*Summer School*

Please continue to send your child to school at the ECC throughout the summer months. We realize that older siblings and family members may be home and your ECC child may not want to come to school; however the ECC school year will not end until July 20th! Research shows that year round schooling has so many benefits and we are striving to prepare children as lifelong learners. This is supported best when your child is at school every day possible. School at the ECC in the summer means many, many fun things that we get to do outdoors! We will spend a lot of time outdoors with the children letting them explore the play areas, the ECC garden, the school forest and the new outdoor art easel in the Head Start play ground. Feel free to join your child at school this summer if you are able to. Our days are packed full of fun activities, great meals and tons of learning. Keep an eye out for field trip notices! As always, if your child is going to be absent please communicate that with us....call the ECC anytime and leave a message at (715) 779-5030 ext 0.

If you can't tell, we are looking forward to summer!

**ECC May Attendance**

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<tr>
<th>Name</th>
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<tr>
<td>Waabooz</td>
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<tr>
<td>Amik</td>
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<td>Makwa</td>
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<td>Esiban</td>
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<td>Mashkodebizhiki</td>
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<td>Maaingan</td>
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<tr>
<td>Migizi</td>
<td>86%</td>
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Thank you to all the families that strive to get their child to school every day possible. Together we are making a huge difference in the lives of the beautiful children attending the ECC. We are grateful for those that call in absences also, if we don't hear from families it can be alarming for us. May featured 18 days of school, totaling 135 hours of direct school time with the children.

Home base families keep up the great work! Having regular and consistent home visits creates a great relationship and partnership between families and their home base teacher, along with a higher quality of educational services. We are looking forward to seeing the little ones that will be joining us in center based in the fall.

**Special Points of Interest:**

- 6/2 - Home Base Social 10-12
- 6/7 - Bayfield last day of school. Early Release 12:45pm
- 6/13 - Policy Council @ 12
- 6/18 - Fathers Day
- 6/21 - Babysitter Training 5:30pm @ ECC
- 6/23 - ECC Family Day/Home Base Social 10-1 @ Little Sand Bay
- 6/23 Family Dance at LW 5-8
# Ode’imini-Giizis (Strawberry Moon) June 2017

<table>
<thead>
<tr>
<th>Sun</th>
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<td></td>
<td>Fire Drill</td>
<td>Bayfield Early Release 12:45pm &amp; last Day of School</td>
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<td>School Readiness @2:15</td>
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<td>ECC Family Day/Home Base Social</td>
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<td>Tornado Drill</td>
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</table>
This month we will be focusing on berries, ball study, and camping.

We will be making paper campfires, tearing our own paper for our art, setting up little tents for the babies to explore, and try out “Jumbo Marshmallow Painting”.

We will also be working on throwing a ball, kicking a ball, and catching a ball. We will have many balls of different sizes, shapes, and textures to learn with. This will help our babies with their large motor skills and hand eye coordination, as well as being fun to play together.

Berry season is right around the corner, and we will do some berry painting, using smooshed berries for paint. We will also make our own berry sun catchers to hang in the windows. We have been working on various sun catchers all year, and will tear our own paper for our berry sun catcher art.

Thank you so much parents for having the right clothes to go outside! It makes it a very fun day to be able to walk and crawl around outside. And thank you as well for always packing extra clothes, as we like to learn and sometimes get a little messy. Please be here as much as possible. It is very important that attendance stay where it has been, and we appreciate all you hard work on getting your babies here every day!

Miigwech!!!!

Ms. Tiffannie

Ms. Judy

Ms. Angela
Ode’imini-Giizis amik

Want to wish all dads Happy Farthers Day

Our littles ones are getting so big, and speaking ojibwe ,four word sentences, sometimes , it is so exciting to seeing them threw the day speaking ojibwe or responding to commands.

Please send extra clothes we will be outside a lot more water play ect.

Some things we have been doing and learning!

Miigwich for the homevisits
We like to use this! Gigii Izhichige
You did it!.

We will be working on the very hungry caterpillar!

