ECC Pony Rides

The ECC will host its annual Family Pony Rides again this year at Little Sand Bay. We will be joined by Grandpa’s Party Pony, BINGO, and Eddy Johnson. Events will begin around 10:00am with rides and fun on the playground, the ECC will provide lunch around 11:00ish and more rides will be offered.

Early Head Start Pony Rides (both center and home based) will take place on Thursday, June 16th. There will not be EHS classes this day.

Head Start Pony Rides will take place on Thursday, June 23rd. There will not be Head Start classes this day.

Please note that this is a family event and parents are responsible for transporting and participating in the event with their children. ECC staff will be at the event for assistance and socialization with families. Also, please apply sunscreen and bring additional clothing in case you decide to go swimming!

Any questions, please call Patt (ext 256, Auna (ext 257), or Maureen (ext 258) at 779-5030.

Family Planting Week

The ECC has been given a very special opportunity to participate with the planting of the 2011 Red Cliff Mino Bi Maa Di Zii Win Community Garden! Each Head Start classroom will be transported by bus for a field trip to the garden on May 14th (Mashkodebishiki), May 15th (Maingan), and May 16th (Migizii). The kids will arrive at the garden around 9am and return to the ECC around 10am. Parents are welcome to join the classes at the garden on their specified days so they can learn about planting and enjoy the morning with their child! Hats, water bottles, t-shirts and refreshments will be provided to all the kids that participate! Any questions, please call Nicole (ext 253) or Nicky (ext 243) at 779-5030.
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<td>5</td>
<td>6 Tribal Council</td>
<td>Meeting 6:30pm</td>
<td>8 Composting Demo @ RC Garden 9:00</td>
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<td>Community Planting @ RC Garden</td>
<td>14 Mashkoke-bizhiki Room 9-10am @ RC Garden</td>
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<td>18 ECC Annual Multigemm Sale 8am-11am</td>
<td>16 Early Head Start @ Little Garden</td>
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**Odeimini-Giizis (Strawberry moon)**
Home Base News

June Ode'imini-giizis

June Socialization
Pony rides
at Little Sandbay
June 16th & 23rd
10:00 to 12:00

June 24th
Dental Varnishing
9:00-11:00
Make-up day July 8th
9:00-11:00

June Birthdays
Dillon Gurnoe June 10th

Cleaning Corner
Grime, Mildew and Scum
To remove from tile, tub, porcelain sinks, shower doors, or shower curtains spray with full strength white distilled vinegar, scrub then rinse with water.

For more Information contact:
Amber Hanson: 715-779-5030 ext 235
Cindy Garrity: 715-779-5030 ext.238
Gena Defoe-Mertig: 715-779-5030 ext 236
Waabooz Abiiwin

Last month:
We did a lot outside looking at the new plants starting to grow and exploring the forest floor to help your bodies become strong. We are getting bigger now so we are doing more art work even if that meant playing with play-doh outside and bring twigs, rocks, buds and sand to decorate it. We enjoyed it all.

Coming up this month:
We will be talking a lot about emotions and how we are feeling so practice those phrases. We also what to say “Mino-nidee giizhidag” to all our Waabooz Daddy out here whose love and time we truly appreciate.

Remember:
With this crazy weather we are asking you to dress your children accordingly and send extra clothes because we may get muddy, wet, and the weather can change in a short time as you know. Please make sure the clothes they have on can get dirty since we do play outside most of our day.
Migwech

What we did...

- Arianna enjoyed exploring in the woods
- Braun is talking like crazy and is cleaning up after himself
- Brody is expressing himself a lot more and plays with his friends
- Ellie loves to do projects and explore.
- Koda is starting to get around everywhere he love to move
- Nakita loves her art projects and is following directions
- Preston is playing with friends and cleans up after himself
- Shane is talking up a storm and loves to go exploring in the woods.
Boozhoo Families:

Can you believe we are moving into June? Days are flying right by and soon summer will be here. The children are so enjoying outside play. Their new thing to do is to lift up things in the playground to find worms and bugs to hold. So, this month our lesson focuses on bugs!

We need to change out some of the clothes from winter very soon. PLEASE bring in extra clothes for summer!

Ojibwe Words for June:
Don’t Gego Gay go
Attention/Look Inaashke I nawsh kay

Pony Rides for this month. Look for the flyer and check out your calendar. The classroom will be closed that day.

Aura likes to look at books.
Eric likes to ride the bikes.
Bella likes to play with dolls.
Maddox likes to play with dinosaurs.
Stella likes to swing.
Isaiah likes to use the playdoh.
Victoria likes to play in the water.
Sebastian likes to do puzzles.

Karen & Teresa
Makwa Room

We can’t believe that it is June already!!! Parents, your child will begin to transition into her Head Start classroom and riding the bus! We will be sending letters home soon so please check their mailboxes. Also, we plan on having some field trips to become familiar with the bus, so please watch for those notices as well.

During the month of May, we have learning about bugs! Please do this activity at home with your child:

Let’s move like a bug
Grasshopper—jumps
Bee—flies and buzzes
Butterfly—flies and very quiet
(lHave your child tell you what she is and then do the motions together)

ladybug—crawls & flies
caterpillar—_inches on belly
ants—march

Ojibwe Words:

Amoo—bee
Memengwa (may—ming-wa)—butterfly
Ikwe manidoons (e-kway mon-e-doonce)—ladybug
Enigoons-(en-i-goonce)—ant
Ishpinaanan (ish-pi-non-an) high five
ESIBAN NEWS

Boozhoo! We have been learning so many new and fun things to do! This month we will be learning and having fun with Bugs. We plan on spending a lot of time outdoors and learning about our outdoor environment. Please make sure that your child is dressed for the weather. Our playground has been very muddy do to the rainy weather so please send your child in clothes that are okay to get muddy! And don’t forget Mud boots and extra clothes that can be kept in our classroom. Please let us know if you do not have any, we have a few extra pair at school that the kids could use.

Nadine, Amber and Britany

Ojibwe Words

Biindige-Go or come inside
Niibawitoon-Stand up
Biinitoon-Clean up
Dear Mashkodebizhiki class,

For the month of June we will be having summer fun activities. We will be going on more field trips and just enjoying the great out doors. It’s hard to believe how fast this year has gone. We have enjoyed your children so much. They are learning their letters and numbers. We do music, stories, math, science, culture and recess every day and the children have been awesome.... Miigwetch... thank you so much for sharing them with us...

We still have a few home visits to finish up so if you are one that we have not met with please call us to schedule an appt... it will not take to much of your time and you will be able to see how well your child is doing and look at pictures and work samples in their portfolios..... If you ever have any questions please feel free to call us at the center our extensions are 246 and 247.... Miigwetch....
Ms. Jenn, Ms. Virginia and Ms. J.
Boozhoo, the Migizi room has been busy the last month. We have planted sunflowers, beans, carrots, and ornamental pumpkins. The children have learned about the life cycle of a plant. From a seed, taking care and watering the seed, to the plant growing.

The month of June, Ode’imini-giizis, the class will be learning about summer events and insects. The children will be hatching chicken eggs, and watching them grow before we let them loose on the farm. The class room is watching butterfly larvae turn into beautiful butterflies.

The Migizi room will be encouraging the safety of hunting. A warden will be in to talk to the class about the safety issues. On the playground there will be a hunting safety course in which the children can participate. On the course there will be a target area with a deer. The importance of when to hunt and when we are not able, seasonal hunting.

Bee - aamoo
Ant - enigoons
Fly - oojiins
Grasshopper - bapakine
Spider - asabikeshi
Mosquito - zagime

Ms. Diann, Ms. Tracy, and Ms. Patsy
It’s June! Our classroom is very busy with learning about what is outdoors. It’s the start of our summer season; we are discovering bugs, flowers, and plants. We are going to be learning about farm animals and what types of animals live on a farm. We are also learning about our numbers, letters, rhyming words, the title and author of books, sharing, taking turns, and much more! **Some reminders to families: please send your children with proper clothing, rain coats, mud boots, and other extra clothing we do go outside every day.** We need proper clothing to enjoy the great weather! Here are some of things that the children like to do:

- Kyra: loves to play house with friends
- Logan G: loves to play with Mr. Potato Head
- Logan A: loves to play with his friends during free choice
- Zoe: loves to play mom and take care of baby dolls
- Giizhik: enjoys doing art projects
- Animikiikwe: enjoys playing outside with friends
- Emily: loves to swing high on the swing set
- Jasmine: loves to pretend to be a princess
- Myels: enjoys playing with playdough
- Harmony: loves to play with legos
- Lilly G: she loves playing house
- Lily W: she enjoys playing dress up with friends
- Zachary: He enjoys his time outdoors
- Luke: loves playing with cars
- Darren: enjoys working on puzzles
- Alyna: enjoys creating art

~*Linda, Alicia and Bernice!*~
ECC 2011 Pony Rides:

Early Head Start Pony Rides:
THURSDAY, June 16th
Little Sand Bay
10:00 am

Head Start Pony Rides:
THURSDAY, June 23rd
Little Sand Bay
10:00 am

Lunch will be provided both days by the ECC.
Parents are responsible for transporting; this is a family event.
Please remember to apply sunscreen and bring extra clothing in case you decide to go swimming.

