Attendance Matters

Why does attendance at school every day possible matter? Preschool education in a high quality program is important to school readiness and to reading on grade level by grade 3, a pivotal time in a child’s academic success. Research finds that if young children are chronically absent for more than one year, they are less likely to read proficiently by the end of third grade. Strive to develop strong attendance routines in your family to build a successful lifelong learner.

The ECC offers assistance to families that are struggling to get their child to school every day possible. Please contact your child’s teacher, a family service staff member or any employee at the ECC if you need assistance.

February 2017 Center-Based Attendance %:

<table>
<thead>
<tr>
<th>Location</th>
<th>Attendance %</th>
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<tbody>
<tr>
<td>Waabooz</td>
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<tr>
<td>Amik</td>
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<tr>
<td>Makwa</td>
<td>93</td>
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<td>Esiban</td>
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<td>Mashko</td>
<td>83</td>
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<tr>
<td>Malingan</td>
<td>78</td>
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<tr>
<td>Migizi</td>
<td>88</td>
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ECC Community Sugar Bush

The annual ECC Sugar Bush is an amazing traditional and cultural experience we look forward to sharing with the children and our extended community. Crystal Hurley and Marvin Defoe Jr. will be assisting us this year and would love to teach those that want to learn. Participation is welcomed each and every day! Once the season is in full swing we will need help collecting sap daily and boiling daily.

This season, tapping will take place at the Little Sand Bay Camp Ground. Boiling will take place largely at Crystal and Marvin’s and also on-site at the ECC. We are also excited to share that we will be working with Bayfield High School instructor Rick Erickson and his students to have some of the sap run through the school’s new reverse osmosis machine which will cut boiling time in half and be a great learning experience for all.

If you’d like to help out in any way or just come observe and learn please contact Crystal or Marvin at 779-5514. They would be happy to have you, your family and friends! Or stop in anytime at their home or at the ECC.

**Watch for flyers about field trips; please know anyone is welcome anytime**

Miligwech to this year’s sponsor: Red Cliff Circles of Care Project
**Onaabani-Güzis**  
*(Hard Crust on the Snow Moon)*  
March 2017

*Watch for Flyers* about SUGAR BUSH

<table>
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<tr>
<td></td>
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<td>ECC parent Teacher Conference</td>
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**SPRING AHEAD**

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**ECC CLOSED for Spring Break**  
March 27th-March 31st

<table>
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<tr>
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Head Start Lesson Planning @8:00
Newsletters Due
Boozhoo parents, we have been learning a lot of new things in the classroom. Here are just some of them...

**Violet:** Learned how to walk, she is now working on her balancing skills.

**Ezmae:** Knows where all her body parts are, so we’ve been listening to the “Head, Shoulders, Knees, and Toes” song to see if we can get it down.

**Cynthia:** Is getting better at her fine motor skills; we give her a marker and she knows how to do the back and forth motion.

**Mathias:** Is learning to army crawl, he gets so excited when he can move around to get the toys he wants.

**Felix:** Learned how to walk and is now trying to figure out the balancing part of it, he is slowly making progress.

**Layne:** Learned how to army crawl around, now he is working on getting up on his hands and knees to get around.

**Alexander:** Alexander can go from his back to his tummy, he enjoys tummy time at school when playing with toys.

**Mason:** Has been doing a great job with her fine motor skills, she is getting better at using her utensils during lunch and breakfast instead of her hands.

*Migwetch,*
*Ms. Tiff, Ms. Ang, and Mrs. Judy.*

718.779.8030 x 224
This month we will be working on tree study, sugar bush, and dream-catchers. We will be learning how to tap trees, and learn how they make syurp; we also will be able to taste it! :) Students will be doing leaf rubbings, mitig coloring, leaf painting, and making paper plate dream catchers.

We do go outside everyday (weather permitting) so please bring extra cloths.

Thank you! Ms Kelsey & Ms Teresea :)

Dear Parents,

February may have been a short month, but with our longer school day we were able to do much more daily activities. Your children seemed to especially enjoy our Valentine’s Day projects and music study.

Sugar bush, dreamcatchers and a tree study are the school themes for March. We have many fun and educational activities planned. We are excited to write as well that all of your children will have the opportunity to take a school bus field trip to the sugar bush. We will keep you posted as to the field trip dates.

March too brings parent/teacher conferences. We look forward to visiting with you.

Ms. Maggie and Mr. Fred
NEWS AND PLANS

We have transitioned into our extended day. This month we will learning about the Sugar Bush, tree study and dream catchers.

We will be posting schedules for parent teacher conferences. Please pick a time that works best for your family!

REMINDERS

• Parent teacher conferences 3/3 and 3/10
• SPRING BREAK—3/17-3/31 See you Monday 4/3

OJIBWE MOWIN

• Mitig-tree
• Inihartig-maple tree
• Negwaak-waan-tap tree
• Nagamo-sing

WHAT WE ARE DOING

Pamela—sorts objects by color.
Randall—puts together the alphabet puzzle.
Joe—shares with his friends.
Emma—works hard on shape identification.
Jalen—makes towers with blocks.
Marta—Is identifying letters.
Elizabeth—re-tells stories we read in the classroom.
Cali—dresses herself to go outside.
MARCH NEWS

We had so much fun in February learning about different instruments and all sorts of music. The children were able to play the piano, guitar, flute, recorder, drum and more. We also learned about how the post office runs and sending Valentines cards to friends.

For this month, we will focus our learning around the Sugar Bush, Dream-catchers, and Woodwork-ing/Tree study.

Watch for flyers for field trips to sugar bush for times and place. We would love to have families come along!!! :0)

We also invited a very talented person to show the children his dream catchers and will play his flute—Scooter Charotte.

MIIGWECH!!

Calendar of Events

March 3 and 10  Parent/Teacher Conference
March 12  Daylight Savings-spring ahead 1 hour
March 27-31  ECC CLOSED  Spring Break

Ms. J, Ms. Karen and Ms. Becca

The children like the outside time and enjoy doing many things.

Sliding
Shoveling
Digging
Running
Swinging
Throwing, kicking, catching balls
And more. So, please make sure your child has all their outer winter wear and extra clothes.

MIIGWECH!
Boozhoo Families!!

Spring is on it's way!! Friendly REMINDER to be looking for flyers about our Sugar Bush times and days.

In the next few weeks we will be learning about many different kinds of trees, dream catchers, sugar bush and will continue to focus on turn taking, sharing, counting, number and letter recognition, writing names, shapes, and self help skills. We like to put out a Chi- Miigwech to all the families for sending appropriate clothing this winter, and having patience with us!!

We welcome VOLUNTEERS to come help with sugar bush!! Visiting our classroom and being part of our daily routine there is always a open door. If you like to join us for breakfast, lunch or outside time would be appropriate at those times children love to show off their classrooms. REMINDER we start at 7:45am and end at 3:15pm daily, if your child/children will NOT be in please give us a call by 9am. If your child is NOT in by that time we will not be expecting them for the day. We take our attendance policy very serious and your child is very important to us!! We love having them with us daily.

Miigwech, Ms. Alicia and Ms. Patsy
The month of March we will be working on Sugar Bush, dream catchers, and a tree study.

We will be making snow shoes out of cardboard and trying to walk in them.

Another thing we will be doing is watching apple tree to see how long it will take to and graphing a branch from an have blossoms.

Hopefully we will be able to go on a field trip and start to tap the trees for syrup. There will be a lot of discussion about sugar bush, tapping trees, getting sap and turning it into syrup.

With the warmer weather we like to dress with less clothes, but we still need the children to have boots, or water boots because our playground is very wet and we do not have extra boots. Check the back packs daily because they may have all your child’s wet clothes in it.

REMINDER: PARENT TEACHER CONFERNCES ARE MARCH 3RD AND 10TH. SPRING BREAK IS MARCH 27TH-30TH.

Diann, Linda, Kathy
Agongos
Home Based March News

The first two weeks of this month we will be focusing on parent teacher conferences and discussing any concerns and/or goals for the next half of this school year.

Throughout the month we will also be bringing in more PAT activities and Ojibwemowin handouts!

March Ojibwemowin

- Ziigwan: Spring
- Aabinoojiiyens: Baby
- Gisinaa: Cold (weather)
- Aagime: S/he snowshoes

Aaniin ezhiwebak!

What’s Happening!

- Home Base Social: Mar. 3rd: 10-Noon
- ECC Parent/Teacher Conference: 3rd & 10th
- Daylight Savings Time: Mar. 12th
- Home Base Social: Mar. 17th: 10-Noon
- ECC is CLOSED for Spring Break from Mar. 27th-31st.

Miigwech!