Kelsey Teresa Amber
Dear Parents,

May was a happy and busy month for your children. Bugs, life cycles and planting were enjoyed by all. We will be planting the plants your children started this month. Everyone too seemed to enjoy our field trips to the Bayfield Fish Hatchery.

The school themes for this month are berries, camping, fishing and a ball study. We are planning many fun and educational projects revolving around those themes and study with an emphasis on mathematics and literacy.

Your children have also been enjoying all the activities on the playground, so do please send your children to school in clothing that can get dirty while playing and learning. Also, do please make sure your children have an extra set of clothing at school in case they get wet and need to change.

We look forward to a Great June,

Miss Maggie and Mr. Fred
ESIBAN NEWS

NEWs and Plans

Can you believe it’s June already! This month we will be learning about camping, fishing, berries and working on a ball study unit.

We will also be working on Father’s Day crafts. Please check your child’s clothing bin to make sure there are some summer clothes. We do have a lot of water play outside during the summer!

Don’t forget to get your application in for next year. These went home a few weeks ago.

-Ms. Nadine and Ms. Melissa

REMINdERS

- 6/18/17 Father’s Day
- ECC Family Day/Home Base Social

OjibweMowin

- Fish-Gigo
- Strawberry- ode’imin
- Skunk- Zhigaag
- Blueberry- Miin

What We Are Doing

Pamela- learning about positional words!
Joe- loves playing in the water!
Marta- works hard on her writing her name!
Elizabeth- loves taking care of babies!
Emma- works on her letter “M”!
Jalen- hauling sand in dump trucks!
Randall- comforts peers when they are sad!
Cali- likes to play with peers from Head Start!
Boozhoo Niibin!

The first day of summer is June 20th!

Our school year has been flying by, but we are excited to keep continuing our home visits for these next two months to finish out the year!

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

June Ojibwemowin

- Niibin: Summer
- Imbaabaa: My father
- Zagime: Mosquito
- Aamoo: Bee
- Ode’imin: Strawberry

Aaniin ezhiwebak!

What’s Happening!

- Home Base Social: Fri. 2nd @ 10am-Noon
- ECC/Tribe Closed: Indian Day: Fri. 12th
- Fathers Day: Sun. 18th
- First Day of Summer: June 20th
- ECC Fam. Day/Home Base Social; Fri. 23rd

Miigwech!

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

“Apane ji-mikwendamang gaa piimiinigooyang Anishinaabe bimaadiziiwin!”
Mashkobizhiki Abawin

BOOZHOO...

I know I mention this quite a bit but I really can't believe how fast these months are going by. We are coming into summer once again and love being outside daily! This month and next, we will be learning about Camping/Fishing, Berries and the Ball Study. The children are excited to go out to the school forest at times where we can enjoy nature at its finest!

In the classroom we continue to practice writing our names, counting, turn taking, talking things through, helping a friend, etc.

Also, we will be watching caterpillars change into butterflies in our room and then freeing them.

This month we will talk about safety rules and how to stay safe.

CHI-MIGWECH LIIG FOR all that you did in the Mashkodibizhiki room these last few weeks. We were very lucky to have you and we will definitely miss you!

ECC Family Day
June 23

More this month.

I'm so excited to announce the new teacher in our room...WELCOME to Nadine Cadotte to the Mashkodibizhiki Abawin!

PLEASE be sure your child has extra clothes here-its getting warmer so they may need shorts and t-shirts.

- Azalyn is climbing up on the monkey bars
- Tate knows names of the dinosaurs
- Memphis likes to do cartwheels
- Silas likes the large motor room
- Layla writes her name
- Emil likes to dress up like a pirate
- Iiahna identifies numbers 1-10
- Henry likes to play basketball
- Bella likes to play in the water
- Kendi likes to paint
- Bradum is writing some numbers
- Keagan knows parts of a book
- Kenyon is rhyming
- Delilah likes to dress up
- Serenity likes to play outside
- Danika identifies letters
- Briauna likes to play house

Happy Father's Day!
Boozhoo!

