patterns of behavior and learning emerge as a result of the interaction of several factors, including genetic predisposition and physical characteristics, socio-economic status, and the values, beliefs, and cultural and political practices of their families and communities. The Wisconsin Model Early Learning Standards reflect expectations for a typically developing child; adapting and individualizing learning experiences accommodates optimal development for all children.

The Wisconsin Model Early Learning Standards developmental continuum and sample behaviors ARE NOT intended to be used as age markers, a prescriptive listing of development with every first item in a continuum starting at birth, nor as a comprehensive or exhaustive set of sample behaviors of children and sample strategies for adults.

## A. Physical Health and Development

### PERFORMANCE STANDARD: A.EL. 1a DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

#### SLEEP

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Engages in periods of sleep and wakefulness varying in length and time of day or night.	<ul style="list-style-type: none"> <li>• Child sleeps for short periods of time that could vary from minutes to hours in length and wakes when hungry or uncomfortable.</li> <li>• Child may have day and night mixed up and may have longer periods of being awake and alert during the night.</li> <li>• Child may suddenly cry or make vocal noises during sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• When child wakes, watch for signs of hunger such as rooting with the mouth or putting hands near the mouth.</li> <li>• Allow child to follow own pattern of waking and sleeping. He or she will gradually begin to sleep more at night and less during the day.</li> <li>• It is normal for the child to make noises or even cry for short periods of time—even when asleep. If the child cries harder or for more than a few seconds he/she is indicating the need for something else (hunger or the need to be held).</li> </ul>
Begins to follow predictable sleeping pattern.	<ul style="list-style-type: none"> <li>• Child becomes calm and falls asleep when rocked.</li> <li>• Child sleeps through the night.</li> <li>• Child falls asleep and wakes at approximately the same time each day/night.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch child for signs of tiredness such as rubbing eyes or crying and gently rub back or rock to help fall asleep.</li> <li>• Be alert to the time of day or routine of child's sleep pattern and begin to put child in his/her crib when it is time to sleep. Assist him/her to calm self by playing soft, rhythmic music, providing comfort object, such as a pacifier, or gently patting back.</li> </ul>
Rests for periods throughout the day with assistance of adult.	<ul style="list-style-type: none"> <li>• Child may nap for 1-3 hours and be active and alert during wake hours.</li> <li>• Child may delay sleeping by demanding things such as a drink or to play longer.</li> <li>• Child may be tired and grumpy during the day after a sleepless night.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a consistent time of day for child to lie down and rest for several hours.</li> <li>• Set a naptime routine such as reading a short book, darkening the child's sleeping area, and playing quiet music.</li> <li>• Parents and caregivers should communicate together to establish evening and morning routines that calm children.</li> <li>• If child resists rest when showing signs of tiredness, calmly say things such as, "You are acting like you are tired—you are crying and your eyes look tired—you will feel better after you rest for awhile."</li> </ul>
Recognizes physical need for rest/sleep and cares for own needs.	<ul style="list-style-type: none"> <li>• Child gradually eliminates naps.</li> <li>• Child chooses quiet activity such as looking at a book when feeling physically tired.</li> <li>• Child says, "I'm tired" and lies down to rest.</li> </ul>	<ul style="list-style-type: none"> <li>• As child begins to show signs of needing less rest during the day, provide quiet activities such as reading books together or putting together a puzzle rather than forcing him/her to sleep.</li> <li>• Allow child to rest when he/she expresses the need—he/she is learning to care for his/her physical needs in an appropriate manner.</li> </ul>



