Red Cliff Education Division Newsletter

January 2011: Gichi-Manidoo Giizis
(Great Spirit Moon)

Dad & Child Play Night @ ECC!!

The ECC will be hosting an evening just for dads and their children. We will provide a space, a snack, time, and fun things to do! Dads and their child/children ages 0-6 are invited to the ECC on Wednesday, January 12th from 5-6pm.

Rules for the evening will include:
1. Have Fun!
2. Stay in the classroom for the hour.

3. Remember dads, cleaning up after your play is all part of a learning process for children.

Spend an evening of quality time with your child. Future dates are to be determined. If you have any suggestions or ideas for a dad and child play date, please contact Family Services at 779-5030 ext 253 or ext 256.

Fun! Fun! Fun! Fun!

February Family Night:
Traditional Storytelling

The ECC will host it's annual Tradition Storytelling Family Night on Wednesday, January 26th at 5:00pm.

The evening will consist of dinner at 5:00 followed by storytelling. We will also have door prizes and free gifts for people!

All ECC families enrolled and on the waiting list are invited to this event, as well as community members!

If you have any questions, please call the ECC at 779-5030.
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<th>SUNDAY</th>
<th>MONDAY</th>
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<td>ECC Ojibwe Language Committee Meeting @ 3:00 pm</td>
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<td>Father-Child Play Night 5-6pm @ ECC</td>
<td>ECC Policy Council Meeting 12:00 @ ECC</td>
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<td>ECC CLOSED Martin Luther King Day</td>
<td>GED Class at ECC 11:30am *Tribal Council Meeting 4:30pm</td>
<td>Sewing Class 5pm</td>
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<td>Early Release @ Bayfield School 12:45</td>
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<td>Breastfeeding Support Group 10:00am @ Clinic</td>
<td>GED Class at ECC 11:30am Blood Drive @ Casino 10:30-3:30 Family Night: Storytelling 5pm @ ECC</td>
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<td>*Health Updates Due</td>
<td>Brain Development in Bad River 9:30-3:30</td>
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<td>February 1 GED Class at ECC 11:30am Groundhog Day Sewing Class 5pm</td>
<td>SBS/SIDS Training 9:00 @ ECC</td>
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HomeBase News
January 2011
Welcome Back

We Hope everyone had a great Holiday break,
and are ready for a brand new
NEW YEAR

January 21st will be our Home Base
organization.
Scrapbooking is the theme
so bring in your pictures
come and have a bite to eat
enjoy yourself.
Hope to see you then.

Happy Birthday
Adrian Antiel on the 8th
and
Rowan Holcomb on the 20th
Of
January

Please Dress Your Child
According to the Weather
Hats, Gloves, Boots,
Snowpants, sweaters scarfs.....

Mark this date on your calendars,
January 26th,
Story Telling night,
5-7 p.m.

Buckle Up
Be Safe and
lets make this year
be a Great One
Happy New Year
Phoebe, Cindy, Amber and Gena
**Gii-maajianokiigwag Gaanishinaabegikeno'amaagejig**
*(Our Anishinaabe Teachers have started to work!)*

Ogil-menhendagwad akina waabaminagook miinawaa niibagoseminak skina gii ayaamowad anweblwin.

**Awanso Giizis**

**Noongom Giizis**

Daga akawaabandan Reggie obidajima mazina'igan nawaaj bangii.

**Waa-iniijiiwebak**

Indaga-nagishkoaadida da-gikendimitiying niiangan miinawaa da-gikendamaasing maamawii!

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It is good to see you all and we hope everyone had a very restful break.

**Last Month**
We had fun learning about each other, our spaces, and how to get along and be kind. We practiced art and made fun Christmas projects.

**This Month**
Everyone got their "Facebook" for Christmas. This is a way for us to learn about emotions, recognize them, and learn the words to describe how we feel.

Our A.N.A. teachers have arrived. Their names are Mary and Leonard Moose. This means lots of learning anishinaabemowin. We have begun to learn new songs, this month we learned aabinojiini-nagamowinan (children's songs) like "Itsy-Bitsy-Spider" (asaabikesihinyens). Parents will be receiving letters explaining teacher and parent responsibilities in detail. Please see Reggie's Newsletter for more details.

**Coming Up**
Parents will be receiving many new resources, including DVD's, CD's, and worksheets that will help them learn what the children are learning. Please come in and visit each morning, all four teachers will be there to greet you.

Let's get to know each other and learn together!
AMIK-NEWSLETTER
Welcome back, hope you time with family was good, our break was super with family and friends, Karen and I have a lot of fun ideas going on these cold days that we can't go out, working on body parts, and building a snowman.

Our ojibwe—words for January:

CUP-on naw agun

DRINK—Min I kwayn
Stay healthy and warm!
We will be working on the Bailey in Jan, for it has been a year since we have done these.
Happy niizh to Victoria!
Remember to bring extra clothes for water play and other fun play.
It is a good time to play board games and such. When it is so cold out, they really learn from these experiences, like, sharing, counting, colors, and being given the time they need.

Teresa and Karen
Makwa Room

Welcome back everybody I hope you had a good Christmas break! It has been very cold outside so make sure you send your children with the proper clothing, boots, hat, gloves, snow pants, and jacket. This month we are working on the words gisinaa(it is cold), biboon(winter), and goon(snow). Also, Caitlin is back from maternity leave so liza will not be a permanent sub in the classroom anymore.