- Haley ext. 236
- Michelle ext. 237
- Amaris ext. 238

“Apane ji-mikwendamang gaa piimiinigooyang Anishinaabe bimaadiziiwin!”
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<td>ANGELA BERG</td>
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<td>Mailiingan</td>
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<td>ASHLEY PETERSON</td>
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<td>CAITLIN PENHOLLOW</td>
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<td>DEE GOKEE-RINDAL</td>
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<td>DIANN VIATER</td>
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<td>FRED PILLINGER</td>
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<td>HALEY HYDE</td>
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<td>Waabooz/Amik</td>
<td>226</td>
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<td>JAMIE GOODLET</td>
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<td>Makwa Office</td>
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<tr>
<td>JENNIFER DEFOE</td>
<td>233</td>
<td>Esiban Office</td>
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<td>JUDY BOUTIN</td>
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<td>JULIE ERICKSON</td>
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<td>Waabooz</td>
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<td>KATHY HASKINS</td>
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<td>Amik</td>
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<td>Amaris</td>
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<td>Michelle</td>
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<td>NICOLE BOYD</td>
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<td>MIKINAAK (Large Motor)</td>
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<td>PATT KENOTE-DEPERRY</td>
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<td>REBECCA BOYD</td>
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<td>SARAH DERAGON</td>
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<tr>
<td>SHANNON JOHNSON</td>
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<td>Memengwaa Fax - 715-779-3239</td>
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<tr>
<td>TERESA WEBER</td>
<td>225</td>
<td>Main Fax - 715-779-5046</td>
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<td>TERRY NEWAGO JR</td>
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<tr>
<td>TIFFANNIE HANSON</td>
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Updated 02-20-17 alp
Exclusion Criteria

The Red Cliff E.C.C. uses the following criteria to determine whether to exclude children with short-term illnesses:

- The child does **not feel well** enough to participate in the usual activities of the program.
- The child has a confirmed **communicable disease**.
- The staff cannot care for the sick child without interfering with the care of the other children at the facility.
- The child maintains a **fever** and/or has indications of possible contagious disease or an immediate need for medical evaluation.
- The child has been **vomiting** or has had **diarrhea** within the last 24 hours.
- The child has a **sore throat**, **frequent cough**, **eye inflammation**, **rash**, or **lice/nits**.
- Teachers should seek additional staff opinion when evaluating a child for possible exclusion.
- Parents and guardians cannot insist that the E.C.C. accept an ill child.
- Parents must contact the ECC if medication for fever and/or illness has been provided at home within the last 24 hours before the child attends the Center.

Communicable Diseases:

1. Chicken Pox
2. Fifth Disease
3. Scabies
4. Measles
5. Pink Eye
6. Impetigo
7. Mumps
8. Influenza
9. Hepatitis
10. Pertussis
11. Hand, Foot, Mouth Disease

Home Base Policies

Parents must call their home-based teacher to cancel the visit if:
* Their child does **not feel well** enough to participate in the visit.
* Their child has a confirmed **communicable disease**.
* Their child maintains a **fever** and/or has indications of possible contagious disease or an immediate need for medical evaluation.
* Their child has been **vomiting** or has had **diarrhea** within the last 24 hours.
* Their child has a **sore throat**, **frequent cough**, **eye inflammation**, **rash**, or **lice/nits**.
2017 ECC Sugar Bush Field Trips

Wednesday, March 8th:
Mashkodebzhiki and Esiban

Thursday, March 9th:
Maiingan & Migizi

Bus will leave ECC at 9:15am
Return by 11:00am

ECC WILL BE TAPPING
at Little Sand Bay Camp Ground!!
Families/Parents are encouraged to attend. Home Bose families are welcome to join us on any of the field trips.
We will be boiling at the ECC; stop in anytime!

If you have any questions, please contact
Cindy (ext 253) or Jenny (ext 233) at 779-5030.

Miigwech to this year’s sponsor: Red Cliff Circles of Care Project
Relationships Matter Class

Wednesdays, 5:00-7:00 pm  ■  Red Cliff Early Childhood Center
Six Sessions  ■  April 12-May 24  ■  For Individuals or Couples

Relationships really matter! They impact our health, happiness, our children and even our financial wellbeing. Children and adults thrive in an environment of healthy relationships. Learn skills for all kinds of relationships: couple, parenting/grandparenting, caregiving, friendships, even work. Covers:

- Communication, respect, problem solving, conflict management
- Stress management and mindfulness
- Identifying and keeping healthy relationships

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

6 sessions  ■  Free!  ■  Dinner and Childcare Included
Wednesdays, 5:00-7:00 p.m.  ■  Red Cliff ECC  ■  Starts April 12

Incentives for Participants!

Sponsored by:

Circles of Care

Registration Required  ■  Space is Limited.  ■  Register: 715-779-5030 x 252

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Requests will be kept confidential.
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<td>Bazigwii</td>
<td>S/he stands up</td>
</tr>
<tr>
<td>3</td>
<td>Niibawi</td>
<td>S/he is standing</td>
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<td>4</td>
<td>Bimose</td>
<td>S/he is walking</td>
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<td>5</td>
<td>Bimibatoo</td>
<td>S/he is running</td>
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<td>6</td>
<td>Gwaashkwani</td>
<td>S/he is jumping</td>
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<td>Gwaagwaashkwani</td>
<td>S/he is skipping/hopping</td>
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<td>Akwaandawe</td>
<td>S/he is climbing up</td>
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<td>Niisaandawe</td>
<td>S/he is climbing down</td>
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<td>Niisibizo</td>
<td>S/he is flying/driving down</td>
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<td>Niisibatoo</td>
<td>S/he is running down hill</td>
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<td>Zhooshkobizo</td>
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<td>13</td>
<td>Bimise</td>
<td>S/he is flying</td>
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<tr>
<td>14</td>
<td>Bagizo</td>
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<td>15</td>
<td>Bimoode</td>
<td>S/he is crawling</td>
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<tr>
<td>16</td>
<td>Niimi’</td>
<td>S/he is dancing</td>
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<tr>
<td>17</td>
<td>Nagamo</td>
<td>S/he is singing</td>
</tr>
<tr>
<td>18</td>
<td>Agindaaso</td>
<td>S/he is reading/counting</td>
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<tr>
<td>19</td>
<td>Wiisini</td>
<td>S/he is eating</td>
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<tr>
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<td>S/he is standing in line</td>
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Ham Dinner March 5th

Tasty ham dinner with mashed potatoes, veggie, homemade dinner roll, dessert and lemonade...

- Legendary Waters Wike-wong Restaurant
- 1pm—4pm
- Raffles
- Adults $10
- Kids 4 to 12 $5
- Under 3 free

All proceeds benefit the Bayfield music department trip to NYC

For more information contact Kathy Barri @ 715-779-3877 or Debbie Topping at 715-779-5173
2017 Annual

$7 All-You-Can-Eat Kids 3 & Under

Red Cliff Volunteer Fire Department

Pancake Breakfast

All U Can Eat Pancakes w/ Sausage & Juice

Sunday March 5

7 AM to Noon

Located at

Legendary Waters Resort & Casino
3 Miles North of Bayfield on Highway 13
Event Center (800) 226-8478

An Annual Bayfield Winter Festival Event
Ganawendaawasodaa
(let’s take care of our children!)

Child Safety & Injury Prevention
Workshops/Training:
Child Passenger Safety and SIDS/Shaken
Baby Prevention

A light meal and
certificates will be
provided

@ The Legendary Waters
Event Center

There will be two sessions:
On March 8th
Morning Session @ 8:00 AM—11:15 AM
Evening Session @ 5:00 PM—8:15 PM
40 spots available for each session
You have until Mar. 3rd to register
Call Gabby @ 715-779-3707 ext. 2247
To reserve your spot

Childcare will be available

Sponsored by
Native Connections
Young Child Wellness Council
Zaagichigaazowin Home Visiting

Circles of Care
Red Cliff Community Health Center

Car Seat Program

Receive and learn how to properly install a car seat!

- 1 seat per child, per family
- Seats are free of charge
- Available to Red Cliff Tribal Members and Red Cliff Community Members
- Installations are available on most Mondays
- Appointments take at least 1 hour

For questions or to set up an appointment call or email:

Derek Gordon @ 715-779-3707 ext. 2319
dgordon@redcliffhealth.org
2017 WIC pick up days

January 3rd, 9th, and 10th
February 6th, 7th, 13th, and 14th
March 6th, 7th, 13th, and 14th
April 3rd, 4th, 10th and 11th
May 1st, 2nd, 8th, and 9th
June 5th, 6th, 12th, and 13th
July 3rd, 10th and 11th
August 1st, 7th, and 8th
September 5th, 11th, and 12th
October 2nd, 3rd, 9th, and 10th
November 6th, 7th, 13th, and 14th
December 4th, 5th, 11th, and 12th

Any questions please call the Red Cliff Community Health Center @ 715-779-3707 ext. 2261.
9th Annual Bayfield School Pow-Wow

"Nibi Bimaadiziwin"

(Water is life)

**Friday March 10th**

Feast 5pm - Turkey Dinner - Bayfield School Cafeteria

Grand Entry 6pm - Bayfield School Gym

Omaa Bi-izhaayeg! Come here, to celebrate our Nibi (Water) and Mino-bimaadiziwin (the good life), with our community.

**Arts and crafts vendors ONLY, Maximum ten spots.**

For more information; or to sign up to reserve a vendor spot, Contact OLRG Advisors Kasie Gokee or Richard Lafernier at 715-779-3201 ext 420 kgokee@bayfield.k12.wi.us

Ojibwe Language Revitalization Program 2016/17
Bad River Education & Career Fair

Friday, March 17
9:00am - 6:00pm

Bad River Casino Convention Center

Allow us to help you achieve your goals!

Bad River Education Opportunities
Resume Building
Job/Career Opportunities

BUFFALO

EDUCATION IS OUR
2017 Red Cliff Spring Schedule
WITC - GED/HSED & Adult Education Classes

Tuesdays, 12:00 – 3:00 p.m.
Jan 24-May 16th, 2017

Enroll Today!

FOR SPRING CLASSES!