## A. Physical Health and Development (continued)

### PERFORMANCE STANDARD: A.EL. 1b DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS

#### DRESSING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Depends on adult to care for dressing needs.	<ul style="list-style-type: none"> <li>Child relies on adult to dress him/her appropriately for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Dress child appropriately for the temperature of his/her surroundings and in clothing comfortable for sleeping.</li> <li>The child's preference for being kept warm or cool varies. Determine child's comfort level by watching his/her physical reactions. The child may show that he/she is too hot or cold by squirming, getting red cheeks, or crying.</li> </ul>
Cooperates with dressing by extending arm or leg.	<ul style="list-style-type: none"> <li>Child holds arm out so that shirt can be pulled over his/her head.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to the child as you dress him/her telling the child what you are doing. For example, "We're going to put your shirt on—first we put your head in, now your arms, and now we pull it down."</li> <li>Provide clothing for child that is easy to pull on/off—such as pants with elastic. Point out to the child that the tag in the clothing goes in the back.</li> </ul>
Undresses/dresses self with assistance.	<ul style="list-style-type: none"> <li>Child delights at removing clothing such as hat, socks, shoes.</li> <li>Child helps adult when pulling on and off clothing such as pants, socks, shirt, and coat.</li> <li>Child pulls shirt or pants up awkwardly at first then with more skill with purpose of dressing/undressing self.</li> <li>Child begins to use simple fasteners such as Velcro, zippers (if zipper is started for them), or tying shoes.</li> </ul>	<ul style="list-style-type: none"> <li>Allow child to physically help you take clothing off—letting them feel what it's like to pull off of arms and legs.</li> <li>Show the child how to pull a zipper up and down, how to put Velcro together, and how to button large buttons.</li> <li>Help the child practice using fasteners using toys or dolls with fasteners.</li> <li>Talk to the child while you are working together so he/she begins to also understand the names of clothing articles.</li> </ul>
Dresses self with minimal assistance.	<ul style="list-style-type: none"> <li>Child is able to put on all articles of clothing including shirts with buttons or pants with zippers. He/she will require assistance at first to align buttons or start zippers on coats.</li> <li>Child ties own shoes with skill.</li> <li>Child selects clothes to wear by himself/herself.</li> <li>Teach child how to do things such as start</li> </ul>	<p>zippers or fasten small buttons or snaps. If the child becomes frustrated, calmly and gently assist him/her and praise attempts. For example, "Great job—you zipped the zipper up and down—or—you got your coat on all by yourself!"</p> <ul style="list-style-type: none"> <li>If child becomes frustrated and unwilling to try, gently help him/her rather than taking over the task. Even though it takes more time than just doing it yourself, it will help the child learn to do it by himself/herself.</li> </ul>

## A. Physical Health and Development (continued)

### PERFORMANCE STANDARD: A.EL. 1c DEMONSTRATES BEHAVIORS TO MEET SELF-HELP AND PHYSICAL NEEDS TOILETING

Developmental Continuum	Sample Behaviors of Children	Sample Strategies for Adults
Depends on adult to care for diapering needs.	<ul style="list-style-type: none"> <li>Child may become fussy or try to get adult attention when diaper is dirty or wet.</li> </ul>	<ul style="list-style-type: none"> <li>Change child's diaper at regular intervals to prevent diaper rash.</li> </ul>
Seeks assistance with diapering and toileting.	<ul style="list-style-type: none"> <li>Child may vocalize or hide when he/she has a soiled diaper.</li> <li>Child verbalizes need to use toilet and rushes to toilet—has occasional accidents.</li> <li>Child pulls down pants (with assistance) and</li> </ul>	<ul style="list-style-type: none"> <li>Help child begin to use the toilet when it appears he/she is aware of a soiled diaper, is uncomfortable with it, and is able to physically get to the bathroom and pull down own pants.</li> <li>Help child become aware of when he/she needs to use the toilet by asking, "Do you need to go?"</li> </ul>
Takes responsibility for toileting.	<ul style="list-style-type: none"> <li>Child anticipates need to use the bathroom and asks to "go."</li> <li>Child may need assistance to manipulate pant's fasteners.</li> <li>Child may need reminders and/or assistance with personal hygiene during toileting.</li> </ul>	<ul style="list-style-type: none"> <li>When away from home, such as a car trip, plan regular bathroom stops to help the child learn to plan for his/her toileting needs.</li> <li>During this period of learning, avoid clothing with tough to manipulate fasteners so that the child can easily care for his/her own needs.</li> <li>Teach child how to properly clean himself/herself and how to properly wash hands following toileting.</li> </ul>
Takes full responsibility for toileting during day and night.	<ul style="list-style-type: none"> <li>Child uses the bathroom with no reminding or assistance.</li> <li>Child may occasionally have "accidents"—particularly at night.</li> </ul>	<ul style="list-style-type: none"> <li>It is normal for the child to have toileting accidents through the age of six or seven years. It is important not to punish but to remind child to use the bathroom earlier the next time he/she needs to "go."</li> </ul>

# **Learn Ojibwe!**

## **Save An Endangered Language**

Ambé Ojibwemodaa! Our Ojibwe language classes are free and available for anyone in the world to participate in or watch through live-streamed and internet archived videos.

