Illness Prevention = Miss Less School!

We are entering the peak of flu and cold season and want to take the time to explain the procedures at the ECC to assist in illness prevention:

*All classrooms follow a daily disinfectant schedule. Hard surface toys are disinfected daily as well as sinks, toilets, cribs, mats, water table (if used that day), and the diapering area. The diapering area (table, diapering equipment and other supplies touched while diapering) is disinfected after each use. Any toys that are mouthed by the children are disinfected at the end of the day. Food preparation surfaces are cleaned after each use. Floors are cleaned daily by sweeping, mopping, and/or vacuuming. Shelves, doorknobs, light switches, and other surfaces touched by children are cleaned daily. All cloth toys and dress-up clothing are washed weekly. A disinfecting solution is made daily and locked in a cupboard out of reach of children. This solution consists of one tablespoon bleach to one quart of water.

*Hand washing is the number one illness prevention strategy that we implement! All staff members and volunteers must wash their hands when entering the building or room, after using the restroom, after assisting with toileting, diapering, wiping body secretions, before and after meals, after handling animals, and any other time their hands need washing throughout the day.

*As a reminder the ECC has an exclusion policy indicating that children may be excluded if they are even mildly ill, if they have a diagnosed communicable disease, if they are vomiting or have diarrhea, a soar throat, frequent cough, eye inflammation, rash, lice/nits, or if they are not well enough to participate in the regular school schedule or require care from a teacher that takes away from all the children. These precautions are in place to prevent illness from spreading and to allow for early interventions and/or a briefer illness period. The ECC sends home a notice once we receive information from families regarding a diagnosis. Miigwech to the busy ECC Health Staff for keeping us all well educated!!

Oral Health Care for Children

Tooth decay is the most common childhood disease, but it's preventable. Children with dental pain can have trouble speaking clearly, eating, and learning. Baby (primary) teeth are a child's first set of teeth. A baby's teeth start to come in at 6-10 months old. By the time a child is 2 1/2 to 3 years old, all 20 baby teeth will have come into the mouth. Taking care of a child's baby teeth is important for their overall health and development. Baby teeth are important in helping children chew and eat food, speak clearly, keep space for adult teeth, stay healthy and have self-confidence.

The Red Cliff Community Health Center dental department can assist with ensuring children receive preventative and dental treatment. Please call (715) 779-3707 to schedule an appointment or ask a question. The Red Cliff Early Childhood Center will have on-site dental varnishes Wednesday, February 7th and Tuesday, February 13th. Miigwech to all the parents for keeping up with your child's dental needs. If you ever need assistance please call the ECC Health staff: Patt at ext. 2556 or Mikayla at ext. 2555 and they would be glad to help!
**School held Monday through Friday from 7:45am-3:00pm unless otherwise indicated **

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<td><strong>Policy Council Meeting @ 9:00 am</strong></td>
<td><strong>Valentines Day</strong></td>
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<td><strong>ECC Winter Gathering/Home Base Social</strong></td>
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<td><strong>Family Dance @ LW 5-8 pm</strong></td>
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Dear Parents,

January seemed to fly by. We are looking forward to getting outside more often as the days get longer and the weather gets warmer. In the Waabooz room we can go outside when the wind chill is 20°F or warmer.

Some of your children are walking. Some are working on tummy time. Some are working on sitting up. Some are crawling. It’s an honor to be part of whatever their stage of development might be.

All of your children seem to enjoy all that we do; especially reading books, singing and playing with their friends. We look forward to another great month!

Miss Maggie and Mr. Fred
Welcome to February! We will be focusing on naming our basic body parts and music theme for this month. All of our children love going outside when we get the chance. Things we also have been working on in the classroom is counting to five, and our shapes & colors. Also, been

PARENT REMINDERS:
Please remember to call in to the ECC if your child is not going to be here.

715-779-5030 ext. 2525. Attendance matters :) Also, please make sure your child has extra clothes in their cubby and sign in & out daily. Thank you!

Qjibwemowin
Love-zaagi
Wait-bakaa

WHAT HAVE WE BEEN UP TO?

Anthony-Has been working on transitioning full time into our room :)

Cynthia-Has been working on counting to five.

Ezmae-Has been learning to use the potty.

Felix-Has been working on cleaning up toys when he's done playing with them.

Layne-Has been working on using his spoon at meal times.

Mason-Has been working on identifying letters of her name.

Mathias-Has been talking and saying a lot more words.

Violet-Been working on using her spoon at meal times.

Special Dates:
- Feb 2nd- Ground Hogs Day
- Feb 14th- Valentine's Day
- Feb 16th- ECC Winter Gathering
- Feb 23rd NO SCHOOL DAY

Happy 2nd Birthday Violet S.
# ESIBAN NEWS

## February 2018

### News and PLANS

We are continuing to work on our shapes, colors and numbers!

This month we will be working on Valentine’s crafts, post office study and also will be working on music making study.

-Ms. Melissa & Ms.Amber

### REMINDERS

- 02/14- Valentine’s Day
- 02/16- ECC Winter Gathering
- 02/23- No School Day

### What we are doing

- Layla- enjoys hearing stories on the felt board
- Nathaniel- enjoys playing with the kinetic sand
- Javoni- likes to throw the balls around in large motor
- Isaac- Play’s in the dramatic play area (kitchen)
- Takodah- likes to read books
- Delilah- likes to play with the doll house
- Danielle- enjoys playing with her peers
- Aniya- loves to play with the baby’s

### Ojibwemowin

February- Namebini Giizis
Sweet; Sour- Zhiwi
Love- Zaagitoon
Flower- Waabigwan

![Happy Valentine's Day]
Boozhoo,

Hopefully everyone is staying warm and enjoying winter. Miigwech for sending in warm clothes and winter items, it makes are day much more enjoyable when we are outside. Also a big thankyou for understanding when winter gloves, hats and snow pants get mixed up. We try our best but with 34 mittens, 34 boots, 17 hats and 17 pairs of snowpants and a partridge in a pear tree.....it gets a little tricky. We are really trying to emphasize to the children how important it is to put their own stuff away so it does not get mixed up.

Just a little reminder to make sure you call when your child will not be here. It helps with documentation on our attendance. A phone call too if they will not be riding the bus. We really appreciate it.

For the month of February we will be doing our “Bread Study “ and valentines day!!!! We will end our music study with a lights out drumming with glow sticks.... Ask your child about it!!!!

Miigwech for sharing your wonderful children with us. Each day is a new experience and we are so blest to share it with the most amazing children on the planet.

Ms. Alicia and Ms. J
Mashkodebizhiki Classroom Newsletter

FEBRUARY 2018

Namebini-Giizis (Sucker Moon)

January sure did blow on by. Let’s welcome February with open arms, minds and hearts. Our friends will be doing a lot of Valentine’s Day crafts, so be ready to spread and receive the love.

Please remember that school is a place for our friends to learn, grow, laugh, play and make new friends.

UNITED STATES POSTAL SERVICE

Send Your Sweetheart
A Valentine

This Month’s Highlights
February 14th Valentine’s Day
February 23rd NO SCHOOL

POST OFFICE & PETS

We are working on our new units Post Office and Pets. We will be teaching them all about mail, mailboxes, letters, stamps and of course the post man.

Then we will move onto teaching the students all about pets and pet care. They will learn the common household pets and then learn about non-common household pets.

FEELINGS!!!

First, our students will be learning about Same and Different feelings. They will learn to understand that some friends may feel the same or different.

Second, they will get to learn all about Accidents. We all make or have accidents and would like for them to distinguish some things are an Accident.

Third, they will learn about Caring and Helping Others.

Finally, they will learn that We Feel Feelings in Our Bodies.
Migizi news

This month we will be working on the pet curriculum, Valentine’s Day, and the post office. Parents if your child is not feeling well please keep them home from school and notify your child’s teachers.

Please have your child dressed appropriately for the weather each day with snow boots, snow pants, hat, winter gloves, & winter jacket. We have no extras to provide for your child and we go outside everyday with the temperature about zero.

No school Friday February 23, 2018.

Miss Kathy, miss linda, and miss diann
Makwa Newsletter    Kelsey and Teresa
Been working on exploring with science. Colors mixing and making different colors and textures. Our own butter from beginning to end. And how to be a good friend and ojibwe. And our emotion chart. Lots of fun.
Angongos
Home Base News
February 2017

HomeBase
Socializations
February 2nd @ Red Cliff Clinic
February 16th @ Red Cliff ECC

Family Night Dance

Place: Legendary Waters
Date: February 23rd 2018
Time: 5-8 pm

The ECC is looking for two Home Base Teachers. For more information please contact LaVonne Goslin at 715-779-5030 Ext. 2550 MIIGWECH
January 2018

Monthly Attendance

Head Start: Layla Topping
Early Head Start: Felix Claremboux

In the Early Head Start we had a total of 7 out of 32 students meet the perfect attendance requirement.

Waabooz 1 Children
Amik 4 Children
Makwa 2 Children
Esiban 0 Children

In the Head Start we had a total of 9 out of 50 students meet the perfect attendance requirement.

Migizi 1 Children
Maingan 5 Children
Mashkodebizhiki 6 Children

EVERY SCHOOL DAY COUNTS
Red Cliff Early Childhood Center

Effective Program Governance
and
Policy Council Roles and Responsibilities
Tuesday December 12th, 2017
Legendary Waters Event Center
10:00am

Meeting was held at the Legendary Waters Event Center in Red Cliff.