GED/HSED and Adult Education Classes Available at:

Red Cliff Library

Earn your GED/HSED or just brush up on your basic skills in Reading, English, Grammar, Science, Social Studies, and Math -- that you will need to continue your education or enter the workforce with confidence.

Courses are self-paced with instructor assistance, and you can enroll at any time during the term.

Classes are FREE!

Spring Schedule
Tues. Jan 24-May 16th, 2017

Tuesdays, 12:00 – 3:00 p.m.

Instructor: Theresa Beckman

Be the Next GED SUCCESS STORY

revised 1-4-17
Emergency Wildland Firefighter

**THIS IS EMERGENCY WORK THAT IS FOR SHORT DURATIONS:
1-DAY MINIMUM TO 21-DAY MAXIMUM**

Minimum Requirements:
- Online Training: 32 hours
- Field Exercises: 8 hours
- Physical Fitness Test: 3-mile hike with 45-lb. weight vest in 45 minutes
- Medical Exam and Drug Screening

Contact Dave Pergolski, Fire and Fuels Manager BIA Great Lakes Agency, if interested in learning more or to sign-up!
david.pergolski@bia.gov
(715) 685-2374

Excitement, Outdoor Work, Travel, Good Pay ($18/hr), and Helping Protect America’s Wildlands and Rural Communities

Wildland firefighter skills include:

- Hiking, climbing, or other outdoors experience
- Good health and physical fitness
- Familiarity with living and working for extended periods of time outdoors
- Skill in operating power equipment, such as chainsaws, safely and productively
- Experience working in lengthy shifts doing hard, physical work outdoors
- Experience working in a crew setting requiring teamwork

Risks include smoke inhalation, fire entrapment, snake or insect bites and stings, exposure to excessive machinery noise, and falling or rolling material. Personnel must adjust and cope with exposure to weather elements, dust, smoke, poor bivouac and eating situations under unpredictable circumstances. Personal protective equipment is provided and required to be worn at all times.
Consumer Resources

Health Reform's Marketplace & BadgerCare Plus Programs

Navigator Agencies:
Northwest WI CEP, Inc.
1-888-780-4237; www.nwcep.org

Workforce Connections, Inc.
1-800-742-6627; www.workforceconnections.org

Workforce Resource, Inc.
1-800-472-5522; www.workforceresource.org

Covering Wisconsin
608-261-1455; www.coveringw.org

Forest County Potawatomi Community
715-478-7200; www.fcpotawatomi.com

Additional Resources:
ABC for Health, Inc.
1-800-585-4222; www.abcforhealth.org

ABC for Rural Health, Inc.
715-485-8525; www.abcforuralhealth.org

HealthWatch Wisconsin:
www.healthwatchwisc.org

3 Steps to Health Care Coverage:
www.safetyweb.org/healthwatchw/3steps.html

Video Series on Health Reform and BC+:
www.safetyweb.org/healthwatchw/caseltips.html

State & Federal Contacts

Health Reform's Marketplace
1-800-318-2596; www.healthcare.gov

US Department of Labor: www.dol.gov/

BadgerCare Plus:
www.badgercareplus.org/

WI Office of the Commissioner of Insurance: 1-800-236-8517; oci.wi.gov/

Advocacy and/or Legal Services

ABC for Health, Inc.: 1-800-585-4222
www.abcforhealth.org

Disability Rights WI: 1-800-928-8778
www.disabilityrightswi.org

Wisconsin Family Ties: 1-800-422-7145
www.wifamilyties.org/

Wisconsin Judicare, Inc.: 1-800-472-1638
www.judicare.org/

Legal Action of Wisconsin: 1-800-362-3904
www.legalaction.org/

Legal Aid Society of Milwaukee:
414-727-5300; https://lasmilwaukee.com/

AIDS Resource Center of WI: 800-878-6267
www.arcw.org

ABC for Health is a Wisconsin-based, nonprofit public interest law firm dedicated to linking children and families, particularly those with special needs, to health care benefits and services. ABC provides the community the information, advocacy tools, legal services, and expert support they need to secure health care coverage and services.

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Healthy Sleep Habits: How Many Hours Does Your Child Need?

From infants and toddlers to school-aged kids and teens, parents want to know how many hours of sleep are recommended. While it's true that sleep needs vary from one person to another, there are some very reasonable, science-based guidelines to help you determine whether your child is getting the sleep he or she needs to grow, learn, and play.

Childhood Sleep Guidelines

The American Academy of Sleep Medicine (AASM) provides some helpful guidelines regarding just how much sleep children need at different stages in their development. Keep in mind that these numbers reflect total sleep hours in a 24-hour period. So if your son or daughter still naps, you'll need to take that into account when you add up his or her typical sleep hours.

Recommended Amount of Sleep for Pediatric Populations*

<table>
<thead>
<tr>
<th>Age</th>
<th>Recommended Sleep Hours per 24 Hour Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants: 4 to 12 months</td>
<td>12 to 16 hours (including naps)</td>
</tr>
<tr>
<td>Toddlers: 1 to 2 years</td>
<td>11 to 14 hours (including naps)</td>
</tr>
<tr>
<td>Preschoolers: 3 to 5 years</td>
<td>10 to 13 hours (including naps)</td>
</tr>
<tr>
<td>GradeSchoolers: 6 to 12 years</td>
<td>9 to 12 hours</td>
</tr>
<tr>
<td>Teens: 13 to 18 years</td>
<td>8 to 10 hours</td>
</tr>
</tbody>
</table>

*The American Academy of Pediatrics (AAP) has issued a statement of endorsement supporting these guidelines from the American Academy of Sleep Medicine (AASM).

Do those numbers surprise you?

So, are you sending your child off to bed early enough? If those numbers are surprising to you, you're not alone. Working (English/family-life/work-play/Pages/Working-Parents.aspx) and single parents (English/family-life/family-dynamics/types-of-families/Pages/Stresses-of-Single-Parenting.aspx), especially, are often forced to get by on 5, 6, or even fewer hours of sleep each night. This is likely impacting your own social and mental functioning, as well as increasing your risk for other health problems. It might be tempting to think that your children can also get by with less sleep than they need, or that they should be able to cope fairly well with a few skipped hours here and there. However, all children thrive on a regular bedtime routine (English/healthy-living/oral-health/Pages/Brush-Book-Bed.aspx). Regular sleep deprivation often leads to some pretty difficult behaviors and health problems—irritability, difficulty

https://www.healthychildren.org/English/healthy-living/sleep/Pages/Healthy-Sleep-Habits-...   2/24/2017
TIPS for parents of Babies

It's never too early to read to your baby. As soon as your baby is born, he or she starts learning. Just by talking to, playing with, and caring for your baby every day, you help your baby develop language skills necessary to become a reader. By reading with your baby, you foster a love of books and reading right from the start. The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Snuggle up with a book**
  When you hold your baby close and look at a book together, your baby will enjoy the snuggling and hearing your voice as well as the story. Feeling safe and secure with you while looking at a book builds your baby’s confidence and love of reading.

- **Choose baby-friendly books**
  Books with bright and bold or high-contrast illustrations are easier for young babies to see, and will grab their attention. Books made of cloth or soft plastic (for the bathtub) or “board books” with sturdy cardboard pages are easier for a baby to handle.

- **Keep books where your baby can reach them**
  Make sure books are as easy to reach, hold, and look at as toys. Remember, a baby will do with a book what he does with everything else—put it in his mouth. And that’s exactly what he’s supposed to do, so you may only want to put chewable books within reach.

- **Talk with your baby—all day long**
  Describe the weather or which apples you are choosing at the grocery. Talk about the pictures in a book or things you see on a walk. Ask questions. By listening, your child learns words, ideas, and how language works.

- **Encourage your baby’s coos, growls, and gurgles**
  They are your baby’s way of communicating with you, and are important first steps toward speech. Encourage attempts to mimic you. The more your baby practices making sounds, the clearer they will become. Go ahead and moo, woof and honk!

- **Give baby a hand!**
  Encourage your baby to pick up crackers or peas, touch noses and toes, point to pictures and grab toys. The muscles in those little hands will grow strong, agile, and ready to turn pages.

- **Develop a daily routine (and make reading a part of it)**
  Routines can soothe a baby, and let a baby learn to predict what will happen next. The ability to predict is important when your child is older and is reading independently.

- **Sing, Read, Repeat**
  Read favorite stories and sing favorite songs over and over again. Repeated fun with books will strengthen language development and positive feelings about reading.

- **“Read” your baby**
  Pay attention to how your baby reacts to the book you are reading. Stop if your baby isn’t enjoying the story and try another book or another time.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.
TIPS for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It’s never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

- **Read together every day.**
  Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

- **Give everything a name.**
  Build your child’s vocabulary by talking about interesting words and objects. For example, “Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?”

- **Say how much you enjoy reading.**
  Tell your child how much you enjoy reading with him or her. Talk about “story time” as the favorite part of your day.

- **Read with fun in your voice.**
  Read to your child with humor and expression. Use different voices. Ham it up!

- **Know when to stop.**
  Put the book away for awhile if your child loses interest or is having trouble paying attention.

- **Be interactive.**
  Discuss what’s happening in the book, point out things on the page, and ask questions.

- **Read it again and again.**
  Go ahead and read your child’s favorite book for the 100th time!

- **Talk about writing, too.**
  Mention to your child how we read from left to right and how words are separated by spaces.

- **Point out print everywhere.**
  Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

- **Get your child evaluated.**
  Please be sure to see your child’s pediatrician or teacher as soon as possible if you have concerns about your child’s language development, hearing, or sight.