Miigwetch, Jamie, Caitlin, and Vicki
Welcome back from a long winter break! We were so excited to see everyone again! It is so crazy all of the new things the kids are doing after only two weeks. We have started working on some of our “Big Kid” stuff in our room since we have been back.

Some new things we are working on are:
- Using the potty
- Serving ourselves and meal times
- Sharing skills
- Using our words
- Singing the “Itsy Bitsy Spider” in Ojibwe
- Learning our colors in English and Ojibwe
- Counting in English and Ojibwe

We are working very hard on these new skills and are having lots of success!

The weather has been very cold so we have been spending our entire day inside. We keep busy by using the Large Motor Room, the ramp and using the new large motor area in our classroom. Wendy will be joining us again in our room on Tuesday’s and Wednesday’s throughout the Spring for her school practicum.

Here are some things the kids are currently enjoying in their day at school:

- Jacob enjoys playing with the cars!
- Davis enjoys playing with the animals and making them a fence.
- Ira enjoys playdough and painting.
- Abby enjoys the puzzles.
- Ross enjoys jumping in the large motor area.
- Teegan enjoys playing with the Weeble Family.
- Olive enjoys cutting with scissors.
- Skyler enjoys playing with the trains and jumping in the large motor area.

Wishing everyone a safe and Happy New Year!

Nadine, Amber and Britany

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<tr>
<th>Ojibwe Words for this month (colors):</th>
<th>Please free to contact us anytime and call if your child is sick, will be absent or is going to be late!</th>
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<tbody>
<tr>
<td>Ozaawaa-Yellow</td>
<td>Okosimaanaande-Orange</td>
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<tr>
<td>Miskwaa-Red</td>
<td>Ashshkibago-Green</td>
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<td>Bashkweginaade-Brown</td>
<td>Oginiwaande-Pink</td>
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<td>Ozhaawashkwaawaa-Blue</td>
<td>Waabishkaa-White</td>
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<tr>
<td>Miinaande-Purple</td>
<td>Makadewaa-Black</td>
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<td>715-779-5030</td>
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<td>Classroom Ext: 241</td>
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<td>Office Ext: 234</td>
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Finally! It's a new year and very cold! Our classroom is very busy with learning lots of new things every day. We would like to wish a BIG BIRTHDAY WISH TO Logan Antiel turns 4, Emily Gurnoe turns 5, and Zachary turns 5.

Happy New Years to all!

We hope all of our families had a great break and wonderful New Years! The month of January we will be learning about the Arctic and what kind of animals live there, and Learning about the letter "A" We still welcome our room for families that would like to spend the day with your children, grandchildren, nieces, and nephews. We ask to encourage children to talk about our topics at home anything that helps learning is great for them! Cold temperatures mean staying indoors; we would to take advantage of this opportunity for families to come read a story or share and Ojibwe legends while the snow is on the ground. Thank you to all the parents for all the patience and cooperation with us!

Thank you, Ms. Linda, Ms. Alicia, and Ms. Bernice
Back to the Ole Grind!

Hope everyone had a wonderful holiday with friends and family.

This month we will be working on learning about Outer Space. The children will make projects pertaining to space and planets, we will sing songs about space, make space snacks and play space games.

The class has been going to the large Motor Room to do some jumping, rolling, and wearing off some energy while the weather is to cold. But as soon as the temperature warms up we will go back outside and play in the snow! Warm clothes will be needed.

We are glad to have Mr. Jay join us again. Mr. Jay came into the room last year and told us stories about our families long ago and he'd teach us how to say words in Ojibwe. Mr. Reggie has been coming into our room this year and will also come along with Mr. Jay at times. Mr. Reggie was teaching some of the boys how to play the hand drum.

It's going to be an exciting month!

Miigwech

Ms. Diann, Ms. Tracy, Ms. Patsy
Mashkodelizhiki Room

We hope that your winter vacation was relaxing and enjoyable. The kids came back to school with so many stories of their time off, not to mention smiles and hugs for everyone. The new year always brings with it new challenges and opportunities as well as below zero temperatures. When the temperature outside (including wind chill) gets below zero degrees we are not able to go outside. Thankfully we have use of the large motor room from 9:00-9:30. The kids really enjoy using the room because they can use scooter boards down the ramp, jump off of big mats, throw balls and do other physical activities they can’t normally do outside. However, it is important to remember that we attempt to go outside everyday. Please make sure that your child has snow pants, snow boots, a hat and warm gloves. The best gloves seem to be the waterproof ones. The knit gloves get wet and then their little hands freeze. Please write your child’s name on all their snow gear. There are a lot of items to keep track of and things get misplaced.

We will be breaking up into small groups to boost some of our kindergarten readiness skills. About twenty to thirty minutes per week each child will go with their small group and a teacher to the observation room to enhance some of their skills. This is a fun time for the kids to work together and practice some of the things that are really just coming naturally to them. If you are ever curious about what your child is working on please feel free to call us.

Right now we are working on filling up our heart chart and our final reward is a pizza party. The kids are really working hard at being good friends and contributing positively to the classroom. Please continue to encourage and support them in their attempts to be responsible people.

We are still using the Second Step curriculum and it is likely that you have heard your child tell you about the calm down technique they have learned. We put our hand on our tummy, say calm down, take a deep breath and count to four. This has definitely been something that has helped all of the kids in the room and we are encouraging them to use the technique whenever they are angry, sad, excited, scared or feeling any other way that caused them to lose some sense of being ok. If you have any questions about this please give us a call.