Attendance:

Tribal Council
Richard Peterson, Tribal Chair, Nathan Gordon, Tribal Vice-Chair, Johanna Wilson, Treasurer, Jean Gordon, Tribal Council Rep, Daniel Duffy, Tribal Council Rep, Nicholas DePerry, Tribal Council Rep.

Early Childhood
Nicole Boyd, Head Start Director, LaVonne Goslin, Early Head Start Director, Cindy Garrity, Family Service Manager, Jennifer Defoe, Family Service Enrollment Specialist, Patt Kenote-DePerry, Health Manager, Corinne Wherley, Mental Health Manager.

Policy Council
Joanne Peterson, Vice-Chair, Shannon Johnson, Secretary/Treasurer, Melody Hanson, Auna Bresette, Devon Defoe, Rebecca Miller,

Webinar on AIAN Eligibility Training for Governing Boards/Tribal Councils & Policy Council Winter 2017

Webinar on Effective Program Governance: Understanding the Roles and Responsibilities of Policy Council Fall 2017

Open floor for question and answer.

Policy Council Chair

Date 1-9-18
Red Cliff Early Childhood Center
Policy Council Meeting Minutes
Tuesday December 12th, 2017
Legendary Waters Event Center
10:00am

Meeting called to order by Joanne Peterson @ 10:05 pm

Attendance: Joanne Peterson, Shannon Johnson, Andrea (Auna) Bresette, Devon Defoe, Rebecca (Becca) Miller and Melody Hanson. Absent: Cheri Defoe

Approval of Agenda
Becca motion to approve the agenda, seconded by Auna, all in favor, motion carried.

Approval of Minutes
Melody motioned to approve November 14th, 2017 minutes, seconded by Shannon, all in favor, motion carried.

Financial reports
Policy Council was provided the Early Head Start and Head Start financial reports. The Policy Council's role is to review and monitor the financial report and if they have any questions they can contact Nicole or LaVonne. Nicole and LaVonne reported to the Policy Council what the reason was for the negative brackets. Some discussion was on the bus and the need to fix it and storage space for the buses that are being looked at with Jeff Benton.

Menu:
Policy Council reviewed Menu for January 2017, Melody motion to approve and Becca second, in discussed, the policy would like to have less cereal served and more eggs, all in favor, motion carried.

Program Summary
Monthly Program Summary Report was presented to the Policy Council with an explanation of the purpose and data in the report. No action required.

Annual Report for 2016-2017 The annual report for 2016-2017 was given to the policy council for them to review.

Ratify Poll Votes:
Melody motioned to ratify the poll votes for ECC early release on December 14th @12:00 pm, seconded by Becca Miller, all in favor, motion carried.
Other
Nicole informed the policy council that we approved the Race to the top grant for $15,000.00.

Kim informed everyone that a legal form was sent out stating if you were applying for land you had to be up to date on your water and sewer, child care or any other outstanding payment you might have before your lease would be looked at. Kim will follow up on this and get the legal form from Ameren and we can send it out to all our families.

Next monthly meeting will be Tuesday January 9th 2018 at 9:00 a.m.

Adjourn: Motion by Melody to adjourn at 11:22 am., seconded by Becca Miller, all in favor, motion carried.

[Signature]
Policy Council Chair

[Signature]
Date 1-9-18

Minutes taken by Cindy Garrity, Family Services Manager
Red Cliff Early Childhood Center

Health, Nutrition and Disabilities Advisory Committee (HNDAC)

12-11-17 Meeting MINUTES

Meeting held in ECC Memengwaa building at 3:00pm

Present:

ECC Staff: Patt Kenote-DePerry, Karen Newago, Jennifer Defoe, Mikayla Defoe, Lori Duffy, Lavonne Goslin, Nicole Boyd and Cindy Garrity

Collaborating Partners: James Belanger, Bryon Daley, Sherrie Beirl, Bob Powless, Dr. Brent Sunday

Education and Abilities:

Karen Newago is our substitute Education and Abilities manager for Jamie Goodlet-King until she returns to work. Karen reported 4 children this school year have had mental health referrals. Six children are receiving direct mental health services from a provider. Referrals are made with input from families through completion of the ASQ-SE2. We currently have 9 children on our watch list for mental health services, both EHS and HS.

Number of Head Start IEP’s: 7 children and 8 pending referrals

Number of Early Head Start IFSP’s: 3 children and 2 pending referrals.

ECC is exploring enhancements for IEP referrals—this could include using the same child screens and assessments that the School District is using. This addition would support the ECC’s decisions in making referrals and support District assessments.

Nutrition:

Lori explained that CACFP (Children and Adult Care Food Program) has changed the fruits, vegetables and milk intakes (ages 0-5 and 6-11). Infants are now able to get a larger food portion than before. The ECC is currently serving six different types of milk: goat’s milk, skim, 1%, 2%, soy and lactaid. In addition there are five different formulas being served in the infant classroom.

Patt explained that the ECC Nutritional Assessment requires a doctor’s note for substitute foods.
The ECC is now purchasing eggs from the local Red Cliff Farm, along with blueberries, strawberries and raspberries from other local vendors.

Health/Dental

ECC dental screenings data from November, 2017 was reviewed. We discussed the different reasons some children who did not receive the screening. We had 11 absent children and 6 who have been excused or declined. Dr. Sunday would like to make it to the next dental screening held here at the ECC in February. He also shared with us when a child should first see the dentist; no later than 12 months but would also consider a child younger if the parents are comfortable bringing them in. When a patient is being evaluated they receive follow ups ranging from 3, 6 and 12 months depending on how high or low their dental risks are.

The ECC is struggling with obtaining Well Child Checks and Dental Screens/Exams records timely from Red Cliff Health Center. Sherrie is willing to assist in any way possible.

So far this school year there has been no report of head lice.

Concerns have been brought up about the EHS playground and its soft play tiles. LaVonne has brought up that the drain tile was incorrectly put in and the company who worked on it in the past is now no longer in business. Bryon and Bob would look into it in spring and check if Facility Maintenance can make the needed repairs. Bob has requested all contracts, emails and/or files from the company be sent to him.

Bryon stated bed bugs are continuing to be checked and treated for around the community. Bryon discussed with us with where the bites are most commonly found; which are on the legs and on the neck.

The Health Center has lost the WI DOT Car Seat grant. Discussion about resources available. The Health Center still provides seats and installs through Community Health Reps and ZHV. Bryon shared that Bemidji will be having a $10,000 grant that he plans on applying for and will be going there in April of 2018 to attend a car seat training. The ECC currently has 4 car seat technicians and the RC clinic has 3 technicians.

Patt shared that the FCCHC and ECC have an agreement about sharing information such as diagnosed children. Bryon is aware and has been in communication with ECC staff. Bryon has also provided resources such as a carbon monoxide flyer to the ECC that was sent home to all families.
Dear Parent or Guardian;

Our region is presently experiencing an increase in flu-like illnesses, including influenza (flu) and pertussis (whooping cough). Flu-like illnesses present with coughing, sneezing, congestion, runny noses, and especially with influenza, fever and body aches. Pertussis can cause a severe cough that lasts for weeks or months, sometimes leading to coughing fits and/or vomiting. Anyone can get these illnesses, but they can be especially dangerous for babies, people with weakened immune systems and the elderly.

Respiratory infections—such as the flu and common colds—are spread when people come in close contact with sick people and inhale airborne droplets, or when in contact with contaminated surfaces. Flu and cold symptoms can sometimes be difficult to tell apart, but consider this:

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<th>Characteristics</th>
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<th>COMMON COLD</th>
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<td>How it begins</td>
<td>Sudden</td>
<td>Gradual</td>
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<td>Cough</td>
<td>Severe</td>
<td>Mild to moderate</td>
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<tr>
<td>Muscles</td>
<td>Achy</td>
<td>None to mild aches</td>
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<tr>
<td>Stuffy, runny nose</td>
<td>Sometimes</td>
<td>Common</td>
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<tr>
<td>Tiredness</td>
<td>Severe</td>
<td>Mild</td>
</tr>
<tr>
<td>Fever</td>
<td>None to high grade</td>
<td>None to low grade</td>
</tr>
<tr>
<td>Complications</td>
<td>Bronchitis/Pneumonia</td>
<td>Earache/Sinus infection</td>
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Pay attention to your child: If they don’t feel well at home, they won’t feel well at school either. If your child has a fever, they should not attend school or a school function until they have remained fever-free for 24 hours without use of a fever-reducing agent such as Tylenol or Ibuprofen. Please remember, aspirin is not an appropriate fever-reducing medicine for children of any age. If symptoms persist or worsen, make an appointment with your healthcare provider to be evaluated. Also, it is not too late to get the influenza vaccine.

The school will be doing its part to keep these illnesses from spreading. They will regularly clean frequently touched areas such as door handles, railings, table tops, computer keyboards, and bathroom faucets and fixtures. They will also instruct students and staff to follow these preventative actions to stop the spread of germs:

- Wash hands often with soap and water;
- Cough or sneeze into their sleeve, or cover with a clean tissue;
- Avoid touching their eyes, nose, and mouth;
- Avoid close contact with sick individuals; and
- Avoid sharing cups and eating utensils as well as food.

Please help by keeping sick children home until they feel well enough to attend the full school day.

Stay Healthy!

Sara Wartman, Health Officer

02.04.18
Brush Up on Oral Health

January 2018

- Fear of Dental Visits
  - Common Reasons Parents Fear Dental Visits
  - Tips for Helping Parents Get Over Fear of Dental Visits
- Cook's Corner: Teddy Bear Toast

Did You Know?

- Up to 15 in 100 adults report fear of dental visits.
- Nearly 1 in 4 children are afraid of dental visits.
- People who fear dental visits are at higher risk of oral diseases than those who do not.

