Enroll at the ECC............... 

Do you know a pregnant woman? The ECC provides prenatal services through our Home Based program, including home visits in the comfort of your own home, pregnancy education, labor and delivery, child birth, breast feeding, health and wellness and many other fabulous and fun projects with our lovely Home Base teachers. Do you know a child ages 0-5 living in Red Cliff or the surrounding area (including Washburn)? The Early Head Start offers center and home based services to children ages 0-3. We have 4 EHS classrooms serving 32 children and an additional 36 children or prenatal women in the home base program. Head Start provides service to 50 children ages 3-5 in our 3 HS classrooms. Center based school is held Monday through Friday (in 2017-2018 school year) from 7:45am-3:00pm with wraparound child care available. Stop in for an application or retrieve on from our website anytime: www.redcliffecc.org. Call Jenny at (715) 779-5030 ext 2533 if you have questions or want to schedule an appointment to complete an application.
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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<tr>
<td></td>
<td>2</td>
<td>Tribal</td>
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<td></td>
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<td>Council Mtg.</td>
<td></td>
<td>6</td>
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<td>8</td>
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<td>3</td>
<td></td>
<td>WIC PICKUP</td>
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<td></td>
<td>4</td>
<td>ECC/Tribe Closed</td>
<td>Independence Day</td>
<td>7</td>
<td>8</td>
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<td>JOM Mtg.</td>
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<td>9</td>
<td>10</td>
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<td>13</td>
<td>14</td>
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<td>Home Base Social 10-12</td>
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<td>11</td>
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<td>17</td>
<td>TBA Mtg.</td>
<td>Enrollment week for all</td>
<td>19</td>
<td>20</td>
<td>21</td>
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<td></td>
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<td>20</td>
<td>Last Day Of school for kids</td>
<td></td>
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<tr>
<td></td>
<td>18</td>
<td>Tribal Council Mtg.</td>
<td></td>
<td>21</td>
<td>ECC</td>
<td>22</td>
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<td></td>
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<td></td>
<td>Graduation</td>
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<tr>
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<td>24</td>
<td></td>
<td>Summer Gathering</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>25</td>
<td>26</td>
<td>Summer Gathering 25th-26th</td>
<td>Community Pow-wow</td>
<td></td>
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</tr>
<tr>
<td>27</td>
<td>28</td>
<td>All School End of the Year Picnic</td>
<td></td>
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<td>30</td>
<td>31</td>
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</table>
Boozhoo!

First off we want to say miigwech to all the parents for getting their children to school, we enjoy seeing their smiling faces every day. This year just seemed to fly by, we’ve made so many great memories during our time in the Waabooz room. Although we are sad that this year is coming to an end so quickly, we are also excited to make new memories in the Amik room! :)

We hope everyone has a fun & safe Summer, we will see you in the fall!

Migwech,
Ms. Tiff, Ms.Ang, and Ms.Judy

715-779-5030
x 2524

Happy birthday,
Alexander.  7/1
Amik-Room
Chi-Miigwetch to Pat and Ed for giving us thinkers, builders, dreamers, giinii-tam was greatly appreciated. And also a chi-Miigwetch to every person that give Kelsey and Teresa a break and gave their love and kindess to the amik
We wish all our families, a great summer, and Mi-igwetch for letting us teach your children and see you in the fall as a makwa. Kelsey, Teresa, Amber
Dear Parents,

June seemed to fly by and we are continuing with the school themes: Berries, camping, fishing and ball study. We are planning many fun and educational projects revolving around those themes and study with an emphasis on mathematics and literacy.

As you know this will be your children’s last month in Early Head Start. It seems just like yesterday that they were entering the Waabooz room...

It has been a great pleasure and honor to have been involved in your children’s development. We will miss having them as students, but look forward to seeing them thrive in Head Start.

We look forward to a Great July and wish you a Happy 4th!

Miss Maggie and Mr. Fred
**NEWs and Plans**

This year has flown right by! Chi-Miigwech for sharing your little ones with us! They have been a blessing!

Please remember if your child will not be riding the bus on their scheduled day to call the front office by 6:30am.

This month we will be learning about ball study, berries, camping, fishing and summer fun! July can be a hot month which means lots of playing outside and in the water. Please make sure that your child has extra clothing in their bins.

Enjoy your summer break!

-Ms. Melissa and Ms. Liza

**REMINdERS**

- 7/4- ECC/Tribe Closed Independence Day
- 7/20- Last day of school for kids
- 7/21- ECC Graduation
- 7/25, 7/26- Summering Gathering

**OjibweMowin**

- Bikwaakwad- Ball
- Mawinzo- s/he picks berries
- Niibin- Summer

**What We Are Doing**

Pamela- seeking new friendships!
Joe- enjoys outdoor activities!
Marta- loves looking for warm's!
Elizabeth- working on spelling name!
Emma- works hard at self-help!
Jalen- learning new words!
Randall- likes to help friends!
Cali- enjoys having conversations!
SUMMERTIME IS UPON US!!

For the month of June and July we have been focusing our theme around summertime, camping and balls. The children love the camp area where they can cook, catch fish and sit around the camp fire.

We are spending lots of time outside so please have your child dressed for the weather. Also reminder that we go outside after it rains so at times your child will need rain boots.

The end of the year is coming up soon and summer break is right around the corner. To the ones that go onto kindergarten we say goodbye, good luck and have a blast!! To those who return, we are excited to share another year with you! And we are looking forward to having new friends join us.

As for me, I have chosen to resign from my teaching position in the Mashkodebishikii Abiwin. My last day will be July 21, 2017.

I have enjoyed teaching here for the last 18 years, where it has brought me many rewards and memorable experiences. It also was an honor to serve the community, touch many lives of these children and work with the best staff ever.

Ms. Karen

REMINDERS

The last day of school is JULY 20th.

Grauation:

JULY 21st

Summer Gathering July 24th and 25th

Language Camp-week of July 10th.

Enrollment week for all returning children—week of the 17th
Boozhoo Mai’ingan Class families,

For the month of July we will be talking about camping and spending time in our school forest. Our last day for the mai’ingan class is Thursday July 20th. On Friday we will have our graduation ceremony and feast. It is hard to believe that the end of the school year is upon us. We will miss your children. You have been a great group of parents to work with this year. We appreciate all of you for stopping in for visits, dropping off treats and just understanding when there was no school or bus. Enjoy your children because they are only small for such a short period of time.

Have a great summer,

Sincerely,
Ms Alicia and Ms. J.
Migizi News

Parents please watch your child's backpack for field trip flyers. Dress your child appropriately for the weather each day, we go outside daily. Please have your child to school on time (7:45 am). There may be times where we are not at the center when you are going to drop your child off. Please call if you are going to be late to school.

Mrs. Tracy Basina will be in our classroom for the rest of the school year while Miss Linda is out.

Reminders

Red Cliff Pow Wow is June 30, July 1, and July 2, 2017

ECC is closed Tuesday July 4, 2017

ECC last day of school for kids is Thursday July 20, 2017

ECC graduation is Friday July 21, 2017 at Legendary Waters 10-12 pm

Summer Gathering is July 25 and 26, 2017 at the old Pow Wow grounds 10-2pm

Miss Linda, Miss Diann, Miss Kathy, and Mrs. Tracy
<table>
<thead>
<tr>
<th>Animal</th>
<th>Iñupiaq</th>
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</thead>
<tbody>
<tr>
<td>Bear</td>
<td>MA-KWA</td>
</tr>
<tr>
<td>Deer</td>
<td>WAA-WAA-SHKE-SHII</td>
</tr>
<tr>
<td>Fox</td>
<td>WAA-GOSH</td>
</tr>
<tr>
<td>Wolf</td>
<td>MA’-IIN-GAN</td>
</tr>
<tr>
<td>Beaver</td>
<td>A-MIK</td>
</tr>
<tr>
<td>Skunk</td>
<td>ZHI-GAAAG</td>
</tr>
<tr>
<td>Porcupine</td>
<td>GAAG</td>
</tr>
<tr>
<td>Rabbit</td>
<td>WAA-BOOZ</td>
</tr>
<tr>
<td>Muskrat</td>
<td>WA-ZHASHK</td>
</tr>
<tr>
<td>Otter</td>
<td>NI-GIG</td>
</tr>
<tr>
<td>Mouse</td>
<td>WAA-WAA-BIG-A-NOO-JIINH</td>
</tr>
<tr>
<td>Dog</td>
<td>ANI-MOSH</td>
</tr>
<tr>
<td>Cat</td>
<td>GAAZH-A-GENS</td>
</tr>
<tr>
<td>Cow</td>
<td>BI-ZHIKI</td>
</tr>
<tr>
<td>Squirrel</td>
<td>AJID-AMOO</td>
</tr>
<tr>
<td>Buffalo</td>
<td>MASH-KO-DE-BI-ZHIKI</td>
</tr>
<tr>
<td>Sheep</td>
<td>MAA-NISH-TAA-NISH</td>
</tr>
<tr>
<td>Pig</td>
<td>GOO-KOOSH</td>
</tr>
<tr>
<td>Horse</td>
<td>BE-BE-ZHI-GOO-GAN-ZHII</td>
</tr>
<tr>
<td>Moose</td>
<td>MOOZ</td>
</tr>
</tbody>
</table>
June Attendance
2017

Congratulations to:
Zaylia Gordon -- Head Start
Michael Gurnoe -- Early Head Start

Early Head Start had a total of 17 out of 32 children

Head Start had a total of 11 out of 50 children

<table>
<thead>
<tr>
<th>Early Head Start</th>
<th>Head Start</th>
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</thead>
<tbody>
<tr>
<td>Waabooz</td>
<td>Malingan</td>
</tr>
<tr>
<td>Amik</td>
<td>Mashkodedzhik</td>
</tr>
<tr>
<td>Makwa</td>
<td>Migzi</td>
</tr>
<tr>
<td>Estban</td>
<td></td>
</tr>
<tr>
<td>5 Children</td>
<td>2 Children</td>
</tr>
<tr>
<td>4 Children</td>
<td>1 Children</td>
</tr>
<tr>
<td>5 Children</td>
<td>6 Children</td>
</tr>
</tbody>
</table>

IT'S OK TO BE AWESOME.

Parents Rule
Head Start Graduates Field Trip

Hayward Wisconsin Family Attractions & Fun

WILDERNESS WALK

Zoo and Recreation Park

Join us for one last field trip before your child heads off to Kindergarten!!

Reservations have already been made!!

Friday, July 14th, 2017

Bus will leave at 8:00am.

If you are driving please meet us at Wilderness Walk at 10am.
9503 N. State Road 27 Hayward, WI
*If you are bringing other children or adults with you please tell them you are with the ECC field trip for the reduced rate*

Lunch will be provided—pizza will be served at noon!
ECC will also provide snacks.

We are planning to return to Red Cliff around 4:00pm.
Head Start Field Trip

ALL HEAD START classes will be taking a field trip to Prentice Park in Ashland on WEDNESDAY, JULY 19TH

- The bus will be loaded and leaving the building around 9:00am.
- Children will be dropped off on the way back from Ashland. We will leave at 2:00pm. Since we are coming from Ashland we will drop off the little bus route then the big bus route. Times are hard to determine because we do not know how many kids will be on the trip so please have someone available for your child’s drop off from 2:30-3:30. Call the Center if you have bus questions. Those attending child care will be returned to the Center. If you are planning to pick your child up please let us know and we will return them to the Center.
- Family is welcome to meet us at Prentice Park. We are unable to provide bus transportation.
- If you have any questions please contact Nicole or Jamie at 779-5030.
Red Cliff Early Childhood
2017 Summer Gathering

July 25th and 26th, 2017
9:00 am – 2:00 p.m.
Across from Legendary Waters

Join us for these 2 fun filled days of hands on demonstrations and cultural crafts/activities.

Tuesday
9:00 a.m. Registration
10 am. - 2 pm.
Craft Activities
Lunch
Raffles

Wednesday
10 am. - 2 pm.
Craft Activities
Pow-wow
Lunch
Raffles

This event is open to the Public
For More information please contact Family Service at the ECC
715-779-5030 ext. 2551—2552—2553
Parents of returning ECC children, please don’t forget to fill out and return update health and nutrition forms for the upcoming 2017-2018 school year. These forms will be sent home with children. Paperwork can be handed in to Jennifer Defoe. If you have any questions, please call 779-5030 ext 2533.
Head Start/Early Head Start is required to use the Department of Health and Human Services HHS Poverty Guidelines to determine income eligibility.