We hope you enjoy everything that biboon has to offer.

Ms. J, Ms. Jenn and Ms. Virginia
From the Desk of Mr. Reggie
715-779-5030 ext 233 reggie.cadotte@gmail.com

Department of Indian Education (DOIE) Grant Coordinator
Administration for Native Americans (ANA) Grant Coordinator

NEWS FROM DOIE

We are proud to announce that we have received some very important help in our classrooms in regards to the Classroom Assessment Scoring System (CLASS) which is a research-based tool for observing teacher-child interactions.

Our helper, Donna Fischer will be helping our teachers to document what our children are learning in order to provide an increased individualized curriculum! This will help our children to get the most learning out of each and every day they are in school!

We are also proud to announce that our puppet shows have begun again and we have already shown the Three Little Pigs completely in Ojibwemowin (Ojibwe language)!

We are very excited for the upcoming shows and wish to thank Mr. Jay for all of his help and support in the ways of the Ojibwe!

Miigwech Mr. Jay!!

We are also continuing our powwow song and dance knowledge by singing the “Gwaashkwanin Omakakii” song and the “Shake your whole body song” at our weekly pow-wows!

The children really love to get out there and dance or sing their hearts out!!

NEWS FROM ANA

We have hired two fluent Ojibwe language speaking elders who will be helping us to revitalize the Ojibwe language here in Red Cliff. Leonard and Mary Moose are very passionate about teaching the Ojibwe language and want everyone to learn the best they can!!

Please remember, the best way to learn anything is to practice, practice, practice!!

We want to make this experience as enjoyable and memorable as possible so we will be designing the Ojibwe language learning based on individual family needs!

There are a few ways in which this grant is designed to revitalize the language. The first and most important way is to have Ms. Mary Moose speak the language in the Waabooz room so the abinoojiyagan can hear and understand the basic speech pattern of the language.

Secondly, Mr. Leonard Moose will be meeting with the families weekly to go over what the children are learning so that this learning can continue at home. We will also be doing home visits and holding monthly meetings in order to answer any questions you may have!

There are a lot of other things that we will be doing to help you so please be on the lookout for additional information coming from Mr. and Mrs. Moose!!

MAKOMIIWAN—IT IS ICY!
The ECC is recruiting one Head Start parent for the 2010-2011 Policy Council (PC). The PC consists of parents and community reps that meet once a month. The PC plays a key role in the ECC program.

Individuals can serve three years max on the Policy Council and can not be immediately related to any ECC staff person.

If you are interested in submitting your name for Policy Council or would like to know more, please contact Nicole (ext 253) or Nicky (ext 243) at 770-5020.
Wednesday, January 12th  
Time: 5:00 to 6:00 pm

Dad & Child Play Night

Dad's

1. Bring your 0-6 year old child
2. 1 hour of fun, play time with child
3. Snack will be available
4. Quality time with your child
5. A facilitator will be present

Location:
Red Cliff Early Childhood Center
3-6 year olds in Migizii Room
0-3 year olds in Esiban Room

Rules:

1. Have fun with your child!
2. Dad and child stay in the classroom for the hour.
3. Remember dads, cleaning up after your play is all part of a learning process for children.

For more information or questions, please call 779-5030.
Nicole (ext 253), Patt (ext 256), Auna (ext 257), Maureen (ext 258)
ECC Family Night
Traditional Storytelling
Wednesday, January 26th
5:00pm @ ECC
Join us for Dinner and traditional stories!
GED/HSED COURSES
now offered at the ECC
starting January 18th, 2011!

If you or someone you know is interested in retrieving their GED or HSED, WITC will be offering classes at the Red Cliff ECC on Tuesday's from 11:30am-1:30pm starting January 18th.

No pre-registration is required, simply come to the ECC on the 18th or any Tuesday through May.

Completing a TABE assessment is the first requirement, developing a personal plan is the next, and completing the official test is the final step!

Please bring a form of identification with you.

Any questions, call Nicole Boyd @ 779-5030 ext 253.
ECC Upcoming Trainings

Shaken Baby Syndrome & Sudden Infant Death Syndrome (SBS/SIDS)

w/ Kim Gordon

Thursday, February 3rd

9:00am @ the ECC

Parents, child care providers, and community members are welcome to attend this training. This is a very important piece of completing the subbing process. Please contact Ashley Peterson if you are interested or think you are a sub/teacher that still needs this training.

CPR w/ WITC

We will be offering this sometime in mid to late February. Please call Ashley Peterson if you are interested in attending this. This training is approximately 10 hours and will be held at the ECC.

Parents, teachers and subs are encouraged to join us. 715-779-5030 ext 221
Brain Development for all Young Children

FREE Conference!
Includes breaks, lunch & materials

Date: Friday, January 28, 2011
Time: 9:30 to 3:00
Transportation & Child Care Assistance is available! Call Marianne @ ECC!

Location: Bad River Convention Center

Please register by calling Marianne at the ECC 779-5030 ext 242
Registration deadline is January 21st

Sharing and learning about the efforts currently occurring within the Bad River and Red Cliff community and the state.