We've been getting some warmer days lately and getting outside daily even when its wet from the rain. We are asking parents to please send extra clothes, we sometimes get messy, and like to get into the mud and dirt while exploring outdoor environment. Just a friendly reminder to send appropriate clothing with your child.

We will be learning about bugs, insects, worms, ball study, counting, number recognition, turn taking, letter sounds, writing our names, drawing, mat man, ojibwemowin, and much more!

There will be a family fishing day at the Bayfield fish hatchery June 3, 2017 starting at 10 am watch for more details.

We love having your child/children daily, we do start our day at 7:45am to 3:15pm. If your child will NOT be present we LOVE phone calls or messages. CHI -MIIGWECH for being patient and understanding with all the changes and daily schedules. We look forward to the rest of the year feel free to come visit our room daily and be part of our day we do LOVE visitors helping and being part of our classroom.

Miigwech!!

Ms. Julie and Ms. Alicia
MIGIZI CLASSROOM

What a great way to begin our spring!! The weather has been so wonderful and the kids love it!

Please remember, we go outside every day, weather permitting, and sometimes the kids get wet! Please send extra clothes for them just in case!

We have started new projects this month. We will be working on camping, fishing, Fathers Day, berries, balls (do they all bounce, are they all round, do they all look the same, etc), and we are enjoying these study's!

The kids enjoy the outside play as well as the stories. We put a campsite in our room and have also been doing a lot of predictions!

Soon, the school year will be over! We have thoroughly enjoyed working with your child and having them here every day! We will miss our new Kindergarten students who will go to the big school in the fall!

Enjoy the weather!

Ms. Diann, Ms. Linda and Ms Kathy
Apane ji-mikwendamang gaa
piimiinigooyang Anishinaabe bimaadiziiwin

Nibwaakaawin - Wisdom
Zoongide’ewin - Courage
Manaaji’idiwin - Respect
Zaagi’idiwin - Love
Gwayakwaadiziwin - Honesty
Debwewin - Truth
Dabasenidizowin – Humility

“Always remember our teachings!”
May 2017

Congratulation to this Month’s Winners for perfect attendance.

*Early Head Start – Felix Claremboux* and

*Head Start – Michael Poch Jr.*

In the *Early Head Start* we had a total of 18 out of 32 students that met the perfect attendance requirement.

- **Waabooz** 5 Children
- **Amik** 5 Children
- **Makwa** 5 Children
- **Esiban** 3 Children

In the *Head Start* we had a total of 21 out of 50 students that met the perfect attendance requirement.

- **Migizi** 7 Children
- **Malingan** 9 Children
- **Mashkodebizhiki** 5 Children

*Yahooooo way to go parents for getting your child to school. The importance of attendance does matter and you make this happen. Keep up the great work……*

Family Service Staff
The Red Cliff Early Childhood Center is accepting applications anytime! Head Start, Early Head Start and Home Based Services available. Stop in and visit us anytime at 89830 Tiny Tot Road (Red Cliff)

Stop in anytime to complete an application or call 779-5030 for any questions.
Visit our website at www.redcliffecc.org

*If you have a concern about your child's development or your child has a special education/health need, please contact us to learn about services for your child.*
ECC Family Day!

Friday, June 23rd

@ Little Sand Bay

10am - 1pm
Annual Babysitters Training
For 12 to 17 year olds!!

Date: 06/21/17
Time: 5:30 to 8:00
Location: Red Cliff Early Childhood Center in the Memengwaa
Registration is open until June 19, 2017.
Please call ahead of for registration.
There will be training in; Shaken Baby, SIDS, Fun stuff to do with Children, Nutrition, Safety, and lots of good information.
Everyone who completes course will receive a certificate.
Will take the first 10 people signed up!!