\*College credit is also available.

Help us save Ojibwe by sharing this link  
with as many people as possible:

<http://www.uwec.edu/Flang/academics/ojibwe/index.htm>

For more information contact:

Dr. Wendy Makoons Geniusz

University of Wisconsin- Eau Claire

715-836-4768

[geniuszw@uwec.edu](mailto:geniuszw@uwec.edu)



# Weather

Match the English words with the Ojibwa word

IT'S RAINING

IT'S SNOWING

SNOW ON THE GROUND

IT'S FOGGY

IT'S HOT

IT'S COLD

IT'S WINDY

THERE'S BLOWING SNOW

GOOD DAY

GOOD MORNING

GOOD NIGHT

IT'S THUNDERING

BII-WAN

A-WAN

MINO-GI-GI-ZHE-BAA

GOON-IKAA

MINO-DI-BI-KAD

ZOO-GI-PON

GI-ZHAA-TE

MINO GII-ZHI-GAD

ANI-MIKII-KAA

NOO-DIN

GI-MI-WAN

GI-SI-NA

## **COMMANDS-ANOONAAN**

Draw a line to match the English words with Ojibwa Word

SIT DOWN

EAT

LISTEN

COME HERE

STAND UP

LAY DOWN

RUN

CRAWL

SLEEP

WAKE UP

JUMP

WALK

BI-MOO-DEN

BA-ZI-GWIIN

WII-SI-NIN

GWAA-SHKWAA-NIN

NA-MA-DA-BIN

BI-MI-BA-TOON

BI-ZIN-DAN

GOSH-KO-ZIN

BI-MO-SEN

NI-BAAN

ZHIN-GISH-IN-IN

AM-BE O-MAA

Find words in the Ojibwa dictionary and write page number down

1. BEAR

MA-KWA

2. DEER

WAA-WAA-SHKE-SHII

3. FOX

WAA-GOSH

4. WOLF

MA'-IIN-GAN

5. BEAVER

A-MIK

6. SKUNK

ZHI-GAAG

7. PORCUPINE

GAAG

8. RABBIT

WAA-BOOZ

9. MUSKRAT

WA-ZHASK

10. OTTER

NI-GIG

11. MOUSE

WAA-WAA-BIG-A-NOO-JIINH

12. DOG

ANI-MOSH

13. CAT

GAAZH-A-GENS

14. COW

BI-ZHIKI

15. SQUIRREL

AJID-AMOO

16. BUFFALO

MASH-KO-DE-BI-ZHIKI

17. SHEEP

MAA-NISH-TAA-NISH

18. PIG

GOO-KOOSH

19. HORSE

BE-BE-ZHI-GOO-GAN-ZHII

20. MOOSE

MOOZ





# RED CLIFF BAND

of Lake Superior Chippewa

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■ [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](#)

### Current Openings for the Red Cliff Tribe

[Inventory Clerk \(Seasonal\)\(2 Positions\)](#)

**DEADLINE: July 6, 2015 @ 4:00 p.m.**

[Zaagichigaazowin Home Visiting Project - Home Visitor](#)

[Zaagichigaazowin Home Visiting Project - Guidelines](#)

**DEADLINE: July 7, 2015 @ 4:00 p.m.**

[Re-entry Resource Specialist LTE](#)

**DEADLINE: July 9, 2015 @ 4:00 p.m.**

[Habitat Technician](#)

**DEADLINE: Until Filled**

[Program Planner](#)

**DEADLINE: Until Filled**

[Substitute Librarian](#)

**DEADLINE: Open until adequate pool of substitutes become available.**

[Chief Judge / Court Administrator](#)

**DEADLINE: Open Until Filled**

[Dentist](#)

**DEADLINE: Open Until Filled**

[Dental Assistant Fill-In](#)

**DEADLINE: Open Until Filled**

[Relief Manager \(1-3 Positions\)](#)

**DEADLINE: Open Until Filled**

[RCECC Subs needed flyer 2014](#)

**DEADLINE: Open**

### Current Openings for Legendary Waters Resort & Casino

[Legendary Waters Resort & Casino - Bartender](#)

**DEADLINE: June 17, 2015**

[Legendary Waters Resort & Casino - Dishwasher](#)