Fear of Dental Visits

Some people are afraid of dental visits and avoid them. Parents who are fearful may avoid taking their children to dental visits. This can be a big problem, especially if the parent or child has an oral disease, such as tooth decay or gum disease. Oral diseases do not go away without treatment and get worse without proper care.

This issue of *Brush Up on Oral Health* describes reasons some parents may fear dental visits and avoid seeking care. It includes tips on ways parents can overcome their fears. The issue also offers a recipe for a healthy snack to make in the Head Start classroom or at home.

Common Reasons Parents Fear Dental Visits

Understanding why parents fear dental visits is important for helping them address their fear. People may feel a natural urge to protect their mouth and may be uneasy with someone working in their mouth. Also, being tipped back or lying down in a dental chair may make people feel helpless. Other common reasons include bad childhood memories of dental visits, concern that treatment maybe painful, fear of sharp dental instruments, and fear of strange noises and smells in the dental office.

Tips for Helping Parents Get Over Fear of Dental Visits

- Admit there is a problem. Many people make excuses about why they avoid dental visits. Often, they say they do not like their dentist, are too busy, or cannot afford oral health care. Helping parents be truthful about their fear of dental visits can be the first step toward overcoming it.
• **Find the right dental team.** Encourage parents to ask family members and friends who were afraid of dental visits to recommend a dental team that has helped them overcome their fear. Help parents find a dental office or clinic that knows how to reduce anxiety about dental visits.

• **Bring someone along.** Recommend that parents bring a trusted family member or friend who is not afraid of dental visits to sit with them during their appointment.

• **Talk with the dental team.** Urge parents to talk to the dental team about their fears. The dental team can help make parents feel comfortable and ease their fears.

• **Ask the dental team for explanations.** Explain to parents that they can ask the dental team to describe things to them in advance. Parents can also ask the dental team to let the parent know what they are doing along the way as well as what to expect next. Parents can offer the dental team suggestions about ways to make the visit more comfortable for the parent.

• **Make a plan to communicate during care.** Encourage parents to talk to the dental team before treatment begins and agree on a signal that shows that the parent is uncomfortable or needs a break.

• **Block out noise.** Parents can wear earplugs or noise-cancelling headphones to block sounds from the dental equipment and instruments. Parents can use earbuds to listen to music on their phone or other device to take their mind off the dental procedure.

• **Use relaxation techniques.** Work with parents to practice and use deep breathing, muscle relaxation, or meditation during their visit. Encourage them to relax their mind and imagine a peaceful place.

• **Consider options for comfort.** Help parents schedule visits at a time when they are not stressed or rushed. Parents can bring nasal strips if they are worried that they will have trouble breathing. They can also ask to have numbing cream put on their gums before getting a shot. Nitrous oxide (laughing gas) or other options can also be used to reduce stress. If parents find that the position of the dental chair is uncomfortable, encourage them to ask the dental team to adjust it.

---

**Cook’s Corner: Teddy Bear Toast**

Here’s a delicious healthy snack that staff and children can make in a Head Start classroom or at home with their families.

**Ingredients**

- 2 slices whole wheat bread
- 2 tablespoons peanut butter
- ½ banana sliced into 6 pieces
- 6 blueberries
Directions

1. Toast the bread, and spread the peanut butter on the bread.
2. Place 2 banana pieces on the top corners of each toast slice to make the ears.
3. Place 1 banana piece in the center of the bottom half of each toast slice to make the nose.
4. Place the blueberries on the toast slices to finish the nose and make the eyes above the nose.

Makes 2 servings

Safety tip: An adult should slice the ingredients.

Contact Us

The National Center on Early Childhood Health and Wellness welcomes your feedback on this issue, as well as your suggestions for topics for future issues. Please forward your comments to health@ecetta.info or call 866-763-6481.

Subscribe or view all issues of **Brush Up on Oral Health** on the Early Childhood Learning and Knowledge Center.

This issue was developed with funds from grant #90HC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, Office of Child Care, and Health Resources and Services Administration, Maternal and Child Health Bureau by the National Center on Early Childhood Health and Wellness. This resource maybe duplicated for noncommercial uses without permission.

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*School readiness begins with health!*
Understanding Why Baby Teeth Are Important

Baby (primary) teeth are a child’s first set of teeth. A baby’s teeth start to come in at 6 to 10 months. By the time a child is 2½ to 3 years old, all 20 baby teeth will have come into the mouth. Taking care of a child’s baby teeth is important for the child’s overall health and development.

School readiness begins with health!
Baby teeth are important for children to:

- **Chew and eat foods.** Children need to eat healthy foods every day to grow and be strong. Children with tooth decay are less likely to eat crunchy foods, such as fresh fruits and vegetables. Being able to eat these foods promotes good nutrition and a healthy weight.

- **Speak clearly.** Children who lose baby teeth too early may have trouble making certain sounds. This can make it hard to understand the child. A child may need speech therapy to improve speech problems that may develop because of missing teeth.

- **Keep space for adult teeth.** Baby teeth hold space for adult teeth growing in the jaw. If a baby tooth is lost too early, other teeth that are already in the mouth will move into the space. It can block out the adult tooth trying to come in and cause crowding. The upper and lower jaws may not meet properly because of the crooked teeth.

- **Stay healthy.** Tooth decay in baby teeth can lead to infections that can cause fever and pain. If not treated, the infection from tooth decay can spread to other parts of the head and neck and lead to severe swelling.

- **Have self-confidence.** Children with decayed front teeth tend to not smile or may cover their mouth when talking. Sometimes they stop playing with other children. A healthy smile helps give children the self-confidence needed to have good social experiences.
Ojibwemowin Phrases for the winter time remember:
"dazhitaan imaa goon” play in the snow! Winter will be gone before you know it.
“wii gichi gisinamaagad waabang”
its going to be cold tomorrow
Giiwedinong ondaanimad wenji gisinaag.”
wind is from the north, that’s why its cold’
Gisinaamagad agwajiing wiwidiibepzon.
“its cold outside, wear a scarf”
Gii-kashkadin l’iw zaaga’igan gii-kisinang.” the lake froze when it got cold”

From John Helms: Miigwech gidigoom to all the parents using their red and green stop signs while out on the bus route.
It helps in keeping the bus on schedule during the morning bus run.
The Boys & Girls Club will be going to Mt. Valhalla for a Sledding Trip
Date for Sledding 2/17/18 1:00p-5:00p
Please bring your own sled
Please remember to dress warm
Limited seating please sign up

Activities subject to change depending on the weather Please call Ahead
Location Mt. Valhalla Washburn

FOR MORE INFO CONTACT DONNIE GORDON
OR MICHAEL CHARLETTE AT THE BOYS & GIRLS CLUB OF GITCHIGAMI ME 715.779.3721
Boys & Girls Club of Gitchigami

Hand Drum Making Class

1st Class - Feb 6, 2018 5:00PM-7:00PM
2nd Class - Feb 20th, 2018 5:00PM-7:00PM

If interested, please sign-up with Michael Charette @ Boys & Girls Club of Gitchigami Ph# 715-779-3722

Limited drum kits available.
Boys & Girls Club of Gitchigami

Native Flute Making Classes

1st Session-Feb 13, 2018 2nd Session Feb 27th, 2018

Time: 5pm-7pm

If interested- Please sign-up with Michael Charette @ Boys & Girls Club (715) 779-3722

Limited Flute kits available.
# February 2018

<table>
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<tr>
<th>Sun</th>
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<th>Tue</th>
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<tr>
<td><strong>Boys &amp; Girls Club of Gitchigami Offer Free Family Passes for the Bayfield Rec Center</strong></td>
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<td>4 Closed</td>
<td>5 Closed</td>
<td>6 Cultural Night Arts and crafts Hand drum 5-7p boys b-ball 4-5:30p Open Gym 6-8p</td>
<td>7 BFI 4-7p Boxing 4-5:30p Hoop Dance 4-5:30p Tutoring 4-5p Spaghetti Feed 4pm Adult League 6-8p</td>
<td>8 Swimming 4:30p Flute Class 4-5:30p Open Gym 6-8p</td>
<td>9 Boxing 4-5:30p Capture the flag 4-5</td>
<td>3 Moccasin Game 1pm Potluck</td>
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<td>11 Closed</td>
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<td>13 Cultural Night Arts and crafts Flute Making 5-7 boys b-ball 4-5:30p Open Gym 6-8p</td>
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<td>15 Swimming 4:30p Flute Class 4-5:30p Open Gym 6-8p</td>
<td>16 Boxing 4-5:30p Kick Ball 4-5pm</td>
<td>10 WinterCamp 8-5pm Bball bayfield 9-11am 3, 4, 5th grades Open Gym 5:30-8pm</td>
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<td>20 Cultural Night Arts and crafts Hand drum 5-7 boys b-ball 4-5:30p Open Gym 6-8p</td>
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<td>22 Swimming 4:30p Flute Class 4-5:30p Open Gym 6-8p</td>
<td>23 Boxing 4-5:30p Pool Torment</td>
<td>17 Sledding Mt Valk 1-5p Bball bayfield school 9-11am 3, 4, 5th Open Gym 5:30-8pm</td>
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<td>25 Closed</td>
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<td>27 Cultural Night Arts and crafts Flute Making 5-7 boys b-ball 4-5:30p Open Gym 6-8p</td>
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<td>24 Movie 2pm Bball bayfield school 9-11am 3, 4, 5th Open Gym 5:30-8pm</td>
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Activities subject to change please call ahead 715-779-3722
Jingle Dress Making Group

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Tuesdays- 9 a.m. to 12 p.m.
March 6-April 30th

***************

Mishomis Wellness Center

37390 N. Bradum Road

Beginning
March 6th!!!!