**HOW DO I APPLY?**

 ✓ Complete an application along with copies of Parent(s)/Guardian(s) Income.
 ✓ After application is received, an application interview will be scheduled and application will be completed.
 ✓ Completing the application process does not guarantee enrollment
 ✓ Applicants are accepted based upon income (Federal Poverty Level) and prioritized using approved selection criteria
 ✓ Upon acceptance to the program, applicants will receive an "Acceptance" letter

**Please Note:**

1. Space is limited, so please complete your application & enrollment appointment immediately for early consideration.
2. An incomplete application (no documentation) will not be accepted & will delay the enrollment process.
3. Selection for fall enrollment openings will be released July 15th of each year.
**Early Head Start**
Pregnant Women/Expectant Families
Application-Intake

<table>
<thead>
<tr>
<th>Date of Application-Intake:</th>
<th>Date of Birth: <em><strong>/</strong></em>/____</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Pregnant Woman Name:</th>
<th>Date of Birth: <em><strong>/</strong></em>/____</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
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</tr>
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<tbody>
<tr>
<td>Street:</td>
<td>City:</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Phone: (___) _<strong><strong>-</strong></strong></th>
<th>Message Phone: (___) _<strong><strong>-</strong></strong></th>
<th>Tribal Affiliation:</th>
</tr>
</thead>
</table>

**Race (check all that apply):**
- [ ] Asian
- [ ] White
- [ ] Native American/Alaskan Native
- [ ] Multi-Racial
- [ ] Black/African American

**Hispanic: Yes [ ] No [ ]**

**Family Receives:**
- [ ] Food Share/SNAP
- [ ] WIC
- [ ] Homeless

**Education Completed:**
- [ ] GED/HSED
- [ ] HS Graduate
- [ ] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

**Highest Grade/Education Completed:**
- [ ] Associate's Degree
- [ ] Bachelor's Degree
- [ ] Master's Degree

**Employment & Training Status:**
- [ ] Full Time
- [ ] Unemployed
- [ ] Part Time
- [ ] Seasonally Employed
- [ ] Full Time & Tmg.
- [ ] Part Time & Tmg.
- [ ] Retired or Disabled
- [ ] Training or School
- [ ] Job Related Training Program
- [ ] Skills Training Program

**Member of U.S. Military Active Duty?**
- [ ] Yes
- [ ] No

**Spouse or Partner Name:**

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<th>Phone: (___) _<strong><strong>-</strong></strong></th>
<th>Tribal Affiliation:</th>
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<tbody>
<tr>
<td>Lives with Applicant [ ] Provides Financial Support [ ]</td>
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**Race (check all that apply):**
- [ ] Asian
- [ ] White
- [ ] Native American/Alaskan Native
- [ ] Multi-Racial
- [ ] Black/African American

**Hispanic: Yes [ ] No [ ]**

**Education Completed:**
- [ ] GED/HSED
- [ ] HS Graduate
- [ ] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

**Highest Grade/Education Completed:**
- [ ] Associate's Degree
- [ ] Bachelor's Degree
- [ ] Master's Degree

**Employment Status:**
- [ ] Full Time
- [ ] Unemployed
- [ ] Part Time
- [ ] Seasonally Employed
- [ ] Full Time & Tmg.
- [ ] Part Time & Tmg.
- [ ] Retired or Disabled
- [ ] Training or School

**Member of U.S. Military Active Duty?**
- [ ] Yes
- [ ] No

**Other Family Members Financially Supported by Primary/Secondary Adult (Living in the Home):**

<table>
<thead>
<tr>
<th>First &amp; Last Name</th>
<th>D.O.B.</th>
<th>Relationship to Applicant</th>
<th>Total # of Children:</th>
<th>Total # Adults:</th>
<th>Total # in household:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
**PARENT(S)/GUARDIAN(S) INCOME STATUS (Before Taxes)**

The following information is required to process this application:

- Income Verification: Tax Form or W-2's; Pay Stubs;
- Public Assistance: TANF-W-2; and/or SSI-Disability Payments
- Other: child support payments, etc.

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Spouse</th>
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<tr>
<td>Employer</td>
<td>Employed Since</td>
</tr>
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<td>□ Full Time □ Part-Time (less than 30 hrs. /week</td>
<td>□ Full Time □ Part-Time (less than 30 hrs. /week</td>
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<tr>
<td>Gross Income $</td>
<td>Gross Income $</td>
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<tr>
<td>W-2 or Tax Return $</td>
<td>W-2 or Tax Return $</td>
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</table>

**OTHER INCOME & CASH ASSISTANCE**

(Document & Verification Required)

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<thead>
<tr>
<th>Social Security Benefits (monthly)</th>
<th>SSI (monthly)</th>
<th>TANF/W-2 (monthly)</th>
<th>Child Support (monthly)</th>
<th>Foster/Kinship Care (monthly)</th>
<th>Unemployment (weekly)</th>
<th>Other Income (List)</th>
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<tbody>
<tr>
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</table>

**Family of:**

**Total Income:**

**Family Circumstances** (Please check all that apply to you or your immediate family)

- □ Child Protection Services
- □ Foster Care/Kinship Care
- □ Death of immediate family member
- □ Incarcerated Parent
- □ Lack of Prenatal Care
- □ High Risk Pregnancy
- □ Teen Parent
- □ Prenatal Substance Use with current pregnancy
  - □ Drugs □ Alcohol □ Tobacco

- □ Mental Health Concerns (Depression, Anxiety, etc.)
- □ Multiple Births (twins, triplets, etc.)
- □ Domestic Violence
- □ Single Parent
- □ Lack of stable Housing or Homelessness
- □ First Time Parent

Any other concerns you would like us to know about: ________________________________________________________________

---

**Please Read Before Signing**

I CERTIFY THAT ALL OF THE ABOVE INFORMATION IS TRUE AND CORRECT AND THAT ALL INCOME IS REPORTED. I UNDERSTAND THAT THE INFORMATION IN THIS APPLICATION WILL BE HELD IN STRICT CONFIDENCE WITHIN THE PROGRAM. I ALSO UNDERSTAND THAT THIS INFORMATION IS BEING GIVEN TO DETERMINE ELIGIBILITY FOR A FEDERAL PROGRAM AND WILL BE VERIFIED FOR ACCURACY.

**Signature:** ____________________  **Date:** ____________________

---

**This Section for Agency Use Only**

- **Type of Eligibility:** □ Income below 100% Poverty Line □ 100-130% Above Poverty Line □ Public Assistance □ Homeless
  □ Foster Care (applicant)

- **Accepted/Enroll Date:** ____________________  **Wait list Date:** ____________________  **Home Visitor:** ____________________
Pregnancy/Health Information

Do you have regular Prenatal Health Care: □ No □ Yes  First Received Prenatal Care: __________________________ (Date)

Primary Health Coverage/Insurance: Badgercare/Medicaid □ Private Health Insurance □ IHS □ None □

Last DENTAL exam: ___________________________ Clinic/Provider: ___________________________

Prenatal Care Physician (OB-GYN): __________________________

Date of first Prenatal Care Visit: ___________________________

When did you begin receiving prenatal care: □ 1st Trimester □ 2nd Trimester □ 3rd Trimester

Due Date: ___________________________ (Pregnancy Verification Required)

Is this a high-risk pregnancy: □ Yes □ No  Is this your first pregnancy? □ Yes □ No

Complications

<table>
<thead>
<tr>
<th>Complication</th>
<th>Current</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemia</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Bleeding</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C-Section</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Diabetes</td>
<td>□</td>
<td>□</td>
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<td>Fatigue</td>
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<td>□</td>
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<td>Headache</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Hypertension</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Miscarriage</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Neonatal Death</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Pain</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Pre-Term Labor</td>
<td>□</td>
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<tr>
<td>Pregnancy</td>
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<tr>
<td>Induced hypertension</td>
<td>□</td>
<td>□</td>
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<tr>
<td>Sickle Cell</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Swelling</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Current bed rest or Hospitalization due to ___________ How long ___________

Previous bed rest or Hospitalization due to ___________ How long ___________

Do you have any other current health problems or concerns? □ No □ Yes __________________________

Do you authorize ECC to share your name with Zaagichigaazowin Home Visiting Program?

Yes □  No □

Are you currently enrolled in Zaagichigaazowin Home Visiting Program?

Yes □  No □

*Application updated 2-11-16 NB
Head Start/Early Head Start is required to use the Department of Health and Human Services HHS Poverty Guidelines to determine income eligibility.

HOW DO I APPLY?

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✓ After application is received, an application interview will be scheduled and application will be completed.
✓ Completing the application process does not guarantee enrollment
✓ Applicants are accepted based upon income (Federal Poverty Level) and prioritized using approved selection criteria
✓ Also bring child’s most current Physical, Dental & Immunization Records or sign a release for the program to obtain them.
✓ Upon acceptance to the program, applicants will receive an “Acceptance” letter and important information about scheduling a screening for your child.

Please Note:

1. Space is limited, so please complete your application & enrollment appointment immediately for early consideration.
2. An incomplete application (no documentation) will not be accepted & will delay the enrollment process.
3. Selection for fall enrollment openings will be released July 15th of each year.
# Head Start/Early Head Start
## Child Application

### Applicant (Child) Information

<table>
<thead>
<tr>
<th>Child First Name (Please Print)</th>
<th>Middle Initial</th>
<th>Last Name (Please Print)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Gender</th>
<th>Date of Birth</th>
<th>Premature Birth?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td>Actual Due Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race:</th>
<th>Is the child enrolled in a federally recognized tribe?</th>
<th>If yes, Tribal Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>Yes ☐ No ☐</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Racial/Biracial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td></td>
<td></td>
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<tr>
<td>Black/African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hispanic?</th>
<th>Yes ☐ No ☐</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Child Primary Health Coverage/Insurance:</th>
<th>Child Doctor/Medical Home:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badgercare/Medicaid ☐ Private Health Insurance ☐ IHS ☐</td>
<td>Child Dentist/Dental Home:</td>
</tr>
</tbody>
</table>

### Primary Adult (Parent/Legal Guardian) Information

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle</th>
<th>Last Name</th>
<th>Gender</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male ☐</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Female ☐</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship to Child:</th>
<th>Lives with Family</th>
<th>Provides Financial Support</th>
<th>Custody</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent ☐ Step-Parent ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian ☐ Grand Parent ☐ Foster Parent ☐ Other:</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Race (check all that apply):</th>
<th>Highest Grade/Education Completed:</th>
<th>Employment Status:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American/Alaskan Native</td>
<td>Associate’s Degree ☐ Bachelor’s Degree ☐ Master’s Degree ☐</td>
<td>Full Time ☐ Part Time ☐ Full Time &amp; Trng. ☐ Part Time &amp; Trng. ☐ Seasonally Employed ☐ Unemployed ☐ Retired or Disabled ☐ Training or School ☐</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
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<tr>
<td>Asian</td>
<td></td>
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<tr>
<td>Multi-Racial/Biracial</td>
<td></td>
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<tr>
<td>Black/African American</td>
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<tr>
<td>Other:</td>
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</table>

<table>
<thead>
<tr>
<th>Hispanic: Yes ☐ No ☐</th>
</tr>
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<table>
<thead>
<tr>
<th>Language Spoken:</th>
<th>Member of U.S. Military Active Duty? Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ☐ Spanish ☐ Other:</td>
<td>of the U.S. Military? Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

| Are you enrolled in: Job Training ☐ or School ☐ Do you anticipate completing your education and/or job training program during the HS program year? Yes ☐ No ☐ |
|-----------------------------------------------|-----------------------------------------------|

<table>
<thead>
<tr>
<th>Living Address:</th>
<th>Apartment #:</th>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please Print Clearly)</td>
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</table>

<table>
<thead>
<tr>
<th>Mailing Address (if different):</th>
<th>Apartment #:</th>
<th>City:</th>
<th>State:</th>
<th>Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Please Print Clearly)</td>
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<table>
<thead>
<tr>
<th>Email Address:</th>
<th>All:</th>
<th>Cell:</th>
<th>Home:</th>
<th>Work:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Primary Adult Phone Number: (please print clearly)</th>
<th>All:</th>
<th>Cell:</th>
<th>Home:</th>
<th>Work:</th>
</tr>
</thead>
</table>
# SECONDARY ADULT (Parent/Legal Guardian) INFORMATION

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle</th>
<th>Last Name</th>
<th>Date of Birth</th>
<th>Gender</th>
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<td>Mo</td>
<td>Day</td>
</tr>
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</table>

**Relationship to Child:** Parent  □  Step-Parent  □  Guardian  □  Grand Parent  □  Foster Parent  □  Other:  

**Lives with Family**  □  **Provides Financial Support**  □  **Custody**  □  

**Living Address:**  
Secondary Adult Phone: *(Please Print Clearly)*  
Cell:  /  /  Home:  /  /  

**Race (check all that apply):**  
- Native American/Alaskan Native  □  
- White  □  
- Asian  □  
- Multi-Racial/Biracial  □  
- Black/African American  □  
- Other  ___  

**Highest Grade/Education Completed:**  
- GED/HSED  □  
- High School Graduate  □  
- < Grade 9  □  
- Grade 9  □  
- Grade 10  □  
- Grade 11  □  
- Grade 12  □  
- Associate’s Degree  □  
- Bachelor’s Degree  □  
- Master’s Degree  □  