**DEADLINE: Open Until Filled**

[Legendary Waters Resort & Casino - Laundry Attendant](#)

**DEADLINE: Open Until Filled**

[Legendary Waters Resort & Casino - Hotel Housekeeping](#)

**DEADLINE: Open Until Filled**

[Legendary Waters Resort & Casino - Line Cook \(2 Positions Available\)](#)

**DEADLINE: Open Until Filled**

[Legendary Waters Resort & Casino - Table Games Dealer](#)

**DEADLINE: Open Until Filled**

[Legendary Waters Resort & Casino - Marketing Director](#)

**DEADLINE: Open until filled**

[Legendary Waters Resort & Casino - Restaurant Manager / Executive Chef](#)

**DEADLINE: Open until filled**

[Legendary Waters Resort & Casino - Controller](#)

**DEADLINE: Open until filled**

[Legendary Waters Resort & Casino - Hotel Manager](#)

**DEADLINE: Open Until Filled**

**Current Openings for School District of Bayfield, WI**

[Click here for Available Job Vacancies at Bayfield School](#)

**Current Openings for Great Lakes Inter-Tribal Council (GLITC)**

[GLITC Jobs: Deputy Director of Finance, Disability/Tribal Aging Unit Specialist, Receptionist](#)

**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](#)

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## Job Opportunities

# Job Search

[Hot Deals](#)

Narrow search by:

Any Category ▼

Enter Keyword

Any Employer ▼

**Results Found: 14**

Sort by: A-Z Category

### Highland Valley Farm



87080 Valley Road Bayfield, WI 54814

**Contact:**

Magdalen Dale

[Send Email](#)

Phone:(715) 779-5446

[MAP](#)[VISIT WEBSITE](#)

### Blueberry Harvest Crew

*Category: Agricultural, Forestry & Fishing*

We are currently hiring people to help us with the blueberry harvest this summer. The work is seasonal, four to six days a week, for six weeks usually starting in late July and running through mid-September. Most positions require a balance of picking berries alternating with sorting and packing berries. Pay is above minimum wage. College students with an interest in local and sustainable food ...read more →

### Bayfield Inn, The



20 Rittenhouse Avenue Bayfield, WI 54814

**Contact:**Nathan Lawyer / Human  
Resource Department[Send Email](#)

Phone:(715) 779-3363

[MAP](#)[VISIT WEBSITE](#)

### Join our Spring 2015 Sales Team!

*Category: Customer Service*

The Bayfield Inn is currently seeking qualified applicants to join or Front Desk Summer Sales Team (Day Shifts and Night Auditors). Phone sales/reception experience a major plus, but will train the right applicant. Competitive pay, based on experience. Fun, exciting, and rewarding work environment. Flexible scheduling. Must like fast paced, challenging work environment and be available

to work ...read more →



**All Sisters' Winery**

87380 Betzold Road Bayfield, WI 54814

**Winery Tasting Room Associate***Category: Customer Service*

Looking for energetic, friendly, and hard working weekend help for our fun environment. This is a sales and customer service centered position.

Employees will be expected to provide a pleasant and informative wine tasting to guests, clean, stock, take inventory, and use a point of sale. Must be able to lift 40 lbs. Must love wine! 21 and over please.

Required training session must be ...[read more](#) →

**Contact:**

Caitlin Hauser

[Send Email](#)

Phone:(715) 779-3274

[MAP](#)[VISIT WEBSITE](#)**School District of Bayfield**

300 N Fourth Street Bayfield, WI 54814

**Summer School Teachers***Category: Education*

The School District of Bayfield is seeking qualified individuals with excellent classroom management skills to teach and assist with summer school during the summer of 2015 (June - August).

Successful candidates will be selected by licensure and teaching interests and be able to demonstrate the ability to work well with students, the ability to work well with other teaching staff, and the

...[read more](#) →

**Contact:**

Linda Weber

[Send Email](#)

Phone:(715) 779-3201

[MAP](#)[VISIT WEBSITE](#)**Old Rittenhouse Inn**

301 Rittenhouse Avenue Bayfield, WI 54814

**Grill Chef***Category: Food Industry and Restaurants*

Experienced Grill Chefs: join the team at Old Rittenhouse Inn's Landmark Restaurant and enjoy flexible hours and a competitive salary at an established business in downtown Bayfield, WI.