Visit [www.ReadingRockets.org](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.
5 Ways to Build Math into Your Child's Day

By Laura Bilodeau Overdeck
Laura Bilodeau Overdeck and her husband have been doing nightly math problems with their kids for years. Laura developed Bedtime Math to share with other families some fun math riddles and other ways to incorporate math into daily routines.

Math is everywhere. That's great news for parents, because we can talk with our kids about math in fun, natural ways. And that kind of math-talk is really important.

Studies show that a child's math skills at kindergarten entry are a better predictor of future academic success than reading skills, social skills, or the ability to focus. As parents, we can give our kids a head start by helping them get comfortable with math concepts like measuring and counting at
More Learning & Development:

Explore the Great Outdoors with Your...
Is the School Ready for Your...
"I Helped Mama Too!" Cooking...
10 Cajas Temáticas para Aprender
10 cosas que los padres deberían saber...

measuring a ½ cup or a ¼ teaspoon gets you working with easy fractions. At a more basic level, kids love counting out chocolate chips. (And so do the parents; we speak from experience!)

Ask your child: How many chocolate chips do you think it will take to fill one cup? How many for 1/2 cup? Count together and see how close you came to the right answer.

1. Bake something together

You can't help but use math when you're baking. Doubling recipes requires multiplying, halving a recipe requires dividing, and measuring a ½ cup or a ¼ teaspoon gets you working with easy fractions. At a more basic level, kids love counting out chocolate chips. (And so do the parents; we speak from experience!)

Ask your child: How many chocolate chips do you think it will take to fill one cup? How many for 1/2 cup? Count together and see how close you came to the right answer.

2. Measure, count, and record

Most kids love stopwatches, and watching the seconds tick by gives them opportunities to practice counting. Measure distances and heights. Count jumping jacks, push-ups, or consecutive kicks of a soccer ball.

Ask your child: How far can you throw a ball? Take a guess, then throw the ball as far as you can and measure the distance. How many jumping jacks can you do in a minute? Try it! How many times can you jump rope or bounce a ball without missing? Count and see.

3. Build something together

Big or small, any project that involves measuring includes counting, adding, and multiplying. It doesn't matter whether you're making a clubhouse out of shoeboxes or building a genuine tree house. Legos and other building toys are wonderful tools for incorporating both numbers and spatial thinking into playtime.

Ask your child: How high can you build that stack of Legos? How many Legos do you need to stack to reach as high as the coffee table?

Can you make a square? A rectangle? Other shapes? Talk about the shapes of whatever your child has created.
4. Plan dinner or a party

Whether you're planning a party or just getting ready for a family dinner, there are plenty of math concepts involved. Have your child help set the table and count out the plates, napkins, and silverware. For a party, have your child help with the shopping. You know you're going to have to do some math since all of those plates, balloons, and party favors are packaged in different quantities!

Ask your child: How many plates, napkins, and forks do you need for dinner?
If you're inviting 10 guests to a party, and the plates come 8 to a pack, how many packs are you going to need? How many are going to be left over?
If you're not planning a party in the near future, get creative. Why not host a tea party for your child's favorite stuffed animals?

5. Mix in math to your bedtime reading

Most families read to their children at night. Why not add a math problem to the mix? Here's one to try.
Melt in Your Mouth
No matter how much you love your favorite snack (apples, marshmallows, pound cake), it probably tastes even better dipped in something warm and gooey. That's what you do when you eat fondue. You fill the fondue pot with cheese or chocolate, put it over a hot flame, and then dip pieces of food into the yummy meltedness using long skinny fondue forks.

It all started with cheese fondue in a Swiss recipe in 1699, but since then we've added meat fondue (where you carefully cook chunks of steak in hot oil) and, of course, chocolate fondue. But you have to pay attention while dipping: Some say that if you drop your apple slice in the pot, you have to kiss the person to your left.

Ask your 3 or 4-year old: If you dip 2 apple slices and 3 banana slices into your fondue, how many pieces did you dip?
Ask your older child: If there are 2 people sharing cheese fondue and everyone wants 3 apple slices, how many apple slices do you need to serve?

There are plenty of other ways to keep kids thinking about math—board games, stickers, and stargazing, to name a few. The important thing is just to encourage your child to see the numbers all around us and to keep things fun. This is how we'll raise a next generation that thinks math is cool!
Laura Bilodeau Overdeck is a math-lover, mother of three, and founder of Bedtime Math Foundation, a new nonprofit that seeks to make math a fun part of kids’ everyday lives. Visit www.bedtimemath.org for more math ideas to try at home.


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Category: Music, Math & More
Math Talk with Infants and Toddlers

Will teases Maya, his 8-month-old daughter. He pauses for a moment and Maya signs "mom." Will laughs. "You want more? Okay, here it comes!" When the bowl is empty, Will says and signs, "All gone. Maya ate her food. All gone." Maya looks at him and smiles.

Children develop math concepts and skills very early in life. From the moment they are born, babies begin to form ideas about math through everyday experiences and, most important, through interactions with trusted adults. Language—how we talk with infants and toddlers about math ideas like more, empty, and full—matters.

Math is everywhere!

We use basic math language all the time, without realizing it. For example, when we separate clothes by color, we’re using the math concepts of sorting and classifying.

Even without our support, infants and toddlers use math concepts to make sense of their world. For example, infants like Maya signal when they want more food. More is one of the first math concepts understood by children. Babies tell us—often dramatically—that they know the difference between familiar and unfamiliar adults. Toddlers try to climb into boxes of various sizes and say words and phrases from familiar stories or songs that use repetition (patterns).

We can make the math that occurs in daily life visible to children through math talk. Each day offers us countless opportunities to help children deepen their understanding of math concepts. The more we talk math, the better chance infants and toddlers have to build a positive attitude toward math learning and learning in general.

Basic math concepts

When we are aware of early math concepts, we can be more thoughtful in our everyday interactions with infants and toddlers. Here are five basic math concepts that can be woven into our everyday conversations with infants and toddlers.

1. Number and operations—understanding the concept of number, quantity, order, ways of representing numbers, one-to-one correspondence (that one object corresponds to one number), and counting.
• "You have two eyes, and so does your bear. Let's count: 1, 2.*
• "I have more crackers than you do. See, I have 1, 2, 3, and you have 1, 2. I'm going to eat one of mine. Now I have the same as you!"
• "That's the third time I've heard you say mama. You've said mama three times!"

2. Shapes and spatial relationships (geometry)—recognizing and naming shapes, understanding the physical relationship between yourself and other objects and the relationships between objects.

• "Look, Jason went under the climber and Aliyah is on top!"
• "You're sitting next to your brother."
• "Some of the crackers we have today are square, and some are round."


• "Moving that chair is hard. It's heavy."
• "Your nap lasted a long time today!"
• "Let's count how many steps it takes to reach the mailbox."

4. Patterns, relationships, and change—recognizing (seeing the relationships that make up a pattern) and/or creating repetitions of objects, events, colors, lines, textures, and sounds; understanding that things change over time and that change can be described with math words. These are the basic building blocks of algebra.

• "Daddy has stripes on his shirt—white, blue, white, blue, white, blue, white."
• "Let's clap to the beat of this song."
• "I put the blocks in the bucket; you dump them out. I put the blocks back in the bucket; you dump them out!"
• "Our plant looks taller today. I think it grew overnight."

5. Collecting and organizing information—gathering, sorting, classifying, and analyzing information (data) to help make sense of what is happening in the environment.

• "Let's put the big lid on the big bowl and the small lid on the small bowl."
• "You always smile when Mommy sings to you!"
• "Let's put the dolls in the basket and the balls in the box."

Try it

• Talk math with your child as a matter of routine. For example, diapering, meal and bath times, neighborhood walks, and shopping trips are ideal times to count, point out shapes and sizes, talk about patterns, and describe how things are the same and different.
• Make a list of math talk words and phrases. Post it on the refrigerator or somewhere else handy to remind you to take advantage of math talk opportunities.

Math talk enriches everyday learning experiences for infants and toddlers. You'll be surprised at how much they know and can learn. Your math talk today can help your children be more successful in math as they get older.

Source: Adapted from a Rocking and Rolling column written by Jan Greenberg and published in the May 2012 issue of Young Children. The full article is available at www.naeyc.org/ycc/files/YC/issue/2012/05/rocking_and_rolling_YC0512.pdf.


Category: Music, Math & More
Television's Impact on Young Children

What are your opinions of how TV watching affects young children? I can control what shows they watch but I'm more concerned about TV's impact on a child's development.

TV content isn't the only concern for parents. Too much TV is a major problem, too. The American Academy of Pediatrics discourages TV for children under age 2. For children over 2, the recommendation is to limit "total media time" to 1 to 2 hours of quality programming per day.

Studies have demonstrated a range of risks associated with TV. For example, excessive amounts of TV watching have been linked to restlessness and hyperactivity in preschool children, especially boys.

The American Academy of Pediatrics advises that TVs not be placed in children's bedrooms. Both the number of hours of daily TV viewing and the presence of a TV in the child's room are associated with a greater risk of obesity.

Before age 2 1/2, children learn little from TV. Its stimuli are overwhelming: too much noise, rapidly shifting visuals and the content is beyond small children's comprehension. Children may be able to tune out the barrage, but the energy would be better used for activities that actually help them learn - like reading or playing.

In many households, TVs are left on all day even when nobody is watching. Yet in the presence of "background TV," young children have more difficulty paying attention and participating in interactive play.