**Are you enrolled in:**  
- Job Training  □  
- School  □  

**Do you anticipate completing your education and/or job training program during the HS program year?**  
- Yes  □  
- No  □  

**Member of U.S. Military **  
- Active Duty?  Yes □  No □  
- Veteran of the U.S. Military?  Yes □  No □  

**Employment Status:**  
- Full Time  □  
- Part Time  □  
- Part Time & Trng.  □  
- Full-Time & Trng.  □  
- Seasonally Employed  □  
- Unemployed  □  
- Retired or Disabled  □  

# OTHER FAMILY MEMBERS SUPPORTED BY PRIMARY/SECONDARY ADULT (LIVING IN THE HOME)

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>D.O.B.</th>
<th>Relationship to Child</th>
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</thead>
<tbody>
<tr>
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</table>

**Total # of Children:**  ____  **Total # Adults:**  ____  **Total # of Family Members:**  ____

# CHILD EMERGENCY CONTACTS:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Relationship to child:</th>
<th>Phone:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

If enrolled in center-based program, would you like to be contacted and provided information about child care services (2:00-4:30pm Mon-Thurs at ECC)?  
- Yes □  
- No □  

Do you authorize your Head Start child to be transported by ECC school bus?  
- Yes □  
- No □  

Do you authorize ECC to share your name with Zaagichigaazowin Home Visiting Program?  
- Yes □  
- No □
**FAMILY CIRCUMSTANCES:** (Additional Selection Criteria)

Place check ✓ all those that apply

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child history of neglect/abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Death of child's parent/sibling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent in prison/incarceration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substance Abuse in child’s primary home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence in child’s primary home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Premature birth (before 35 weeks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prenatal Substance Use with this child:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Drugs OR Alcohol ☐ Tobacco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosed Mental Illness (Primary/Secondary Caretaker)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Anxiety ☐ Bi-polar ☐ ADHD ☐ PTSD ☐ Depression ☐ Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Behavior/Management Concerns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Time Parent (Both)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any Other Special Family Need/Circumstance you would like us to consider? (please describe):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Status: (Check all that apply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Parent ☐ Kinship Care Provider ☐ Teen Parent ☐ Grandparent ☐ Disabled Parent ☐ Dual Custody (to this child) (to this child)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Receives: ☐ Food Share/SNAP/Food Stamps ☐ WIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PARENT/GUARDIAN INCOME STATUS** (Before Taxes)

The following information is required to process your child’s application:

- Income Tax Form; W-2's; Pay Stubs; Public Assistance: TANF-W-2; and SSI-Disability Payment Verifications. Income to be submitted & verified must include the last 12 months of the preceding calendar year.
- The following is requested: most current Physical and Dental Exam and Immunization Record.

<table>
<thead>
<tr>
<th></th>
<th>Employer Employed Since</th>
<th>Mother/Legal Guardian/Relative Caregiver</th>
<th>Father/Legal Guardian/Relative Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full Time ☐ Part-Time ☐ Seasonal ☐</td>
<td>Full Time ☐ Part-Time ☐ Seasonal ☐</td>
</tr>
<tr>
<td>W-2 or Tax Return $</td>
<td></td>
<td>Total:</td>
<td>Total:</td>
</tr>
</tbody>
</table>

**OTHER INCOME & CASH ASSISTANCE** (Documents & Verification Required) (Including Child’s Income)

<table>
<thead>
<tr>
<th>Social Security Benefits (monthly)</th>
<th>SSI (monthly)</th>
<th>TANF/W-2 (monthly)</th>
<th>Child Support (monthly)</th>
<th>Foster/Kinship Care (monthly)</th>
<th>Unemployment (weekly)</th>
<th>Other Income (List)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
<td>$</td>
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<td>$</td>
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<td>$</td>
</tr>
</tbody>
</table>

Please Read Before Signing:

I CERTIFY THAT ALL OF THE ABOVE INFORMATION IS TRUE AND CORRECT AND THAT ALL INCOME IS REPORTED. I UNDERSTAND THAT THE INFORMATION IN THIS APPLICATION WILL BE HELD IN STRICT CONFIDENCE WITHIN THE PROGRAM. I ALSO UNDERSTAND THAT THIS INFORMATION IS BEING GIVEN TO DETERMINE ELIGIBILITY FOR A FEDERAL PROGRAM AND WILL BE VERIFIED FOR ACCURACY. PROVIDING FALSE INFORMATION FOR ELIGIBILITY PURPOSES MAY RESULT IN NON-ACCEPTANCE.

**Parent Signature:**

**Date:**

---

**This Section for Program Use Only**

Type of Eligibility: ☐ Income below 100% Poverty Line ☐ 100-130% Above Poverty Line ☐ Public Assistance ☐ Homeless

☐ Status as a Foster Child ☐ Disability ☐ Child Care ☐ Transportation ☐ Enroll Date: ____________

Wait list Date: ____________ Teacher(s)/Home Visitor: ____________ ChildPlus ☐ Visit Tracker ☐

Total Eligibility Income: ____________ Family of: ____________

*Application updated 2-11-16*
SAVE THE DATE
October 26-27, 2017

WISCONSIN INTER-TRIBAL CHILDCARE ASSOCIATION

2017 FALL CONFERENCE

HO-CHUNK GAMING - WISCONSIN DELLS CONVENTION CENTER
S3214 County Rd. BD, Baraboo, WI

MAIN TOPICS TO INCLUDE:
Thursday Evening Fetal Alcohol Syndrome
and Friday Compassion Fatigue by Guest Speaker
Theda New Breast.

For more information or to register e-mail
Cynthia De Florian at Cynthia.deflorian@ho-chunk.com
or call 715-284-2622 ext. 5148
ATTENTION:
Red Cliff Transfer Station will remain OPEN for regular business hours of Tuesdays and Saturdays from 8am—6pm (unless otherwise posted) during Blueberry Rd. construction.

Please use alternative route

Any questions, please contact 715-779-3650 or 715-779-0171. Miigwech!

Red Cliff Environmental Department
TRIBAL GOLF TEAM MEMBERS WANTED
SCRAMBLE AT APOSTLE ISLANDS GOLF COURSE
JULY 28TH, 2017 AT 10:00 am

Win a 2017 Honda Civic with a hole in one on #4, Hawaii Getaway and $Cash Prizes

Fun-Raiser benefit for the Apostle Islands Historic Preservation Conservancy and the Bayfield Maritime Museum. The AIHPC is a hands-on, public interest organization that supports the preservation and interpretation of historic structures and cultural landscapes throughout the Apostle Islands region of Northern Wisconsin. The Bayfield Maritime Museum shares stories and artifacts about Lake Superior commercial fishing, boats, ships and the innovative people who made their living on this great inland sea.

This year’s event will be a four-person scramble, limited to the first 80 paid entries.

The Red Cliff Tribal Historic Preservation Program will sponsor a team for this Tournament, which includes green fees for 18 holes, cart, prizes and refreshments

If interested in a team sponsorship, please contact Larry Balber, THPO with your winning team roster list as soon as possible. For more information contact: Larry Balber – 715-779-3700 x 4244 or email -- lbalber@redcliff-nsn.gov
Calling all Tribal Youth with Disabilities!

Want to learn about your rights as a youth with a disability?
Want to learn how to advocate for yourself and be a leader?

Want to learn about the disability movement and how it affects you?
Want to meet other tribal youth, have some fun and share your story?!

Then join us on August 8th and 9th
Legendary Waters Casino & Convention Center, Red Cliff, WI

FOR

BALLS: Building Advocacy and Learning Leadership Skills

Sponsored by: North Country Independent Living - Superior, WI

Disability Culture is different than other cultures in that you cannot always learn it from your parents because they may not have disabilities. Learning disability history, culture, and your rights and responsibilities can help you as a student with a disability feel proud as a person. It can help you understand disability does not make you unable to accomplish your dreams, it just means you may have to go for them in a different way than someone else might!

Facilitator: Mike Beers - is a descendant of the Blackfeet, Haida & Tlingit Nations. Mike is the Youth Transitions Coordinator at Summit Independent Living in Missoula, Montana. He is also a professional Stand-up comic and tours the country performing at many Youth Leadership Forums and conferences.

Sign Up Today! Registration Ends July 21, 2017
All expenses will be paid by North Country Independent Living - Native American Program, Superior, WI. Covered expenses include mileage to and from home of attendee and hotel stay at Legendary Waters Casino in Red Cliff, WI for two nights. Meals will also be provided. Rooms will be shared when appropriate.

Registration is limited to the first 28 youth with disabilities aged 14-21. Generally this will mean seven youth per tribes of Red Cliff, Bad River, Red Cliff & LCO. However should seven not attend from each tribe a waiting list will be established and we will pull from that waiting list in a random drawing after registration closes on July 21, 2017.

Please fill out the following information for EACH youth with a disability who is wishing to attend. Feel free to call Sunshine Lemieux at North Country Independent Living if you have any questions. She can be reached at 1-715-817-4646. Please fax this form to Fax: 715-392-4636 Attn: Sunshine or scan and email to sunshine@northcountryil.org.

Participant Name: ________________________________

Address: ________________________________________

______________________________________________

Telephone: ___________________________ Email: ___________________________

Tribal Affiliation: ________________________________

If under 18 - Parent/Guardian: ___________________________

Address if Different: __________________________________

______________________________________________

Telephone: ___________________________ Email: ___________________________

☐ My parent/guardian will be attending with me.
☐ I will be attending with a group and my chaperone will be: ___________________________
☐ I am over 18 and will be attending on my own.

You will be contacted upon North Country's receipt of your registration.
7 GENERATIONS

FULL TUITION SCHOLARSHIP

Lac Courte Oreilles Ojibwa Community College is offering a Full Tuition Scholarship, up to 1-year, for 2017 High School and GED/HSED Graduates

CRITERIA

- PROVIDE PROOF OF ENROLLMENT IN A FEDERALLY RECOGNIZED TRIBE OR PROOF OF DESCENDANCY

- COMPLETE ADMISSIONS PROCESS FOR AN ASSOCIATE DEGREE OR A 1-YEAR CERTIFICATE PROGRAM FOR FALL 2017 OR SPRING 2018

- REGISTER AS A FULL-TIME STUDENT FOR EACH SEMESTER (12 - 15 CREDITS)

- MUST COMPLETE FALL 2017 COURSES WITH A CUMULATIVE GPA OF 2.0 TO REMAIN ELIGIBLE FOR THE SPRING 2018 SEMESTER

Deadline: August 15, 2017

For more info:
Contact the LCOOCC Financial Aid Office
finaid@lco.edu - 715.634.4790
DEGREES OFFERED AT LCO COMMUNITY COLLEGE-NORTH

2-YEAR ASSOCIATE DEGREE

ACCOUNTING-NEW
BUSINESS ADMINISTRATION-SMALL BUS. MANAGEMENT
LIBERAL ARTS
NATIVE AMERICAN STUDIES

BUSINESS ADMINISTRATION-ACCOUNTING EMPHASIS
CASINO OPERATIONS MANAGEMENT
NATIVE AMERICAN STUDIES-LANGUAGE EMPHASIS

CERTIFICATES-1-YEAR OR LESS

CASINO HOSPITALITY & CUSTOMER SERVICE
NATIVE AMERICAN TRIBAL MANAGEMENT- NEW
PERSONAL CARE WORKER-NEW

OJIBWE LANGUAGE
OFFICE SUPPORT SPECIALIST-NEW
CERTIFIED NURSING ASSISTANT-NEW

CO-HORT PROGRAMS-BLENDED-ONLINE & ALTERNATING SATURDAY CLASSES @ MAIN CAMPUS

EARLY CHILDHOOD EDUCATION
HUMAN SERVICES

DEGREES & CERTIFICATES OFFERED AT MAIN CAMPUS ONLY

AGRICULTURE & NATURAL RESOURCES
NURSING
AODA-CERTIFICATE-MUST HAVE AN ASSOCIATE DEGREE-NEW
NATIVE AMERICAN ART-NEW
PRE-NURSING

SCIENCE

Contact Information: Linda Johnston or Cody Bigboy-Powless
Phone: 715 812-1040 or 715 558-4441 E-mail: ljohnston@lco.edu cbigboy@lco.edu
Mailing Address: P.O. Box 128 Washburn WI 54891
Physical Address: 305 W. 4th Street Washburn WI
Bright New Options From LCO Community College-North

We’ve got a lot of exciting things happening at LCO Community College! We’re offering brand new degrees and certificates. We’re offering classes in a variety of formats to fit every schedule. The college has become all about options! Check us out and see if there’s an option for you! New degrees/certificates offered at North include Accounting, Native American Tribal Management, Personal Care Worker, Office Support Specialist, & Certified Nursing Assistant.