For more information, please call 715-779-3741 Ext 2403
Please join us for a
Self-Wellness
Talking Circle
on
Friday afternoons
starting February 9th
from 1:30 - 3:30pm
in the second office at
New Hope
Women and men are welcome!

For more information, please contact
Midge Montano, Behavioral Health Outreach
Specialist at 715-779-3707 ext. 2321.
Successful Co-Parenting Class

Thursday, Feb 15 1:00-4:00 p.m.
Red Cliff Community Health Center

When parents live apart due to divorce or separation, families face special challenges. They also have opportunities to build strengths. This research-based class shares co-parenting strategies that support children and protect them from conflict between parents.

Parents will learn:

- Skills for positive communication with the other parent
- Ways to keep kids from being caught in the middle
- Strategies for supporting children during difficult times

Fee: $25
Registration is Required. Call University of Wisconsin-Extension
(715) 373-6104 or (715)-682-7017

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.
BATTLING SUBSTANCE ABUSE

A GREAT EVENT FOR CONCERNED COMMUNITY MEMBERS

Sponsored by: Red Cliff Family Violence Prevention Program

* RAFFLES *
* LUNCH *
* APPETIZERS *

FEBRUARY 13TH, 2017
NOON - 7:00PM
LEGENDARY WATERS
EVENT CENTER

INFORMATION EVERY PERSON SHOULD KNOW ABOUT

Join us & learn about the trends, how to prevent & protect, and understand the behaviors that lead to substance abuse.

Panel discussion
Native American Drug & Gang Initiative (NADGI)
Hidden In Plain Sight Room
Safety Presentation
Drug Exposed Pregnancies
Addiction in the Adolescent Brain

For more information, please contact: Red Cliff Family Violence Prevention Program, (715) 779-3706
Basic Education Classes for Adults
Available at:
WITC – Ashland
Campus Room 225

Brush up on the basic skills – Reading, English, Grammar, Science, Social Studies, and Math – that you need to continue your education or enter the workforce with confidence.

There are also classes for those who are preparing to earn their GED/HSED.

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

**Classes are FREE!**

**Fall Schedule**

January 22nd, 2018 – May 18th, 2018

College Program Support (Open Lab):
Mondays & Wednesdays – 12:00pm-3:00pm
Tuesdays & Thursdays – 8:30am-1:30pm

GED/HSED Orientation:
(Call 715-682-4591 Ext. 3118 To Schedule)

**Instructor: Lisa Fiorio-Martinsen**
Would you like to buy local eggs from healthy chickens raised here in Red Cliff?

Call the Mino Bimaadiziiwin Farm to be added to our “Egg List”

Our happy hens are fed locally-grown grains, food scraps, and are pastured during warm months.

$3.50/dozen
715-779-3782
Everyday Preventive Actions That Can Help Fight Germs, Like Flu

CDC recommends a three-step approach to fighting the flu.

CDC recommends a three-step approach to fighting influenza (flu). The first and most important step is to get a flu vaccination each year. But if you get the flu, there are prescription antiviral drugs that can treat your illness. Early treatment is especially important for the elderly, the very young, people with certain chronic health conditions, and pregnant women. Finally, everyday preventive actions may slow the spread of germs that cause respiratory (nose, throat, and lungs) illnesses, like flu. This flyer contains information about everyday preventive actions.

How does the flu spread?
Flu viruses are thought to spread mainly from person to person through droplets made when people with flu cough, sneeze, or talk. Flu viruses also may spread when people touch something with flu virus on it and then touch their mouth, eyes, or nose. Many other viruses spread these ways too. People infected with flu may be able to infect others beginning 1 day before symptoms develop and up to 5-7 days after becoming sick. That means you may be able to spread the flu to someone else before you know you are sick as well as while you are sick. Young children, those who are severely ill, and those who have severely weakened immune systems may be able to infect others for longer than 5-7 days.

What are everyday preventive actions?
- Try to avoid close contact with sick people.
- If you or your child gets sick with flu-like illness, CDC recommends that you (or your child) stay home for at least 24 hours after the fever is gone except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
- While sick, limit contact with others as much as possible to keep from infecting them.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- Avoid touching your eyes, nose and mouth. Germs spread this way.
- Clean and disinfect surfaces and objects that may be contaminated with germs like the flu.
- If an outbreak of flu or another illness occurs, follow public health advice. This may include information about how to increase distance between people and other measures.

For more information, visit:
www.cdc.gov/flu
or call 1-800-CDC-INFO

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
What additional steps can I take at work to help stop the spread of germs that can cause respiratory illness, like flu?

- Find out about your employer's plans if an outbreak of flu or another illness occurs and whether flu vaccinations are offered on-site.
- Routinely clean frequently touched objects and surfaces, including doorknobs, keyboards, and phones, to help remove germs.
- Make sure your workplace has an adequate supply of tissues, soap, paper towels, alcohol-based hand rubs, and disposable wipes.
- Train others on how to do your job so they can cover for you in case you or a family member gets sick and you have to stay home.
- If you begin to feel sick while at work, go home as soon as possible.

What additional preventive actions can I take to protect my child from germs that can cause respiratory illness, like flu?

- Find out about plans your child's school, child care program, or college has if an outbreak of flu or another illness occurs and whether flu vaccinations are offered on-site.
- Make sure your child's school, child care program, or college routinely cleans frequently touched objects and surfaces, and that they have a good supply of tissues, soap, paper towels, alcohol-based hand rubs, and disposable wipes on-site.
- Ask how sick students and staff are separated from others and who will care for them until they can go home.

Everyday preventive actions can help slow the spread of germs that can cause many different illnesses and may offer some protection against the flu.
START EARLY

The Chance That Children Will Use Alcohol Increases as They Get Older.

About 10 percent of 12-year-olds say they have tried alcohol, but by age 15, that number jumps to 50 percent. The sooner you talk to your children about alcohol, the greater chance you have of influencing their decision not to drink.

Some Children May Try Alcohol as Early as 9 Years Old.

Most 6-year-olds know that alcohol is only for adults. Between the ages of 9 and 13, children start to view alcohol more positively. Many children begin to think underage drinking is OK. Some even start to experiment. It is never too early to talk to your children about alcohol.

SAY SOMETHING

What you say to your child about alcohol is up to you. But remember, parents who do not discourage underage drinking may have an indirect influence on their children’s alcohol use.

WHAT PARENTS CAN DO

- Be a positive adult role model.
- Be aware of risk factors.
- Support your kids and give them space to grow.
- Be prepared. Your child may become curious about alcohol; he or she may turn to you for answers and advice.
- Use "natural" opportunities such as dinner time or while doing chores to start open, honest conversations about drinking.
- Work with schools, communities, and the government to protect children from underage alcohol use.

SERIOUS CONSEQUENCES

Over the last several decades, the scientific understanding and knowledge of the dangers of underage drinking have increased substantially. Underage drinking is associated with various negative consequences for children and can affect and endanger the lives of those around them.

Children who drink alcohol are more likely to:

- Use drugs;
- Get bad grades;
- Suffer injury or death;
- Engage in risky sexual activity;
- Make bad decisions; and
- Have health problems.

Adapted from SAMHSA’s ITalk they hear your brochure

For more information, visit

www.underagedrinking.samhsa.gov
Connecting over family meals

Gathering for a meal is about more than just eating—it’s also about connecting as a family. Research shows that families who share meals tend to eat healthier foods. Here are ways to encourage together time around the kitchen table.

Eat by candlelight
Eating slowly gives your child’s brain time to tell her stomach it’s full, reducing her chance of overeating. Try lighting candles to create a relaxed atmosphere—this can encourage everyone to slow down and savor the meal. Plus, your child will feel excited that dinnertime seems “fancy.”

Create a conversation box
Everyone will look forward to meals with this idea. Together, think of questions like “If you could travel through time, what decade would you visit?” or “What would happen if kids and parents could trade places for a day?” Let your youngster write the conversation starters on slips of paper and put them in an empty box. During a meal, she can pull out a question to spark an interesting discussion.

Be flexible
Meals can be at different times of day or in different places. The key is to work with your family’s schedule—and even add a touch of fun. One evening, you might eat on a picnic blanket on the living room floor. If everyone can’t be home for dinner, have a family breakfast. On warmer days, eat on your patio or at a picnic table at the park.

Bento box lunches

A bento box is a container with different foods in individual compartments. Many Japanese children use them for school lunch. Try the bento box approach for a weekend lunch tradition:

• What youngster wouldn’t love cheese “stars,” lean turkey “hearts,” or melon “basketballs”? Use cookie cutters or other kitchen tools to cut food into fun shapes. Then, place the shapes in ramekins or small food-storage containers arranged on a plate.

• Turn a small ice cube tray into a bento box by putting bite-sized foods into its sections. Your child might fill them with chopped hard-boiled egg, pineapple chunks, and green beans. Or he may like leftover grilled chicken cubes, whole-wheat crackers, grapes, and edamame.

Just for fun
Q: What did one pretzel say to the other pretzel?
A: “Let’s twist!”

Thrifty kitchen supplies
Kitchen tools and appliances can be expensive. Consider taking your youngster with you to thrift shops and garage sales to stock up on cooking gadgets. This shows him the value of budget-friendly shopping. Good bets for used items include loaf pans, measuring cups, pots, and blenders.

DID YOU KNOW?
Jumping rope builds bone density, improves heart health, boosts balance and motor coordination, and burns calories. Help your child find a book of jump rope rhymes or games at the library or online. Then, try some together, or encourage her to teach them to her friends.