The prestigious Landmark Restaurant, celebrating 40 years in business in 2015, is now hiring Grill Chefs for both AM and PM shifts.

The position is responsible for preparation, cooking, and plating of

...[read more](#) →

**Contact:**[Send Email](#)

Phone:(715) 779-5111

[MAP](#)[VISIT WEBSITE](#)

**Old Rittenhouse Inn**

301 Rittenhouse Avenue Bayfield, WI 54814

**Dishwasher***Category: Food Industry and Restaurants*

Join the team at Old Rittenhouse Inn's Landmark Restaurant and enjoy flexible hours and a competitive salary at an established business in downtown Bayfield, WI.

The prestigious Landmark Restaurant, celebrating 40 years in business in 2015, is now hiring Dishwashers for both AM and PM shifts in our gourmet restaurant under the supervision of Executive Chef, Matt Chingo.

**Contact:**

Michael Taylor

[Send Email](#)

Phone:(715) 779-5111

[MAP](#)[VISIT WEBSITE](#)**Old Rittenhouse Inn**

301 Rittenhouse Avenue Bayfield, WI 54814

**Food Service Professional***Category: Food Industry and Restaurants*

Waiters: join the team at Old Rittenhouse Inn's Landmark Restaurant and enjoy flexible hours and significant income working for an established business in downtown Bayfield, WI.

The prestigious Landmark Restaurant, celebrating 40 years in business in 2015, is now hiring Food Service Professionals for both AM and PM shifts in our gourmet restaurant. If you like to serve and enjoy people, you ...[read more](#) -->

**Contact:**

Michael Taylor

[Send Email](#)

Phone:(715) 779-5111

[MAP](#)[VISIT WEBSITE](#)**Pier Plaza Restaurant and Lounge**

1 Rittenhouse Avenue Bayfield, WI 54814

**Experienced Line Cooks***Category: Food Industry and Restaurants*

Looking for motivated, mature and experienced line cooks. Fun work environment and competitive wages. Hours and shifts vary. Stop down at the Pier Plaza Restaurant or give us a call.

**Contact:**[Send Email](#)

Phone:(715) 779-3330

[MAP](#)[VISIT WEBSITE](#)**Bayfield Inn, The**

20 Rittenhouse Avenue Bayfield, WI 54814

**Housekeeping Summer 2015 Team***Category: Hotel, Gaming, Leisure, and Travel*

The Bayfield Inn is currently seeking qualified applicants to join our

professional housekeeping staff. Previous experience is preferred, but training is provided. This supervised position is seasonal starting May

**Contact:**[Send Email](#)

Phone:(715) 779-3363

[MAP](#)[VISIT WEBSITE](#)

1 through October 31 of each calendar year. Applicants must be available to work on weekends or holidays and can expect a fast-paced, teamwork approach to meeting our high standards. We ...[read more](#) →

### Old Rittenhouse Inn

301 Rittenhouse Avenue Bayfield, WI 54814  
**Housekeeper**

*Category: Hotel, Gaming, Leisure, and Travel*

Housekeepers: join the team at Old Rittenhouse Inn and work for an established business in downtown Bayfield, WI. The prestigious Old Rittenhouse Inn, celebrating 40 years in business in 2015, is now hiring.

Our team of housekeepers works under the direction of management to clean all guest rooms and common areas.

Duties include: changing linens and making beds, dusting, sweeping, mopping, ...[read more](#) →

#### Contact:

Michael Taylor

[Send Email](#)

Phone:(715) 779-5111

[MAP](#)

[VISIT WEBSITE](#)

### Hauser's Bayfield Cabin



94495 Raspberry Shore Drive Bayfield, WI 54814

### Hauser's Bayfield Cabin Cleaning Person

*Category: Hotel, Gaming, Leisure, and Travel*

Initially serve as backup cleaning person which may transition into a full time position. Clean cabin after each guest leaves starting at 11 AM on the day of checkout. Must have flexible schedule if there are last minute bookings - but you will typically have a head's up. Must be easy to contact via EM or phone or text. Attention to detail and past cleaning experience required.

#### Contact:

Rick Hauser

[Send Email](#)

Phone:(847) 809-6867

[MAP](#)

[VISIT WEBSITE](#)

### Reed Realty, Inc.



215 Rittenhouse Avenue Bayfield, WI 54814

### Office Assistant

*Category: Office*

Reed Realty is hiring detail oriented, organized, flexible, honest office help! General responsibilities: Answering phones & taking detailed messages for our agents. Part time, starting immediately.