Contact person: Kim Gordon 779-5030 Ext 253. If not there leave name and message.
Free Summer Youth Lunch Program

Free Lunches and Snacks for Children ages 0-18

All meals must be eaten on site

Starting June 8 through August 31

New Lunch Times 11:00-11:30

Food Distribution Building

New Housing Park

Hillside Park

Birch Bark Park

Bayfield Rec. Center

New Snack Times 2:00-2:30

Food Distribution Building

New Housing Park

Hillside Park

Birch Bark Park

Bayfield Rec. Center

USDA is an equal opportunity provider and employer
YOUNG MOTHER’S IN RECOVERY GROUP
TUESDAY EVENINGS
5 – 7 P.M.
BEGINNING June 20th
@
Mishomis Wellness Center
COME AND ENJOY AN EVENING
LEARNING RECOVERY TOOLS
THROUGH
CREATIVE EXPRESSION
&
CULTURAL TEACHINGS

For More information and registering for group

Group is limited to 8 to 10 young mom’s in recovery

Contact: Linda Dunbar – AODA Service Coordinator @

715 779 3741 Ext. 2403
Youth Center
CLOSED
June 13th-16th
Wolf Camp
&
June 30th - July 7th
Powwow/Language Camp
2017
-Miigwech
Youth Center Staff
Wolf Camp
June 13th–June 16th 2017
@Raspberry
Limited Overnight Space

Everyone is Welcome!
Ages 9-18
Boys and Girls

Activities
Mushroom ID, Plant ID, Fish ID, Tree ID, Smoking fish tutorial, Setting nets, Primitive Fire Starting, Wolf Howling, wolf tracking, Salve making, Making Tea Blends, Shelter Making, Canoe/Kayak Safety Course, firearm safety, Archery, Hatchet Throwing, Live Traps with Environmental staff, Crafts/Tree of life, Beading, Dream Catchers, Moccasin Games, Nature/Animal Games, Drumming, and S’mores around the camp fire

Spiritual Advisor—Marvin Defoe

For more information or to sign up contact: Scott Babineau 715-779-3706 C: 209-2906
Gena Mertig 715-779-3706 C: 209-1374
In Collaboration with Treaty Natural Resources, Circles of Care, Early Childhood Center
Attention:

We are accepting applications for the 2017-2018 Red Cliff Royalty

Applications must be received by
4:00 p.m. on Thursday, June 29, 2017

Auditions will begin at 4 p.m. at the Pow Wow Grounds.

The crowning of the new royalty will take place during the powwow on Saturday, July 1, 2017 at 4:00 p.m. (est.).

On Saturday, July 1, 2017 the new Royalty will join GRAND ENTRY at 7:00 p.m.

Pick up applications at:
Tribal Administration, The Circles of Care office at the Early Childhood Center, Housing, and the Youth Center

Submit applications to:
Julie at Tribal Administration or Angela at Circles of Care office- Early Childhood Center.

*Applications may also be picked up and submitted at the registration time at the Pow Wow

Any questions, contact Angela Berg, Circles of Care office at 715-779-5030 ext. 261; or Angela Hernandez, Circles of Care office at 715-779-5030 ext. 248
39th Annual Red Cliff Band of Lake Superior Chippewa Traditional Powwow

June 30 - July 2

Grand Entry

FRI 7PM
SAT 1PM 7PM
SUN 1PM

Red Cliff, Wisconsin

Admission $5 Button

Spiritual Advisor

Brian Goodwin

Head Dancer

Robert Powless, Carolyn Gouge, Dennis DeBunghie

Committee Coordinator

Marvin Debeque, Jr., Andrea DeBunghie

Arena Director

Demetrr Morris

Boise, Idaho

Demetrr Morris

Red Cliff, Wisconsin

Sings:

Whitefish Bay Singers

Buffalo Bay Singers

Men's Woodland Song

Adult Hand Drum

Youth Hand Drum

Women's Jingle

Specials:

Feast

Saturday 5p

Thursday 5p

Royalty Event

Red Cliff, Wisconsin

2017 Family Oriented Event

No Alcohol

No Drugs

No Pets

Info & Vendors: Call 1-715-178-3100

Red Cliff Powwow is not responsible for theft, accidents, or personal injury on or off the grounds.