The 7 Generations Scholarship is a new and exciting option to give our Native American 2017 high school & GED/HSED graduates a jump-start on their college endeavors. The 7 Generations is a full-tuition scholarship that will cover an entire year’s worth of tuition for eligible students. The requirements are as follows:

  Provide proof of enrollment in a federally recognized tribe or proof of descendancy

  Complete admissions process for an Associate’s degree or 1 year certificate for Fall 2017 or Spring 2018

  Register as a full-time student for each semester (12-15 credits)

  Must complete Fall 2017 with a cumulative GPA of 2.0 to receive Spring 2018 tuition-free

Got your heart set on a 4 year degree? Start here-go anywhere! We are a fully accredited college with a large number of transfer agreements in place. Conserve your college dollars!!

Want to know more? Visit our website at www.lco.edu, call 715 812-1040, like us on Facebook-LCO Ojibwa Community College North, or come visit us! We are located on the 3rd floor of the Washburn High School-305 W. 4th Street Washburn. Exciting things are happening at LCO Community College North!!
Learning from the Land

Restoration education for high school and college-age students

Are you interested in environmental issues? Do you want to learn more about how to take care of the earth? Join us!

During our week-long workshop, you'll:
- Spend lots of time outdoors with students from your community
- Do hands-on activities investigating water, soil, plants, and animals
- Learn how Indigenous knowledge and language helps us to understand more about the environment
- Learn how to monitor and care for environmental resources using indigenous perspectives of land and water stewardship
- Explore careers in natural resources, science, and education
- Develop a service-learning project for the 2017-2018 school year

Summer 2017 Workshop

July 10-14

at Northern Great Lakes Visitor Center with field days in Red Cliff and Bad River

High school students will receive a stipend of up to $150 and 1/2 elective credit
College students can earn 3 credits through UW-Madison

For more information and to apply, contact:
(BAD RIVER) Stephanie Julian at IA@badriver-uwm.gov or 715-632-7123 x 1602
or
(RED CLIFF) Lena Wilson at Lena.Wilson@redcliff-uwm.gov

LUNCH AND TRANSPORTATION PROVIDED
North Country Independent Living
Empowering People with Disabilities

North Country Independent Living is a non-profit agency serving people with disabilities in northwestern Wisconsin. As a consumer controlled organization, at least 51% of our staff and board are people with disabilities.

Having a broad-based mission allows us to respond to a variety of needs promoting consumer control and choice.

North Country staff provides information, training and support to people with disabilities in making informed decisions about disability related needs. All services are consumer controlled, each individual decides which services they wish to participate in while working with staff to establish goals and determine steps to meet those goals.

Eligibility for North Country Services

We serve people of all ages and all disabilities and their family members. The community is welcome to contact us for more information about disability resources and referrals.

Volunteering. We welcome and appreciate our volunteers. Please feel free to contact us to express interest in volunteering.

NORTH COUNTRY
INDEPENDENT LIVING
Empowering People with Disabilities

Supporting the independence of people with disabilities
5 Core Services

Information & Referral provides information about disability related issues, resources and services. Topics range from adaptive equipment aids, housing information, funding alternatives, benefits and other disability issues.

Peer Support can assist an individual in learning how to cope with their disability through sharing of real-life disability experiences of others.

Independent Living Skills Training is provided on a one-to-one basis on topics such as money management, self-advocacy, housekeeping, communication, housing and more.

Advocacy Persons with disabilities are taught to advocate for themselves, and can engage in activities designed to affect positive change in local, state, and federal systems for persons with disabilities.

Transition facilitates the transition of people with disabilities from nursing homes and other institutions to home and community based living; provides assistance to those at risk of entering an institution; and facilitates the transition of postsecondary youth with disabilities into education, the workforce and the community.

Additional Services

Benefits Counseling assists the consumer in gaining knowledge about how income from employment will affect Social Security Disability, SSI, Medicare, Medicaid & other benefits. There are special rules, called Work Incentives, that allow a person to maximize their income & benefits.

Transportation Program provides Vouchers and Volunteer Drivers for consumers to access the community and advocacy to improve access to transportation for everybody.

Assistive Technology provides information on assistive technology for all facets of independent living. A Device Loan and Demonstration Program of adaptive equipment is available for persons with disabilities to “try out” and evaluate before seeking funding.

Accessibility Services includes information and referral about architectural accessibility guidelines for public building, private homes and businesses.

Personal Care services are provided in your home to assist with hands-on care and/or supportive home care. Persons utilizing these services will take an active role in planning their self-directed services.

Integrated Employment services are strength based individual employment services for people with disabilities who wish to find integrated employment in their community.

Grassroots facilitates an electronic network of individuals in the disability community who receive and share information through DARING (Disability Advocacy Resource and Inclusion Groups) on topics of interest & action in the community.

Members share legislative updates, action alerts, new technology, inspiration, requests for assistance, trainings and so much more.

Peer Power Groups Youth learn skills, disability pride, and knowledge by helping each other. The groups enjoy fun activities in their community and the skills to becoming an adult.

Youth Café This service is provided through DVR for high school junior and senior students. They learn how to self advocate, to be independent after high school and what they want their future to be. This is a 10 to 12 week course.

Visit our website to learn more www.northcountryil.org
WIC Program Seeks Breastfeeding Peer Counselor

Peer counselors help to increase breastfeeding success by providing mother-to-mother support. Peer counselors have both personal experience and training to help mothers breastfeed. Mothers who have a peer counselor often choose to breastfeed. They also fully breastfeed longer after having their baby.

Peer counselors:

- Help pregnant women get ready to breastfeed
- Talk to mothers about their thoughts on breastfeeding
- Help new mothers get breastfeeding off to a good start
- Explain ways to prevent common breastfeeding problems
- Talk to mothers about ways to solve common breastfeeding problems
- Refer mothers to lactation specialists, health care providers, and other services

Most peer counselors help mothers over the phone, in person at WIC sites, in breastfeeding classes or support groups. Some peer counselors provide home or hospital visits.

Required qualifications include:

- Be recruited from the community with similar characteristics (age, race, cultural ethnicity, education and socioeconomic level) of WIC clients
- Successfully breastfed at least 1 infant for a minimum of six months, within the last 7 years
- Speak the same language of the participants the peer will be assigned
- Be enthusiastic about breastfeeding and want to help other mothers
- Have basic written and verbal communication skills

The position would be part-time, approximately 4 hours per week. The amount of time spent would be based on caseload. It would be flexible hours, outside of typical business hours.

For an application, please stop in at the WIC office. For additional information, please call GLITC WIC Program at 715-588-1020.
APPLICATION FOR WIC BREASTFEEDING PEER COUNSELOR

Breastfeeding Peer Counselors provide basic information about breastfeeding to WIC mothers during their pregnancy, and after the baby is born. They encourage mothers to breastfeed, and help mothers find help if problems occur.

The Breastfeeding Peer Counselor must meet all of the following listed qualifications:

- Be a contemporary/ cohort/ equal to the woman to whom she will be providing information and support. This includes speaking the ability to speak Spanish, if needed;
- Has been or currently is a WIC participant;
- Has breastfed at least one baby for six (6) months or longer and is an advocate for breastfeeding;
- Has the ability to work independently at home.
- Has reliable transportation;
- Be readily accessible by phone;
- Has basic computer skills; and
- Has the ability to communicate effectively with peers, supervisors and other health department staff.

Please provide the following information:

1. Name:
   
   Address:
   
   City: State: Zip:
   
   Home Phone: Cell Phone:
   
   E-mail address (if applicable):

   What languages, other than English, do you speak?

2. Have you participated in the WIC Program? □ Yes □ No, If yes, When? From __________ To __________

   If yes, at which agency/ county did you receive WIC services?

3. Do you have basic computer skills including: email □ Yes □ No Word Processing (such as Microsoft Word) □ Yes □ No

4. Circle the highest grade you have completed:

   Grade School: 1 2 3 4 5 6 7 8
   High School: 9 10 11 12
   College: 1 2 3 4 Other

5. Ages of your children How long did you breastfeed this child?

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As a condition of employment, I understand a background check is required and I give consent for it to be completed.
I understand the agency where I participated in the WIC Program will be contacted and my status as a WIC participant will be verified.

Signature:                        Date:
Baby Sunburn Prevention

Why is a baby at special risk from sunburn?

A baby's skin is more delicate and thinner than an adult's and burns and irritates more easily. Even dark-skinned babies may be sunburned. Babies cannot tell you if they are too hot or beginning to burn and cannot get out of the sun without an adult's help. Babies also need an adult to dress them properly and to apply sunscreen.

Prevention Tips

Learn how to stop sunburn before it happens and keep your baby happy, safe, and smiling:

- Babies younger than 6 months should be kept out of direct and indirect sunlight because of the risk of heat stroke. Particularly, avoid having a baby out between 10 a.m. and 2 p.m. when the sun's rays are strongest.
- Keep babies in the shade as much as possible. For example, they should be moved under a tree, beach umbrella, or stroller canopy. However, it is important to note that although on reflective surfaces, an umbrella or canopy may reduce UVR exposure by only 50%.
- Dress babies in lightweight cotton clothing with long sleeves and long pants and a sun hat with a wide brim.
- Sunscreen may be applied to babies younger than 6 months to small areas of skin uncovered by clothing and hats. Remember to cover all exposed areas of a baby's skin, including the face, back of the hands, back of the neck, tips of the ears, and tops of the feet.
- Apply the protection 15 to 30 minutes before going out. Keep in mind that no sunscreens are truly waterproof, and thus they need to be reapplied every one and a half to two hours, particularly if a baby goes into the water. Consult the instructions on the bottle.

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Source Adapted from Pediatric Environmental Health, 3rd Edition (Copyright © American Academy of Pediatrics 2011)

The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.
How to Get Fit

What can I do to get more fit?

Any type of regular, physical activity can improve your fitness and your health. The most important thing is that you keep moving!

Exercise should be a regular part of your day, like brushing your teeth, eating, and sleeping. It can be in gym class, joining a sports team, or working out on your own. Keep the following tips in mind:

- Stay positive and have fun. A good mental attitude is important. Find an activity that you think is fun. You are more likely to keep with it if you choose something you like. A lot of people find it’s more fun to exercise with someone else, so see if you can find a friend or family member to be active with you.
- Take it one step at a time. Small changes can add up to better fitness. For example, walk or ride your bike to school or to a friend's house instead of getting a ride. Get on or off the bus several blocks away and walk the rest of the way. Use the stairs instead of taking the elevator or escalator.
- Get your heart pumping. Whatever you choose, make sure it includes aerobic activity that makes you breathe harder and increases your heart rate. This is the best type of exercise because it increases your fitness level and makes your heart and lungs work better. It also burns off body fat. Examples of aerobic activities are basketball, running, or swimming.
- Don’t forget to warm up with some easy exercises or mild stretching before you do any physical activity. This warms your muscles up and may help protect against injury. Stretching makes your muscles and joints more flexible too. It is also important to stretch out after you exercise to cool down your muscles.

Your goal should be to do some type of exercise every day. It is best to do some kind of aerobic activity without stopping for at least 20 to 30 minutes each time. Do the activity as often as possible, but don’t exercise to the point of pain.

A healthy lifestyle

In addition to exercise, making just a few other changes in your life can help keep you healthy, such as

- Watch less TV or spend less time playing computer or video games. (Use this time to exercise instead!) Or exercise while watching TV (for example, sit on the floor and do sit-ups and stretches; use hand weights; or use a stationary bike, treadmill, or stair climber).
- Eat 3 healthy meals a day, including at least 4 servings of fruits, 5 servings of vegetables, and 4 servings of dairy products.
- Make sure you drink plenty of fluids before, during, and after any exercise (water is best but flavored sports drinks can be used if they do not contain a lot of sugar). This will help replace what you lose when you sweat.
- Stop drinking or drink fewer regular soft drinks.
- Eat less junk food and fast food. (They're often full of fat, cholesterol, salt, and sugar.)
- Get 9 to 10 hours of sleep every night.
- Don’t smoke cigarettes, drink alcohol, or do drugs.

Last Updated 11/21/2015
Helping Your Child Learn to Read

How can I help my child learn to read?
Reading books aloud is one of the best ways you can help your child learn to read. This can be fun for you, too. The more excitement you show when you read a book, the more your child will enjoy it. The most important thing to remember is to let your child set her own pace and have fun at whatever she is doing. Do the following when reading to your child:

- Run your finger under the words as you read to show your child that the print carries the story.
- Use funny voices and animal noises. Do not be afraid to ham it up! This will help your child get excited about the story.
- Stop to look at the pictures; ask your child to name things she sees in the pictures. Talk about how the pictures relate to the story.
- Invite your child to join in whenever there is a repeated phrase in the text.
- Show your child how events in the book are similar to events in your child’s life.
- If your child asks a question, stop and answer it. The book may help your child express her thoughts and solve her own problems.
- Keep reading to your child even after she learns to read. A child can listen and understand more difficult stories than she can read on her own.

Listening to your child read aloud
Once your child begins to read, have him read out loud. This can help build your child’s confidence in his ability to read and help him enjoy learning new skills. Take turns reading with your child to model more advanced reading skills.