Many small children are "parked" in front of the TV when their parents need to do something around the house. TV seems to have taken the place of extended family - of having grandparents, aunts, uncles and siblings nearby who can lend a hand - but it is no substitute.

In any family, raising a child is a challenge. Still, when a parent must briefly resort to TV to keep a child occupied, I'd limit the amount as much possible and choose soothing, low-key, commercial-free content.

After age 2, I recommend restricting TV viewing to no more than one hour per day. I would always choose TV shows appropriate to your child's age and temperament.

When a child watches TV, parents should watch, too. You can talk over what you've seen. Your questions will help your children learn to ask their own questions, think for themselves and begin to separate your family's values from the ones on commercial TV that are meant to sell things. "Did you like that show? Why do you think that man was trying to hurt that lady? How did they make it look like that kid could fly? Do you think skateboards can suddenly appear under your feet when you open that can of soda?"
You can discuss the content with them in order to help them detoxify it and understand it. Such discussions will help children become media literate—an increasingly important skill.

Some parents feel they must expose their children to everything that other people’s children might see on TV. They fear that tuning out and unplugging might somehow deprive their children. Yet parents can rest assured that plenty of children turn off just fine with less TV—or none.

Sure, children may protest at first when the TV goes off. They may not tell you until they’re adults, but they’ll be grateful to see their parents behaving like parents and asserting control over their family’s values.
Go for whole grains

Get your youngster used to eating whole grains while she's young, and you'll help her build a healthy habit for a lifetime. Try these strategies.

**Give details**
Begin by explaining why whole grains are good for her. You can tell her that these grains are still "wearing their coats"—they contain the entire grain kernel with all its fiber, vitamins, and minerals. Processed grains like white bread have the outer layer removed, so they've "lost their jackets"—where the important nutrients are.

**Use daily**
Try adding whole grains to foods your child regularly eats. You can stir oats into lean ground beef when you're fixing hamburgers. Or put barley or bulgur wheat in soups and casseroles. When shopping, go for the whole-grain varieties of bagels and tortillas.

Note: Many chronic conditions that develop later in life might be avoided by eating more whole grains. The fiber and other natural compounds may reduce the risk of diabetes, heart disease, and some cancers.

**Make it gradual**
Help your youngster adjust to whole grains by working them in gradually. For instance, make both white and brown rice, and mix them together. Or prepare regular and whole-grain pasta, and toss them in a bowl with sauce. As she becomes accustomed to the taste, build up to three-quarters whole grains and then eventually to all whole grains.

**Get your winter wiggles out**
Winter's chill might still be lingering, but your youngster can burn off pent-up energy—and get physical activity—with these indoor ideas.

- **"Drive" around the house.** Let your child use a kitchen pot lid as a pretend steering wheel. He could pick up speed by marching down the hallway or slow down as he maneuvers around furniture.

- **Follow the path.** Have your youngster make a color trail with different-colored socks (or pieces of construction paper). Then, take turns saying a color, and everyone has to walk down the path, stepping only on that color. Variation: Step on any color except the one called out.
Q&A Healthy after-school snacks

Q: I'm concerned that my son's snacks too much after school. How should I handle this?

A: Most children are hungry when they get home from school—it's a long time since lunch and a few hours until dinner. So think of your son's snack as a bridge between meals.

The important thing is to make sure the snacks he eats are healthy ones. This is a good time to get in nutrients he may be short on, like vitamins A (dried apricots), C (oranges), D (fortified milk), and E (avocado), plus minerals like calcium (bok choy) and magnesium (garbanzo beans). The best options are often smaller portions of foods you would normally eat at mealtime, such as turkey sausage tucked into a mini pita or a cup of tomato soup. In fact, try to avoid foods typically sold as snacks, like cookies, cakes, crackers, chips, and fruit drinks. They're loaded with sugar and empty calories that will give him only a short burst of energy—and won't satisfy his hunger for the long term.

Activity Corner

Stage a performance

Encourage your youngster to put on a live show that highlights fitness. No props required! Suggest these three themes.

1. Imagine the action. Your little actor may decide to be an action hero who saves the planet from aliens. What leaps and bounds will he use to rescue small children and animals?

2. Set up for sports. Maybe your child will reenact a scene from his favorite sports movie. He might act out a character hitting the ball and running around the bases or be a track star hurling his way to glory.

3. "If I were a teacher..." Ask your youngster to pretend he's the PE teacher at school. He could demonstrate games or exercises he will teach the kids—and then lead you in a "class."

In the Kitchen

Inspired by Dr. Seuss...

March 2 is Dr. Seuss's birthday. Celebrate his gift of rhyme with some cooking time!

Cat-in-the-Hat fruit snacks. Your child can make the cat's hat by alternating strawberry halves and banana slices on a plate. To enjoy her snack, she could dip the fruit into Greek yogurt sweetened with a little honey.

Green Eggs and Ham. Heat 1 tsp. olive oil in a skillet. Add 5 oz. (about 3 cups) fresh spinach leaves, and cook until wilted, about 1 minute. Pour in 2 whisked eggs, and stir until they're set. The spinach turns them green! Serve with lean ham slices.


Savvy food shopping

Serving healthier food to your family and saving money can go hand in hand. Here's how:

- To cut down on impulse purchases, make a shopping list, and stick to it. Also, don't shop when you or your children are hungry. Tip: Enjoy a healthy meal or snack together before heading to the store.
- Consider less-expensive sources of protein. Eggs, beans, and tofu usually cost less than meat or fish.
- Buy in bulk for family staples. For instance, get family packs of chicken, and freeze meal-size portions. Or purchase rice, cereal, and other grains in bulk, and store in airtight containers.
- Avoid packaged cookies, bakery items, processed foods, and frozen treats. They're not only high in fat and low in nutrients, they're also pricey.

Our Purpose

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

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

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

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March is National Nutrition Month!

Making Family Mealtimes Fun

Sitting down together for a meal whenever you can is a great way to connect with your family. Keeping it relaxed is key to making sure you are getting the most out of this time together, including talking, laughing and choosing healthy foods.

- **Let kids make choices.** Set a healthy table and let everyone, including the kids, make choices about what they want and how much to eat.

- **Let everyone help.** Kids learn by doing. The little one might get the napkins and older kids help with fixing foods and clean-up.

- **Make-your-own dishes** like tacos, mini parfaits get meal time.

  pizzas, and yogurt everyone involved in

- **On nice days, opt for a change of scenery.** For example, go to a nearby park for a dinner picnic.

- **Reserve a special plate** to rotate between family members, for example on birthdays, when someone gets a good grade, or any other occasion you'd like to recognize.

Taken from MyPlate.gov
Make your takeout healthier

With smart choices and small changes, these tips can help make your favorite Asian-inspired meals work for you.

Look for veggies
Pick dishes that highlight veggies, like chicken and broccoli or a vegetable stir-fry. Be mindful of the type and amount of sauce used.

Try steamed foods
Many foods can be steamed rather than fried. Steamed dumplings and rice are lower in saturated fat than the fried versions.

Adjust your order
Most restaurants are happy to accommodate your requests. Ask that your food be cooked with less oil or half the sauce.

Add sauces sparingly
Sodium in soy sauce and calories from added sugars in duck and teriyaki sauces can add up quickly, so be mindful of how much you use.

Use chopsticks
Unless you’re an expert, eating with chopsticks can help you slow down and recognize when you’re full so you don’t overeat.

List more tips

Based on the Dietary Guidelines for Americans
Go to ChooseMyPlate.gov for more information.

USDA is an equal opportunity provider, employer, and lender
EVERY DAY

Brush 2 minutes,
2 times a day.
Visit colgatebsbf.com for more information.

WHILE BRUSHING

Turn off your water
while brushing your teeth and save up to 4 gallons of water each time you brush.
Visit colgate.com/SaveWater for more information.

EVERY 3 MONTHS

Change your toothbrush
every 3 months. Recycle your old toothbrush and toothpaste tubes.
Visit terracycle.com for more information.
Color the Tooth Defenders
Color your favorite Tooth Defender hero with your own colors!


www.colgatebsbf.com
Color the Tooth Defenders
Color your favorite Tooth Defender hero with your own colors!
Job Openings

Current Openings

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

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

Current Openings for the Red Cliff Tribe

- **Assistant Tribal Historic Preservation Officer**
  DEADLINE: March 13, 2017

- **Assistant Teacher (1)**
  DEADLINE: March 13, 2017

- **Enrollment Clerk**
  DEADLINE: March 13, 2017

- **Enrollment Specialist**
  DEADLINE: March 13, 2017

- **Office Assistant/Scanning - Temporary**
  DEADLINE: March 13, 2017

- **Service Facilitator**
  DEADLINE: Open Until Filled

- **CCS Program Service Director/MH Professional**
  DEADLINE: Open Until Filled

- **Substance Abuse Counselor**
  DEADLINE: Open Until Filled

- **Human Resources Director**
  DEADLINE: Open Until Filled

- **Paralegal (Land Specialist)**
  DEADLINE: Open Until Filled

- **Zoning/GIS Manager**
  DEADLINE: Open Until Filled

- **Dental Assistant (1-2 positions open)**
  DEADLINE: Open Until Filled

- **Family/Human Services Administrator**
  DEADLINE: Open Until Filled

- **Medical Coder (1 to 3 positions)**
  DEADLINE: Open Until Filled

- **Physical Therapist**
  DEADLINE: Until Filled

- **Tribal Law Enforcement Officer – Part Time**
  DEADLINE: Until Filled
Chief Financial Officer
DEADLINE: Open Until Filled

Tribal Administration Liaison
DEADLINE: Open Until Filled

* * * Current Openings for Legendary Waters Resort & Casino
Click Here to view Current Legendary Waters Resort & Casino Job Openings

Manager on Duty (MOD)
DEADLINE: Open Until Filled

* * * Current Openings for Red Cliff Housing Authority

Resident Services/Occupancy Assistant (2) positions
DEADLINE: Until position is filled.