Call Auna (ext 257), Patt (ext 256) or Maureen (ext 258) at 779-5030 with any questions.
Family Planting Week

ECC Head Start Field Trips!!
Parents Invited!!
Tuesday: Mashkodebizhiki
Wednesday: Maaingan
Thursday: Migizii

June 14-16th 9-10am
@ The Red Cliff Garden

(About 1.5 miles past Casino on Aiken Road)

There is regular school this day, kids will go out to garden on the bus. Parents, meet us at the farm!

Lots of fun for the whole family!

Please bring mud boots. Hats, water bottles, and t-shirts will be provided.

Refreshments will be served after planting.

Please call Nicky (ext 243) or Nicole (ext 243) at 779-5030 with any questions.
GED/HSED COURSES
offered at the ECC in
SEPTEMBER, 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

Beginning again in SEPTEMBER!!!

Wednesday's from 9am-12pm

No pre-registration is required,
simply call or stop at the ECC to sign up.

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.
Multi-rummage sale

Time: 8:00 to 11:00
Saturday, 6/18/11

Location: Red Cliff Early Childhood Parking Lot
Planning Meetings: 6/7 / and 6/14 at ECC 2:30
The ECC: not responsible for any accidents!

Red Cliff Early Childhood
Center
89830 Tiny Tot Drive
Red Cliff, Wi.
FREE Lunch for KIDS ALL SUMMER
June 13 - August 26
Monday - Friday
Lunch: 11:30 - 12:00
(11:30 - 12:30 @ Food Distribution)
Snack: 3:00 - 3:30 pm

Locations:
Bayfield Rec Center
RC Food Distribution
Birch Bark Trail (by Liza's)
Hillside Housing Park
New Housing Park

Sorry, No Food served on days that the Tribal Offices are closed.
Red Cliff Community
Cookout and Planting

Mino Bimaadiziiwin Farm
When: June 6-10, 2011, 9am to Noon

GLIFWC Fish Composting Demo:
June 8, 9am to Noon

Cookout June 10!!
715-779-3782
WINNERS

Red Cliff Education Department
Cash raffle to benefit our
Annual Honor Banquet

1\textsuperscript{st} Place $250.00 Winner: Robert Huray
2\textsuperscript{nd} Place $100.00 Winner: Terry Barningham
3\textsuperscript{rd} Place $50.00 Winner: Bootin Soulier

Thank-you to everyone who purchased tickets from us.
2011 Election Timeframes

Monday, April 4, 2011  Regular Council Meeting, appoint Election Board
(No later than 30 days prior to election, RCCL 32.2.3)

Wednesday, April 6, 2011  Deadline for candidates for Chair and Treasurer to
announce candidacy. (30 days prior to Primary Election,
Art. IV, Sec 2)

Tuesday, April 19, 2011  Certification of candidates for Primary Election at regular
Special Council Meeting. (See note 1.)

Tuesday, April 26, 2011  Posting for Primary Election Officer Candidates. (10 days
prior to Primary Election, Art. IV, Sec 2)

Friday, May 6, 2011  Primary Election.
(60 days prior to General Election, Art. III, Sec 3)

Monday, June 20, 2011  Deadline for At-Large candidates to announce candidacy.
(3 seats open) (15 days prior to General Election, Art. IV,
Sec 2)

Tuesday, June 21, 2011  Certification of candidates for General Election at Special
Council Meeting. (See note 1)

Friday, June 24, 2011  Posting of candidates for General Election.
(10 days prior to General Election, Art. IV, Sec 2)

Tuesday, July 5, 2011  General Election
(1st. Tuesday after the 1st. Monday in July, Art. IV, Sec. 1)

Note 1: There is no time requirement for certification of candidates prior to primary or general
election contained within the Tribe's Constitution. As a result, this simply should be done
sometime prior to the posting requirement (10 days before the election).
Calendar of Pow Wows and Events

Bad River Manomin Celebration & Pow-wow
08/18/11 - 08/21/11 Box office: (715) 682-7111

Forest County Potawatomi
Mno keno ma ge wen Pow-wow
08/11/11 - 08/14/11 Carter Carter Pow Wow Grounds

Hunting Moon Pow-wow
10/21/11 - 10/23/11 Milwaukee Potawatomi Casino Expo Center
Address: 1721 West Canal St..

Ho-Chunk Memorial Day Pow-wow
05/27/11 - 05/30/11 Black River Falls Andrew Blackhawk Memorial Pow-wow Grounds

Ho-Chunk New Year’s Eve Sobriety Pow-wow
12/31/11 Tomah Tomah Fairgrounds

Inter-Tribal/Milwaukee

U.S. Indigenous Games
07/10/11 - 07/14/11 Milwaukee Wisconsin State Fair Park
Address: 640 S. 84th St., West Allis, WI.

Indian Summer Festival
09/09/11 - 09/11/11 Milwaukee Henry Maier Festival Park
Admission: $12. Age restrictions: All Ages. Address: 200 North Harbor Drive. BUY TICKETS

Lac Courte Oreilles Chippewa LCO Schools Contest Pow-wow Annual June Event
06/01/11 - 06/30/11 Hayward LCO Casino Lodge & Convention
Address: 13767 W County Road B.

Lac Courte Oreilles Chippewa Honor the Earth Pow-wow
07/15/11 Hayward LCO Casino Lodge & Convention
Address: 13767 W County Road B.
Calendar of Pow Wows and Events

Lac Courte Oreilles Chippewa New Year’s Sobriety Eve Pow-wow
12/31/11 Hayward LCO Casino Lodge & Convention
Address: 13767 W County Road B.

Lac Du Flambeau Chippewa Bear River Pow-wow
06/10/11 - 06/12/11 Lac Du Flambeau Lac Du Flambeau

Lac Du Flambeau Chippewa Lakesfest
06/18/11 Lac Du Flambeau Lac Du Flambeau

Lac Du Flambeau Chippewa Parade & Pow-wow
07/01/11 - 07/04/11 Lac Du Flambeau Lac Du Flambeau

Lac Du Flambeau Chippewa Wild Rice Festival
09/24/11 Lac Du Flambeau Lac Du Flambeau

Menominee Nation

Veterans Pow-wow Annual May Event
05/01/11 - 05/31/11 Keshena Menominee Nation Pow-wow Keshena Woodland Bowl

Annual Menominee Nation Contest Pow-wow
08/05/11 - 08/07/11 Keshena Menominee Nation Pow-wow Keshena Woodland Bowl

Menominee Nation Contest Pow-wow
08/05/11 - 08/07/11 Keshena Menominee Nation Pow-wow Keshena Woodland Bowl

Menominee Country Music Fest 08/20/11

Menominee Lumberjack Breakfast Annual October Event
10/01/11 Keshena Menominee Logging Museum

New Year’s Sobriety Eve Pow-wow 12/31/11
Oneida Nation

Oneida Nation Annual Taste of Oneida
06/03/11 - Oneida Norbert Hill Center Pow wow Grounds
Calendar of Pow Wows and Events

06/04/11

Address: N7210 Seminary Road.

**Oneida Nation Annual Fourth of July Pow-wow**

06/30/11 - 07/03/11

Oneida Norbert Hill Center Pow wow Grounds

Address: N7210 Seminary Road.

**Oneida Nation Farmers Market**

06/30/11 - 10/13/11

Oneida Hwy 54 through Oneida, WI

**Oneida Nation Annual Woodland Indian Art Market**

07/01/11 - 07/03/11

N7210 Seminary Road Norbert Hill Center

**Oneida Nation Annual Oneida Parade**

07/02/11

Oneida Hwy 54 through Oneida, WI

**Oneida Nation Tsyunhehkwa Green Corn Feast & Ag Open House**

08/01/11

Oneida Tsyunhehkwa Organic Farm

Address: 139 Riverdale Drive.

**Oneida Nation Annual Community Harvest and Husking Bee**

10/01/11 - 10/31/11

Oneida Tsyunhehkwa Organic Farm

Address: 139 Riverdale Drive.