If your child asks for help with a word, give it right away so that he does not lose the meaning of the story. Do not force your child to sound out the word. On the other hand, if your child wants to sound out a word, do not stop him.

If your child substitutes one word for another while reading, see if it makes sense. If your child uses the word “dog” instead of “pump,” for example, the meaning is the same. Do not stop the reading to correct him. If your child uses a word that makes no sense (such as “road” for “read”), ask him to read the sentence again because you are not sure you understand what has just been read. Recognize your child’s energy limits. Stop each session at or before the earliest signs of fatigue or frustration.

Most of all, make sure you give your child lots of praise! You are your child’s first, and most important, teacher. The praise and support you give your child as he learns to read will help him enjoy reading and learning even more.

Learning to read in school
Most children learn to read by 6 or 7 years of age. Some children learn at 4 or 5 years of age. Even if a child has a head start, she may not stay ahead once school starts. The other students most likely will catch up during the second or third grade. Pushing your child to read before she is ready can get in the way of your child’s interest in learning. Children who really enjoy learning are more likely to do well in school. This love of learning cannot be forced.
As your child begins elementary school, she will begin her formal reading education. There are many ways to teach children to read. One way emphasizes word recognition and teaches children to understand a whole word's meaning by how it is used. Learning which sounds the letters represent—phonics—is another way children learn to read. Phonics is used to help "decode" or sound out words. Focusing on the connections between the spoken and written word is another technique. Most teachers use a combination of methods to teach children how to read.

Reading is an important skill for children to learn. Most children learn to read without any major problems. Pushing a child to learn before she is ready can make learning to read frustrating. But reading together and playing games with books can make reading fun. Parents need to be involved in their child's learning. Encouraging a child's love of learning will go a long way to ensuring success in school.

Reading tips
The following are a few tips to keep in mind as your child learns to read:

- Set aside time every day to read together. Many children like to have stories read to them at bedtime. This is a great way to wind down after a busy day and get ready for sleep.
- Leave books in your child's room for her to enjoy on her own. Make sure her room is reading-friendly with a comfortable bed or chair, bookshelf, and reading lamp.
- Read books that your child enjoys. After a while, your child may learn the words to her favorite book. When this happens, let your child complete the sentences or take turns reciting the words.
- Do not drill your child on letters, numbers, colors, shapes, or words. Instead, make a game out of it and find ways to encourage your child's curiosity and interests.

Last Updated 11/21/2015
Source Helping Your Child Learn to Read (Copyright © 1999 American Academy of Pediatrics)

The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.
SCHOOL READINESS: FOSTERING EMOTIONAL DEVELOPMENT IN CHILDREN

Families often contemplate what they can do to boost their child's readiness for school, especially during the summer. While it can be tempting to focus on discrete skills like math or reading, it is better to consider the concept of school readiness from a holistic perspective; emotional development and social competencies truly rank just as important as cognitive skills.

Educators agree. When surveyed, about the importance of school readiness, teachers were unified in their feeling that children should enter their first year of school prepared for the social and emotional demands as well as an ability to comprehend broader language and math concepts.

A key component of social-emotional skills includes children's ability to function independently. Children need to express needs and wants, share information, periodically wait, and thoughtfully ask and answer questions. Children also need to navigate their day self-sufficiently—such as visiting the cafeteria, using the bathroom, and boarding and riding the bus.

Preparing children with school readiness skills can easily be integrated into your daily happenings. Try adding some of these experiences into your day:

Parent and Child Emotional Development Activities

Write short notes to your child. Notes help children see that writing is a form of communication—it is a way to convey information and connects the alphabet to its larger purpose. Plus, teachers often use writing to share instructions and expectations. Try leaving notes for your child at the breakfast table. Keep your notes short and positive. For example, you could write, "Have a fun day." Or, "Today after school is the picnic." Start by reading the note to your child and soon she will be reading it to you.

Guide your child to order his own food at a restaurant. Children in a school setting need to feel confident that they can ask for what they need. A school cafeteria is one place where children need to make selections and vocalize their opinions. In preparation, when eating out, coach your child until he feels comfortable ordering his own meal. If your child has a question about his order, encourage him to ask it. Your encouragement will help him gain the confidence to speak up. This communication skill will carry over into his daily experience in school.

Practice waiting. Waiting is hard. But it is also a fact of life. School settings often require children to wait their turn as the teacher assists others. Begin to integrate natural waiting time into your day. Start with a very short time and gradually increase as your child shows readiness. For example, if your child asks for assistance with a task, try saying, "I can help you in just a minute—let me finish here." Be sure to follow through in the time frame you promised. Take your child along on errands that may require waiting, such as picking up a relative from the train, or waiting in the supermarket line. Talk to your child about strategies that help when you are waiting and acknowledge that it is not always an easy task. Avoid using an electronic device to help pass the time, as these are not a solution for your child in school.

Help your child to navigate and find places. Most often your child's next school setting will be much larger than her current preschool or child care center. She will need to feel comfortable to find the bathroom, the bus line, and other places. This navigation is something you can practice in your daily comings and goings. Start with a familiar
place that you visit often together. For example, when at the supermarket ask your child to direct you to the milk section. Gradually build on your child’s confidence and ask her to direct you to a particular store in the mall or maybe even offer directions as you drive from preschool to home. This will all help your child feel more secure in finding her own way in a new school without you.

These experiences may not be the first that come to your mind when thinking about school readiness. However, mastery of these skills boosts a child’s confidence and emotional readiness to enter a new school setting. Fortunately, these experiences are easy to practice during the course of one’s day and extend into lifelong social-emotional competency.

More on This Topic

- Get tips for guiding your children when they need to apologize to and forgive others (https://www.brighthorizons.com/family-resources/e-family-news/conflict-resolution-for-children-how-to-apologize-and-forgive/).
- Try these grocery store activities with your preschooler (https://blogs.brighthorizons.com/familyroom/grocery-store-activities-for-preschoolers/) for a fun and educational afternoon.
5 Simple Tips To Support Your Toddler’s Social Emotional Health During Dressing

1. Let them help.
   “Mika, hold your arms up high, while I pull your shirt over your head!”

2. Offer choices.
   “Josef, do you want to put your shirt on first or your pants?”

3. Practice patience.
   “Anna, these socks are tough to get on! Let’s take a few deep breaths and try again.”

4. Leave extra time.
   “William, we are going to child care soon, let’s go see what you want to wear today.”

5. Offer positive words.
   “Nice going Elena! You got your shoe on your foot!”

You Are Your Child’s First Teacher!

Together, you and your toddler can make dressing a special time for connecting. Toddlers like to show that they can do it—“All by myself!” When you offer choices and show patience they learn that you value their efforts. This will help them to keep trying and eventually learn to dress themselves. Toddlers look to you for encouragement. Let them know their efforts matter, “Tamika you pulled your pants up! You are doing new things, Daddy is proud of you.”

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACE, DHHS (D0Y268)
5 Simple Tips To Support Your Toddler’s Social Emotional Health During Play Time

1. **Join in!**
   “Ashton, Mommy, will run with you, let’s go!”

2. **Stay close by.**
   “Michael, I am right here, I see you playing with trucks.”

3. **Talk about what you see.**
   “Mia, you are jumping up and down with a big smile! You are excited.”

4. **Show her how to do new things.**
   “Dalia, you can hold the bowl with this hand and then stir!”

5. **Have fun and laugh together.**
   “Brady, that’s so silly, you make me laugh!”

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You Are Your Child’s First Teacher!

Toddlers love to learn. Your toddler learns by looking, touching and interacting with things around them. When you join in and encourage learning through play, it supports your child’s brain to grow—getting them ready for school and life! So, take time to have fun every day.

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACF, DHHS (#Y0Y02068)
5 Simple Tips To Support Your Infant’s Social Emotional Health During

Rest Time

1. Create a routine.
   “Time to take a bath Gia and then we’ll get ready for your nap.”

2. Use routines across settings.
   “Let’s pack your favorite book and blanket for Ms. Joslyn to use with you at child care today Jayden.”

3. Leave time for transitioning.
   “We have had fun playing Hanna, let’s go for our walk before bed time.”

4. Take care of the basics.
   “Justin, let’s change your diaper before you rest.”

5. Take time to refuel.
   “Nina, daddy has to take a break too so we can play again later.”

You Are Your Child’s First Teacher!

Infants, need time each day to rest. Just like us! Gentle routines—doing the same thing every day, will help your infant know what to expect and will help them ease into resting. Planning ahead to meet your infants needs each day will make it easier for them and for you, “Sara, we will be out with your grandmother today, I will pack some extra diapers for you and snacks for us.”

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACT, UHHS (#90YD0258)
5 Simple Tips To Support Your Infant’s Social Emotional Health During Dressing

1. Talk about what you are doing.
   “Mila, Daddy is going to put your shirt on now.”

2. Practice patience.
   “David, this shirt is hard for mommy to get over your head, I am going to try a different way.”

3. Leave extra time.
   “It will be time to go to child care soon, let’s get you ready Sasha.”

4. Offer positive words.
   “Ellen you wiggled your foot into the sock. Way to go!”

5. Have fun.
   “We got your shirt on Dedrea, let’s clap your hands!”

You Are Your Child’s First Teacher!

Together, you and your infant can make dressing a special time for connecting. When you show patience and use gentle words, your infant learns from you how to be kind and patient. When you talk positively about what you are doing together your child learns that you like taking care of them, “Daddy is going to dress you in warm clothes today for our walk, it’s chilly outside.”

Developed for the Center for Early Childhood Mental Health Consultation, Georgetown University Center for Child and Human Development with funding by the Office of Head Start/ACF, DHHS (H90YD02681)
Creative Play with Math

By Rebecca Goldin

Most math-traumatized adults don’t realize how creative and inventive mathematics can be. Creative mathematics doesn’t always make it into the classroom—at least not for preschool and early elementary school-aged kids. While elementary school math often includes drilling basic “skills” and “facts” into kids’ heads, creative mathematics allows kids to come up with consistent systems of mathematical ideas that explain their world or math problems they identify themselves. Inventive mathematics inspires interest without students having to try too hard. Kids are naturally mathematically curious; lots of mathematical ideas just seem like they are part of a game. The creative and curious problem can stick in a kid’s mind long after the lights are turned out for the night.

Below are some math activities to inspire inventive and creative thinking.

Arranging Utensils for Multiple Possibilities

Ask your child if he or she knows how to count. “Of course,” they will respond. But the question is, “What are they counting?”

For example, if you give your child a fork, a knife, and a spoon, it’s only three objects. How many ways can she arrange them in a row? Here’s where it gets interesting:

- Savvy table-setters might quickly say “Six ways”: fork, knife, spoon; knife, spoon, fork; spoon, fork, knife; spoon, knife, fork; fork, spoon, knife; and knife, fork, spoon.
- Ah! But what if you allow the possibility of flipping the utensils upside down, so the handles face away from your body? The answer is then 48.
- And if you can also flip the utensils over, so they face either way? With all four possible orientations of each utensil, the answer is 196.
- Should your child be able to figure this entire story out, go ahead and add a salad fork to increase the complexity of the problem. Or, generalize to \( n \) different utensils.
- On the other hand, if it’s a little too challenging, try to solve the puzzles with only a fork and a spoon, saving the knife for another time.

Counting and Cutting Pasta

Creative play lends itself to inventiveness. Parents play a big role in teaching their kids to view their environment as a big mathematical sandbox. The table is fertile ground for creative and exploratory mathematics, but the trick to coming up with good problems is to make them relevant to what’s on hand. And here’s where pasta comes in.

- A favorite trick with spaghetti is to stretch a cooked piece across the mouth of a glass, using the edge of the glass to cut it to the length of that distance (or, for longer spaghetti pieces, to stretch them across the diameter of a plate).
- Then ask how many pieces of spaghetti that size will be needed to go around the rim of the glass (or the plate).
• Sure enough, by playing around with the spaghetti (and who doesn’t like playing with spaghetti?) you find it’s just a little more than three pieces.

• Voilà, an introduction to the number pi (π), which is the ratio of the circumference to the diameter!

Division and multiplication, in edible form, also rear their heads at the dinner table. Continuing with the pasta theme, how about estimating how many pieces of pasta each person will have if the box contains 454 pieces? (You may ask: Why 454 pieces? It’s about one gram of pasta per piece, and 454 grams make a pound.)

In fact, there were 505 pieces of penne in the 375-gram box of whole-wheat pasta my seven-year-old and I counted this evening. (See photo.)

While you might be tempted to ask tedious questions like, “How many grams does each piece weigh?” and hope your genius child will come up with 375/505 = .74 grams per piece of pasta, it’s better to focus on the mathematical thinking. “Is it more or less than gram?” “Is it more or less than half a gram?” Don’t worry if your child dismisses the question in favor of playing with the pasta! Plenty of time spent simply counting the pieces and emptying and filling the box, creates the emotional conviction that mathematics is worth the effort.