Housing Job Application (Fillable)

Housing Background Check

* * * Current Openings for GLITC

Great Lakes Inter Tribal Council Job Postings

* * * Current Openings for School District of Bayfield, WI
Click here for Available Job Vacancies at Bayfield School

Substitutes Vacancies at Bayfield School

Academic Tutor/Interventionist at Bayfield School

* * * Current Openings for Family Forum

Family Forum Job Openings

Family Forum Head Start Bus Driver

* * * Current Openings for Bay Area Home Health

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

* * * Current Openings for the National Park Service

National Park Service - Student Trainee (Park Guide) - Grand Portage, MN
DEADLINE: February 27, 2017

National Park Service - Student Trainee (Biological Science Technician) - Pipestone, MN
DEADLINE: February 27, 2017

National Park Service - Wildland Fire Module Crewmember (Forestry Technician) - Hot Springs, SD
DEADLINE: February 28, 2017

National Park Service - Gardener (MVO) - Hot Springs, SD
DEADLINE: March 1, 2017

National Park Service - Physical Science Technician (Paleontology) - Hot Springs, SD
DEADLINE: March 3, 2017

National Park Service - Park Ranger - Gering, NE
DEADLINE: March 6, 2017

National Park Service - Biological Science Technician - Custer, SD
DEADLINE: March 6, 2017

* * * Current Openings for the BIA.gov

BIA Fire & Forestry Job Openings

* * * Current Openings for the Wisconsin Dept. of Transportation

WisDOT – 1S Technical Services Professional
DEADLINE: February 26, 2017
JOB DESCRIPTION

Position: Assistant Tribal Historic Preservation Office position

Location: Red Cliff Administrative Building

Wages: $11.00 to $15.00 per hour, depending on qualifications

This is a regular Full-Time, Non-Exempt position. (Dependent on available funding)

Supervisor: Tribal Historic Preservation Officer

Supervisory Authority: None

Job Summary:
Assist in development and coordination of tribal historic preservation and cultural resource planning. Assist in National Historic Preservation Act, Section 106 reviews of appropriate projects and related undertakings for compliance with Federal, state and Tribal laws. Survey, document and inventory places or locations, which may possess properties of significant historic importance to the Tribe. Perform general administrative duties.

Duties and Responsibilities:
Consult with appropriate Federal agencies in accordance with the National Historic Preservation Act, Section 106 on federal, state and tribal project impacts to historic properties and any management or mitigation plans. Coordinate and assist with database development, data entry, project documentation and review. Assist THPO in communication with consultation requests, maintaining files and appropriate correspondence. Foster participation in historic preservation efforts by cultural authorities, government leaders, representatives of other Band and interested members of the public.
Provide and/or assist in the preparation of written reports, grants, and community activities to agencies, Tribal Council and Administration. Assist in the development and coordination of tribal historic preservation plan. Demonstrate tact, courtesy and respect in communication and interaction with community, staff, general public and outside agencies. Perform research activities and to educate others. Attend meetings, specified training, in-services and other activities as necessary.
Maintain confidentiality. All other duties as assigned that relate to historic preservation and cultural protection.
Knowledge:
Applicant must have knowledge of Native Tribes and the uniqueness of the Red Cliff Community.
Knowledge of computer skills using Office, Excel software and internet research activities required, and experience with databases preferred. Other knowledge includes basic office procedures and machines: fax, copier, scanner, etc. Perform data entry and response and maintain computer programs and data storage files. Knowledge of federal law pertaining to National Historic Preservation Act (NHPA) and Native American Graves Protection and Repatriation Act (NAGPRA) preferred.

Qualifications:
High School diploma or equivalent required. Minimum of one (1) years’ of office work experience is required. Post-secondary education, related work experience or degree is preferred. Possess effective computer skills and the ability to communicate in a professional and respectful manner utilizing both oral presentations and written report formats. Good interpersonal skills, the ability to get along with diverse personalities. Demonstrated ability to manage multiple tasks and follow through with diverse assignments. Possess an understanding of the uniqueness of the Red Cliff community and Ojibwe culture.

Personal Contacts:
Person will deal with general public, community members, tribal staff members, consultants and other tribal, state and federal personnel.

Physical Requirements:
This position, while mainly an office position requires occasional outdoor survey work, project site visits as necessary. Also includes bending, lifting, moving and carrying of at least 20 pounds.

Work Environment:
Primarily an Administrative office setting, non-smoking, and may be assigned to work at other outdoor locations.

Travel Requirements: Must have a valid driver’s license, proof of insurance and regular access to motor vehicle and maintain driver’s eligibility as a condition of employment. Must be able to attend day meetings as required, with occasional over-night/out of town travel.

"The Hub of the Chippewa Nation"
Red Cliff Band of Lake Superior Chippewa Indians
88455 Pike Road
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Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

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

BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Image or Name of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:

1. Completed Tribal Application; available on the tribal website
2. Tribal Background Investigation Disclosure; available on the tribal website
3. Post-secondary transcripts; if applicable

Posting: February 27, 2017
Deadline: March 13, 2017 @ 4:00 p.m.

For Further Information:
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Human Resources Department
88455 Pike Road
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715-779-3700 ext. 4268

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

"The Hub of the Chippewa Nation"
POSITION: Assistant Teacher (1)

EXEMPT: 40 hours per week

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Head Start/Early Head Start

WAGE: $10.00-$12.00 per hour (depending on education & experience)

SUPERVISOR: Directors and Education/Abilities Manager

GENERAL STATEMENT OF DUTIES:
Serve as an Assistant Teacher for Head Start and Early Head Start classrooms. This position is full time due to additional responsibilities such as bus monitoring, sanitizing, laundry and other duties as assigned including child care wrap around if necessary. Responsible for replacing teachers during their scheduled breaks and office time and providing implementation of educational programs which reflect best practices and integration of Ojibwe language and culture into curriculum along with ensuring the safety and well being of all children at all times, including diapering.

RESPONSIBILITIES:
- Maintain confidentiality of all child’s and family information and records.
- Promotion of safe, attractive and stimulating physical environment for children, also establishing and maintaining consistency of rules.
- Assist teachers with preparing lessons and implementation daily. Collaborate with staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
- Maintain accurate daily records on attendance, daily intake, and medical log, children’s eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
- Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
- Positive child guidance techniques will be utilized by all staff when needed.
- Work with Tribal and community service providers to provide necessary services to the child and their parents.
Notify supervisor in advance of any known absences you will have. *Center based teachers are responsible for arranging for their own substitutes.*

- Adhere to all ECC policies and procedures and ensure the Federal Performance Standards and State of WI Group Child Care Licensing Regulations are met.
- Must be able to work a flexible schedule to help meet the needs of children, families and other staff.
- All staff is expected to perform any other job related duties as directed.
- Daily bus monitor duty
- Classroom sanitizing and laundry according to schedules and needs
- The above identified responsibilities are not intended to reflect all tasks necessary for the position; perform other duties as directed and needed.

**QUALIFICATIONS/KNOWLEDGE/SKILLS:**

- Must be 18 years of age or older and have completed high school or its equivalent.
- Knowledge of Ojibwe language and culture preferred; knowledge of uniqueness of Red Cliff community required.
- Preferred Associate Degree in Early Childhood Education or enrolled and obtaining an Associate Degree in Early Childhood Education.
- Must have documentation of 80 full days or 120 half days of experience as an Assistant Teacher in a licensed child care center or other approved early childhood setting within the first six months of employment.
- Must complete the following courses if no Early Childhood Degree: *Introduction to Infant and Toddler, Introduction to Child Care Profession* and *Skills and Strategies for Child Care Teacher* within the first six months of employment.
- Additional training or education in Early Childhood Development is highly desirable.
- Prior experience and strong desire to work with children and families required.
- Coursework or any specialized training in Infant/Toddler development highly desirable.
- Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.
- Valid driver’s licenses; preferred but not required.

**WORK ENVIRONMENT:**
Primary work environment is in the classroom at the Red Cliff Early Childhood Center.

**PERSONAL CONTACTS:**
Collaborative, professional relationship with parents, extended families, the Red Cliff community, employees of the Red Cliff Band of Lake Superior Chippewa and other collaborative partners.

"The Hub of the Chippewa Nation"
SPECIAL REQUIREMENTS:
Must be physically able to work with young children, including bending, crouching, kneeling and lifting a minimum of 40 pounds, FBI Fingerprinted at a Field Print office, health exam, TB test, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunity) and required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, etc. Must attend appropriate staff meetings, Policy Council and or Parent meetings as required.