Special Speaker: Deborah McNelis from braininsights®
Inspiring REAL brain development for all young children

Creating Great Connections: Information Everyone Should Know
This workshop provides an overview of the basics of brain development. Through visual demonstrations you will gain insights into how we can have a positive impact on the brain in the early years. With this understanding, ideas are presented on how we can spread the word in support of children and the field of early education.

Attention to Relationships
Attachment helps a baby learn to deal with stress and affects relationships throughout life. Did you know it also affects learning? This presentation stresses the critical role secure attachment to a primary caregiver plays on the overall development of a child. The impact of trauma, stress and neglect are also presented. This workshop is beneficial for gaining insights into “at-risk” students.

AUDIENCE:
Individuals interacting directly with children such as: Parents – Grandparents – Early Childhood Educators – Program Coordinators – Medical Professionals – Parent Educators – Child Care Providers– Foster Parents – Child Birth Classes – Adopting parents – Social Workers, Educators at all levels – Community Leaders – Policy Makers, Birth to Three

Supported by the Early Childhood Tribal Resource Team
The need is constant.
The gratification is instant.
Give blood.

American Red Cross

Red Cliff Health Services
Blood Drive
Location: Isle Vista Casino-Bingo Hall

Wednesday, January 26, 2011
10:30am to 3:30pm

For an appointment or information contact:
Janet Hillert at 715-779-3707
Walk-Ins are welcomed.

1-800-GIVE-LIFE | givebloodgivelife.org
Mt. Ashwabay is OPEN!

Lift Hours of Operation:

Wed: 10a-9p Sat: 9:30a-4:30p Sun: 10a-4:30p

Daily Tickets/Rental:

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<td>College</td>
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<td><strong>Alpine (Ski or Board) Rental</strong></td>
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<td><strong>Cross Country Rental</strong></td>
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Lift tickets for anyone 5 and under or 80 and over are free.

**Tubing at Mt. Ashwabay**

Rates:

$10/person per day

Tubing Season Pass: $170/family, or $70/individual. You may also add tubing to your existing Alpine or XC season pass.

Group discounts are available.

Hours:

Open Saturdays and Sundays from Noon to 4.
A LETTER TO FAMILIES ABOUT MUSIC AND MOVEMENT

Dear Families,

We do a lot of singing and creative movement in our program. Singing and moving to music give the children a chance to hear and appreciate different kinds of music, express themselves through their movement, and practice new skills. The children love our daily time for singing together, and it helps them learn to cooperate in a group. Here are some of the things we do to encourage a love for music and movement.

- We listen to all different kinds of music.
- We play instruments to make our own music.
- We give the children colored scarves and paper streamers to use as they move to the music.
- We use chants to help us get through the daily routines, such as clean-up time.
- Sometimes we take a tape recorder outside and play jazz or folk music, and the children dance and act out songs.

What You Can Do at Home

You don’t have to play an instrument or sing on key to enjoy music with your child. Taking a few minutes to sit together and listen to music can provide a welcome break for both of you. Also, the music you share with your child doesn’t have to be ‘kid’s music” only. It can be reggae, country, jazz, classical, rap, or any other music you like. Here are some ideas for enjoying music and movement with your child.

- Children love a song or chant about what they are doing at the moment, especially when it uses their name. While pushing your child on a swing, you might chant, “Swing high, swing low, this is the way that [your child’s name] goes.”
- Songs and fingerplays help keep children occupied at challenging times, for instance, during long car trips, while waiting in line, or when grocery shopping.
- Songs can ease your child into tasks like picking up toys, getting ready to go outside, undressing for a bath, and so on. You might try making up a chant to the tune of “Here We Go ‘round the Mulberry Bush” such as, “water is filling up the tub, up the tub, up the tub...” or “Pick up a toy and put it on the shelf, put it on the shelf...”
- Musical instruments can be made or improvised at home easily. You (or your child) already may have discovered that cooking pots and lids make wonderful instruments.

Sharing music with your child is a wonderful way to build a warm, loving relationship. It’s a gift that will last forever.
Mental wellness: part of healthy development

What does mental health mean in early childhood? It's important to think about mental health in a positive light, as part of healthy child development, says Kadija Johnston, a psychotherapist at the Infant-Parent Program at San Francisco General Hospital. We need to stop defining mental health "by its absence," Johnston says, and focus on helping children build healthy self-esteem and positive relationships.

We can think of mental health as "socioemotional development," says Leonard Levis, director of the West Coast Children's Center in El Cerrito. It's helpful to think of programs that foster mental health as a form of education.

Healthy development includes the child's growing sense of self and capacity to engage in satisfying relationships with others. Young children with good mental health generally experience themselves and the world in a positive way. This does not mean that the children expect all experiences will be happy. But mentally healthy children have enough confidence in themselves and others to believe that problems can be solved.

"A child's experience of self begins to be internalized at a very young age," notes Johnston. Even though a small child's adjustment problems may not always seem significant to adults, it's important not to ignore these difficulties or to assume they will simply go away as the child matures. Very early in life, Johnston observes, "a child develops perceptions of what the world has to offer, and what he or she is able to do in the world. They can only perceive what they have experienced." For example, when children are made to feel their requests are a burden, they may be reluctant to ask for help from adults. If they receive nothing but criticism, they may expect to be treated as "bad children" and behave accordingly.

FROM: http://www.4children.org/issues/1999/july_august/mental_health_for_young_children/
Developing a Professional Development Plan

The following outlines the steps identified by Educause, a non-profit association whose mission is to advance higher education by promoting the intelligent use of information technology. These steps were originally developed by NASA as part of a management program.