BEST BITES
Find the right milk
Milk alternatives, such as soy, almond, rice, and coconut milk, are widely available today. That’s good news for youngsters who can’t have dairy. When choosing nondairy milk, look for unsweetened varieties that are fortified with calcium and vitamin D.
Take a healthy field trip

Nothing beats hands-on learning to spark your youngster's interest in nutritious foods and physical activity. A great way to do this? Plan healthy adventures like these.

**Explore food stores.** Check out new-to-you health food shops, locally owned markets, or merchants specializing in foods from other countries. Let your child pick out something your regular store doesn’t carry, like a loaf of freshly baked bread or an unfamiliar spice blend.

**Activity Corner**

**Bounce and spell**

Put an active twist on your child’s next spelling test study session. Get his word list and a tennis ball, then find a space indoors or go outside to play a few rounds of Spelling Bee Bounce.

Stand about 6–12 feet from your youngster, say a word from his list, and bounce the ball to him. As he says each letter, he bounces the ball to you and then you bounce it back to him. If he gets a letter wrong, say, “Oops, try again!” and he starts the word over.

Get creative in this game. He could spin around before bouncing the ball, or he could pretend to shoot it to you like a basketball free-throw.

Before you know it, he’ll have mastered his entire spelling list—and gotten exercise along the way! 

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**Q&A**

**Bedtime snacks**

**Q:** My daughter always wants a snack before she goes to bed. What should I give her?

**A:** A bedtime snack can help stave off hunger until morning, especially if your family eats dinner on the early side.

The recommendations for bedtime snacks are the same as those for snacks your child eats any time of day: Stick to small portions, limit sugar, and choose proteins and whole grains.

Good options include oatmeal, whole-wheat toast topped with a sliced banana, or whole-grain pita pockets stuffed with hummus and shredded carrots. On the other hand, you’ll want your youngster to stay away from less healthy items like cookies, cupcakes, and chips.

**Tip:** Avoid giving your child a snack in the hour before bedtime, since digesting food can make it harder for her to fall asleep.

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**In the Kitchen**

**Kid favorites: Baked, not fried**

Chicken nuggets and french fries are popular with children—and they can be nutritious if they’re not actually fried. Rethink these favorites with the following healthy twists.

**Chicken nuggets**

Cut ½ lb. boneless, skinless chicken breasts into bite-sized pieces, and brush lightly with olive oil. In a bowl, mix ½ cup whole-wheat bread crumbs, 2 tbsp. grated Parmesan cheese, and 1 tsp. Italian seasoning. Roll chicken in mixture to coat. Cook on a lightly greased baking sheet at 425°F for 12–15 minutes, flipping halfway through, until chicken is fully cooked.

**French fries**

Cut 3 medium russet potatoes into strips. Lightly coat two baking sheets with cooking spray. In a bowl, combine potatoes with 2 tbsp. olive oil, 1 tsp. chili powder (optional), ½ tsp. salt, and ¼ tsp. pepper. Arrange on baking sheets, and place in a 400°F oven for 30 minutes (turning over after 15 minutes) or until crispy. Spread fries on a paper towel-lined plate to soak up excess oil.
Choosing whole-grain foods

Whole grains are important sources of nutrients such as zinc, magnesium, B vitamins, and fiber. There are many choices available to make half your grains whole grains. But whole-grain foods should be handled with care. Over time and if not properly stored, oils in whole grains can cause spoilage. Consider these tips to select whole-grain products and keep them fresh to eat.

1. Search the label

Whole grains can be an easy choice when preparing meals. Choose whole-grain breads, breakfast cereals, and pastas. Look at the Nutrition Facts labels and ingredients lists to find choices lower in sodium, saturated fat, and added sugars.

2. Look for the word “whole” at the beginning of the ingredients list

Some whole-grain ingredients include whole oats, whole-wheat flour, whole-grain corn, whole-grain brown rice, and whole rye. Foods that say “multi-grain,” “100% wheat,” “high fiber,” or are brown in color may not be a whole-grain product.

3. Choose whole grains at school

Prepare meals and snacks with whole grains at home so your kids are more likely to choose whole-grain foods at school.

4. Find the fiber on label

If the product provides at least 3 grams of fiber per serving, it is a good source of fiber. If it contains 5 or more grams of fiber per serving, it is an excellent source of fiber.

5. Is gluten in whole grains?

People who can’t eat wheat gluten can eat whole grains if they choose carefully. There are many whole-grain products, such as buckwheat, certified gluten-free oats or oatmeal, popcorn, brown rice, wild rice, and quinoa that fit gluten-free diet needs.

6. Check for freshness

Buy whole-grain products that are tightly packaged and well sealed. Grains should always look and smell fresh. Also, check the expiration date and storage guidelines on the package.

7. Keep a lid on it

When storing whole grains from bulk bins, use containers with tight-fitting lids and keep in a cool, dry location. A sealed container is important for maintaining freshness and reducing bug infestations.

8. Buy what you need

Purchase smaller quantities of whole-grain products to reduce spoilage. Most grains in sealed packaging can be kept in the freezer.

9. Wrap it up

Whole-grain bread is best stored at room temperature in its original packaging, tightly closed with a quick-lock or twist tie. The refrigerator will cause bread to lose moisture quickly and become stale. Properly wrapped bread will store well in the freezer.

10. What’s the shelf life?

Since the oil in various whole-grain flours differs, the shelf life varies too. Most whole-grain flours keep well in the refrigerator for 2 to 3 months and in the freezer for 6 to 8 months. Cooked brown rice can be refrigerated 3 to 5 days and can be frozen up to 6 months.
What foods are in the Grains Group?

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

Grains are divided into 2 subgroups, Whole Grains and Refined Grains. Whole grains contain the entire grain kernel — the bran, germ, and endosperm. Examples of whole grains include whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice. Refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Some examples of refined grain products are white flour, de-germed cornmeal, white bread, and white rice.

Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Check the ingredient list on refined grain products to make sure that the word "enriched" is included in the grain name. Some food products are made from mixtures of whole grains and refined grains.

How many grain foods are needed daily?

The amount of grains you need to eat depends on your age, sex, and level of physical activity. Recommended daily amounts are listed in this table below. Most Americans consume enough grains, but few are whole grains. At least half of all the grains eaten should be whole grains.

Note: Click on the top row to expand the table. If you are on a mobile device, you may need to turn your phone to see the full table.

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*These amounts are appropriate for individuals who get less than 30 minutes per day of moderate physical activity, beyond normal daily activities. Those who are more physically active may be able to consume more while staying within calorie needs.

What counts as an ounce-equivalent of grains?

In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, cooked pasta, or cooked cereal can be considered as 1 ounce-equivalent from the Grains Group. The table below lists specific amounts that count as 1 ounce-equivalent of grains towards your daily recommended intake. In some cases the number of ounce-equivalents for common portions are also shown.
Cowboy Caviar (Bean Salsa)

Prep time: 10 minutes  
Makes: 16 Servings

This salsa is a party favorite. Using pantry items like canned beans, corn, and tomatoes, this recipe comes together quickly and can serve a crowd.

Ingredients

1 can kidney beans, drained (15 ounces)  
1 can black beans, drained (15 ounces)  
1 can corn, drained (15 ounces)  
1 can crushed tomatoes (15 ounces)  
1 can chopped green chilies (4 ounces)  
1/4 cup finely chopped onion  
1 tablespoon oil  
limes, juiced (3 limes, optional)  
salt (to taste, optional)  
pepper (to taste, optional)  
hot sauce

Directions

1) Mix kidney beans, black beans, corn, tomatoes, chilies, and onion in a large bowl.

2) Add lime juice (if using) and oil, toss gently to combine. Taste. Add small amount of salt and pepper if desired.

3) Serve by itself, with raw vegetables and/or corn chips.
Current Openings for the Red Cliff Tribe

Youth Center Worker Part Time - 3 Positions
DEADLINE: February 1, 2018 at 4:00pm

Accounting Payroll Accountant
DEADLINE: February 2, 2018 at 4:00pm

Laboratory Medical Assistant
DEADLINE: February 7, 2018 at 4:00pm

Fish Biologist
DEADLINE: February 13, 2018 at 4:00pm

TNR Wildlife Technician - Seasonal
DEADLINE: February 13, 2018 at 4:00pm

Medical Billing Specialist
DEADLINE: February 14, 2018 at 4:00pm

Medical Assistant
DEADLINE: February 23, 2018 at 4:00pm

ECC Substitute Assistant Teacher/Support-Staff
DEADLINE: Applications Accepted Year Round

Native Connections Project Coordinator
DEADLINE: Open Until Filled

ECC Mental Health Manager
DEADLINE: Open Until Filled

ICW Case Manager
DEADLINE: Open Until Filled

Early Head Start Home Based Teacher - 2 Positions
DEADLINE: Open Until Filled

Transportation Driver and Teacher Support
DEADLINE: Open Until Filled

Coordinated Service Team and Brighter Futures Initiative Coordinator
DEADLINE: Open 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

LW - General Manager
DEADLINE: Open Until Filled

** Current Openings for State of Wisconsin DWD

DWD - Wisconsin Youth Apprenticeship

** Current Openings for CESA

Data Warehouse Support Specialist

** Current Openings for Milwaukee Indian Community School

Culture Apprentices
Culture Coordinator

** Current Openings for GLITC

Great Lakes Inter-Tribal Council Job Postings

Great Lakes Inter-Tribal Council - Front Desk Receptionist with HR Assistant Duties
Great Lakes Inter-Tribal Council - Program Manager/Supervisor

** Current Openings for GLIFWC

GLIFWC Website with Current Job Openings

GLIFWC - Executive Administrator

** Current Openings for School District of Bayfield, WI

Click here for Available Job Vacancies at Bayfield School

Substitutes Vacancies 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 - Wildland Firefighter (Ranger/Forestry Aid/Technician) - Hot Springs, SD * International Falls, MN * Medora, ND * Interior, SD
DEADLINE: 2/27/2018

National Park Service - Wildland Fire Module Crewmember (Forestry Technician) - Custer, SD
DEADLINE: 2/27/2019

National Park Service - Park Guide - Williston, ND
DEADLINE: 2/27/2018

** Current Openings for the BIA.gov

BIA Fire & Forestry Job Openings

** Current Openings for the University of Wisconsin-Extension

Current Opportunities for UW Extension Cooperative Extension Site

Current Opportunities for UW Extension

** Current Openings for the UMOS Job Openings

Current Opportunities for UMOS
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: ECC Substitute Assistant Teacher/Support Staff

LOCATION: Red Cliff Early Childhood Center

WAGE: $9.00 - $10.00 depending on qualifications

SUPERVISOR: Program Director

THIS IS AN ON-CALL POSITION

JOB SUMMARY: Replacement for ECC teacher or support staff and provide a safe, healthy, friendly, caring and nurturing environment for children ages 0-5.