Cooking and the Commutative Property

To get more abstract, the commutative property is at play in cooking! The commutative property describes how an operation (such as addition or multiplication) is applied to numbers. The commutative property tells us that 5 x 3 = 3 x 5, and 2 + 7 = 7 + 2. In other words, the order in which the numbers appear doesn’t change the result of the operation. In contrast, subtraction is not commutative, because 5 – 3 is not the same as 3 – 5. If the concept is taught in school, it’s usually introduced in around fourth or fifth grade, but even little kids can understand it in the context of the operations of making pasta.

• Would your pasta sauce be the same if you added oregano and then basil, compared to adding basil and then oregano? (For the most part, sure!)

• Would it be the same to boil the water, then put the pasta in, compared to putting the pasta in and then boiling the water? (Definitely not!)

• But why is every young mathematical thinker so sure that 5 + 3 is the same as 3 + 5? When kids first learn about multiplication, they often find it surprising that 3 x 5 (3 copies of 5) matches 5 x 3 (5 copies of 3). Why is that?

• All it takes is laying out a 3 x 5 grid of pieces of pasta to see it. Try turning the table and see that it’s also a 5 x 3 grid!

Most important, have fun with mathematics. Let your child invent crazy ideas that don’t make sense, think about questions that don’t seem so mathematical, and grapple with “basic” mathematical ideas that might seem obvious to you.

Because if math is fun, then your child may actually want to think about math all the time. And creating “real math” is fundamentally, well, creative.
Instill a Love of Math

By Laura Lewis Brown

Parents are bombarded with messages to read with their children, but it’s rare to hear about the importance of doing math with them. Here are some helpful tips on why and how to instill a love of math in your children.

Early Math Matters
We may take for granted that our children will inevitably learn how to add, subtract, multiply and divide, but early math lessons establish the base for the rest of their thinking lives. “Mathematics that kids are doing in kindergarten, first, second and third grades lays the foundation for the work they are going to do beyond that,” says Linda Gojak, president of the National Council of Teachers of Mathematics (NCTM). “They are learning beyond just counting and numbers.” That’s why it’s so important to help children love math while they are still young. Parents can build on those first preschool lessons by counting with their children, asking them to look for patterns and recognize shapes, then moving on to numbers, Gojak says.

The goal should be to make math “real” and meaningful by pointing it out in the world around you. That could include checking and comparing prices at the grocery store, driving down the street counting mailboxes, reading recipes, calculating coupons, or even measuring food or drink at the dinner table. Kevin Mahoney, math curriculum coordinator at Pennacore Country Day School in Wellesley, Mass., says when his children were little, his wife kept a small measuring tape in her pocketbook. While they were waiting for their order at a restaurant, the children would measure different items on the table.

Just as you encourage your early reader to look for familiar letters, ask your child to watch for math, regarding math as highly as you do reading. “Every parent knows that it’s a good idea to read to your child every night, but they should also realize the importance of talking about mathematical situations with children every day,” says Mahoney.

So What If It’s Hard?
What if you hated math as a child? Parents should try to set aside their distaste for math and encourage their children as much as possible. Young children are eager to learn. “It’s hard to learn to talk or walk. But they don’t care,” says Sue VanHattum, a community college math teacher in Richmond, Ca., who blogs about math learning on www.mathmamawrites.blogspot.com. “They just push themselves over their limits. They are going to come at math with that same attitude.”

Avoid talking negatively about math, even if you have no need for trigonometry in your daily life. “A lot of people will only joke that they cannot do math or announce publicly, ‘I’m not a math person.’ When a parent does that in front of a child, it suggests that math’s not important,” says Char Forsten, education consultant and writer, who urges parents to create that desire to learn by constantly screening the environment for math. “Have you seen any good math lately?” she likes to ask students.

If your child believes that math doesn’t really matter, he’s not going to be as open to learn. “Attitude has everything to do with learning. You can’t make anyone learn. If a child has learned not to love math, if they don’t love math, and aren’t willing to learn, you have to deal with that first,” Forsten says.
If you are stuck on how to foster math enthusiasm, talk to your child’s teacher about some ways to support math learning at home. There may be a new game that you have never heard of, which both you and your child will love.

**Play Games**

With so many facts and figures to memorize and apply to math problems, children learn early that math is something that requires work. That doesn’t mean that it can’t be fun; keep the pleasure in math by playing games with your children. Many games, even the ones adults play, rely on math. With countless websites, computer games and phone apps, parents have endless options, but don’t forget about the nondigital games you loved as a child. The classics that require manipulating cards and game pieces, calculating along the way, may have the same appeal for your kids as they did for you. One game worth considering is Chutes and Ladders. A 2009 study conducted by Carnegie Mellon and the University of Maryland found that preschoolers who played the game improved math skills significantly compared to those in the study who played a different board game or did nonmath tasks.

As you play with your kids, try to tap into your own love for math. When you play Trivial Pursuit, you are using math to determine how many spaces you need to get to the next wedge or predict which category you can answer best. The game doesn’t have to be about math, but should involve it. If you have a good game store in your area, stop by and ask the salespeople for help. Some of VanHattum’s favorite games really push logic, which is the basis of math, and get children thinking visually. Check out Link, SET, Rush Hour, Blokus and Spot It, to name a few.

“Playing games is a great family activity,” VanHattum says. “The more you have a tradition of playing games, the easier it is to bring in other games you like.” So while you may not be passionate about your child’s latest board game, you can work up to another game you like. Try to make the game personal to your family by playing it in your own special way. “Mathematicians make up their own rules,” VanHattum says. “It’s really important to be open to making up your own games. Change the rules. ‘In our family, we play the game this way.’”

**Flexing Math Muscles**

Riding a bike, swimming in the deep end, and playing an instrument are just examples of our favorite childhood activities that require practice to master. So does math.

“Math is an intellectual muscle building; it’s crucial for fully developing a child’s potential,” Mahoney says. “Those muscles can atrophy. If school is the only place you do math, then it becomes something you only do at school. Then you don’t even think about using it in real life.” So brush off those negative feelings about math and instill enthusiasm. Math will play a role in your child’s life forever.

“It’s important to remember that those basics are essential for later learning. A lot of the stuff we learn in math we apply in different ways later,” says Gojak, who emphasizes the thinking skills that math provides. “I might not have to worry about what an isosceles triangle is, but it’s still an important part of education.”

As they grow, kids will learn that they are willing to work hard at something they love. It may just be math. Either way, remember that your child does not have to excel at math to enjoy it. “It doesn’t matter if they’re good, it matters whether they like it,” VanHattum says.
Many don’t recognize symptoms of diabetes

It’s undeniable that diabetes has a negative impact on a person’s health — it can lead to serious problems including kidney failure, lower limb amputations, and blindness.

In addition, a person with diabetes is twice as likely to have heart disease or a stroke as a person without diabetes.

Yet many of those with diabetes, or who are at high risk for type 2 diabetes, are unaware that they have or could develop the disease.

A report from the Centers for Disease Control and Prevention (CDC) points out that 1 out of every 4 people with diabetes do not know they have the condition. A lack of awareness of prediabetes is even more common: 90 percent of people with prediabetes do not realize they have blood sugar levels higher than normal, but not yet high enough to be diagnosed as diabetes.

Symptoms of diabetes include:

- Frequent urination
- Excessive thirst or hunger
- Extreme fatigue
- Sudden vision changes

A person with type 2 diabetes often develops these symptoms over several years. They may be so mild that they go unnoticed until diabetes-related health problems emerge. A person with Type 1 diabetes, on the other hand, typically develops these symptoms within a matter of weeks.

It is not currently possible to prevent type 1 diabetes, which most often develops in children and young adults. However, type 2 diabetes can often be prevented or delayed through weight management, regular physical activity, and a healthy diet.

High blood sugar level brings diabetes

Diabetes occurs when your blood glucose (also referred to as blood sugar) is too high. Blood glucose gives your body energy and comes from sugars and starches in the food we eat.

With the help of insulin, a hormone made by the pancreas, glucose from food enters cells to be used for energy. If your body doesn’t make enough insulin or can’t use it effectively, blood glucose builds up, which can lead to serious health problems.

The most common types of diabetes are type 1, type 2, and gestational. Studies have shown that family history and environmental factors play a role in types 1 and 2.

Type 1 — The body does not make enough insulin. Type 1 usually is diagnosed in children and young adults, though it can develop at any age. People with type 1 must take insulin every day.

Type 2 — The body does not make or use insulin well. It can develop at any age, although it typically occurs in middle-aged and older people. Many cases can be delayed or prevented through exercise and weight loss.

Gestational — Develops only during pregnancy. If left untreated, it can cause serious complications such as preeclampsia, birth-related trauma, and birth defects. It’s believed that hormonal changes, as well as genetic and lifestyle factors, play a role in gestational diabetes.

Prediabetes — The blood sugar level is higher than normal, although it is not high enough to be diagnosed as diabetes. A person who is overweight and not active is at a higher risk of developing prediabetes.
Add more vegetables to your day

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your day, try them as snacks and add them to your meals.

1. Discover fast ways to cook
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or bok choy in a bowl with a small amount of water in the microwave for a quick side dish.

2. Be ahead of the game
   Cut up a batch of bell peppers, cauliflower, or broccoli. Pre-package them to use when time is limited. Enjoy them in a casserole, etir-fry, or as a snack with hummus.

3. Choose vegetables rich in color
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but are good for you, too.

4. Check the freezer aisle
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen vegetables, such as corn, peas, edamame, or spinach, to your favorite dish. Look for frozen vegetables without added sauces, gravies, butter, or cream.

5. Stock up on veggies
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as "reduced sodium," "low sodium," or "no salt added."

6. Make your garden salad glow with color
   Brighten your salad by using colorful vegetables such as black beans or avocados, sliced red bell peppers or onions, shredded radishes or carrots, and chopped red cabbage or watercress. Your salad will not only look good but taste good, too.

7. Sip on some vegetable soup
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups. Make your own soups with a low-sodium broth and your favorite vegetables.

8. While you're out
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or a side salad instead of the typical fried side dish. Ask for toppings and dressings on the side.

9. Savor the flavor of seasonal vegetables
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best in-season buys. Or visit your local farmers market.

10. Vary your veggies
    Choose a new vegetable that you've never tried before. Find recipes online at WhatsCooking.fns.usda.gov.
Summertime Memory Card Game

Game Set-up:
Cut out all the food cards.
To help the cards last longer, glue them to construction paper, sized to be slightly larger than the food cards.
Paper and pencil to write down score.
Optional: laminate cards

Game Directions:
Mix the cards up.
Lay the cards down on a flat surface face down. Each player takes a turn flipping two cards to see if they get a match or not. If they find a match they must remove the two cards from the game. The player with the matched cards will get one point and also will have a chance to go again. If a players' two cards do not match they must turn the cards back over and it is the next players' turn.

Winning:
The player with the most points wins the game. You can also play Memory Tournament by setting a winning score, for example 25 points. The player who reaches 25 points first wins.

Flash Cards:
A alternative way to use these cards can be as flash cards for younger children. Flash cards are a fun way for children to see the food and read the name of the food item. They can start to learn about the different food groups and the different types of foods that belong to certain food groups.

Visit www.ChefSous.com for Free online nutrition games, healthy interactive tools, food group worksheets and activities, recipes and tips!
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Summertime Memory Card Game

Peach  Summer

Beets  Summer
Summertime Memory Card Game

Visit www.ChefSolus.com for Free online nutrition games, healthy interactive tools, food group worksheets and activities, recipes and tips!
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Summertime Memory Card Game

Onion

Summer

Onion

Summer

Pineapple

Summer

Pineapple

Summer
Cheesy Potato Soup

Ingredients

- 2 lbs. ground beef
- 2 Tbsp. all-purpose flour
- 1 (14.5-oz.) can diced tomatoes
- 2 (1.5-oz.) cans sliced mushrooms
- 1 small onion, chopped
- 2 (4-oz.) cans mushroom or stewed tomatoes
- 1 (15-oz.) can whole-kernel corn
- 1 Tbsp. garlic powder
- 1 Tbsp. onion powder
- 1 Tbsp. dill
- 1 Tbsp. dried thyme
- 1 Tbsp. salt
- 1 Tbsp. black pepper
- 1 1/2 c. diced green chilies
- 1/2 c. chopped parsley (optional)

Directions

1. In a large saucepan, cook beef and drain off excess fat.
2. Add flour to pan and stir until well blended.
4. Reduce heat to low, and simmer for 30 minutes, stirring frequently.