I. Reflecting. Write and reflect on your career, organize your thoughts, set aside regular amounts of time to journal, make professional development planning a priority.

II. Gaining Self-Awareness. Define your strengths. Consider what aspects of your work give you satisfaction and what aspects do not. Look at particular events and analyze those to learn more about what elements you would want to include or emphasize in your career.

III. Seeking Outside Input. Talk to your supervisor, your mentor, your peers to gain information in your planning process. Your plan should be uniquely tailored to your needs, with consideration of the organization.

IV. Developing Action Steps. How will you get from where you are to where you'd like to be? How can you improve your satisfaction with your career? First, determine something you would like to change in the very short term, then list concrete steps you can take to move yourself toward that change. Some examples of action steps follow.

V. Setting Longer Term Goals. After you have begun to test out new areas you want to explore, work with input from your supervisor and /or mentor to set goals which cover the bigger picture for the next three years.

Examples of some action steps:

___ Develop and/or update your resumé
___ Ask for new assignments in your current job
___ Seek a mentor
___ Obtain on-the-job guidance from someone who is more expert in specific areas
___ Start a journal to record reflections and new insights
___ Attend seminars/conferences
___ Enroll in university or college courses
___ Experience self-paced learning (books, videos, computer-based instruction)
___ Conduct informational interviews and visit other programs
___ Join a discussion group or book group on topics you want to learn more about
___ Look for networking possibilities in your community: ex. professional associations, support groups, etc.

Consider using planning tools you are familiar with:

- Try adapting a lesson plan you use with children to reflect a plan for you
- Create a "web" plan with you in the center
- Adapt the High Scope model of: "Plan – Do – Review": Make a plan, implement your plan, and then take time to assess and reflect
- Journaling – write it down: this is what I just learned and this is how I will incorporate my new insight into my practice... and this is what I need to know more about...

Be generous in self-affirmations!

Acknowledge what you've already done and what you are currently doing to advance your professionalism. When you become consciously aware of professional development planning, you'll see yourself as actively engaged all the time. Take pride in your accomplishments; others will notice.
CIRCLE OF TRUST
How to Help Your Child Feel Safe When Your Own World is Turned Upside Down

Mom and Dad,
All this chaos feels too big for me. Sometimes I might feel OK. But sometimes I don’t. When I feel sad or scared I might cling or get real quiet or act out of control. At those times I’m telling you I don’t know what to do with how I’m feeling.

I need you to:
♦ Talk with other adults and let them help you trust in the future
♦ Be in Charge
♦ Be kind
♦ Give me predictable daily routines
♦ Sit down with me often, offer soothing reassurance, and let me know it’s still OK to be afraid

I’m really saying please help me. I need you because I’m often still scared and confused. You may not realize how much you help me just by being with me.

The Circle of Trust applies to children of all ages
See: www.circleofsecurity.org
© 2005 — Cassidy, Cooper, Hoffmann, Marvin & Powell
Talking With Children About Death

TEACH YOUR CHILD THAT DEATH IS A PART OF LIFE.
* Discuss "small losses," such as the death of a plant, a fish, or other pet. This will lay the groundwork for discussing a more painful death when it occurs.

TELL YOUR CHILD SIMPLY, BUT HONESTLY, ABOUT THE DEATH THAT HAS OCCURRED.
* Feeling excluded can be much harder than feeling sad.
* A child's keen senses will tell him that something is wrong.
* Feelings of uncertainty may arouse feelings of anxiety.
* Prepare your child for what she will see and do at the funeral or memorial service.

GRIEVE WITH YOUR CHILD.
* This gives you a chance to comfort each other and work through some of the grief together.
* A child may feel guilty, as though somehow he caused this death by something that he said or did. Talk about these feelings and reassure the child that he did not cause the death, nor could he have prevented it.

WHEN ANSWERING QUESTIONS ABOUT DEATH, AVOID Clichés OR EUPHEMISMS.
* Children take things literally. If a death is likened to "sleep," the child may fear going to bed.
* If a child hears that they have "lost" a grandparent, they may conclude that someone will find them eventually.
* It is all right to use words like "dead" and "died" with children.
* What kids imagine with "being lost" or "sleeping forever" or "being ill," can sometimes create more anxiety than hearing that someone they love has "died.

CHILDREN MAY ASK MANY QUESTIONS.
* Some of the same questions are asked again and again in an attempt to understand the finality of death.
* Even if you have answered your child's question already, answer it again.

CHILDREN CAN WORK OUT THEIR GRIEF.
* Your child may wish to make a "memory book" of the person who has died. It can include notes, pictures, or other special items related to the loved one who has died.
* Feelings about the death can be expressed through play, drawings, or even with puppets. A child may express his anger, or guilt as well as his sadness through play.
* Talk with your child. In the days and weeks that follow the death, she may have moments of unending questions; or, she may go several days without mention of the loved one.
* Like adults, children grieve in their own ways.
* Even a brother and a sister may express their grief differently.
Children’s Understanding of Death by Age

Newborn to Age Three
- Children will sense that something has happened in the family
- Children will realize that people are crying and are sad all the time
- Children will realize that there is much activity in their household.