RESPONSIBILITIES:
1. Must attend confidentiality training and must maintain confidentiality of children/classroom each day.
2. Must follow ECC and Red Cliff Tribal policies and procedures as introduced during orientation.
3. Assist teacher or ECC staff member with daily supervision and interaction with children; supervision during meals/snacks/naps; follow ECC Policies & Procedures for best practices with children; praise and reinforce positive behavior.
4. Assist teachers with facilitation of classroom activities and support children’s self-direction during individual, small and large groups.
5. Reinforce positive self-image and promote positive self-esteem of all children.
7. Assist teacher in encouraging independence and self-help skills such as set-up and clean-up at meals, snacks and play time throughout the day.
8. Eat meals with children and encourage mealtime in a family setting. Food is never used as a punishment or reward.
9. Must maintain safety and health practices and regulations when working in kitchen.
10. 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

"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

KNOWLEDGE: Knowledge of Ojibwe language and culture highly desirable; cultural sensitivity required.

QUALIFICATIONS:
1. Must be 18 years of age or older.
2. Minimum of high school diploma, HSED or GED required.
3. Complete a minimum of 15 paid shadow hours in the classroom and 8 paid shadow hours in the kitchen prior to actual subbing at ECC.
4. Preference for an associate’s degree in Early Childhood Education/related field but not required.
5. Ability to work cooperatively with staff, parents, community members, and other child support systems in the best interest of children is required.
6. Must pass health examination, obtain required immunizations/vaccines including TB test, Hep B (or waiver); mumps vaccine (or waiver or proof of immunity).
7. Must be physically able to work with young children, including lifting a minimum of 40 pounds; occasional lifting of fifty pounds is required.
8. Must adhere to Early Childhood Center standards of conduct, serving as a positive role model in the community.

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

PHYSICAL AND SPECIAL REQUIREMENTS: Must be physically able to work with young children, initial health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc.

WORK ENVIRONMENT: Primary work environment: classrooms, outdoor play spaces, kitchen. All Tribal Buildings are smoke free.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

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

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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.

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

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:
1. Completed Tribal Application, available on the Tribal website.
2. Signed Tribal Background Investigation Disclosure; available on the Tribal website.

This job description is subject to change at employer's discretion, after consultation with the employee.

POSTING DATE: December 6, 2017
DEADLINE: Applications accepted year round

FOR FURTHER INFORMATION CONTACT:

Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov

(715) 779-3700 ext. 4268

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

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement the application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

"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

All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care (BECR) Memo 2014-03, as of 12-31-16 all licensed child care center employees must complete a one-time fingerprint-based background check on all employees. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.

45 CFR 1301.31 requires preference be given to qualified current or former parents of Head Start/Early Head Start children as position vacancies occur.
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: ECC Mental Health Manager
EXEMPT: 40 hours per week/12 months
LOCATION: Red Cliff Early Childhood Center
PROGRAM: Red Cliff Head Start/Early Head Start Directors
WAGE: $15.00 - $18.00/ hour (DOQ), plus benefits
SUPERVISOR: Early Head Start Director (primary)

GENERAL STATEMENT OF DUTIES:

Mental Health Manager is responsible for providing oversight of the mental health component. Mental Health Manager will assist, encourage, and implement policies to ensure employees reach program goals for mental health. Will assist in participation with ECC Management Team in developing appropriate policies, procedures, and follow up in the mental health component.

DUTIES AND RESPONSIBILITIES:

1. Must maintain confidentiality of all child and family information and records.
2. Must secure mental health consultation services on a schedule of sufficient and consistent frequency to ensure a mental health consultant is available to partner with staff and families in a timely and effective manner.
3. Must ensure that all children have parental consent for Mental Health Consultations.
4. Is required to revise the Mental Health (Social Emotional Wellness) Plan yearly.
5. Provides group and individual mental health education, training, and consultation to staff and parents.
6. Works with ECC staff, mental health consultant, and parents to design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.
7. Develop and maintain a professional relationship with enrolled families, community health providers and all ECC staff.
8. Schedule EHS & HS Coordinated Services Team (CST) and Child Wellness Team (CWT) meetings.

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9. Attend Individualized Education Plan (IEP) and Individual Family Services Plan (IFSP) meetings as needed.
10. Manager will work closely with Early Head Start Director to identify data collection, best practices in collection of mental health data regarding services and needs of ECC children, not only 0-5 years old, but specifically ages 0-3, in conjunction with a Red Cliff Tribal Birth to Three grant administered by the ECC. Manager will streamline mental health data collection process from mental health consultant and Education/Abilities Manager special needs data for 0-3 year old children enrolled in both a home based and center based option at the ECC.
11. Must attend and participate in weekly staff meetings and job-related training as available and required.
12. Notify supervisor in advance of any known absences you will have.
13. Must adhere to all ECC policies and procedures and ensure that the Head Start Performance Standards are being met.
14. Work with community service providers to facilitate access to additional mental health resources and services, as needed.
15. Must maintain follow-up care for each child who is referred for mental health services.
16. Must ensure the children’s mental health and social and emotional needs through strategies that include observation and consultation with the Mental Health professional are met.
17. Is required to attend all consultations with each Early Head Start and Head Start teacher.
18. 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.

QUALIFICATIONS:
1. Minimum of bachelor’s degree in mental health, behavioral health, psychology, social work, human services, early childhood education, or related field.
2. Must have demonstrated experience in mental health, human service area, behavioral health, social work or human services.
3. Must have minimum of one year demonstrated skills and abilities in leadership and management capacity relevant to program management.
4. Must possess good interpersonal and communication skills, including the ability to work as part of a team.
5. Must be sensitive to Native American culture and beliefs and have knowledge & experience in working with Native American families, with awareness of the uniqueness of the Red Cliff Ojibwe culture desirable.
6. Must have a valid driver’s license, vehicle and appropriate vehicle coverage and maintain
driver’s eligibility as a condition of employment. Must be eligible for Red Cliff Tribe’s vehicle insurance.
7. CPR and First Aid certification is required.
8. Must pass mandatory background check and finger prints prior to hiring.
9. Ability to communicate program information to parents, policy council staff and community members.
10. Must have computer skills needed to meet job responsibilities.

WORK ENVIRONMENT:
All tribal buildings are smoke free. Primary work environment is in a 0-5 year old Head Start and Early Head Start Program for Native American children living on an Ojibwe reservation. Home visits may be required.

PERSONAL CONTACTS:
Collaboration with tribal, local and county, state, and national collaborating partners, with particular emphasis on networking with parents, extended families, and the ECC Management Team.

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

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

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 Name or Image of the

“The Hub of the Chippewa Nation”
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88455 Pike Road
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Phone: 715-779-3700  Fax: 715-779-3704
Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

POSTING DATE: January 3, 2018
DEADLINE DATE: Open Until filled

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:
1. Completed Tribal Application, to include work history and references; available on the tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable.

FOR FURTHER INFORMATION CONTACT:
Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88455 Pike Rd.
Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov
diane.coolev@redcliff-nsn.gov

(715) 779-3700, Ext. 4267 or 4268

This job description is subject to change at employer’s discretion, after consultation with the employee.

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement this application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

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Red Cliff Tribal Council

All Early Childhood Center (ECC) employees must submit mandatory criminal background check information to the Personnel Director with application, annually thereafter, and following any conviction occurring after commencement of employment.

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

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

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 11 paid holidays.

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Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Early Head Start Home Based Teacher – 2 Positions

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Early Head Start

WAGE: $10.00 to $14.00 Entry Level Wage Scale, Plus Benefits

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

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR: Early Head Start Director

JOB SUMMARY: Primary responsibility is to provide weekly home-based services to a maximum of 12 Early Head Start families, which includes infants and toddlers 0 – 3 and pregnant women, using a Creative Curriculum home visitor curriculum. Home visits are provided primarily during weekday and daytime hours. Late afternoon home visits may be considered if necessary, with approval from director. Job duties require planning and implementation of home-based option which reflects best practices while incorporating Ojibwe language and culture into curriculum.