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

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

BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Image or Name of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:

1. Completed Tribal Application; available on the tribal website
2. Tribal Background Investigation Disclosure; available on the tribal website
3. Post-secondary transcripts; if applicable

POSTING DATE: February 27, 2017
DEADLINE: March 13, 2017 @ 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:
Red Cliff Band
Human Resources Department

"The Hub of the Chippewa Nation"
Red Cliff Band of Lake Superior Chippewa Indians
88455 Pike Road
Bayfield, WI 54814
Phone: 715-779-3700 Fax: 715-779-3704
Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Enrollment Clerk

LOCATION: Tribal Administration Building

SALARY: $13.00 per hour

SUPERVISOR(S): Enrollment Specialist

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

JOB SUMMARY: Assist Enrollment Specialist with the processing of enrollment applications and research.

DUTIES AND RESPONSIBILITIES:
1. Handles all phone, e-mail, mail, faxes and inter-office correspondence pertaining to enrollment.
2. Process correspondence efficiently, accurately and maintain confidentiality at all times.
3. Processes Certification of Enrollment of tribal members as requested.
4. Prepares and issues Tribal and Employee Identification Cards
5. Certifies candidate for Tribal Elections.
6. Other related duties as assigned.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Must have knowledge of computers, secretarial duties, office machines, telephone skills and customer service. Be self-motivated. Have knowledge of the Constitution of the Red Band and the Code of Laws that governs enrollment of the Red Cliff Band.

QUALIFICATIONS:
1. High School Diploma or GED.

"The Hub of the Chippewa Nation"
2. Minimum of One (1) year office related experience or Associates Degree in Office Assistant or related field. Experience with variety of office equipment, to include various computer software required.
3. Must have a valid driver's license, vehicle and appropriate vehicle coverage and maintain driver's eligibility as a condition of employment.
4. Interest in genealogy and historical research.
5. Must be able to maintain strict confidentiality.

PERSONAL CONTACTS: Daily with supervisors, staff and community members.

PHYSICAL REQUIREMENTS: Must be able to lift at least 50 pounds. There will be some bending, lifting and reaching in overhead storage, but mostly sedentary work.

WORK ENVIRONMENT: Primarily in office. All Tribal buildings are non-smoking.

TRAVEL REQUIREMENTS: Must be able to attend training/meetings as required. These meetings/trainings may be local or out of state, which may require overnight stays.

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

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(715) 779-3700 ext. 4268

EMPLOYEE BENEFITS PACKAGE

THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:

1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60% of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of $15,000 is included at no cost to all employees. Spouses are covered at $7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee’s wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 12 paid holidays.

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Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Enrollment Specialist

LOCATION: Red Cliff Tribal Office

SALARY: $18.00 per hour

SUPERVISOR: Executive Secretary

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION 20 HOURS PER WEEK

JOB SUMMARY: The Enrollment Specialist is responsible for maintaining the Red Cliff Band’s Membership records and documents.

DUTIES AND RESPONSIBILITIES:
1. Maintains computerized and non-computerized membership records and documents of the Red Cliff Band to ensure all required information is contained in each file.
2. Processes new enrollment applications and relinquishments for Membership Committee review and Red Cliff Tribal Council action.
3. Documents potential fraudulent files for Membership Committee review and Red Cliff Tribal Council action.
4. Compiles a list of files needing supporting documentation.
5. Updates enrollment records with any changes.
6. Scans enrollment records, lineage information and historical documents.
7. As needed, do various researches that pertain to, but are not limited to heritage and genealogy from various Tribal, State and Federal entities, to include Internet based websites.
8. Prepares and generates various types of membership statistics for Tribal, State and Federal entities for funding and/or research purposes.
9. Works with Bureau of Indian Affairs staff for technical assistance regarding all membership issues pertaining to new enrollments, enrolled members, and probate records and allotment records to determine family lineage.
10. Assists in preparing and developing policies and procedures for the Enrollment Office

SUPERVISORY AUTHORITY: Supervises Enrollment Clerk

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Red Cliff Tribal Council

KNOWLEDGE OF:
1. The Constitution of the Red Cliff Band and Code of Laws that govern enrollment with the Red Cliff Band.
2. The history of Red Cliff.
3. Genealogy and historical research.
4. The unique status of Native American Tribes and Bands.

QUALIFICATIONS:
1. Associates degree in Secretarial Science or Administrative Assistant OR 2 years of office related experience.
2. Must have a valid driver’s licenses, vehicle and appropriate vehicle coverage and maintain driver’s eligibility as a condition of employment.
3. Must be able to communicate effectively, orally and in written form.
4. Demonstrates good work ethic.
5. Demonstrates good public relations and customer services skills.
6. Ability to work as a team member.
7. Must be able to maintain strict confidentiality.
8. Basic computer skills and able to word process at least 20 wpm.
9. Interest in genealogy and historical research.

PERSONAL CONTACTS: Supervisor, tribal staff, tribal members, community members, visitors and various agencies dealing with enrollment.

PHYSICAL REQUIREMENTS: Primarily an office position that may require bending, lifting and reaching. May need to lift up to 25 pounds.

WORK ENVIRONMENT: Tribal Administration Building. All Tribal buildings are non-smoking.

TRAVEL REQUIREMENTS: Must be able to travel, in state and out of state, as directed, to attend meetings, trainings, conferences, etc.

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BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and

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consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Name or Image of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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EMPLOYEE BENEFITS PACKAGE

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1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60% of weekly pay for a maximum of 90 days if you get sick or injured off the job.

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Red Cliff Tribal Council

Red Cliff Child Support Services Agency

POSITION: Office Assistant/Scanning - Temporary

LOCATION: Makwa House – Red Cliff Child Support Services Agency


THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR: Child Support Program Director

JOB SUMMARY: The Office Assistant/Scanning will provide all front desk reception, general office and administrative support functions and maintain the child support agency’s security and telecommunications systems.

DUTIES AND RESPONSIBILITIES:

1. Answer telephone, route calls to appropriate staff, take messages, etc.
2. Greets visitors and notifies staff of visitor’s arrival.
3. Schedules appointments and maintain agency calendar.
4. Plan and implement program outreach activities.
5. Responsible for office inventory and ordering.
6. Maintains security and confidentiality by following Agency procedures.
7. Maintains visitor, mail and phone call tracking system.
8. Performs administrative and clerical support services for all staff meetings, workshops, travel, community forums, etc.
9. Scan and digitize case files and other program documents.
10. Facilitate the distribution of notices to be sent via mail, internet, posting on the local Tribal Channel, and other communications methods.
11. Must be able to work with other tribal departments (i.e., Procurement and Accounting staff to make travels arrangements and completing required documentation.)
12. Maintain appropriate filing and recording system which will maintain all records of project activities.
13. Respond to case referrals and telephone inquiries from the general public and employers.
14. Function in a respectable manner to all contacts, resources, individuals, etc., who make contact with the Agency.

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15. Establish and maintain cooperative working relationships with other jurisdictions, TANF programs, and other service programs or agencies.
16. Assist in the development and implementation of initiatives that support team building and collaborative services.
18. Maintain strict department security, confidentiality, and quality to meet professional standards of the department. Must sign a confidentiality agreement and attend confidentiality training.
19. Must be willing to occasionally work evening or weekends to meet the need of clients accessing services or attend community events.
20. Regular attendance and punctuality required.
21. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Candidate must be knowledgeable or have the ability to acquire the knowledge:

- Of the Red Cliff Tribe, Tribal history and its families.
- Federal, State and Tribal laws regulating of child support services.
- Of the practical application of core Anishinaabe values in working with tribal youth and families and in generating interest in gaining insight from the community as it relates to program development incorporating these values into the Child Support enforcement agency and program.
- Of human growth and behavior, human relationships, current social and economic problems of Native Americans.
- Of the benefits gained in working together as a collaborative with other tribal and non-tribal entities that interface now and will in the future with this Tribal Child Support Services Agency.

QUALIFICATIONS:
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- A High School diploma or GED is required. If a High School diploma is the only education the individual has, they will also be require to have two years’ experience in an office setting.
- Ability to function well in a team-oriented environment, utilizing team resources when appropriate.
- Ability to develop and maintain professional relationships with a variety of individuals and groups in complex environments.
- Must be dependable and conscientious; possess initiative, self-motivated and capable of working independently.
- Must present a professional appearance and demeanor as a representative of the Red Cliff Tribe in dealing with the general public.
- Excellent organizational skills are required. Must have the ability to prioritize work and work independently on numerous concurrent tasks, meet strict deadlines and successfully cope with challenging situations and conditions.
- Ability to exercise independent judgment, decisiveness and creativity.
- Must possess good verbal and written communication skills.
- Strong keyboarding skills (50 wpm)
- Advanced knowledge of Microsoft Office software is required.
- A valid driver’s license, reliable transportation, and insurance. Must be authorized as eligible to operate a personal and Tribal vehicle under the Red Cliff Tribe’s Vehicle Drivers Policy prior to actual start date. Must maintain driver’s eligibility as a condition of employment.

PERSONAL CONTACTS: There will be a number of contacts with individuals associated with the working for the Red Cliff Child Support Services Agency. These may consist of, but not limited to, community members, Red Cliff Human/Family Services and other Tribal Staff, County/State staff members of various agencies, employers, individuals from the funding agency (Federal), contacts with various sub-group within the tribal government services, elders and the population in general.

PHYSICAL REQUIREMENTS: The physical requirements associated with this position include sitting or standing for long periods of time as well as bending, stooping, lifting, overhead lifting and carrying items which are typically less than 50 pounds. Because of security standards, staff will be required to vacuum, Swiffer, remove refuse, and work with other staff to keep their offices and secure areas of the building clean.