Changes to watch for:
- A change in eating or sleeping patterns
- Irritable

Suggestions:
- Be sensitive to child’s needs
- Try to maintain consistency in routines
- Maintain consistency with significant people in the child’s life

Three to Six
- Child does not have concept of the finality of death. Believes that the person will return and will continually ask when the person will return
- Believes in magical thinking (Child feels he was responsible for the death)
- Child may believe that everyone else he loves will die also

Changes to watch for:
- Change in behavior patterns with friends and at school
- Difficulty sleeping as well as changes in eating habits

Suggestions:
- Emphasize to the child that he was not responsible for the death
- Reinforce that when people are sad they cry. Crying is normal and natural
- Encourage the child to draw pictures of his feelings, or talk about his feelings

Six to Nine
- Beginning to understand the finality of death
- Will seek out detailed explanations for the death. Explain fatal illness from "just being sick"
- Will be afraid other significant people in their lives will die as well
- Be uncomfortable in expressing feelings. May act silly or embarrassed when talking about death

Suggestions:
- Talk about the normal feelings of anger, sadness and guilt
- Share your own feelings about death. Do not be afraid to cry in front of the children. This gives the children permission to express their feelings.

Nine to Twelve
- Aware of the finality of death
- Concerned with practical matters concerning the child’s lifestyle
- May want to know all the details surrounding the death
- May try to "act like an adult", but then show regression to an earlier stage of emotional response

Suggestions:
- Set aside time to talk about feelings
- Encourage sharing of memories to facilitate grief response
Nursemaid Elbow

Nursemaid Elbow Overview
Nursemaid elbow is a common injury among preschool-aged children. It refers to a condition (medically called a radial head subluxation) in which a child's elbow bones get partially pulled out of joint and do not line up normally. The injury can occur innocently from swinging a young child by the arms or pulling a child's arm while in a hurry.

- A temporary condition without permanent effects, it can be quite frightening to parents who find their child lacking the ability to use his or her upper arm.
- Specifically, a portion of soft tissue, whose function is to hold bones together, is pulled between 2 areas of the bones that make up the elbow joint. The involved bony areas are the radial neck and head of the radius bone in the forearm and the capitellum portion of the humerus, or upper arm bone. Movement of the elbow in this condition results in pain and keeps the child from using the upper arm.
- Typically, this type of injury occurs in children aged 1-4 years but has occurred in infants aged 6-12 months as well. As children grow, their bones become larger and more defined. So this injury is rarely seen in children older than 6 years.

Nursemaid Elbow Causes
Nursemaid elbow occurs after a sudden pulling force is applied to the extended upper arm of the child while the arm is slightly twisted. The force may not seem strong, and you may not even realize it has happened.

- Some examples of typical situations that can produce the mechanism of force required to cause this injury are these:
  - In lifting the child by the hand
  - Swinging the child while holding the child by the hands
  - Pulling arms through the sleeves of jackets
  - Catching a child by the hand to prevent a fall
  - Pulling a child along when in a hurry
- The young child is prone to this type of injury largely because of the anatomical features of their bones and ligaments. Understanding the mechanism of this injury is helpful in explaining the cause.
  - The end of the radius bone that connects to the elbow joint is known as the radial head. This will eventually become shaped like the end of a dowel rod. In the young child, however, it
Nursemaid Elbow

does not yet have a well-defined lip at its end. As such, the radial neck and radial head portions of the radius are similar in size in the toddler.

- The annular ligament holds the radius alongside the ulna, which is the other bone in the forearm, and allows for the radius to twist. At this point in childhood development, it is still relatively loosely attached to the bone and can experience a small tear in some of its fibers.
- The combination of these 2 things allows the loose portions of the ligament to slide over the radial head as a pulling force is applied to the elbow when the forearm is slightly twisted inward (pronation). When this happens, this tissue can become trapped between the 2 bones, resulting in the subluxation of the radial head, or nursemaid elbow.

Nursemaid Elbow Symptoms

- Immediately after the injury occurs, the child cries in pain and will refuse to use the involved arm. Typically, the arm will be protected against the body and held slightly bent (in flexion) and with the forearm turned with the thumb toward the body (in pronation).
- The child will usually be calm shortly after the initial event and go about playing only now without the use of the affected arm. When the forearm is turned with the thumb away from the body to show the palm upwards (in supination), the child will resist and cry in pain.
- The child who is old enough to talk may often describe pain in the wrist or shoulder in addition to or in place of any pain in the elbow.
- Most commonly, your child will appear completely unchanged with the exception that he or she will no longer use the injured arm.

When to Seek Medical Care

Call your doctor immediately after the injury. If your doctor feels comfortable seeing you in the office and can get you in right away, putting the bones back in place (this is called reduction) can be performed in the office very quickly.

If you are unable to get an appointment or cannot be seen in the doctor's office for any other reason, go to the hospital's emergency department for evaluation and corrective actions.

- Any trauma other than a simple pulling on the hand or forearm might require further evaluation or x-rays done in the hospital.
- If you notice a deformity, large swelling or bruising, or anything else concerning to you, report to the emergency department for evaluation of your child.
**Nursemaid Elbow**

**Exams and Tests**
The doctor will attempt to obtain the history of how the injury happened by asking what occurred just before the event or what activities were being performed. Additional history specifically about the use of the arm, positions the arm has been held, and anything that has made the condition worse or better is very important.