Shuttle service provided by Legendary Waters

Free parking in designated areas.

Batavia, Wisconsin on Highway 13

Red Cliff, Wisconsin

Subject to change or cancellation.
Children’s Book Drive
May 26th—June 9th

Agindaasodaa Miskwaabiikong! (Let’s Read, Red Cliff!)
will be collecting books to be given out to children at the Food Distribution’s summer lunch program.

Anybody interested in donating books can drop them off at the following locations:

- Red Cliff Early Childhood Center
- Red Cliff Community Health Center or
- Red Cliff Food Distribution Center
Elder Abuse Workshop

Thurs, June 15, 2017
9:00am - 11:00am

WTC-Ashland Conference Center
Rm 525 / 514 EOI Senior Fee

Register online at wtc-ashland.org or in person at 800-243-9482, ext 3170

2 C.E.U.'S AVAILABLE

Presenter: B.E. (Professor Emeritus)

Register by 5/26/17

For more information contact R. Ayers at 1-800-243-9482, ext 3170
Drill Conductor Training courses for Great Lakes commercial fishing vessel captains

When and where?
Michigan Sea Grant, Wisconsin Sea Grant, the Alaska Marine Safety Education Association (AMSEA) and the Great Lakes Indian Fish and Wildlife Commission are coordinating two Drill Conductor Training courses.

- July 13, 2017- Legendary Waters Resort and Casino, 37600 Onigamiiing Drive, Red Cliff, Wis.

All Drill Conductor classes run from **8 a.m. to 7 p.m.**, and you must register at the Alaska Marine Safety Education Association (http://www.amsea.org/) web site to attend one of the Drill Conductor classes. For additional information you can contact Ron Kinnunen (Michigan Sea Grant) at (906) 226-3687 or kinnunen1@msu.edu (mailto:kinnunen1@msu.edu).

Who should take the course?
The commercial fishing vessel operator or captain should be the one to attend a Drill Conductor class. If space is limited, we encourage the operator or captain to be the only participant from the crew. However, if there is room in class, we encourage crew members to participate, too. Most of our classes include both operators and crew.

What will those attending learn?
Commercial fishing vessel operators will learn to conduct drills with their employees including: 1) abandoning vessel, 2) fighting fire in different locations on vessel, 3) recovering an individual from the water, 4) minimizing effects of unintentional flooding, 5) launching survival craft and recovering life boats and rescue boats, 6) donning immersion suits and other wearable floatation devices, 7) making a voice radio distress call and using visual distress signals, 8) activating the general alarm, and 9) reporting inoperative alarm systems and fire detection system.

Coarse Certification
Alaska Marine Safety Education Association certifies that vessel operators completing the course have been trained to meet U.S. Coast Guard (http://www.uscg.mil/) regulations related to instruction, drills and safety orientations, and onboard emergency instruction.

Training rated ‘excellent’
Last year six classes were conducted in the Great Lakes region. The Drill Conductor Training courses were evaluated by the 77 attendees who rated the training as excellent and indicated the emergency drills on actual vessels helped increase their proficiency should an emergency arise. These courses had representation from commercial fishers from Lakes Superior, Michigan, Huron, and Erie and also included four U.S. Coast Guard personnel needing the training for their jobs.
AFTER THE STORM
Understanding stormwater and how it affects our water resources

What is stormwater runoff?
Stormwater runoff occurs when precipitation from rainfall or snowmelt flows over the land. Impervious surfaces such as roads, sidewalks, parking lots, and driveways speed up the flow of stormwater runoff and prevent the stormwater from soaking into the ground. Runoff can pick up many different pollutants such as litter, chemicals, nutrients, sediment, bacteria, heavy metals and just about anything else found on the ground. The runoff then carries untreated pollutants with it into storm sewers, lakes, streams, or wetlands. This type of pollution into waterways is referred to as nonpoint source pollution.