#### Contact:

[Send Email](#)

Phone:(715) 779-5000

[MAP](#)

[VISIT WEBSITE](#)



Are you interested and wanting to have some fun with a great team?  
Send a resume to Gennifer Reed at PO Box 1001 Bayfield, WI 54814.  
No calls please.

### Enso Wellness Center & Day Spa



83645 State Hwy 13 Bayfield, WI 54814

**Contact:**

Darcy Schwerin

[Send Email](#)

Phone:(715) 209-5553

[MAP](#)

[VISIT WEBSITE](#)

### Part Time Licensed Massage Therapist

*Category: Personal Care and Services*

Enso is looking for a strong and personable Licensed Massage Therapist. Must be personable, friendly, prompt, and have strong communication skills, ability to manage time and be flexible to change in schedules or services. Must be licensed in multiple modalities of massage techniques. Preferred they have worked in massage for at least two years.

### PMG Charters LLC



1 Front Street Bayfield, WI 54814

**Contact:**

[Send Email](#)

Phone:(262) 337-3078

[MAP](#)

[VISIT WEBSITE](#)

### Kayak Guide

*Category: Sports and Recreation*

PMG Charters is looking to hire Kayak Guides. 1st Aid & CPR required, knowledge of the Apostle Islands is helpful. Experience on the the water is a must. Wage is dependent on experience and very competitive. Please contact Ashley (641) 757-2796.

# JULY 2015

## AABITA-NIBINO-GIIZIS

NITAM ANOKIIGIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIYO-GIIZHIGAD	NAANO-GIIZHIGAD
<b>MENU SUBJECT TO CHANGE</b>				
<b>6B WAFFLES, BLUE-BERRIES, CC, TRK BAC</b> <b>L HAMB TOT HD, GR BEANS, TROP FRT</b> <b>S PUDDING/NILLA/JU</b>	<b>7B KIX, ORANGES, TOAST, YGT</b> <b>L CHIX W SOUP, PB, VEG/DIP, FR COCKTAIL</b> <b>S RICECAKE/JUICE</b>	<b>8B WHEATIES, BANANA, ENG. MUFFIN, CC</b> <b>L PORK CHOP, RICE, APPLESAUCE, CARROTS, SALAD</b> <b>S STRING CHZ/ APPLE</b>	<b>9B CORN CHEX, BERRIES, MUFFIN, CC</b> <b>L EGGROLL, RICE, HONEYDEW, YGT</b> <b>S GRAMCRACKER/MILK</b>	<b>MILK SERVED WITH ALL MEALS</b>
<b>B13 EGGS, TOAST, TRK BACON, ORANGES</b> <b>L CHIX NUGGET, PEAS, TROP FR, RICE,</b> <b>S CARROTS/DIP</b>	<b>14B HB OATS, STRAW-BERRIES, MUFFIN, YGT</b> <b>L KEILBASA, KRAUT, MANGO, GR BEANS</b> <b>S SALTINES/CHZ</b>	<b>15B CHEERIOS, BANANA, YGT, ENG MUFFIN</b> <b>L HAMB VEG SOUP, BR STIX, CORN, SALAD</b> <b>S VEGGIE PIZZA</b>	<b>16B RICE CRISPIES, CANTALOUPE, CC, TOAST</b> <b>L CHEF SALAD, ROLL, BERRIES, HAM SND</b> <b>S NUTRIA GR./MILK</b>	
<b>B20 MALTO MEAL, STRBERRY, CC, TOAST</b> <b>L BBQ, FRIES, FRUIT COCKTAIL, SALAD</b> <b>S GOLDFISH/ JUICE</b>	<b>B21 KIX, HONEYDEW, ENG MUFFIN, YGT</b> <b>L CHIX PARM, NOODLE, MAN ORNG, GR BEAN</b> <b>S WAFFLE/PUDDING</b>	<b>B22 CORN CHEX, BANANA, MUFFIN, YGT</b> <b>L KIELBASA, PEAS, RICE, TROP FRUIT, SALAD</b> <b>S RICECRISPY/MILK</b>	<b>B23 GRADUATION NO SCHOOL</b>	