- The doctor will feel the arm and look for any evidence of other injuries. The doctor will be looking for tenderness over any portions of the bones being felt in the arm. There may be some slight tenderness over the radial head.
- X-rays are typically not obtained nor required unless another diagnosis, such as a fracture (broken bone), is suspected, or if the reduction attempts are not successful.

**Nursemaid Elbow Treatment - Self-Care at Home**
The application of a cool, moist towel or small bag of ice wrapped in a towel may be helpful in any type of acute injury. Acetaminophen (Tylenol) for pain can also be given. The most important action should be to seek appropriate medical attention.

**Medical Treatment**
The doctor will move the bones back into place (the subluxation will be reduced) in this manner:

- The child will remain on the parent or guardian's lap facing the doctor. While gently feeling the radial head with one hand, the doctor will hold the affected hand and turn it palm upward (causing supination) while fully bending (flexing) at the elbow. Alternatively, the forearm may be fully straightened with the palm inward (pronation). Often a click will be felt by the doctor and rarely may be heard.
- Your child will probably cry briefly during the procedure. But immediately after, the movement will be pain free, and the child will quickly revert to using his or her upper arm as if nothing were ever wrong.
- If this procedure does not produce the expected results, it may be repeated using the same methods, or the forearm may be extended fully while twisting the forearm again. After several attempts, if the child has not improved, x-rays may be ordered to check for bone fractures.
- If the reduction is not possible in the emergency department, the child may have a temporary splint placed on the arm with close follow-up being arranged. This situation may occur more often if the parent has delayed medical attention for the condition. On follow-up
Nursemaid Elbow

examination, the elbow has often fixed itself spontaneously or will be more likely to succeed on reattempt.

Next Steps - Follow-up
Should initial reduction attempts be unsuccessful and a splint be required, follow-up should be done in 24-48 hours.

- If the child continues to have any loss of function to the affected arm, bruising, deformities, or other unexpected or unusual findings, a re-evaluation is in order.
- Should your child be experiencing this condition time after time, the doctor may put the arm in a cast to keep it immobile and discuss surgery.

Prevention
Avoid any sudden jerking to the hand or forearm of any small child to prevent this injury. This is even truer in the child who has already experienced a nursemaid elbow.

Outlook
The condition poses no long-term problems, but it can happen again easily. The condition can reoccur with pulling forces at a later time. In the past, it was felt that this may occur in 5% of children, but recent data suggest that it may occur in slightly over 20% of children. The injury occurs more frequently in children younger than 2 years.

http://children.webmd.com/nursemaid-elbow
Water: Meeting Your Daily Fluid Needs

Ever notice how lifeless a house plant looks when you forget to water it? Just a little water and it seems to perk back up. Water is just as essential for our bodies because it is in every cell, tissue, and organ in your body. That's why getting enough water every day is important for your health.

Healthy people meet their fluid needs by drinking when thirsty and drinking fluids with meals. But, if you’re outside in hot weather for most of the day or doing vigorous physical activity, you’ll need to make an effort to drink more fluids.

Most of your water needs are met through the water and beverages you drink. You can get some fluid through the foods you eat. For example, broth soups and other foods that are 85% to 95% water such as celery, tomatoes, oranges, and melons.

Water helps your body with the following:

- Keeps its temperature normal.
- Lubricates and cushions your joints.
- Protects your spinal cord and other sensitive tissues.
- Gets rid of wastes through urination, perspiration, and bowel movements.

You need water to replace what your body loses through normal everyday functions. Of course, you lose water when you go to the bathroom or sweat, but you even lose small amounts of water when you exhale. You need to replace this lost water to prevent dehydration.

Your body also needs more water when you are—

- In hot climates.
- More physically active.
- Running a fever.
- Having diarrhea or vomiting.

To help you stay hydrated during prolonged physical activity or when it is hot outside, the Dietary Guidelines for Americans 2005 recommend these two steps:

- Drink fluid while doing the activity.
- Drink several glasses of water or other fluid after the physical activity is completed.¹

Also, when you are participating in vigorous physical activity, it’s important to drink before you even feel thirsty. Thirst is a signal that your body is on the way to dehydration. For more information, visit Fit Facts, Healthy Hydration from the American Council on Fitness (http://www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_173.pdf). *(PDF-1.4Mb)*

Some people may have fluid restrictions because of a health problem, such as kidney disease. If your healthcare provider has told you to restrict your fluid intake, be sure to follow that advice.

Under normal conditions, most people can drink enough fluids to meet their water needs. If you are outside in hot weather for most of the day or doing vigorous activity, you may need to increase your fluid intake.

If you think you’re not getting enough water each day, the following tips may help:

- Carry a water bottle for easy access when you are at work or running errands.
- Freeze some freezer-safe water bottles. Take one with you for ice-cold water all day long.
- Choose water instead of sugar-sweetened beverages. This tip can also help with weight management. Substituting water for one 20-ounce sugar-sweetened soda will save you about 240 calories.
- Choose water instead of other beverages when eating out. Generally, you will save money and reduce calories.
- Give your water a little pizzazz by adding a wedge of lime or lemon. This may improve the taste, and you just might drink more water than you usually do.

http://cdc.gov/nutrition/everyone/basics/water.html

1/6/2011
Do sugar-sweetened beverages count?

Although beverages that are sweetened with sugars do provide water, they usually have more calories than unsweetened beverages. To help with weight control, you should consume beverages and foods that don’t have added sugars.