DUTIES AND RESPONSIBILITIES:
1. Must satisfactorily complete New Home Base Teacher Training checklist during first 75 days of employment.
2. Conduct minimum of 1½ hour weekly home visits for each Early Head Start home-based family as well as each prenatal mom as stated in Federal Performance Standards, with minimum requirement of 46 home visits per family per program year.
3. Plan and implement home-based activities which are age appropriate and that enhance infant and toddlers’ social/emotional, physical, cognitive development and child development, parenting information for pregnant women.
4. All EHS Home Based teachers will collaborate together to provide up to 22 group socializations per year for Early Head Start children and their parents to allow for age-appropriate peer group interaction with parent involvement. This could include play groups, group meetings, parent-child interactions which are held during the day or early evening.
5. Responsible for working with each family to develop a Family Partnership Agreement in accordance with Head Start Federal Performance Standards.
6. Must attend two annually Coordinated Service Team meetings scheduled for your 12 families
7. Responsible for recordkeeping on Child Plus, Teaching Strategies’ Gold, and maintenance of weekly Creative Curriculum home-based files, and documenting resource or referral for delivery of other services as needed.
8. Mandatory depression screen training to screen prenatal and postpartum mothers will be provided through a collaborative agreement with the Red Cliff Community Health Center.
9. Mandatory first aid and CPR certification training within six (6) months from date of employment. Program will cover costs.
11. Work with tribal, community, and county service providers in order to provide necessary services to the EHS home based child, their parents and any pregnant women enrolled in the program.
12. Documentation of all home visits and contacts with families as well as other required program information.
13. Develop and maintain a professional relationship with families enrolled in Early Head Start as well as must maintain confidentiality of all child/family information and records.
14. Collaborate with other home based staff, parents, and community resources to incorporate Ojibwe language and culture into home-based activities and curriculum.
15. Reinforce positive self-image, pride, and cultural identity with both the parents and the infants/toddlers during all activities.
16. Must attend and participate in home base staff meetings, all staff meetings and ECC Policy Council meetings if requested as well as participate in job related training as required.
17. Any program equipment, cameras, IPADS, or any other supplies purchased or obtained by the EHS program must remain within the EHS Home Based offices, and cannot be used outside of the Early Childhood Center unless you have prior express permission by the EHS Director to use outside of the center. Violations of this policy can result in disciplinary action.
18. Adhere to all EHS/ECC policies and procedures and ensure that Head Start Federal Performance Standards are being met.
19. 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 as deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Knowledge of Ojibwe language and culture preferred. Knowledge of the uniqueness of the Red Cliff Community preferred.

QUALIFICATIONS:

EDUCATIONAL QUALIFICATIONS

Required:
1. High school diploma, HSED or GED required
2. Can have a minimum of a home-based Child Development Associate (CDA) credential if you do not have equivalent coursework as part of an associate’s or bachelor’s degree

Preferred:
1. Associate Degree in Early Childhood Education or related degree or:
2. Applicants can be considered if currently enrolled in an associates’ degree early childhood program and meets minimum education requirements or
3. Applicant has any early childhood education coursework from previously and is willing to enroll in associates’ degree early childhood within probationary period.
Highly desirable (but not required):
1. Bachelors’ degree in Early Childhood Education

OTHER QUALIFICATIONS:
1. Minimum of one year prior experience in home visitation services, counseling/guidance, or family service/human service field.
2. Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children’s progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.
3. Excellent oral and written communication skills and knowledge of local community resources.
4. Cultural sensitivity to Ojibwe culture, Native American beliefs, values, community mores.
5. Must be able to work some nights if needed for ECC Family nights or home based socializations or late afternoon home visits if requested.
6. Must have a valid driver’s license, vehicle and appropriate vehicle coverage and maintain driver’s eligibility as a condition of employment. Be eligible to be put on the tribe’s vehicle insurance policy.

PERSONAL CONTACTS: Students and their family members, ECC staff, Community Members.

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

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

Must be physically able to work with young children and must be able to regularly lift and/or move up to forty pounds; occasional lifting of fifty pounds is required. Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children and parents in the home. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

WORK ENVIRONMENT: Red Cliff Early Childhood Center facility. Student homes for home visits. All Tribal buildings are smoke free.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

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.

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

This job description is subject to change at employer’s discretion, after consultation with the employee.

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

1. Completed tribal application, to include work history and references; available on the Tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable.

POSTING DATE: January 2, 2018
DEADLINE: Open Until Filled

FOR FURTHER INFORMATION CONTACT:
Red Cliff Band of Lake Superior Chippewas
Human Resources Department
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov
diane.cooly@redcliff-nsn.gov

(715) 779-3700, Ext. 4268 or 4267

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.

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement this application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care Regulation (BECK) Memo 2014-03, all licensed child care center employees much complete a one-time fingerprint-based background check on all employees effective December 31, 2015. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.
The Red Cliff Early Head Start has a Drug Free/Smoke Free environmental policy and follows the intent of the Drug Free Work Place Act.

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

(45) CFR Part 1302.90 (b)(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.

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 11 paid holidays.
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Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Transportation Driver and Teacher Support

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Head Start and Early Head Start

WAGE: $10.00-$14.00, depending on qualifications, plus benefits

THIS IS A PART-TIME NON-EXEMPT POSITION/up to 40 hours per week

SUPERVISOR(S): Head Start Director & Transportation Supervisor

JOB SUMMARY: Provide safe transportation to children riding the school bus and support to the Early Childhood Center classrooms.

JOB DUTIES & RESPONSIBILITIES:
1. Responsible for developing and keeping a current schedule for the safe transportation of Head Start children to and from the Center.
2. Must maintain and observe all current safety standards with regard to the vehicle and conduct of the children entering, riding, and exiting the bus.
3. Must maintain accurate daily mileage reports, file reports monthly.
4. Must maintain daily attendance reports on all children riding the bus.
5. Responsible for general maintenance and up-keep of the Head Start vehicles using licensed mechanic service.
6. Responsible for reporting any problems, accidents, or concerns that may affect the smooth and safe transportation of the children. These must be documented in writing.
7. Must enforce Head Start policies on required use of seat belts for all passengers, including self; all children must be placed in child safety restraints.
8. Must conduct and document daily pre-trip safety check on Head Start vehicle.
9. Must maintain accurate, up-to-date emergency contact info on all children riding the bus, including current photo.
10. Must conduct and document all required training regulations including annual on-board observation, annual behind-the-wheel and refresher classroom training for bus drivers.
11. Must maintain an organized method of documenting that federal and state transportation requirements are being met.
12. Assist when needed with playground and building maintenance

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Red Cliff Tribal Council

13. Assist with attendance outreach.
14. Assist teachers in the classroom and outdoor learning environments with activities.
15. Must maintain staff file at ECC.
16. Responsible for obtaining a qualified substitute when absences are known ahead of time.
17. Attend monthly all-staff meetings
18. 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: Must have knowledge of vehicle maintenance. Computer skills helpful; if computer training is needed, must be willing to learn. Knowledge of and ability to follow and apply the policies and procedures of the Red Cliff Band of Lake Superior Chippewa and Red Cliff Early Childhood Center. Knowledge of Red Cliff demographics, culture, history and lifestyles.

QUALIFICATIONS:
1. High school diploma, HSED or GED required.
2. Post-secondary training or education in early childhood development, willingness and ability to complete required early childhood courses as needed.
3. Must possess and maintain a valid Commercial Driver’s License/with a School Bus & Passenger Endorsement; CDL must meet minimum Class C License Must have a vehicle and appropriate vehicle coverage and maintain driver’s eligibility as a condition of employment. Be eligible to be put on the tribe’s vehicle insurance policy.
4. Must provide consent for the ECC or Personnel Dept. to request a Driving Record from the WI Dept. of Transportation (form MV896) and pass the state driving record check EACH YEAR.
5. Must be 21 years of age or older.
6. Meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions; and, must pass a physical exam and TB test performed by a licensed medical provider
7. Ability to manage and relate to preschool children.

PERSONAL CONTACTS: Daily interaction with Head Start parents, children and ECC staff; occasional contact with mechanics and community members.

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PHYSICAL AND SPECIAL REQUIREMENTS: Must be physically able to work with young children, initial health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, SIDS/SBS, etc.

WORK ENVIRONMENT: Primary work environment: Head Start classrooms, Head Start school busses and Early Childhood Center. Field Trips throughout school year. All tribal buildings are smoke free.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings and trainings; overnight and out of town, both locally & nationally.

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.

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

APPLICATION SUBMITTAL REQUIREMENTS: The following items are required for this position:
1. Completed Tribal Application, available on the Tribal website.
2. Signed Tribal Background Investigation Disclosure; available on the Tribal website.

POSTING DATE: December 8, 2017
DEADLINE: Open Until Filled

FOR FURTHER INFORMATION CONTACT:
Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov

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Red Cliff Tribal Council

ashley.poch@redcliff-nsn.gov
diane.cooley@redcliff-nsn.gov

(715) 779-3700 ext. 4268 or 4267

The Red Cliff Community Health Center is a Drug-Free Workplace in accord with the Drug-Free Workplace Act of 1988, P.L. 100-690, and has a Drug-Free Workplace Policy in effect.

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement the application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.

All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care Regulation (BECR) Memo 2014-03, all licensed child care center employees must complete a one-time fingerprint-based background check on all employees effective December 31, 2015. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.

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

This job description is subject to change at employer’s discretion, after consultation with the employee.

EMPLOYEE BENEFIT PACKAGE – PART-TIME EMPLOYEES
1. A Health Insurance Plan which is offered through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Part-time employees will be on a prorated pay status depending on hours worked.
2. 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.
3. The Tribe offers General Leave to part-time employees as stated below:
   Regular Part-time 30-37 hours/week        Vacation/GL – 12 hours/month
   Regular part-time 20-29 hours/week        Illness/GL – 8 hours/month

“The Hub of the Chippewa Nation”
4. The Tribe observes a total of 12 paid holidays.