"The Hub of the Chippewa Nation"
WORK ENVIRONMENT:
The majority of work is performed in a professional office setting however, some of the work associated with the position may involve training sessions, community events held in larger venues. There may also be occasions where Agency staff may attend Anishinaabe cultural gatherings which are often held outdoors. Ojibwe language will be used when possible and all staff is encouraged to learn and use Ojibwe in the office environment.

TRAVEL REQUIREMENTS: The Office Assistant/Scanning position may occasionally be required to travel to local meetings, Community events, etc., related to the Red Cliff Child Support Services Agency.

BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and personable manner. The manner in which the employee relates to fellow employees, customers and visitors is considered parallel in importance to technical knowledge and ability. Respect and consideration given to the dignity of each customer, visitor and fellow employee is a requisite of successful job performance. Any Behavior or Attitude that tarnishes the Name or Image of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:

1. Completed Tribal Application; available on the tribal website
2. Tribal Background Investigation Disclosure; available on the tribal website

POSTED: February 27, 2017
DEADLINE: March 13, 2017 at 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88455 Pike Road,
Bayfield, WI 54814
(715) 779-3700 ext. 4268

“The Hub of the Chippewa Nation”
Job Opportunities

Job Search

Narrow search by:

- Any Category
- Enter Keyword
- Any Employer

Search

Results Found: 10

Sort by: A-Z Category

Lake Superior Big Top Chautauqua
101 W Bayfield St Washburn, Wisconsin 54891

Production Manager
Category: Arts & Entertainment
Reports directly to the Executive Director and to Operations Manager at the tent, cooperates with General Manager. This position oversees all production and technical aspects of our house and touring shows including scheduling, staffing, budgeting, inventory, facility maintenance, security, and administration. The Production Manager also works with Executive Director on programming and booking shows. Production Manager is the main liaison with touring artists coming to the Big Top, as well as our house ...read more →

Bayfield Inn, The
20 Rittenhouse Avenue Bayfield, WI 54814

Join our Front Desk Sales Team!
Category: Customer Service
The Bayfield Inn is currently seeking qualified applicants to join our Front Desk Sales Team! Phone sales/reception experience a major plus, but will train the right applicant. Competitive pay, based on experience. Fun, exciting, and rewarding work environment. Flexible

Contact:
Terry Matier
Phone:(715) 373-5552
Send Email
MAP VISIT WEBSITE

Contact:
Phone:(715) 779-3363
Send Email
MAP VISIT WEBSITE
scheduling. Must like fast-paced, challenging work environment and be available to work weekends & holidays. Basic computer skills and ability to communicate clearly and effectively are a must! Applications may be printed off online at: ...read more →

Lost Creek Adventures & Outfitter
22475 State Hwy 13 Cornucopia, WI 54827

Outfitter Reservations & Retail
Category: Customer Service

Lost Creek Adventures is one of the premier sea kayak instruction and guide services in the area. We are looking for a few bright happy people to join our team this spring. Reservations & Retail specialists run the shop day to day, welcoming and helping people over the phone, email and in person. Applicants should be computer literate and able to attend to many tasks within a short period of time without getting frazzled. (I.e. very organized) Please visit our website jobs page for more information and ...read more →

Apostle Islands Booksellers
112 Rittenhouse Avenue Bayfield, WI 54814

Bookseller - Seasonal
Category: Customer Service

Apostle Islands Booksellers is now accepting applications for the 2017 season. We are looking to fill 2-3 part-time bookseller positions. Hours will vary, but would range from 15-30 hours per week. Applicants must be available evenings, weekends, and holidays. Application and job descriptions can be picked up at Apostle Islands Booksellers anytime Wednesday through Saturday from 10am-4pm. Please have resume and application turned in no later than April 1st, 2017. Below is a more complete job description: ...read more →

Pike's Bay Marina
84190 Pikes Bay Road Bayfield, WI 54814

Ship's Store and Customer Relations - Weekends
Category: Customer Service

Pikes Bay Marina is looking for a Weekend Ship's Store and Customer Relations Coordinator. Responsibilities include retail sales...
of boating supplies, clothing, convenience items along with providing friendly Customer Services to our guests. This is a seasonal part time position - starting in April and running through October - 16 hours a week. Those looking for additional hours during the week - there is the possibility of combining the position with other opportunities at Pikes Bay Marina.

**Big Water Coffee Roasters**

117 Rittenhouse Avenue Bayfield, WI 54814

**Barista**

*Category: Food Industry and Restaurants*

(Full-time & Part-time, Year-round & Seasonal) Big Water Coffee Roasters is currently looking for qualified baristas, ready to start immediately. Rate of pay starts at $10/hr, plus tips. The barista is the master of multi-tasking. Responsibilities include giving great service to each customer, cash handling, making delicious coffee and espresso drinks and keeping our cafe in tip-top shape. Opening shifts begin as early as 6am and closing shifts go until 9pm. Please look over the job description on ...read more →

**Maggie's**

257 Manypenny Avenue Bayfield, WI 54814

**Summer 2017 Job Openings**

*Category: Food Industry and Restaurants*

Maggie's is taking applications for Line Cooks, Dishwashers, Bartenders, Bussers and Servers, for openings for the summer 2017 season. Applicants must be friendly and reliable, possess good work ethics, strong people-communication skills, work well with others and have a passion for service excellence. You must be able to work flexible hours, multi-task and be able to accommodate high volume situations. Part-time & Full-time available. Stop by 257 Manypenny Ave in Bayfield to pick up an ...read more →

**Lake Superior Big Top Chautauqua**

101 W Bayfield St Washburn, Wisconsin 54891

**Marketing Director**

http://business.bayfield.org/jobs
Category: Marketing

Marketing Director Lake Superior Big Top Chautauqua, a non-profit arts organization celebrating 30 years of summer performances and regional touring shows, and celebrating 20+ years of producing the nationally-broadcast radio show Tent Show Radio, is searching for a full-time Marketing Director. Big Top, named the “Best Outdoor Venue” by the Minneapolis Star Tribune, seeks a creative, motivated team player to educate and inspire potential attendees and donors to experience the Big Blue Tent. ...

Wilderness Inquiry
33095 Little Sand Bay Road Bayfield, WI 54814

Outdoor Leader at Wilderness Inquiry
Category: Non-Profit and Social Services

OVERVIEW: Outdoor Leaders are the backbone of our adventures at WI. Outdoor Leaders staff all WI events, from single day programming to extended trips. In the summer season, most extended trips are 3-6 days in duration, simultaneously we are running local single day trips. Our activities on these trips range from canoeing, kayaking, hiking, and land-based educational programming. TIME/WAGE: Outdoor Leaders are classified according to skill and experience—from assistant to senior trainer—and ...

Lost Creek Adventures & Outfitter
22475 State Hwy 13 Cornucopia, WI 54827

Sea Kayaking Guide/Instructor
Category: Sports and Recreation

Guides lead sea kayaking half, full and multi-day trips within the Apostle Islands National Lakeshore. Learn a ton about paddling, our area, the islands and more. Get pro-discounts on outdoor equipment. Work as part of a great team. Position generally goes from Memorial through Labor Day weekends. Find out more via our website Jobs page.
# March 2017

**Onaabani Giizis**

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<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
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<tbody>
<tr>
<td>B6 Waffle, applesaucebread</td>
<td>7B Cornflakes, oranges, ygt, bagel</td>
<td>8B HB Oats, Strawberries Toast, pb</td>
<td>9B WR Pancakes, blueberries, try sausage</td>
<td>Meals Served With Milk</td>
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<tr>
<td>Trk Bacon</td>
<td>S Cinnamon Chips/milk</td>
<td>S Nutra Bar/milk</td>
<td>S Tostada Chips/salsa</td>
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<tr>
<td>S Teddy gr/milk</td>
<td>L Ham/potato soup, egg salad, tr fr, peas</td>
<td>L Mj Chix, stir fry, m oranges, rice, salad</td>
<td>L Crabby Patties, corn, fr cocktail, fries</td>
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<tr>
<td>L BBQ's, fries, pears, bun, veg/dip</td>
<td>S Carrots/milk</td>
<td>S Ants on a log/milk</td>
<td>S Veg/Dip</td>
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<td>S Banana/milk</td>
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| 13B Malto Meal, br bread, honeydew, cc | 14B Cheerios, m oranges, ygt, toast | 15B Kix, bananas, muffin, ygt | 16B FR toast, berries, cc | Menu Subject To Change |
| S Br Stick/marinara | S Ygt/berries | S Pretzels/milk | S Teddy Gr/milk |
| L Burritos, mango, cc, rice, peas | L Chix, corn, mpot, bun, salad, tr fr | L Ham/pt soup, pbj, pineapple, cc | L Pizza Brg, corn, ygt, apples, salad |
| S Muffin/milk | S Cracker/cheese | S Fruitpizza | S Carrots/milk |

| 20B Omelet, oranges, ygt, toast | 21B HB Oats, Canataloupe, cc, muffin | 22B Corn Chex, bagel, apples, ygt | 23B Oatmeal, bananas, toast, jelly | Spring Break |
| S Goldfish/juice | S Cracker/pb | S Pudding/cracker | S cc/honeydew |
| L Chix Salad, mango, peas, salad | L Hamb soup, cracker, cheese, pears, gr bean | L Pork Chop, potatoes, carrots, pineapple | L Stir Fry, stir fry veg, mango, rice, salad |
| S Berries/cc | S Veg/dip | S PBj/Milk | S Ygt/Apples |

**Spring Break**