Examples of beverages with added sugars:

- Fruit drinks.
- Some sports drinks.
- Soft drinks and sodas (non-diet).

Visit Rethink Your Drink for more information about the calories in beverages and how you can make better drink choices to reduce your calorie intake.


Guide Megan through the maze to reach the bottom of the snowy hill.
This snowman is missing something! Finish the picture any way you like.
Look carefully at this picture of a snowy winter day. Find and circle four things that don't belong.
ECC SUBS NEEDED!!

The ECC is looking for subs!!
Please stop at the ECC and see Ashley Peterson for subbing information.

PARENTS:
Subbing during the day is a great way to get involved in your child's education and ECC activities. This opens the door to many learning and working experiences. To be a sub, you must complete a "sub packet" (background information, TB Test, Drug test, Shaken baby training, SIDS training). Please stop by the ECC anytime and ask for a "sub packet"!
Red Cliff Early Childhood Center
Regular Policy Council Meeting Minutes
Monday, November 15th, 2010
12:00 pm

Policy Council Members Present: Angela Berg, Candyce Holcomb, Hudson Gauthier, Jennifer Boulley

Other Present: Lisa Farrell, Tribal Accountant; Nicole Gurnoe, HS Director; LaVonne Goslin, EHS Director; Nicole Boyd, Family Services Manager

Meeting called to order by Jennifer Boulley at 12:15pm

**Action on Minutes: October 25th, 2010 & November 8th, 2010**
Hudson motioned to approve the minutes, Angela seconded, all in favor, motion carried.

**October Financial Reports**
Lisa gave PC a brief training on reading the reports and the importance of reports. PC agreed that having EHS and HS financials monthly, with all others quarterly is what they would like to have. PC also had discussion with Lisa regarding the Parent Activity Fund. PC decided at this time to leave the account at Bremer and wait to hear more from Dennis at a further date.

**Nutrition Plan**
PC had several questions regarding some cultural foods being served. Nicole will look into these a get back to PC after discussion with Nutrition Manager. Angela motioned to approve the plan, Hudson seconded, all in favor, motion carried.

**ECC 2010 Self-Assessment Improvement Plan**
Angela motioned to approve the plan with some suggested grammatical changes, Candyce seconded, all in favor, motion carried.

**By-Laws Update**
Jennifer Boulley gave an update suggesting to the group that an ad-hoc committee be designed for the purpose of reviewing the by-laws. Next ad-hoc meeting was set for Monday, November 22nd at 12:00

**Distribute Only:**
ECC October Program Summary Report-Nicky
Tribal Personnel Policies and Procedures-Nicole

**Executive Session: ANA Positions (2 Ojibwe Language Speakers & 1 Coordinator**
Angela motioned to go into Executive Session at 2:15pm, seconded by Hudson, all in favor, motion carried.

**Regular Session**
Hudson motioned to return to Regular Session at 2:30pm, Candyce seconded, all in favor, motion carried. Hudson motioned to approve the 2 Ojibwe Language Speakers, Candyce seconded, all in favor, motion carried. Hudson motioned to approve the ANA Grant Coordinator, Angela seconded, all in favor, motion carried.

**Adjourn**
Candyce motioned to adjourn at 2:33pm, Hudson seconded, all in favor, motion carried.
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<td>3B WAFFLE HAM CHEEZ, PINEAPPLE(ɔ)</td>
<td>4B RICE CHEX, MUFFIN, ORANGES(ɔ)</td>
<td>5B CORN FLAKES, TOAST, PB&amp;J, PEARS</td>
<td>6B KIX, PEACHES, BAGEL, CC</td>
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<td>L PIZZA, CORN, YOGURT, TROP FRUIT(ɔ)</td>
<td>L CHEESEBURGER PIE, CARROTS, PEARS, SALAD</td>
<td>L POTATO SOUP, HAM SAND, PEACHES(ɔ)</td>
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<td>SCOCOA/RICECRISPY</td>
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<td>10B OATMEAL, FRUIT COCKTAIL, BANANA BR.</td>
<td>11B CHEERIOS, MUFFIN, BLUEBERRIES</td>
<td>12B CORN CHEX, STRAWBERRIES, ENG MUFFIN</td>
<td>13B HB OATS, PEARs, CC</td>
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<td>L TOMATO SOUP, CHEEZ SAND, YOGURT, APPLES</td>
<td>L HAMBURGERS, FRIES, PEARS, CC, VEG/DIP</td>
<td>L HAM, POT, SLAW, PEACHES ⊠</td>
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<td>S CHEESESTICK/PEARS</td>
<td>S CHEX MIX/JUICE</td>
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<td>19B HB OATS, BANANA, YOGURT</td>
<td>20B RICE CRISPIES, MUFFIN, APPLES C</td>
<td>27B CORN CHEX, PEARs, CC, TOAST A</td>
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<td>MARTIN LUTHER KING DAY!! ECC CLOSED</td>
<td>L HAMB SOUP, PB&amp;J, ORANGES, IT VEGGIES</td>
<td>L CHIX SAND, FRIES, PEACHES, CC, SALAD</td>
<td>L CHIX ALFREDO, PEACHES, GREENBEANS ⊠</td>
<td>L HAN, CARROTS, POT, PINEAPPLE, BUN</td>
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<td>S PICKLE ROLL-UP</td>
<td>S CRACKERS/HAM</td>
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<td>27B CORN CHEX, PEARs, CC, TOAST A</td>
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