Cheese, corn chips, and sour cream (optional)

Soup/Stews 25

Taco Soup

Recipe

- Your favorite
- For thin milk
- With milk powder
- You can substitute
- Fluid milk
- 2 Tbsp. all-purpose flour
- 1 small onion, chopped
- 2 cups milk

Soup/Stews 24
Quick and Easy Chilli

Ingredients
- 2 c. water
- 2½ Tbsp. chilli powder (or to taste)
- 4 potatoes, cubed
- 1 Tbsp. ground cumin
- 1 Tbsp. chopped onion
- 1 Tbsp. chopped garlic
- 8 oz. (6×2 oz) cans tomato sauce
- 1½ lb. lean ground beef
- 3 c. cooked pinto or red beans (may substitute soaked dry beans)

Directions
1. In a large saucepan over medium heat, saute ground beef until browned and change color.
2. Add tomatosauce, kidney beans, pinto beans, chili powder and water.
3. Reduce heat to low and simmer to 160°F, about 30 minutes.
4. Add 2 cups of water. Add remaining ingredients. Stir well and simmer for 10 to 15 minutes or until the potatoes are tender and the chili is thickened.

Chilli with Beans and Potatos

Per serving: 290 calories, 6g fat, 7g fiber and 17g carbohydrates. Always wash fruits and vegetables thoroughly before eating.

Always wash fruits and vegetables thoroughly before eating. 

Soup and Stews

Recipe for: 27}

Soup and Stews

Recipe for: 27
Keep Meat, Fish and Seafood separate from all other foods. Remove the skin from chicken and turkey before cooking.

Choose lean protein sources such as

**Easy Turkey or Chicken Pot Pie**

1. Preheat oven to 425°F.

2. Stir turkey or chicken, vegetables and soup in an ungreased 2-quart casserole dish.

3. Stir the remaining ingredients until blended.

4. Pour over the turkey or chicken mixture.

5. Bake uncovered about 30 minutes or until internal temperature of 165°F, until the crust is golden brown.

**Per serving:** 285 calories, 27g carbohydrates, 5g fat, 3g fiber

Makes six servings

**Easy Supper Casserole**

1. Place 1/2 cup frozen vegetables and 1/2 cup frozen carrots in a large mixing bowl.

2. Add chopped onion to ground beef; cook until brown.

3. Turn heat down; add macaroni, beans, juice and spices.

4. Cover pan and simmer mixture for 20 minutes.

5. Remove pan from heat; stir and sprinkle grated cheese on top of mixture. Cover and let stand until cheese melts.

6. Serve and enjoy! Additional tomato juice may be added.

**Per serving:** 299 calories, 31g carbohydrates, 9g fat, 4g fiber

Makes six servings
Tuna Salad on Toast

Ingredients
- 2 Tbsp. margarine, melted
- 2 Tbsp. carrots, grated
- 3 Tbsp. onion
- 1 Tbsp. low-fat milk or dry milk equivalent
- ½ tsp. pepper
- 1 tsp. salt
- 1 large egg
- 1 Tbsp. shredded cheddar cheese
- 1 Tbsp. shredded lettuce
- ½ Tbsp. yellow mustard
- 1 Tbsp. mayonnaise

Directions
1. In a small bowl, combine the first five ingredients.
2. In the other bowl, mix well.
3. Place tortilla on a cutting board or other surface.
4. In the center of the tortilla, place an equal portion of the egg mixture.
5. Top with a pinch of cheese.
6. Fold in one end and fold right roll the tortilla over the filling.
7. Place in baking pan and warm in oven until cheese is slightly melted.

Creamed Tuna on Salmon on Toast

Ingredients
- 8 slices bread for toast
- 1 (7-oz.) can tuna (or salmon), drained
- 1 c. peas
- 1 c. carrots, shredded
- 1 tsp. mustard, dry or dry milk equivalent
- 2 Tbsp. margarine, melted

Directions
1. Wash and slice carrots and celery. Cook them in a
   small bowl.
2. In the same saucepan, melt margarine. Add the hour and
   stir until soft. Drain and set aside.
3. Wash and slice carrot and celery. Cook them in a
   small bowl.

Per serving: 444 calories, 47 g carbohydrates, 19 g protein, 41 g total fat, 69 mg cholesterol, 1,300 mg sodium

Per serving: 5 g fiber, 19 g total fat, 28 g carbohydrates, 32 g protein, 1,300 mg sodium
Job Openings

Current Openings

Job Center of Wisconsin displays open job orders maintained by the Job Center of Wisconsin. Link to Job Center of Wisconsin

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

Disclosures

Current Openings for the Red Cliff Tribe

**ICW Data Entry Clerk**
DEADLINE: July 14, 2017 at 4:00pm

**Water Resource Technician**
DEADLINE: July 14, 2017 at 4:00pm

**Head Start Bus Driver**
DEADLINE: Open Until Filled

**Family Violence Director**
DEADLINE: Open Until Filled

**Document Scanning Clerk (up to 5 openings)**
DEADLINE: Open Until Filled

**Inventory Clerk, Seasonal – up to 2 position**
DEADLINE: Open Until Filled

**Early Head Start Center Based Teacher**
DEADLINE: Open Until Filled

**Domestic Violence Advocate**
DEADLINE: Open Until Filled

**Environmental Health Specialist**
DEADLINE: Open Until Filled

**Clinic Finance Manager**
DEADLINE: Open Until Filled

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

**Tribal Aging and Disability Resource Specialist**
DEADLINE: Open Until Filled

**Planning Administrator/Policy Analyst**
DEADLINE: Open Until Filled

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

**Physical Therapist**
DEADLINE: Until Filled

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

Tribal Administration Liaison
DEADLINE: Open Until Filled

* * * Current Openings for Red Cliff Tribal Business Development Corp

Sale Associates for the Buffalo Bay Store - 2 Full-Time and 2 Part-Time
DEADLINE: July 7, 2017 @ 4:00 p.m.

* * * Current Openings for Legendary Waters Resort & Casino

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

* * * Current Openings for Red Cliff Housing Authority

Housing Job Application (Fillable)

Housing Background Check

* * * Current Openings for GLITC

Great Lakes Inter-Tribal Council Job Postings

WIC Program Breastfeeding Peer Counselor

Program Director - Vocational Rehabilitation for Native Americans

Program Director - Small Business Technical Assistance

Program Director - Family Support Worker - Home Visiting (Part Time)

Elder Benefit Specialist

Disability Benefit Specialist

EPIDEMIOLOGIST W/ BEHAVIORAL HEALTH FOCUS

Family Support Worker - Home Visiting (Full Time)

* * * Current Openings for GLIFWC

GLIFWC Website with Current Job Openings

* * * 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 Erickson's Orchard and Country Store in Bayfield, Wisconsin

Erickson's Orchard & Country Store - Strawberry Pickers Wanted

* * * 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 - Cultural Resource Program Manager - Pipestone, MN
DEADLINE: July 7, 2017

National Park Service - Biological Science Technician - Pipestone, MN
DEADLINE: July 12, 2017

* * * Current Openings for the Department of Transportation
Department of Transportation - Purchasing Agent-Objective or Purchasing Agent-Senior (2-positions)
DEADLINE: July 12, 2017

* * * 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

http://redcliff-nsn.gov/Employment/openings.htm 7/7/2017
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: Early Head Start Center Based Teacher
LOCATION: Red Cliff Early Childhood Center
SALARY: $10.00-$14.00 per hour (DOQ), plus benefits
SUPERVISOR: Early Head Start Director

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

JOB SUMMARY: Serve as one of two primary teachers for an assigned group of eight infants or toddlers in a center based environment. Early Head Start child/teacher ratio is 4:1. Responsible for co-planning and implementing educational programs with co-teacher for children ages zero to 3 year old which reflect best practices and integration of Ojibwe language and culture.

EHS teachers are required to share all responsibilities within their classroom and create an environment of nurturance and sharing with all children. Each teacher must be able to have open communication with co-teacher regarding daily operation of classroom and child/parent needs.

DUTIES AND RESPONSIBILITIES:
1. Must maintain confidentiality of all child and family information and records.
2. Cultural sensitivity required.
3. Must demonstrate competency to provide effective and nurturing teacher-child interactions.
4. Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child.
5. Plan and implement group and individual learning experiences that ensure effective curriculum implementation and use of assessment to promote children's progress across the Head Start Early Learning Outcomes Framework: ages Birth to Five and any state applicable early learning and development standards for all students.
6. Must integrate child assessment data in individual and group planning.
7. Promotion of a safe, attractive and stimulating physical environment for infants and toddlers and also establishing and maintaining consistency.
8. Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.

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9. Must collaborate with each child’s parent/guardian and with parental consent, must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental behavioral, motor, language, social, cognitive, and emotional skills within 45 days of child’s enrollment and then when needed.

10. Meal times with children are in a family setting with teachers sitting at the table and engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged, but not forced to eat or taste. Encourage toddlers with self-help and independence skills by involving them in set up and cleanup activities.

11. Maintain accurate daily records on attendance, daily intake, medical log, infant and toddler eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.

12. Maintain weekly online documentation of your assigned children’s’ developmental progress in Teaching Strategies Gold and Child Plus as required.

13. Assist the family, child, and other relevant staff in developing an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) for special needs children.

14. Conduct two home visits and two parent-teacher conferences annually per family as stated in the Federal Performance Standards.

15. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.

16. Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.

17. Work with county, tribal and community service providers in order to provide necessary services to the Early Head Start child and their parents.

18. Mandatory attendance at all ECC Coordinated Service Team and Mental Health Consult meetings for children in your care or must work with Education Manager/EHS director in advance.

19. Must attend and participate in EHS meetings, all staff meetings and any other meetings as requested.

20. Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging their own qualified substitute in your absence.

21. Must participate in coordinated coaching strategies to identify strengths and areas of need and support of professional development and quality improvement, including job related training as required.

22. EHS program equipment must remain within the ECC, and cannot be used outside of the ECC unless you have prior permission by your supervisor to use outside of the center. Violations of this policy will result in disciplinary action.

23. Adhere to all ECC policies and procedures and insure that Head Start Performance Standards are being met.

24. 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 associate degree in early childhood education. Related degrees may be considered based on coursework completed (transcript review required).
2. Bachelor’s degree in early childhood education or closely related field (transcript review required if degree not in early childhood).
3. Applicants can be considered who are currently enrolled in an associate degree early childhood program or who have acquired a minimum of 15 early childhood credits.
4. Applicants can be considered if they have completed a Child Development Associate (CDA) credential or comparable credential and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
5. Mandatory infant/toddler course needed or immediate enrollment in online class during probationary period; if hired.
6. Knowledge of Ojibwe culture and language.
7. Must have a valid driver’s licenses, 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.

WORK ENVIRONMENT: All tribal buildings are smoke free. Primary work environment is in a 0-3 year old Early Head Start center-based classroom in the Red Cliff Early Childhood Center.

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 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 classroom.

Must be physically able to work with young children and must be able to regularly lift and/or move up to forty pounds; twenty pounds overhead and forty pounds from waist to shoulder;

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occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. 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).

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.

TRAVEL REQUIREMENTS: Will be required to attend training and meetings both in state and out of state. Attend Tribal Council meetings as directed.

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

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, 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

"The Hub of the Chippewa Nation"
REPOSTING: June 14, 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
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 4268

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 much complete a one-time fingerprint-based background check on all employees by 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 Tribe has a Drug-Free Work Place Policy and follows the intent of the Drug-Free Work Place Act. All new employees will be tested prior to starting employment.

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

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

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.

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3. Short Term Disability is offered to all employees at no cost and pays 60% of weekly pay for a maximum of 90 days if you get sick or injured off the job.

4. Life insurance of $15,000 is included at no cost to all employees. Spouses are covered at $7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.

5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee's wages into the Profit Sharing Plan.

6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.

7. The Tribe observes a total of 12 paid holidays.
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: Document Scanning Clerk (up to 5 openings)

Location: Red Cliff Tribal Organizations

Salary: $10.00/hour

THIS IS A PART-TIME OR FULL-TIME TEMPORARY NON-EXEMPT POSITION; UNTIL PROJECT IS COMPLETED. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.

Supervisor: Information Technology Systems Administrator

Job Summary: As the Document Scanning Clerk with Red Cliff Tribe, you will scan and upload documents required in the Tribal governmental process.

Duties and Responsibilities: An individual in this support position performs various duties relating to the scanning and indexing of documents from all areas of the Red Cliff Tribe. This individual must possess a positive attitude, be team oriented, and willing to assist wherever needed in order to accomplish the goals at hand.

Supervisory Authority: None.

Knowledge: Prepares documents for scanning and indexing, scan documents, index documents into archive system & various other duties as assigned

Qualifications: High School or equivalent. 6+ months of experience in an office environment required. Familiar with computers. Have the ability to work independently and as a member of a team. Strong attention to detail. Demonstrated ability to multi-task and have good time management skills. Ability to handle sensitive information; confidentially. Valid driver’s licenses is preferred; but not needed.

Personal Contacts: Employee will have daily contact with all Tribal Employees organizational wide.

Physical Requirements: Person must be mobile and can be required to lift up to 25lbs.

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Work Environment: Scanning work will be done throughout the various Tribal Division locations.

Travel Requirements: Employee will travel locally to Tribal buildings as necessary.