Acknowledgement of understanding of job duties, knowledge & qualifications:

______________________________      ______________________
Employee                        Date

______________________________      ______________________
Supervisor/Administrator        Date

______________________________      ______________________
Human Resources                  Date

"The Hub of the Chippewa Nation"
Job Opportunities

Gallery Assistant
Eckels Pottery and Fine Craft Gallery
Retail/Wholesale
A seasonal full time job running from April 15 to December 31 2018
I am looking for an articulate person...

(715) 779-5617  Website  Directions

Full Time & Part Time Seasonal Store Clerk Positions

Madeline Island Yacht Club
Sales
We have Seasonal Store Clerk positions available at Madeline Island Yacht Club. Possibilities include Mid-May through Applefest, and also starting/ending...

(715) 747-2655  Website  Directions
Retail gallery assistant
Eckels Pottery and Fine Craft Gallery
Retail/Wholesale
Eckels pottery is looking for a seasonal full time gallery and retail assistant. Responsibilities are primarily assisting customers, gallery presentation,...

(715) 779-5617  |  Website  |  Directions

Outdoor Leader
Wilderness Inquiry
Hotel, Gaming, Leisure and Travel
OVERVIEW: Outdoor Leaders are the backbone of our adventures at WI. Outdoor Leaders staff all WI events, from single day...

(612) 676-9400  |  Website  |  Directions

Sea Kayak Guides & Reservations
Trek & Trail
Sports and Recreation
Trek & Trail is seeking to fill our staff for the 2018 season. Positions are available throughout the company. Paid...

(715) 779-3595  |  Website  |  Directions

Journeyman Level Painter
Distinctive Painting, LLC
Construction, Installation and Mechanical
Distinctive Painting LLC is seeking an individual to fill a skilled position. We are a high end professional contracting Co....

(715) 209-0770  |  Website  |  Directions
Experience

Lost Creek Adventures & Outfitter

Administrative, Support & Clerical
Seasonal - Full & Part time These are our front line professionals! Responsible for all day to day tasks in...

(715) 953-2223 | Website | Directions

Food Manager, Maintenance, and Repair Staff

Lost Creek Adventures & Outfitter

Sports and Recreation
The following positions are not full time, so we are either hiring staff part-time or will combine each with one...

(715) 953-2223 | Website | Directions

Sea Kayaking Guides Needed

Lost Creek Adventures & Outfitter

Sports and Recreation
Seasonal Full & Part-Time, Internships Available. We hire our guides based on who they are just as much as on what...

(715) 953-2223 | Website | Directions
## Red Cliff Elderly Menu

### February 2018

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Hamburger Mac Soup Biscuit Pears</td>
<td>6 Hotdog/Bun Baked Beans Chips Broccoli Salad Peaches</td>
<td>7 Chicken Teriyaki/Chinese Stir Fry Vegetables Rice Cake</td>
<td>1 Beef &amp; Bean Burrito Spanish Rice Beets Mandarin Orange</td>
<td>2 Hamburger Hot-dish Bread Sticks Peas Apples</td>
<td>3 Sack Lunch Ham &amp; Cheese/Bun Cheese Stick Pudding Cup</td>
</tr>
<tr>
<td>12 Pork chops Rice Pilaf Zucchini/Summer Squash Peaches</td>
<td>13 BBQ Chicken Baked Squash Green Beans Apricots</td>
<td>14 Spit Pea w/Ham Soup Ground Bologna/ Bun Pineapple</td>
<td>8 Sub Sandwich (Turkey, Ham, Lettuce, Tomato, Cheese) Cold Fruit Salad Chips/Carrot Sticks</td>
<td>9 Chili w/ Meat &amp; Beans Cornbread Pineapple</td>
<td>10 Sack Lunch Bologna &amp; Cheese/Wheat Bread Cauliflower/ Grapes</td>
</tr>
<tr>
<td>19 Tuna Noodle Hot-dish Peas Pineapple</td>
<td>20 Bean Soup/Ham Egg Salad Sandwich French Fries Cole Slaw Peaches</td>
<td>21 Chicken Patty/Bun Baked Potato Carrot Pears</td>
<td>15 Kielbasas Sausage Roasted Sweet Potato Caesar Salad Bread Stick Pudding</td>
<td>16 Breakfast Sausage Biscuits &amp; Gravy/Hash-Browns Scr. Egg/ Melon</td>
<td>17 Sack Lunch Grilled Chicken &amp; Cheddar/Bun Carrot/Broccoli Apples</td>
</tr>
<tr>
<td>26 Beef Pepper Steak Rice Cottage Cheese/Pear</td>
<td>27 Au Gratin Potato Ham Chunks Carrots Pineapple</td>
<td>28 Salisbury Steak/Gravy/ Baby Red Smashed Potato Broccoli Cookie</td>
<td>22 Meat Loaf Baked Potato Carrot Pears</td>
<td>23 Pizza Salad Bread Stick Banana</td>
<td>24 Sack Lunch Turkey and Provolone Celery Sticks/Peanut Butter/Orange</td>
</tr>
</tbody>
</table>

*Note: The menu is a typical example and may vary depending on availability.*
# FEBRUARY 2018

## NAMEBINI-GIIZIZ

<table>
<thead>
<tr>
<th>Nitam Anokii-Giizhigad</th>
<th>Niizhoo-Giizhigad</th>
<th>Aabitose</th>
<th>Niio-Giizhigad</th>
<th>Naano-Giizhigad</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5B</strong> Pancakes, Applesauce, CC</td>
<td><strong>6B</strong> Wgtkix, Oranges, Ygt, $ Goldfish, Juice</td>
<td><strong>7B</strong> Egg Bake, Tr fruit, CC</td>
<td><strong>1B</strong> Oatmeal Squares, Oranges, Bagel Cr Cr</td>
<td><strong>2B</strong> Boiled Eggs, Wgr Toast, Jelly, Pears</td>
</tr>
<tr>
<td>S Pudding/Waffle</td>
<td>L Red Pozole, Cornbr Berries, CC</td>
<td>S Veg/Ranch</td>
<td>L Mini Rice Cakes/Milk</td>
<td>S Muffin/Milk</td>
</tr>
<tr>
<td>L Salsbury St, Pot, Gr Bean, Pears</td>
<td>S Ygt/Apples</td>
<td>L Pizza Brgr, Fries, Veg/Dip, Berries</td>
<td>L Scallops/Ham, Pine-Apple, Peas</td>
<td>S Pb/Apples</td>
</tr>
<tr>
<td>S Carrots/Milk</td>
<td></td>
<td>S Crackers/Cheese</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12B</strong> Scramble Eggs, Wgr Toast, Peaches</td>
<td><strong>13B</strong> Mg Cheerios, Berries, Ygt</td>
<td><strong>14B</strong> Pancakes, Strawberries, Cc</td>
<td><strong>8B</strong> Rice Crispies, Banana, Ygt, Eng Muffin Wg</td>
<td><strong>9B</strong> Oatmeal, Peaches, Wgr Toast, Pb</td>
</tr>
<tr>
<td>S Cheese Its/Milk</td>
<td>S Nutra Gr Bar/Milk</td>
<td>S Crackers/Juice</td>
<td>S Teddy Gr/Milk</td>
<td>S Egg Salad/Cracker</td>
</tr>
<tr>
<td>L Ravioli, Corn, Fr Cocktail</td>
<td>L Chix Chow Mein, Br Rice, Stir Fry, Pineapp</td>
<td>L Cheez Brgr, Tots, Veg/Dip, Honeydew</td>
<td>L Ham, Potato, Peas, Mango, Cc</td>
<td>L Beef Stew, Biscuits, Carrots, Pears</td>
</tr>
<tr>
<td>S Mango/Cc</td>
<td>S Pbj/Pears/Water</td>
<td>S Cookie/Milk</td>
<td>S Cucumbers/Cc Dip</td>
<td>S Apps/Ygt</td>
</tr>
<tr>
<td><strong>19B</strong> Fr Toast, Blueberries, Cc</td>
<td><strong>20B</strong> Corn Chex, Peaches, Ygt, Bagel</td>
<td><strong>21B</strong> Egg Combos, Banana, Ygt</td>
<td><strong>22B</strong> Rice Chex, Pears, Cc, Bagel</td>
<td><strong>16B</strong> Quiche*, Trk Sausage Patty, Banana</td>
</tr>
<tr>
<td>S Cracker/Cheese</td>
<td>S Mini Rice Cakes/Milk</td>
<td>S Oatmeal Round/Milk</td>
<td>S Oranges/Gr Crackr</td>
<td>S Pretzel/Pb</td>
</tr>
<tr>
<td>L Quesadilla, Pineapple, Carrots, S Str Cheese/Pear</td>
<td>L Bif Stew, Biscuits, Mango, Cc</td>
<td>L Salmon Hd, Peas, Wg Pasta, Tr Fruit, Cc</td>
<td>L Ham, Slaw, Bb Red, Peas, Bun Wg</td>
<td>L Wg Sub Sand, Berries, Veg/Dip, Chips</td>
</tr>
<tr>
<td>S Cc/Cucumber/Car</td>
<td></td>
<td>S Make Your Own Pizza</td>
<td>S Juice/Pretzels</td>
<td>S Celery/Pb</td>
</tr>
</tbody>
</table>

**Skim Milk Served With All Meals**

1-2 yrs Whole

**Menu Subject To Change**