**Red Cliff Traditional Pow-wow**

07/02/11 - 07/03/11

Red Cliff Legendary Waters Resort and Casino

Sokaogon (Mole Lake) Band of Lake Superior Chippewa

**Annual Great Northern Bike Rally & Treasure Hunt Annual June Event**

06/01/11 - 06/30/11 Mole Lake Mole Lake Reservation

**Strawberry Moon Pow-wow**

06/17/11 - 06/19/11 Mole Lake Mole Lake Campgrounds
Calendar of Pow Wows and Events

Annual Mole Lake Spectacular Fireworks
07/03/11 Mole Lake Mole Lake Reservation

Great Northern Jeep Trail Ride Annual August Event
08/01/11 - 08/31/11 Mole Lake Mole Lake Reservation

Annual Mole Lake Heritage Days August Event
08/01/11 - 08/31/11 Mole Lake Mole Lake Reservation
St. Croix Band of Lake Superior Chippewa

St. Croix Chippewa Wild Rice Pow-wow Annually August Event
08/01/11 - 08/31/11 30222 State Road St. Croix Casino Danbury
08/31/11 35 77

T.R.A.I.L.S Pow-wow & Conference
12/11/11 - 12/12/11 30222 State Road St. Croix Casino Danbury
12/11 35 77

The Stockbridge – Munsee Band of the Mohicans

Fourth of July Fireworks
07/04/11 - -

Mohican Nation Honoring All Veterans Pow-wow
08/12/11 - 08/14/11
Frequently asked questions (FAQs)

How do I get a permit to hunt, fish, and gather off-reservation?
In order to obtain an off-reservation harvest permit, you must have a valid tribal picture ID from one of GLIFWC's member tribes. The tribe's on-reservation registration station/conservation department can issue you an off-reservation harvest permit.

How do I know when wild rice lakes are open in the ceded territories?
GLIFWC posts the dates regulated lakes are open by state on its website. Current ricing information is available there. Lake openings are also posted on GLIFWC's Facebook page.

How do I enroll a child in one of GLIFWC sponsored summer camps?
Go to youth programs for detailed information.

What are treaty rights?
Treaty rights are rights retained in treaties negotiated between sovereigns. In the case of the Ojibwe in northern Michigan, Wisconsin and Minnesota, their headmen retained or kept the rights to hunt, fish and gather on lands they ceded to the U.S. government. These retained rights are called usufructuary rights, which means the right to use property. An example would be if a property owner sold land but retained mineral rights, or the right to access minerals beneath the surface. Another example would be retaining frailing rights in Oklahoma, where land is sometimes sold but the right to frail pecans on the land is retained by the first owner. Treaty rights are not some unique or "special" right that courts have granted certain tribes; rather they are legal usufructuary rights retained by tribes at the time the treaties were signed. Treaty rights are also tribal, not individual rights. They are held and regulated by the treaty signatory tribes.

Do all Indians have treaty rights?
No, only those who are members of tribes that were signatory to a treaty in which those rights were reserved.

Are the treaty harvests regulated?
All off-reservation treaty seasons are regulated through tribally-adopted codes. Harvest seasons and quotas are established and enforced. Quotas are frequently determined in meetings between state and tribal biologists who share their assessment data and through scientific models determine quotas for a variety of species. GLIFWC’s Enforcement staff patrol ceded territories during open seasons. Violators are cited into tribal courts.

Where can I get information on treaty harvests?
GLIFWC develops reports on all treaty seasons, so information regarding harvests is available in Biological Reports on each season. These are found under the applicable section on this website. For instance, deer harvest reports will be under the Wildlife Section; walleye will be under the Inland Fisheries Section and lake trout will be under the Great Lakes Fisheries Section. Some harvest information is also available via graphs in the booklet *A Guide to Understanding Ojibwe Treaty Rights*.

Why do old, 19th Century treaties apply today?
Agreements between governments such as treaties are not invalidated by age, nor are other types of contracts made between individuals. The U.S. Constitution states that "treaties are the supreme law of the land," consequently, they should be honored. Changes to the agreements can be negotiated if both parties consent. In terms of the Ojibwe treaty rights being practiced today, recent federal court decisions define the scope and regulation of treaty rights, making them compatible with modern day circumstances.

Shouldn’t the Indians use methods and equipment used at the time the treaties were signed?
Nothing in the treaties states that the Ojibwe could not use modern methods or equipment to hunt, fish and gather, and federal courts have found that the Ojibwe may use modern methods of harvest when exercising their treaty rights. The bottom line is that effective management with harvest quotas protects the resource from overharvest no matter the method or the gear.

Can the Ojibwe take as much fish and game as they want?
Some people believe that the treaty rights are unlimited in scope. This is not true. In Wisconsin, the Ojibwe, under a series of court rulings in the Voigt case, exercise off-reservation treaty rights limited by quotas, seasons and tribally-adopted regulations. In Minnesota, tribal harvest is also subject to the specifications of adopted court stipulations which limit treaty quotas, set seasons, and place other restrictions on the treaty harvest. Management plans for the both the fishery and wildlife harvests are negotiated every five years. These plans provide the structure for a limited treaty harvest and safeguard the resources.
Words of Wisdom

For a long time the Tobacco industries have been profiting from their items. But have they yet taken on full responsibility of the consequences that using commercialized tobacco has caused to both native and non-native people? People have been fully affected by a sacred plant that was not given to them, in a respectful manner. Now it is used and abused disrespectfully. It is time for the native people to quit accepting the industrial lies and remember our traditional and sacred ways of Tobacco use.

"They say that everything you do affects the community now and seven generations." - Marguerite D. Carroll

Giving thanks!
We would like to acknowledge those who have given us information, which allowed us to complete our brochure.

California Rural Indian Health Board, Inc.
- Marguerite D. Carroll
- Tobacco Free Kids Foundation
- Radley Davis, Pitt River Nation
- Kathleen Jack, Paiute Nation
- Humboldt Prevention Network
- Those who wrote Sacred Tobacco use in American Indian Communities
- Lawrence Shorty (The Native Tobacco People) for his much appreciated donation and great support.

Local Indians For Education, Inc.

INDUSTRIOUS LIARS

Tobacco is a Traditional part of Native American culture and beliefs. It is not for sale!
Our Native Culture and the disrespect of Industries

40% of Indian households in California contain a smoker and 40% of Indians in California deaths are directly attributed to smoking. The smoking rate for Indian women exceeds 26.6%. For men, in some states it reaches a high of 60%.

Industries really don’t care who they get caught up in their death trap; just as long as there dollars keep rolling in. What is just as bad as killing our Indian people, is the exploitation of our culture and traditions. Native designs on packages, such as; Indians in war bonnets and a pipe. Some companies may say they are only paying their respects by doing this. A meaning of Respect is: “To avoid violation of or interference with.” Tobacco companies have violated and interfered in our tradition by taking a medicine and turning it into a weapon. But that is not enough for them, they continue to put

Native designs all over their packages of cigarettes or chew. So truthfully, there is no respect for our native ways out of their so called respectful profits.

A Few Additives in all Commercialized Tobacco

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<tr>
<td>Ammonia</td>
<td>Hydroxide</td>
</tr>
<tr>
<td>Carbon Dioxide</td>
<td>4-hydroxybutanoic Acid Lactone</td>
</tr>
<tr>
<td>Pentanoic Acid Lactone</td>
<td>Ammonium Bicarbonate</td>
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<tr>
<td>Propanone</td>
<td>Ammonium Phosphate Dibasic</td>
</tr>
<tr>
<td>Oak moss Absolute</td>
<td>Ammonium Sulfide</td>
</tr>
<tr>
<td>Oil &amp; Powder</td>
<td>Aconitic Acid</td>
</tr>
<tr>
<td>Acetic Acid</td>
<td>Cabon Monoxide</td>
</tr>
<tr>
<td>Beeswax white</td>
<td>Aspartic Acid</td>
</tr>
<tr>
<td>Beet juice</td>
<td>Cinnamon Alcohol</td>
</tr>
<tr>
<td>Bark oil</td>
<td>Distillate &amp; Powder</td>
</tr>
<tr>
<td>Pepper oil</td>
<td>Fur Fury</td>
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<tr>
<td>Palmitic Acid</td>
<td>Glutamic Acid</td>
</tr>
<tr>
<td>Nonanone</td>
<td>Resin</td>
</tr>
<tr>
<td>Concrete &amp; Oil</td>
<td>Ammonium Sulfide</td>
</tr>
</tbody>
</table>

DO YOU KNOW WHAT EVERY-ONE OF THESE ARE?

Fact Of Tobacco Use and Abuse

- More than 70% of advertising industry executives believe tobacco advertising changes behavior and increase smoking among kids.
- Cigarette companies are trying to prove they have changed by spending millions of dollars. Yet they are still advertising cigarette in outlets near schools and playgrounds.
- They are opposing to make work places and restaurants smoke free.
- Tobacco Companies are trying to stop anti youth smoking ads from being run.
- There are more than 4 million smokers who are under age 18. 36% are high school students.
- Over five million kids who are alive now will ultimately die premature from tobacco use.
- Public and private health care expenditures in the U.S. caused by tobacco use total approximately $89 billion per year.
- 42% of death among California American Indian women were attributed to smoking, more than other California women, which is 12%.
- American Indians in California smoke commercial tobacco twice as much as other Californians.
- Tobacco abuse is the number one preventable cause of death among American Indian people.
The Blended Model

Blending Family Connections and Touchpoints forms a powerful system for supporting providers' mastery in working with families struggling with parental depression and related adversities. The combined approach provides a variety of programming aimed at creating systemic change in families, programs and the community.