What are the Impacts from Stormwater Runoff?
Polluted stormwater runoff can have many negative environmental effects that impact plants, animals, fish, and people.
- Sediment causes cloudy water, making it difficult for plants to grow; smothers aquatic habitat and fish spawning grounds; and creates conditions that are unappealing to people.
- Excessive nutrients can lead to algae blooms. After algae die, they decompose in a process that removes oxygen from the water. Fish and other aquatic organisms cannot survive in water with low oxygen levels. Some algae blooms can also be harmful to human health; these are known as harmful algae blooms or HABs.
- Bacteria and other pathogens can create health hazards, causing beach closures.
- Litter (plastic bags, bottles, cans, cigarette butts, etc.) can be consumed by aquatic life such as birds, fish, and turtles and cause them to choke and suffocate. Litter on the land or in waterways is also very unappealing to people and limits our enjoyment of nature.
- Hazardous wastes like herbicides, pesticides, paint, solvents, motor oil, etc. can poison aquatic life. Other animals and people can become ill from ingesting contaminated aquatic life or polluted water.
- Polluted stormwater can also impact drinking water sources, which can affect human health as well as lead to higher water treatment expenses.

Be the Solution to Stormwater Pollution

Residential
Household Wastes
- Recycle or properly dispose of household products that contain chemicals, such as insecticides, pesticides, herbicides, solvents, and used automotive fluids.

Lawn Care
- Use pesticides, insecticides, herbicides, and fertilizers sparingly and according to directions.
- Don't overwater your lawn.
- Compost or use yard waste as mulch; don't sweep it into streams or storm drains.
- Keep piles of dirt that are being used in landscaping projects covered.
- Pick up pet waste and dispose of it in the garbage or flush it down the toilet.

Septic Systems
- Malfunctioning septic systems release nutrients and pathogens into waterways.
- Have your system inspected every 3 years and have it pumped as necessary (every 3-5 years).

Auto Care
- Use a commercial car wash that recycles its wastewater, or wash your car on your lawn instead of your driveway so the water soaks into the ground.
- Repair vehicle leaks and properly dispose of auto fluids and batteries at designated drop-off or recycling stations.

Beneficial Residential Landscaping
- Permeable Pavement: typical pavement doesn't allow water to soak into the ground and causes runoff to move more rapidly. Permeable pavement systems allow water to flow through it and into the ground, reducing the volume of stormwater runoff entering waterways.
- Rain Barrels: rain barrels can be installed at gutter outlets and allow the collection of
rainwater that can be used later for watering plants or your lawn.
- Rain Gardens: specially designed gardens that are planted with native plants, allows runoff to collect and soak into the ground.
- Buffer/Filter Strips: strips of native vegetation along roads or streams that slow the flow of stormwater runoff and filter out pollutants.

**Commercial**
- Sweep up litter and other debris from sidewalks, driveways, and parking lots.
- Keep dumpsters covered and keep them clean to avoid leaks.
- Report any chemical spills to Red Cliff Environmental: 715-779-3650, or Environmental Department and Wardens: 715-779-3732 for prompt and proper cleanup.

**Construction**
- Prevent soil disturbance and erosion as much as possible during construction and re-seed bare ground as soon as you are able.
- Divert stormwater away from disturbed/exposed soils on the construction site.
- Install silt fencing, vehicle mud removal areas, vegetative cover, and other erosion control measures. Proper maintenance of these controls is necessary, especially after storm events.

**Recent Stormwater Remediation Projects by Red Cliff**
In 2016, the Environmental Protection Agency (EPA) provided Great Lakes Restoration Initiative (GLRI) funds to Red Cliff for habitat restoration work at the Legendary Waters Resort and Casino. Over the summer, a beach dune was installed at the casino beach (2,500 plants), buffer strips were planted along the lakeside sidewalks (2,900 plants), a rain garden was built between the casino and campground (2,400 plants), and 45 shrubs and 25 trees were planted throughout the property. These efforts were aimed at reducing the amount of stormwater runoff (and pollutants) entering Lake Superior and also provide the benefits of beautiful flowering plants that provide food and habitat for wildlife.