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

REPOSTING: June 16, 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
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 4268

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

ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE ARE SUBJECT TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR

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

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Inventory Clerk, Seasonal – up to 2 positions

LOCATION: Property & Procurement Office at Tribal Office, Red Cliff Reservation

SALARY: $10.00 to $12.00 /hour DOQ

SUPERVISOR(S): Property and Procurement Officer

THIS IS A SEASONAL FULL-TIME NON EXEMPT POSITION

JOB SUMMARY: Assist Inventory/Property Clerk in the performance of annual inventory in accordance with Red Cliff Property Management & Procurement System Manual and Federal/State/Local regulations and within Generally Accepted Accounting Principles.

DUTIES AND RESPONSIBILITIES:
1. Perform annual inventory of all Tribal Property.
2. Move boxes of accounting and other records to one central storage site.
3. 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.

KNOWLEDGE:
1. Knowledge of General Accepted Accounting Principles.
2. General clerical and office equipment; computers, fax, copier machines, etc.

QUALIFICATIONS:
1. Must have High School Diploma or equivalent.
2. Experience in Microsoft Office Programs is required.
3. General bookkeeping; preferred.
4. Experience in computerized accounting systems (Sage MIP preference); preferred.
5. Must exhibit good communication skills, oral and written.
6. Must have a valid driver’s licenses, 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.

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7. Must be able to communicate effectively with a variety of people.

PERSONAL CONTACTS: Person will have daily contact with Tribal Department and Program staff.

PHYSICAL REQUIREMENTS: Position is mainly sitting with some walking, stooping, bending and lifting is required. Must be able to lift between 50 and 70 pounds.

WORK ENVIRONMENT: Property & Procurement Office is located in the Tribal Administration Building. All buildings are smoke free buildings.

TRAVEL REQUIREMENTS: Will be traveling to all Tribal buildings within the boundaries of the reservation.

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. Tribal Background Investigation Disclosure; available on the tribal website

REPOSTING: June 14, 2017
DEADLINE: Open until filled

FOR FURTHER INFORMATION:

Red Cliff Band of Lake Superior Chippewa
Human Resources
88455 Pike Road

"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

Bayfield, WI 54814
www.redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715)779-3700 ext. 4268

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“The Hub of the Chippewa Nation”
Red Cliff Tribal Business Development Corp

JOB DESCRIPTION

POSITION: Sale Associates for the Buffalo Bay Store  
2 Full-time and 2 Part-time  

DEPARTMENT: Red Cliff Business Development Corporation

SUPERVISOR: Smoke Shop/Buffalo Bay Store Supervisor

SALARY: $10.00-$12.00/hr. depending on qualifications

THIS IS A REGULAR FULL-TIME AND PART-TIME NON-EXEMPT POSITIONS. ASSOCIATES WILL BE REQUIRED TO WORK DAYS, EVENINGS, WEEKENDS AND HOLIDAY HOURS.

JOB SUMMARY: Under the direction of the Smoke Shop/Buffalo Bay Store Supervisor, the Buffalo Bay Store Associate is too efficiently and effectively process sales transactions in the Buffalo Bay Store. Friendly, professional attitude required at all times. Neat clean appearance is a must.

DUTIES AND RESPONSIBILITIES:

- Must adhere to Red Cliff Business Development Corporation’s policies and procedures.
- Must adhere to all appearance and uniform standards.
- Conducts sales of all merchandise items.
- Open and close cash register, counting money, and balancing cash drawer.
- Greet each guest with a welcome and a smile.
- Assist guests in finding particular items if requested.
- Answer questions regarding merchandise for sale.
- Maintain a high level of organization.
- Maintain an orderly and neat work area.
- 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:**
- Minimum of high school diploma, HSED or GED.
- Minimum of six (6) months experience working with the public in a cash handling environment.
- Retail experiences with tobacco and fuel products; preferred.
- Exceptional customer service skills.
- Ability to interact positively with guests.
- Strong and outgoing verbal communication skills.
- Ability to multi task and be trained in other work capacities.
- Must possess excellent interpersonal and employee relation skills.
- Basic computer skills.
- Wisconsin Alcohol Server’s Permit.

**PHYSICAL REQUIREMENTS:** Must be able to lift at least 40 pounds. There will be some standing, bending, lifting and reaching in overhead storage.

**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, to include work history and references; available on the tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.

**POSTED:** June 23, 2017  
**DEADLINE:** July 7, 2017 @ 4:00 p.m.
FOR FURTHER INFORMATION:

Red Cliff Tribal Business Development Corp
Attn: Don June, CEO
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
don.june@redcliff-nsn.gov

(715)779-3700 ext. 4232

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Job Search

Narrow search by:
- Any Category
- Enter Keyword
- Any Employer

Search

Results Found: 8

Sort by: A-Z Category

Highland Valley Farm
87080 Valley Road Bayfield, WI 54814

Blueberry Harvest Crew
Category: Agricultural, Forestry & Fishing
Season/Hours typically late July through mid-September 30-40hrs/week, Monday-Friday, beginning at 8am
Responsibilities:
- Hand harvest of blueberries (possible hand-harvest of raspberries and currants)
- Sorting, grading, & packing blueberries on semi-automated packing line
- May also include some machine harvest of blueberries and currants, helping with pick-your-own, and other field work
Qualifications (Age, Citizenship, Education, Skills, etc.):
- At least 16 years old.

Blue Vista Farm
34045 Cnty Hwy J Bayfield, WI 54814

Summer Berry Harvest Crew
Category: Agricultural, Forestry & Fishing
Organic fruit farm in Bayfield, WI is looking for help this July and August harvesting raspberries and blueberries.
Flexible hours and top picking wages paid per unit picked.
Excellent for those needing a short term (3-6 week), low stress and good paying (about $10/hour) job. Call Blue Vista Farm now at (715) 779-5400 or email bvf.staff@gmail.com to join our harvest crew!
**Big Top Chautauqua**
PO Box 455 Washburn, WI 54891
**Box Office Assistant**

*Category: Arts & Entertainment*

2017 Box Office Assistant Big Top Chautauqua is a performing arts organization presenting a 50+ summer show season of touring artists (Brandi Carlile, Willie Nelson, Bonnie Raitt, Yonder Mountain and more) as well as original shows by our house band the Blue Canvas Orchestra. The Box Office Assistant works to support operations at our office in Washburn and may work the tent located at the base of Mt. Ashwabay, just south of Bayfield Wisconsin. This position is directly under the supervision of the Box Office Manager.

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**Bayfield Area Recreation Center - Recreation and Fitness Resources**
140 S Broad Street Bayfield, WI 54814

*Facility Cleaning and Maintenance*

*Category: Custodial*

Provide a clean useable facility for patrons and staff alike. Cleans the pool area, locker rooms, fitness rooms, and community rooms in the Rec Center building. Will be cleaning after the closing of the Rec Center, typically 2-3 hours per night. Needed for cleaning on Tuesdays, Wednesdays, and Thursdays. Schedule can be adjusted if needed. Starting at $11.00 per hour Contact Isaac or James at the Bayfield Area Recreation Center at (715)-779-5408 or e-mail at isaac@recreationandfitnessresources.org for more information.

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**The Bayfield Inn**
20 Rittenhouse Avenue Bayfield, WI 54814

**2017 Seasonal Guest Services Representative**

*Category: Customer Service*

The Bayfield Inn is currently seeking applicants to join our Summer 2017 Front Desk & Guest Services team! Phone sales/reception experience a major plus, but will train the right applicant. Competitive pay based on experience. Fun, exciting, and rewarding work environment with great incentives. Flexible scheduling. Basic computer skills and ability to communicate clearly and effectively are a must! Applications may be printed off [here](http://business.bayfield.org/jobs).

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Contact:
Dan Clevette
Phone:(715) 373-5552

Contact:
Isaac Shrider or James Malmquist
Phone:(715) 779-5408

Contact:
Chelsea Meredith
Phone:(715) 779-3363
online at: http://www.bayfieldinn.com/employment-opportunities
or ... read more →

Ethel's at 250
250 Rittenhouse Avenue Bayfield, WI 54814
Restaurant Server Position
Category: Food Industry and Restaurants
Description Essential Information Restaurant servers ensure that patrons enjoy their dining experience by providing quality customer service. Servers work in the dining room taking orders, serving food and drinks, and participating in some general cleaning. Job Description Service dinner in a family restaurant. This job requires applicants to be on their feet for almost the entirety of the shift. Wages include hourly rate and tips. Duties A server’s primary duty is to provide helpful, efficient ...read more →

BRB Recycling Authority
35945 State Hwy 13 Bayfield, WI 54814
Site Attendant Needed
Category: Government
Description B.R.B. Recycling Authority is looking for a person to work on a part-time basis. Wednesdays and Saturdays. The pay would be $12.53 per hour(6 to 10 hours a week). Applications can be picked up at the City of Bayfield. Any questions please contact Jason Goodlet, Manager at 715-779-5168 for more information

Blue Vista Farm
34045 Cnty Hwy J Bayfield, WI 54814
Retail Staff Position
Category: Retail/Wholesale
Description Blue Vista Farm, an organic fruit farm in Bayfield, WI, is now hiring support staff for our retail shop. Prospective employees will be helping customers with questions about picking and purchasing our farm products and other local items in our quaint barn gift shop. A love of people and willingness to learn is required. The position is part or full time and pays $10/hour. References required. Reply to bvf.staff@gmail.com or (715) 779-5400.
## JULY 2017

### AABITA NIIBINO GIIZIS

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<th>Tue</th>
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<tbody>
<tr>
<td><strong>3B PANCAKES, BLUEBERRIES, CC</strong></td>
<td><strong>4B ECC</strong></td>
<td><strong>5B RICE CRISPIES, BANANA, YGT</strong></td>
<td><strong>6B MALTO MEAL, APPLES, YGT, MUFFIN</strong></td>
<td><strong>Meals Served With MILK</strong></td>
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<td><strong>S GR CRACKER/MILK</strong></td>
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<td><strong>S CC/BERRIES</strong></td>
<td><strong>S CARROT/DIP</strong></td>
<td><strong>S OATMEAL, BANANA, CC, BAGEL</strong></td>
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<td><strong>L CHEEZBRC DELX, WATERMELON, VEG/DIP</strong></td>
<td><strong>4TH OF JULY</strong></td>
<td><strong>L HAM/POATO SP, BR STIX, PINEAPPLE, CC</strong></td>
<td><strong>S JELL-O FR CUP-GOLDFISH</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>S ORANGES/CRACKERS</strong></td>
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<td><strong>S CRACKERS/PB</strong></td>
<td><strong>L SCALLOP HAM, PINEAPPLE, CC, PEAS, BUN</strong></td>
<td><strong>S OATMEAL, BANANA, CC, BAGEL</strong></td>
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<td><strong>10B EGG COMBO, ORANGES, YGT</strong></td>
<td><strong>11B RICE CHEX, APPLES, YGT, TOAST, JELLY</strong></td>
<td><strong>12B HB OATS, STRAWBERRIES, CC, ENG MUFFIN</strong></td>
<td><strong>13B OATMEAL, BANANA, CC, BAGEL</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>S MUFFIN/BERRIES</strong></td>
<td><strong>S JICAMA SLAW/TEDDY GELS</strong></td>
<td><strong>S TRAIL MIX/MILK</strong></td>
<td><strong>S JELL-O FR CUP-GOLDFISH</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>L TOMATO SP, GR CHEEZ, IT VEGGIES, HONEYDEW</strong></td>
<td><strong>L BBQ'S, FRIES, CANTALOUME, BROCCOLI</strong></td>
<td><strong>L CHICKEN SALAD, WATERMELON, CC, CARROTS</strong></td>
<td><strong>L SCALLOP HAM, PINEAPPLE, CC, PEAS, BUN</strong></td>
<td><strong>S OATMEAL, BANANA, CC, BAGEL</strong></td>
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<td><strong>S NUTRA GR/MILK</strong></td>
<td><strong>S PIZZA/JUICE</strong></td>
<td><strong>S NILLA WAFFERS/MILK</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>17B WAFFLE HAM/CHEZ MANGO, CC</strong></td>
<td><strong>18B CORN CHEX, PEARS, YGT, TOAST JELLY</strong></td>
<td><strong>19B HB OATS, BLUEBERRIES, CC</strong></td>
<td><strong>20B FR TOAST BANANA, YGT, S CARROT/MILK</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>S YG/GRANOLA</strong></td>
<td><strong>S FR POPSICLES/RICE CK</strong></td>
<td><strong>S FRUIT. CRACKERS</strong></td>
<td><strong>L KEILBASA PEAS BABY REDS, BERRIES</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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<td><strong>L CHIX, RICE, PEACHES, IT VEGGIES</strong></td>
<td><strong>L TACOS, MANGO, PEAS, GR CRACKER / MILK</strong></td>
<td><strong>L PIZZA, SALAD, TR FRUIT, VEGGIE</strong></td>
<td><strong>S COOKIES/MILK</strong></td>
<td><strong>S WAFFLE HAM/CHEZ MANGO, CC</strong></td>
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**Menu Subject To Change**