Facilitators:
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The Family Connections Pyramid

Clinical Intervention & Identification
of depression and parenting difficulties/difficulties, extended outreach & crisis services.

Targeted Prevention
(At Risk Parents/Children)
Enriched prevention programming, mental health outreach, social & academic skill building, networks to specialized services in mental health, substance abuse, marital counseling.

Universal Prevention
(All children & Families)
Education on depression; support in accessing resources, communication & relationship building in families; classroom-based enrichment activities to support social and academic development; community networks to connect families to supportive prevention services.

Community & Systems Development
(All Head Start Staff)
Education on depression, mental health, & factors of resiliency; classroom consultation; professional skill development including self-reflect on and parent engagement; community connections to enrichment and family nurturing programs.
Family Connections
Training Modules

Module One:
The Benefits & Challenges of Engaging Parents
Perspective Taking
What is Depression?

Module Two:
The Program Climate and You
Accentuate the Positive
What Is Depression?

Module Three:
Supporting Social/Emotional Growth
Strategies for Talking to Children about Difficult Issues

Module Four:
Better Communication
Developing a Resource and Referral Process
Getting the Right Treatment - What to Ask
Using Research - It's Easier Than You Think!

Tell Me A Story

Book Guides
When Sophie Gets Angry - Really, Really Angry...
Jamaica Tag-Along
When My Mom is Sad

Touchpoints
Guiding Principles
* Recognize what you bring to the interaction
* Look for opportunities to support mastery
* Use the behavior of the child as your language
* Value disorganization
* Value and understand the relationship between you and the parent
* Be willing to discuss matters that go beyond your traditional role
* Focus on the parent-child relationship
* Value passion wherever you find it

Parent Assumptions
* The parent is the expert on his/her child
* All parents have strengths
* All parents want to do well by their child
* All parents have something critical to share at each developmental stage
* All parents have abundant feelings

Wright's Touchpoints is a process built on total and genuine care.

Touchpoints and Family Connections

1295 Boylston Street, Suite 320
Boston, MA 02215
http://www.ChildrensHospital.org/FamilyConnections
http://www.touchpoints.org/

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Are You Getting Enough Sleep?

Sleep problems and mental health problems go hand and hand.

Up to 90% of Adults with depression are found to have sleep difficulties.

The rate of clinical depression doubles in caregivers with children who wake up throughout the night because their child can’t sleep!

You and your child need good sleep to have a happy and health life!

How much sleep do you need?

<table>
<thead>
<tr>
<th>Age and Condition</th>
<th>Avg. amount of sleep per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newborn</td>
<td>Up to 18 hours a day</td>
</tr>
<tr>
<td>1-12 months</td>
<td>14-18 hours a day</td>
</tr>
<tr>
<td>1-3 years</td>
<td>12-15 hours a day</td>
</tr>
<tr>
<td>3-5 years</td>
<td>11-13 hours a day</td>
</tr>
<tr>
<td>5-12 years</td>
<td>9-11 hours a day</td>
</tr>
<tr>
<td>Teenagers</td>
<td>9-10 hours a day</td>
</tr>
<tr>
<td>Adults, including elderly</td>
<td>7-8 (+) hours a day</td>
</tr>
<tr>
<td>Pregnant women</td>
<td>8 (+) hours a day</td>
</tr>
</tbody>
</table>

How to get good sleep for adults and children:

1. Develop and maintain a schedule with wind down time (no wild play, bath, books etc.) Night time boring, daytime fun!
2. Use this schedule consistently.
3. Use and maximize the light and the dark.
4. Consistent sleep spot that is comfy and cozy.
5. Start in infancy using “catch phrases” Nite Nite, Sleep Time, Shhhhh and continue those phrases throughout your child’s development.
6. NO SCREEN TIME 1 HOUR BEFORE BED!! For adults and children, it takes your brain 1 hour to calm down after TV, text, computer etc.
What Can a Child Do in Nature?

101 Ideas for Parents Who Have Forgotten —
and for Children Who Have Not Yet Learned

For 21st century American children, play time is most often inside time — and if there’s no electrical outlet, all is lost!

In truth, the ultimate playground is still the natural outdoors, but that’s unfamiliar territory to many of our kids. Even if they make it to a local park, or to the “back forty” of their farm, or even just to a vacant lot, they may not know anything to do there! Sometimes their parents don’t know, either. So here are 101 simple ideas.

Climb a tree
Catch a grasshopper
Dig a hole to China
Pick ripe berries
Smell the flowers
Build a fort
Hide in the bushes
Feel fuzzy plants
Peak into a birdhouse
Burrow through a thicket
Glide on a tall swing
Collect rocks and shells
Whack trees with sticks
Roll down a hill
Gaze at the clouds
Find a secret hide-away
Follow an animal trail
Balance on a log
Toast marshmallows
Marvel at the Milky Way
Run through open fields
Dive into leaf piles

Build an igloo
Sleep in a tent
Catch tadpoles
Zoom down a sledding hill
Dam up a tiny stream
Climb up boulder piles
Skip stones on a pond
Dig up a carrot
Paddle a canoe
Catch a bluegill
Design a tree house
Dig in the sand
Grow a beanpole teepee
Make mud pies
Walk barefoot in dew-y grass
Paint with watercolors
Play Pooh sticks
Find a bright feather
Read books under a tree
Follow raccoon tracks
Spy a turtle on a log
Bicycle through a park
What Can a Child Do in Nature? continued

Snap a photo of a deer
Make a willow whistle
Catch a garter snake
Build a snowman
Splash in puddles
Search for Monarch chrysalises
Make your own waterslide
Chase a cottontail
Whistle a happy song
Sail a walnut-shell boat
Pen a poem
Explode touch-me-not seeds
Splash through a creek
Nap in a hammock
Make a snow angel
Watch a meteor shower
Listen to an owl calling
Catch fireflies in a bottle
Blow dandelion seeds
Create sandbox sculptures
Gather acorns for trading
Climb a hill
Follow ant trails
Watch the sun set
Dig up earthworms
Suck honeysuckle nectar
Fly a kite
Catch snowflakes on your tongue
Plant a vegetable garden
Skip down a boardwalk
Stalk a lizard
Chew on a wild onion
Feed the birds
Listen to bullfrogs
Wear a bedstraw crown
Walk in the rain
Swing on a rope
Have a snowball fight
Start a flower box
Jump from rock to rock
Race a friend
Sniff a lilac bush
Fly maple seed helicopters
Plant a tree
Go on a picnic
Play king of the hill
Find a four-leaf clover
Pick daisy petals
Look under stepping stones
Paint a gourd
Make leaf rubbings
Run through the sprinklers
Start a home bird list
Water the garden
Play hide and seek
Be a chalk artist
Day dream

Green Hearts Institute for Nature in Childhood
Offices at Big Muddy Workshop:
4502 South 42nd Street
Omaha, Nebraska 68107-1059
402-344-8711
www.greenheartsinc.org
kfinch@greenheartsinc.org

Dedicated to restoring and strengthening the bonds between children and nature.

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Trauma-Informed Care for Children Exposed to Violence

Tips for Early Childhood Providers

What happens when children are exposed to violence?

Children are very resilient—but they are not unbreakable. No matter what their age, children are deeply hurt when they are physically, sexually, or emotionally abused or when they see or hear violence in their homes and communities. When children see and hear too much that is frightening, their world feels unsafe and insecure.

Each child and situation is different, but exposure to violence can overwhelm children at any age and lead to problems in their daily lives. Some children may have an emotional or physical reaction. Others may find it harder to recover from a frightening experience. Exposure to violence—especially when it is ongoing and intense—can harm children’s natural, healthy development unless they receive support to help them cope and heal.

What are some of the warning signs of exposure to violence?

Children’s reactions to exposure to violence can be immediate or appear much later. Reactions differ in severity and cover a range of behaviors. People from different cultures may have their own ways of showing their reactions. How a child responds also varies according to age.

**Infants (birth to 12 months)**

Building a sense of security in an environment in which infants can trust parents, family members, and others to lovingly take care of their needs is the most important developmental task of infancy. When infants are exposed to violence, the world begins to feel like a scary place. The attachment process is affected because the environment is not trustworthy and dependable.

Some of the warning signs of exposure to violence for infants include:

- Changes in sleeping and eating patterns
- Clinginess
- Difficulty separating from adults (especially parents)
- Inconsolable crying
- Fear of new things
- Being easily startled
- Sadness

**Toddlers (13–16 months)**

Growing feelings of independence and beginning to use words or gestures to communicate are the key developmental tasks during these months. When children are exposed to violence the development of language, curiosity, and exploratory skills are interrupted.

Some of the warning signs of exposure to violence in toddlers include:

- Difficulty paying attention
- Isolation
- Fearfulness
- Aggressiveness
- Anxious reactions to loud noises
- Stomachaches and other physical complaints
Preschoolers (1½–5 years)

Critical developmental tasks during these years include separating fantasy from reality, realizing how thoughts and feelings are related to consequences, and playing cooperatively with peers.

Exposure to violence during this period may distort children's thinking about themselves and the world around them. Some of the warning signs of exposure to violence include:

- Atypical aggressive behaviors
- An increasing desire to withdraw from those around them
- Repeating the events in play or stories
- Loss of appetite
- Loss of previously developed skills
- Difficulty concentrating

What can early childhood care and education providers do?

There are many ways in which early childhood caregivers can help young children who have been exposed to violence begin the healing process:

- Help children feel safe by having consistent routines and establishing clear and developmentally appropriate expectations for their behavior
- Learn to understand children by observing their daily routines and behavior and identifying any changes
- Help children identify, label, and express feelings
- Help children feel they have control over their lives by providing opportunities to take pride in their accomplishments and accept themselves as unique individuals
- Encourage and model nonviolent ways to interact and play
- Limit children's exposure to violent media
- Learn to deal with difficult behaviors such as fear about separation, breaking the rules, nightmares, and regression

When is professional help recommended?

Certain behaviors may indicate the need to recommend a consultation with a pediatrician, family doctor, or a mental health professional. Here are some behaviors to watch for:

**Infants.** Babies grow so rapidly during their first year that "normal" development varies greatly from child to child. However, it may be necessary to seek professional help if the baby shows no curiosity, extreme passivity, lack of response to adults, and constant difficulties sleeping or eating.

**Toddlers.** Danger signs for toddlers include extended periods of sadness, loss of interest in daily activities, loss of sleep or appetite, and exaggerated fear of being alone. Abrupt changes in behavior, such as hyperactivity, may be another sign of a need for professional guidance.

**Preschoolers.** Early care providers may consider seeking professional help when preschoolers withdraw from adults, peers, and friends; show reactions of panic; appear depressed or unhappy much of the time; act much younger for an extended period; or constantly misbehave in school in ways that are not typical for the child.
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Mandated Reporting

Many children experiencing crises or violence are also at risk for child abuse and neglect. All States have child welfare systems that receive and respond to reports of child abuse and neglect, offer services to families, provide foster homes for children who must be removed from their parents’ care, and work to find permanent placements for children who cannot safely return home.

Domestic violence does not equal child abuse and neglect, and therefore not all cases of domestic violence must be reported to child protective services. When responding to families affected by domestic violence, it is very important to consider simultaneously the safety of the child and the safety of the adult victim.

State by State information on reporting requirements can be found at http://www.childwelfare.gov/systemwide/laws_policies/state.

For more information and resources, please contact the Safe Start Center, a National Resource Center for Children’s Exposure to Violence:

http://www.safestartcenter.org
1-800-865-0965
info@safestartcenter.org

Additional Resources


Sunscreens to avoid on Shine

By Lori Bongiorno and Sarah B. Weir
More from The Conscious Consumer blog

Shopping for sunscreen? The Environmental Working Group's (EWG) newly released 2011 sunscreen guide can help you make smart decisions.

This research and advocacy group recommends a mere 20 percent of the 600-plus beach and sport sunscreens it evaluated. To score high marks in the rankings, a product must be effective -- adequately protect skin from both UVA (which causes premature aging, skin cancer, and other skin damage) and UVB (which causes sunburn) rays. It must also be safe, meaning free of potentially harmful chemicals.

Yahoo! recommends that you upgrade to the faster, safer and enhanced Internet Explorer® 9.

The 2011 products to avoid list contains some popular brands.

EWG's Sunscreens to Avoid:

- Aveeno Active Naturals Hydrosport Sunblock Spray, SPF 85
- Aveeno Sunblock Spray, Continuous Protection, SPF 70
- Banana Boat Kids UltraMist Sunscreen, SPF 110
- Banana Boat Kids UltraMist Sunscreen, SPF 85
- Banana Boat Sport Performance Active Max Protect Continuous Spray Sunscreen, SPF 110
- Banana Boat Ultra Defense UltraMist Sunscreen Continuous Clear Spray, SPF 85
- CVS Extreme Sport Clear Mist Sunscreen Spray, SPF 70+
- CVS Sheer Mist Sunscreen Spray, SPF 70
- Neutrogena Fresh Cooling Sunblock Lotion, Body Mist, SPF 70
- Neutrogena Spectrum®+ Sunblock Spray, SPF 100
- Neutrogena Ultimate Sport Sunblock Spray, SPF 100+
- Neutrogena Ultra Sheer Body Mist Sunblock Lotion, SPF 100+
- Neutrogena Ultra Sheer Body Mist Sunblock Lotion, SPF 70
- Neutrogena Wet Skin Kids Sunblock Spray, SPF 70
- Neutrogena Wet Skin Sunblock Spray, SPF 85+
- Walgreens Sheer Body Mist Sunscreen, SPF 70

How did EWG come up with this list? Each of the products to avoid meets all of these criteria:

- SPF values above 50-plus. Higher SPF products are not necessarily best. In fact, the Food and Drug Administration says these numbers can be misleading. There's a concern that high SPF products may give people a false sense of security and encourage people to stay out in the sun for too long without reapplying sunscreen. It's also important to note that the SPF is based solely on UVB protection.
- Sunscreen sprays. They can fill the air with tiny particles that may not be safe to breathe in, according to EWG.
Sunscreen to avoid on Shine

- Contains oxybenzone and vitamin A. Oxybenzone is a concern because it penetrates the skin, is associated with allergic reactions, and is a potential hormone disruptor. Retinyl palmitate is a form of vitamin A that may not be safe when exposed to sunlight. EWG recommends choosing products with one of these ingredients instead: zinc, titanium dioxide, avobenzone, or Mexoryl SX.

Which products does EWG recommend? Here's a list of its best beach and sport sunscreens.

Unfortunately, some of the safest and most effective sunscreens on store shelves can be expensive so it's worthwhile to shop around for deals. Here are the most affordable products that performed well in EWG's ratings (calculated byYahoo! based on price per ounce).

**Safer, Affordable Sunscreens:**

- Alba Botanica Sun: Mineral Sunscreen Fragrance Free, SPF 30
- Alba Botanical Sun: Mineral Sunscreen Kids, SPF 30
- Aubrey Organics Natural Sun Saving Face Sunscreen, SPF 15
- All Terrain Aquasport Performance Sunscreen, SPF 30
- All Terrain Kidsport Sunscreen, SPF 30
- Baby Ganics Cover Up Baby Sunscreen for Face & Body, Fragrance Free, SPF 50+
- Caribbean Solutions Natural/Biodegradable SolGuard, SPF 25
- Caribbean Solutions Sol Kid Kare Natural Sunscreen, SPF 25
- Earth's Best: Sunblock Mineral Based, SPF 30+
- Goddess Garden Kids Natural Sunscreen, SPF 30+
- Goddess Garden Natural Sunscreen, SPF 30+
- Jason Natural Cosmetics Sunbrellas: Mineral Natural Sunblock, SPF 30
- Johnson & Johnson's Baby Daily Face & Body Lotion, SPF 40
- Mexitan Products Sunscreen Lotion, SPF 50 and SPF 30

**Yahoo! recommends that you upgrade to the faster, safer and enhanced Internet Explorer® 9.**

- Nature’s Gate Mineral Sportblock, SPF 20
- Purple Prairie Botanicals SunStuff, SPF 30
- Solaris Zinc Protection Cream, SPF 38
- Sunbow Dora the Explorer Pink Sunscreen, SPF 30
- Tropical Sands All Natural Sunscreen, SPF 50 and SPF 30
- Vanicream Sunscreen for Sensitive Skin, SPF 30
- Vanicream Sunscreen Sport, SPF 35

EWG also includes ratings for best moisturizers, lip balms, and makeup with SPF.

It's worth noting that using sunscreen is only one part of smart sun protection. Limit your time outside in the middle of the day when the sun's rays are most intense. Wear a hat, sunglasses, and protective clothing (dark and tightly-woven). Get more sun safety tips from EWG.

Check out Yahoo! Green on Twitter and Facebook.

---

http://shine.yahoo.com/event/green/sunscreensto-avoid-2488130/print
Outside the Home

The outdoors! Children should go outdoors every day—for exercise, fresh air, and fun. You and your children will have greater freedom outdoors to jump, hop, swing, look, and listen. Let your children make noise! Remind them about any rules you have for playing outside.

Talk about all the things you and your children see in the sky, near the house or apartment.

- Colors
- Bright sun
- Moon
- Neighbors
- Cars

- Shapes
- Dark clouds
- Stars
- Snow
- Houses
Help your children find animals and insects.

- Tell your children the names of the animals and insects they see and hear.
- Ask your children where they think the animals live, how the insects build their homes, where they get their food.

Help your children dig and plant a garden.

- Talk about each tool you are using and what it does.
- Look at seed packages and vegetables in the grocery store. Then, decide what to plant: Radishes, carrots, and other things that grow fast and that you and your child like are best.
- Remind your children to water the growing plants.
Look up toward the sky at different times of the day with your children.

- Talk about the ways that trees bend and what the clouds look like.

- Look for changes over time—how are the leaves different in the fall from the spring? Are there more or less birds in the sky now than there were last month?

Listen for sounds outside.

- Ask your children to talk about the sounds they hear and where they might be coming from.

- Ask them to name sounds that are the same as inside sounds, different from inside sounds.
Spring Clean Your Body: Top 10 Detox Foods

Want to baby your liver? Keep your GI tract fit? Flush out toxins? These 10 foods — many of them chosen by RealAge experts Drs. Oz and Roizen — can spring clean your body and keep refreshing your vital parts all year round. No need to fast. Just take these three steps:

- "Eat clean," avoiding processed foods and chemical additives.
- Stay well hydrated by drinking lots of filtered water.
- Include some of these 10 foods in several meals throughout the week.

The Detox Top 10

1. **Leafy green vegetables.** Eat them raw in a salad, throw them into a broth, steam them and mix with rice or add to an omelet, or puree them into juices. The chlorophyll in greens helps swab out environmental toxins (heavy metals, pesticides). It's also an all-around liver protector, which your liver needs since it's your major domo detoxifier.

2. **Lemons.** Fresh lemonade made with filtered water will keep you hydrated, and its vitamin C helps convert toxins into a water-soluble form that's easily flushed away. (Add some pureed greens -- see above -- to further bolster your C level.) Here's another cleanse that really works.

3. **Watercress.** Put a handful into salads, soups, and sandwiches. The peppery little green leaves have a diuretic effect that helps the flushing process. Plus cress is a mineral mine, rich in iron, calcium, phosphorus, and potassium.

4. **Garlic.** Add it to everything — salads, sauces, spreads. In addition to the heart-friendly bulb's cardio benefits, it activates liver enzymes. Research also indicates that garlic diminishes a process that creates cancer-causing compounds in your body.

5. **Green tea.** This antioxidant-rich brew is one of the healthiest ways to get more water into your system. Bonus: It contains catechins, which speed up liver activity. Learn more about how to love your liver.

6. **Broccoli sprouts.** They pack 20 times more cancer-fighting, enzyme-stimulating activity into each bite than the grown-up vegetable. Research suggests that eating the sprouts (they have a radish-like taste) kills off H. pylori bacteria that causes stomach irritation and ulcers.

7. **Sesame seeds.** They're credited with protecting liver cells from the damaging effects of alcohol and other chemicals. For a concentrated form, try tahini, the yummy sesame seed paste that's a staple of Middle Eastern cooking.

8. **Cabbage.** There are two main types of detoxifying enzymes in the liver, and this potent veggie helps activate both of them. It's the largest member of the Brassica veggie family, all of which deliver colon-cancer fighting isothiocyanates and vitamin C. Coleslaw, anyone?

9. **Psyllium.** This plant's bursting with soluble fiber, which mops up toxins (cholesterol, too) and helps clear them out. Stir powdered psyllium into juice to help cleanse your colon, or have psyllium-fortified Bran Buds for breakfast. (Start with a small amount and gradually increase your dose as your GI tract becomes used to it.)

10. **Fruits.** fruits, fruits. They're full of almost all the good things listed above -- vitamin C, fiber, nutritious fluids, and assorted antioxidants. Besides, nothing tastes better than a ripe mango, perfect pear, or fresh berries.

**Ultimate Detox Recipe: Easy Wilted Garlic-Sesame Salad**

Toss dark green leafy vegetables in hot, garlicky oil for a cleansing — and delicious — dish.
Spring Clean Your Body: Top 10 Detox Foods on Shine

4 servings, about 65 calories each
1 tsp. olive oil
1 clove garlic, minced
1 lb. spinach, stemmed,
or 1 lb. Swiss chard, stems sliced, leaves torn
or 1 lb. mixture of spinach and watercress
Salt and freshly ground pepper to taste
1 tsp. sesame seeds for garnish

Warm oil in large skillet over medium-high heat. Add garlic and stir until lightly browned, about 45 seconds. Add greens (do in two batches if necessary) and toss until just wilted, 2 to 4 minutes. Season to taste with salt and pepper. Sprinkle with sesame seeds.

Find more healthy recipes with the RealAge Recipe Finder.

How do you like your leafy greens?

Get more health tips from RealAge:
• How young is your body? Take the RealAge Test.
• Don’t take chances on diabetes. Change your life now. Find out what you can do better.
• Take this quiz to find out what’s triggering your headaches.
• Is it allergies, or just a cold? Learn what’s causing those itchy eyes and runny nose.
• Give your skin a checkup, and find out how to keep your skin young.
Try This

Coffee made with skim milk
20 oz. bottle of water or diet soda
12 oz. Crystal Light®
Small glass of 100% fruit juice
Water after exercising
Unsweetened iced tea
8 oz. glass of low-fat or fat-free milk
Child size smoothie
Stock the fridge with cold water
Drink water with meals

Skip That

Coffee made with whole milk
20 oz. bottle of regular soda
12 oz. Sugar sweetened lemonade
Large glass of fruit punch
Sports drink after exercising
Sweetened iced tea
8 oz. glass of whole or 2% milk
Medium smoothie
Stock the fridge with soda
Drink soda with meal

Top 10 Reasons to Eat More Fruits and Vegetables

9. Convenience. Nutritious in any form—fresh, frozen, canned, dried, and 100% juice, so they’re ready when you are.
8. Fiber. Fruits and vegetables provide fiber that helps fill you up and keeps your digestive system healthy.
7. Low in Calories. Fruits and vegetables are naturally low in calories.
6. May Reduce Disease Risk. Eating plenty of fruits and vegetables may help reduce the risk of many diseases, including heart disease, high blood pressure, and some cancers.
5. Vitamins and Minerals. Fruits and vegetables are rich in vitamins and minerals that help you feel healthy and energized.
4. Variety. Fruits and vegetables are available in an almost infinite variety...there’s always something new to try.
3. Quick, Natural Snack. Fruits and vegetables are nature’s treat and easy to grab for a snack.
2. Fun to Eat. Some crunch, some squirt, some you peel, and some grow right in your own backyard.
1. Tastes Great!

*Source: http://www.fruitsandveggiesmorematters.org/?page_id=1477

Strawberry Shortcake

Ingredients
- 1 ½ cups all-purpose flour*
- 2 tablespoons granulated sugar
- 1 tablespoon baking powder
- ½ teaspoon grated orange peel*
- 3 tablespoons unsalted butter or margarine, cut into pieces
- ¾ cup skim milk

Filling
- 2 pints fresh strawberries, sliced
- 1 tablespoon orange juice
- 1 tablespoon granulated sugar
- Vanilla nonfat yogurt and mint leaves for garnish

1. Preheat oven to 450° F. Spray a baking sheet with vegetable cooking spray, set aside.
2. In a large bowl sift together the flour, sugar and baking powder. Stir in the orange peel.
3. Using a pastry blender or 2 knives, cut the butter into the flour mixture until coarse crumbs form. Quickly stir in the milk until a soft dough forms.
4. On a lightly floured surface roll out dough to a ½ inch thickness. Using a 2½ inch biscuit cutter cut out biscuits. Gather trimmings, re-roll, and cut out more biscuits. Place on prepared baking sheet.
5. Bake until golden, about 12 to 15 minutes. Place biscuits on a wire rack and cool slightly.
6. To prepare filling, in a large bowl, combine strawberry, orange juice, and sugar, mix well.
7. Split warm biscuits in half horizontally. Place bottom halves on serving plates. Top each with some filling. Cover with biscuit tops. Serve with remaining filling and garnish with yogurt and mint.

Serves 8

*FDAGR Commodity Foods

Nutrients per Serving: Calories: 206; Total Fat: 5 g; Saturated Fat: 2 g; Trans Fat: 0 g; Carbohydrates: 36 g; Dietary Fiber: 3 g; Protein: 5 g; Sodium: 165 mg; Cholesterol: 6 mg
Rethink Your Drink

Summer months mean sunny days and warm temperatures. You may want to kick back with a refreshing drink, but did you ever stop to think how many calories you are drinking? Not many people realize just how many calories beverages contain. The calories in regular soda, coffee drinks, whole milk products, sports drinks, alcohol, and fruit beverages can really add up and possibly put people at risk for weight gain.

To prevent gulping down “empty” calories, try drinking low-fat or skim milk, 100% fruit juice, and most importantly, water. Water keeps your body healthy. If you don’t like plain water, try adding lemon, lime, or cucumbers for a twist. If you miss the fizzle of soda, try sparkling water with a splash of 100% fruit juice. If you do choose to drink beverages with added sugar, try a small size. It is important for your body to stay well hydrated. So have a refreshing, healthy drink while enjoying this delicious Spinach Dip with fresh vegetables.

Spinach Dip

Ingredients

- 1 can spinach, drained*
- ½ cup chopped green onion
- ½ cup chopped parsley
- ¼ tsp. salt
- ¾ cup plain non-fat yogurt
- ¾ cup low-fat mayonnaise
- Fresh vegetables such as carrot, celery, and bell pepper sticks; and cauliflower florets*

1. Mix the first 5 ingredients in a blender.
2. Serve with fresh vegetables.

Serves 8

*FDPIR Commodity Foods

Nutrients per Serving

Calories: 47
Total Fat: 3 g
Saturated Fat: 0 g
Trans Fat: 0 g
Carbohydrates: 4 g
Dietary Fiber: 1 g
Protein: 2 g
Sodium: 160 mg
Cholesterol: 3 mg
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<tr>
<td>ENG 261-06 ITV Grant Prep and Proposal Writing B. Paap M/W 9:00-10:30</td>
<td>ENG 101-06 IP Composition 1 B. Paap T/TH 9:00-10:30</td>
<td>ENG 261-06 ITV Grant Prep and Proposal Writing B. Paap T/TH 9:00-10:30</td>
<td>ENG 101-06 IP Composition 1 B. Paap T/TH 9:00-10:30</td>
<td>EDC 101-ITV Intro to Early Childhood Ed. T. Nayquonabe 9:00-12:00</td>
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<td>BUS 220-01 ITV Microeconomics L. Arndt M/W 10:30-12:00</td>
<td>ALP 107-06 (2 cr) General Computing S. Wilber T 9:00-11:00</td>
<td>BUS 220-01 ITV Microeconomics L. Arndt M/W 10:30-12:00</td>
<td>NAS 205-06 IP Ojibwe History J. Schleider 9:00-12:00</td>
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<td>BUS/MTH 106-06 Financial Math ITV J. Radtke M/W 12:30-2:00</td>
<td>MTH 112-01 ITV Intermediate Algebra (4cr.) G. Frankiewicz T/TH 10:30-12:30</td>
<td>BUS/MTH 106-06 Financial Math ITV J. Radtke M/W 12:30-2:00</td>
<td>MTH 112-01 ITV Intermediate Algebra (4cr.) G. Frankiewicz T/TH 10:30-12:30</td>
<td>SCI 101-02 Biology w/lab STAFF LAB 1:00-3:00</td>
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<td>HUS 101-01 Poly Intro to Human Services G. Berg T/TH 12:30-2:00</td>
<td>EDC 110-06 BLE Intro to Higher Ed J. Radtke M/W 2:00-3:30</td>
<td>EDC 260-01 Poly Child Guidance T. Nayquonabe M/W 2:00-3:30</td>
<td>EDC 260-01 Poly Child Guidance T. Nayquonabe M/W 2:00-3:30</td>
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<td>HUS 201-01 Poly Intro to Human Services G. Berg T/TH 12:30-2:00</td>
<td>HUS 201-01 Poly Intro to Human Services G. Berg T/TH 12:30-2:00</td>
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<td>BUS 168-08 ITV Casino Lodging &amp; Hotel Mgmt. D. Hegstrom T/TH 3:30-5:00</td>
<td>BUS 168-08 ITV Casino Lodging &amp; Hotel Mgmt. D. Hegstrom T/TH 3:30-5:00</td>
<td>BUS 168-08 ITV Casino Lodging &amp; Hotel Mgmt. D. Hegstrom T/TH 3:30-5:00</td>
<td>BUS 168-08 ITV Casino Lodging &amp; Hotel Mgmt. D. Hegstrom T/TH 3:30-5:00</td>
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<td>NAS 100-06 IP Intro to Ojibwe Culture D. Defoe 5:00-8:00</td>
<td>NAS 100-06 IP Intro to Ojibwe Culture D. Defoe 5:00-8:00</td>
<td>NAS 100-06 IP Intro to Ojibwe Culture D. Defoe 5:00-8:00</td>
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<td>BUS 231-01 ITV Business Law J. McLaughlin 5:00-8:00</td>
<td>DRAFT 5-4-11</td>
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**ONLINE CLASSES:**
- BUS 261-01 Human Resource Management (Ambrose)
- CPS 101-01 Computer Applications (Gorman)
- HTH 130-01 Medical Terminology (Jensen)
- MTH 113-01 Basic Statistics (Frankiewicz)
- NAS 213-01 US Indian Policy and Law (Swanstrom)

**DRAFT:**
- CPS 110-01 Web-Page Development (Fitch)
- HTH 249-01 Contemporary Health Care Issues (Rutter)
- NAS 110-01 Intro to Native American History (Sharlow)
- PSY 242-01 Human Growth and Development (Rutter)

**SOC 111 Intro to Sociology (Sharlowe)**
JOB DESCRIPTION

POSITION: LAUNCH Infant 0-1 Center-Based Teacher

NON-EXEMPT: 29 hours per week per school calendar
This is a grant-funded position and is subject to the ongoing availability of federal (SAMHSA) funding. The Project LAUNCH initiative is projected to end 9/30/13.

LOCATION: Red Cliff Early Childhood Center – Infant Room

PROGRAM: LAUNCH Wellness Program

WAGE: $10.00-$13.00 per hour

SUPERVISOR: Early Head Start Director

GENERAL STATEMENT OF DUTIES:
Serve as additional teacher for an assigned group of eight infants in an Early Head Start center based classroom for 0-1 year olds. The teacher/child ratio is 2.6:1 specifically for the Infant Room. This LAUNCH teacher will remain each year in the Infant Classroom. This position will assist in planning and implementation of educational programs for 0-1 year old infants/toddlers specifically in the 0-1 classroom, which reflect best practices and integration of Ojibwe language and culture when possible into curriculum.

RESPONSIBILITIES:

- Must maintain confidentiality of all child's and family information and records.
- Assist the two Early Head Start (EHS) teachers in Infant 0-1 Year Old classroom with planning and implementing age appropriate child development lesson plans which provides a variety of activities designed to enhance infant and toddlers social, emotional, physical, cognitive, and intellectual development.
- Assist two EHS teachers in classroom with promotion of a safe, attractive and stimulating physical environment for infants and toddlers as well as establishing and maintaining consistency of rules.
- Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.
- Meal times with children will be in a family setting as much as possible. Infants are encouraged, but not forced to eat or taste. Encourage older infants/toddlers in this classroom in self-help and independence skills by involving them in set up and clean up activities.
- Assist the two EHS teachers when needed to maintain accurate daily records on attendance, daily intake, medical log, infant and toddler eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
- Assist with observations of childrens' activities so that EHS teachers can note in Teaching Strategies' Gold
- Responsible for daily sanitizing of room, equipment, and developmental toys in classroom
- Attend meetings when requested for children in this classroom
- Attend initial home visit per family when requested by Infant Room classroom teachers
- Document all your contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
- Collaborate with other staff and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
• Work under supervision of two EHS Infant Room teachers in order to provide necessary services to the 0-1 year old children in this classroom.
• Notify supervisor and Infant Room classroom teachers in advance of any known absences you will have. You are responsible for arranging for your own qualified substitute in your absence and informing director and Infant Room teachers.
• Adhere to all Early Childhood Center policies and procedures and insure that Federal Performance Standards are being met.
• The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.

QUALIFICATIONS/KNOWLEDGE/SKILLS:
• Minimum of associate degree in early childhood education required or currently enrolled in early childhood associate degree program. Program expectations for this position is to satisfactorily complete associates degree within two years from start of employment.
• Preference for BA or BS degree in Early Childhood Education.
• Mandatory Infant/Toddler course needed prior to or during employment
• Knowledge of Ojibwe culture preferred
• Required cultural sensitivity of Native American values, beliefs, community mores
• Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.
• Any education or work experience in working with infants with special needs highly desirable

WORK ENVIRONMENT:
Primary work environment is Early Head Start Infant 0-1 Center-Based Classroom. This position does not travel to other developmental classrooms with the children. This position remains in the Early Head Start Infant 0-1 Center-Based Classroom every year.

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

SPECIAL REQUIREMENTS:
Must be physically able to work with young children, including ability to lift a minimum of 40 pounds, annual health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc. Must attend appropriate staff meetings, Policy Council, and Parent meetings as required.

TRAVEL REQUIREMENTS:
Must have valid driver's license, automobile, and insurance. Must be able to attend local, regional, and national trainings as required.

POSTED: May 26, 2011
DEADLINE: June 9, 2011 AT 4:00 PM

FOR FURTHER INFORMATION CONTACT:

Personnel Department/Red Cliff Tribe
88385 Pike Rd. Hwy 13
Bayfield, WI 54814
(715) 779-3706, Ext. 267
rwYGONIK@REDCLIFF-NSN.GOV
JOB DESCRIPTION

POSITION: Early Childhood Teacher

NON-EXEMPT 40 hours per week. This position is grant funded. Funding for the position ends 6/30/13.

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Department of Indian Education School Readiness

WAGE: $10.00-13.00 per hour, dependant upon qualifications

SUPERVISOR: Department of Indian Education Project Coordinator

GENERAL STATEMENT OF DUTIES: Assist in planning and implementation of educational programming for children by providing enhanced learning opportunities for children ages 3-5 years. This position requires the ability to be a flexible, supportive and collaborative member of a classroom teaching team.

RESPONSIBILITIES:

- Promote kindergarten readiness by focusing on the six key factors identified as contributing to success in kindergarten: children possess the ability to recognize letters, recognize basic numbers and shapes, understand the mathematical concept of relative size, demonstrate a positive approach to learning, and children are in very good to excellent health. The aforementioned activities are implemented in a manner that is grounded in Ojibwe culture.

- Collaborate with teaching staff to provide small group and individual learning experiences for children.

- Facilitate school readiness.

- Must attend weekly and monthly staff and classroom meetings.

- Work collaboratively with Teacher Team with weekly lesson planning and observations.

- The above identified responsibilities are a general description of the primary duty assignments and are not intended to reflect all tasks necessary for this position.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

- A BA degree in Early Childhood Education or related field is preferred. A minimum of an Associates degree/equivalent in Early Childhood Education/related field or current enrollment in an Early Childhood AA program and/or significant prior early childhood teaching experience is required.

- Additional training or education in early childhood development is highly desirable. Prior experience and/or strong desire to work with young children and their families required.
• Strong computer and organizational skills.

• Knowledge of Ojibwe language and culture preferred; cultural sensitivity required.

• Ability to work cooperatively with staff, parents, community members, and other child support systems in the best interest of children is required.

• Must adhere to confidentiality policy and Early Childhood Center standards of conduct, serving as a role model in the community.

• Valid Wisconsin driver’s license required.

WORK ENVIRONMENT: Primary work environment Red Cliff Early Childhood Center.

SPECIAL REQUIREMENTS: Must be physically able to work with young children, annual health exam, TB test, immunizations including Hepatitis B (or sign waiver), and any required trainings.

POSTED:  MAY 25, 2011
DEADLINE:  JUNE 8, 2011 AT 4:00 PM

FOR FURTHER INFORMATION CONTACT:

Personnel Department
Red Cliff Tribe
88385 Pike Rd. Hwy 13
Bayfield, WI  54814
(715) 779-3706, ext. 267 or 268
rwYGONIK@REDCLIFF-NSN.GOV

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

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

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

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

POSITION:    (3) Summer Feeding Helpers- Limited Term Employees

THESE ARE NON EXEMPT LIMITED TERM EMPLOYMENT POSITIONS

THERE WILL BE NO INTERVIEWS FOR THESE POSITIONS. SELECTION WILL BE MADE FROM INFORMATION PROVIDED ON TRIBAL APPLICATION FORM AND RESUME.

LOCATION:    Food Distribution Program

WAGE:    $7.25 per hour, 40 hours. Starting June 13th and ends August 31st.

SUPERVISOR:    Summer Feeding Site Supervisor

GENERAL STATEMENT OF DUTIES:

The Summer Feeding helpers will be responsible for assisting in meal preparation as well as other duties related to food service. It is expected this person will assist in preparing one luncheon meal per day as well as snacks for the participants each day. This person will be required to keep a clean area for food preparation and make sure the kitchen area is sanitized each day. Will assist in the overall clean up of the sites each day as well as perform other duties as assigned.

RESPONSIBILITIES:

-Keep supplies and kitchen safe, clean after each meal/snack.
-Help with proper sanitation of countertops, dishes, containers and utensils.
-Assist in the cleaning of the cooking area each day. Mop floors and wipe down tables.
-Collect trash after each meal served at sites.
-Other duties assigned as the job may require.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

Must be between 18 and 24 years old.
High school diploma or GED preferred.
Prefer individual with knowledge related to food service procedures.
General Assistance or TANF program individual preferred.
Native American preference but all qualified applicants will be considered.

WORK ENVIRONMENT: The primary work completed for this position will be at the Food Distribution Building and at the feeding sites.

POSTED:    May 26, 2011
DEADLINE:    June 3, 2011 AT NOON.

FOR FURTHER INFORMATION CONTACT:

http://redcliff-nsn.gov/Employment/JobOpenings/summer_helper.htm

5/26/2011
REPOSTING

WISCONSIN INDIAN CONSORTIUM SUMMER YOUTH PROGRAM

THE RED CLIFF PERSONNEL OFFICE IS ACCEPTING APPLICATIONS FOR THE WISCONSIN INDIAN CONSORTIUM'S SUMMER YOUTH PROGRAM (SYP).

THERE WILL BE 5 WORKERS, $7.25/HOUR, 24 HOURS/WEEK.

YOUTH HAVE TO BE AT LEAST 14 YEARS OLD AND CAN NOT BE 22 YEARS OLD BY JUNE 10, 2011.

ALL INFORMATION ON THE CERTIFICATION FORM PERTAINS TO THE YOUTH EXCEPT INFORMATION DEALING WITH FAMILY SIZE, FAMILY INCOME AND PUBLIC ASSISTANCE. FAMILY INCOME AND PUBLIC ASSISTANCE IS FOR THE LAST 6 MONTHS. PARENTS MUST PROVIDE PROOF OF INCOME OR PUBLIC ASSISTANCE.

A COPY OF BIRTH OR BAPTISMAL CERTIFICATE, SOCIAL SECURITY CARD, TRIBAL ID OR LETTER FROM ENROLLMENT OFFICE MUST BE TURNED IN WITH THE CERTIFICATION FORM.

IF YOU HAVE ANY QUESTIONS ON THE FORM LEAVE IT BLANK AND SEE ME WHEN IT IS TURNED IN.

THE SUMMER FEEDING PROGRAM WILL HAVE 3 YOUTH WORKERS AT $7.25/HOUR, 40 HOURS/WEEK. THESE WILL BE SELECTED FROM BOTH ELIGIBLE AND INELIGIBLE YOUTH. DEADLINE IS JUNE 10, 2011 AT NOON FOR YOUTH APPLICATIONS.
Home Care Worker  
(Job Number 001171292)

Employer: NICOLET STAFFING  
919 EAST CLOVERLAND DRIVE  
IRONWOOD, MI 49938  
www.nicoletstaffing.com

Work Site County/ies: Bayfield  
On Bus Route? No  
Pay: $8.50 Per Hour to $10.50 Per Hour  
Duration/Hours Per Week: On Call Temporary, 10 to 40 Hours Per Week

This position is an on-call position and cannot guarantee that any work hours will be made available in a given pay period to the employee.

Shift/Work Days: As needed by each individual case  
Monday through Sunday.

Number of Openings: 2

Minimum Requirements of Employer:

Education: High School Diploma/GED Equivalent Desired  
Professional Licenses/Certifications: No Licenses or Certifications Requested  
Vehicle: None  
Drivers License: Class D - Regular (Auto, Light Truck, Moped) Required  
Type: No Endorsement Requested  
Endorsements: 18 or older Required  
Age: No Experience or Qualifications Requested  
Experience/Qualifications: Pre-employment drug screening required.  
Background check required.

Duties and Responsibilities of the Job:

Homemaker duties like sweeping, doing dishes etc and chore care services like mowing grass, raking yard etc.

This position is listed by a private employment agency. The agency is the legal employer. No fee will be charged of the job applicant.

Benefits:

The employer does not provide benefits for this job.

Company Profile:

NICOLET Staffing has been a respected employment service with the corporate office located in Rhinelander, Wisconsin since 1977 with a total of 10 branch offices located throughout the Northwoods. It is an independent, locally owned business started by Lester E. Zunker, a native to Wisconsin. Dedicated to serving the business communities of Northern and Central Wisconsin and the Upper Peninsula of Michigan, NICOLET Staffing supplies qualified personnel in such areas as light industrial, clerical support, production/assembly, home services, general labor and seasonal work. Our list of job classifications is as diversified as a client's requirements. We are proud of our reputation for prompt, dependable and competitive service which is second to none. Years of experience in recruiting, screening and selective matching of workers’ skills and abilities to assignments assures you, the business owner, the best possible placements. Equal Opportunity Employer.

How To Apply:

Apply In Person
NICOLET Staffing
919 E. Cloverland Drive
Ironwood, MI. 49938
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<td>7B CORNFLAKES, PEACHES, TOAST/PEB</td>
<td>8B RICE CRISPIES, MUFF-FIN, ORANGES</td>
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