**What watershed do you live in?**
Check out the map below to find out what Red Cliff watershed you live in.
Check your mail next week for a packet of native plant seeds from the Water Resources Program!

Please plant and enjoy the many benefits of the native seeds that we have mailed to you. These plants will provide a beautiful garden, habitat for pollinators and other wildlife, and will help protect our local water quality by infiltrating stormwater runoff (see flyer). If you do not wish to plant your seeds, please pass them along to someone that will or return them to the Environmental Department for use in future projects at 37295 Community Road.
May 2017

- The Importance of Oral Health for Adults
- Oral Health and Overall Health and Well-Being
- What Head Start Staff Can Do to Promote a Healthy Mouth
- Cook’s Corner: Pinto Bean Tacos

Did You Know?

- Nearly 50 percent of adults over age 30 have periodontal disease.
- Periodontal disease is the leading reason for tooth loss in adults.
- People who have missing teeth have a harder time finding jobs than those with all their teeth.

The Importance of Oral Health for Adults

Just as it is for children, a healthy mouth is important for adults’ overall health and well-being. When adults have a healthy mouth, they can speak clearly, eat healthy foods, look healthy, and feel good about themselves.

This issue of Brush Up on Oral Health talks about the impact of oral health on adults’ overall health and well-being and offers tips on what Head Start staff can do to help adults keep their mouths healthy. A recipe for a healthy snack that can be made in the Head Start classroom or at home is also included.

Oral Health and Overall Health and Well-Being

In addition to tooth decay, many adults have gingivitis or periodontal disease. Both are infections that affect the gums and bones that hold the teeth in the jaw. In most cases, these diseases occur when bacteria are not cleaned from the teeth and gums daily. Signs of gingivitis and periodontal disease may or may not be noticed.

Gingivitis is a common and mild form of periodontal disease. Signs of gingivitis can include red, swollen gums that bleed when brushing or flossing. Pregnant women often have gingivitis from hormone changes that make their gums more sensitive to bacteria. Brushing twice a day and flossing once a day usually reverses gingivitis.

Untreated gingivitis can spread into the bone that holds the teeth in the jaw. Bone loss around the teeth can occur in mild to moderate periodontal disease. Possible signs of mild-to-moderate periodontal disease include sensitive teeth, purple or receding gums, or teeth that look long. It is key to have ongoing care by an oral health professional to prevent more bone loss.

People with severe periodontal disease may notice pus in their gums, bad breath, and loose teeth. It is difficult to treat severe periodontal disease. Often these people lose many or all of their teeth.

In addition to saving a person’s teeth, treating periodontal disease is important because the infection can affect a person’s overall health by:
• Making it harder for people with diabetes to control their blood sugar. Also, people with diabetes are more likely to develop periodontal disease than those without diabetes.
• Increasing risk for developing heart disease and possibly making existing heart disease worse.
• Increasing risk for stroke.

What Head Start Staff Can Do to Promote a Healthy Mouth

The steps to keep a healthy mouth are simple. They include:

1. **Brush twice a day with fluoride toothpaste.** Brushing in the morning and just before bed removes the bacteria that cause oral diseases. Use a soft bristled toothbrush and focus on the gums. Use a small amount of fluoride toothpaste and do not rinse after brushing so the fluoride has time to soak into and strengthen the teeth. For more information on brushing, see the American Dental Association’s (ADA’s) handout, **How to Brush**.

2. **Floss once a day.** Flossing once a day removes the bacteria that cause periodontal disease from the sides of each tooth where a toothbrush cannot reach. Learning to floss can take time and practice. A dental hygienist or dentist can show you the best method and give feedback on how to improve your flossing. For more information on flossing, see ADA’s handout, **How to Floss**.

3. **Drink fluoridated water throughout the day.** Fluoride in drinking water helps prevent tooth decay. Most bottled water does not contain fluoride.

4. **Avoid frequent snacking throughout the day.** Snacking frequently during the day increases adults’ risk of developing tooth decay. This is especially true if the snacks include foods and drinks with added sugars. For more information, see the May 2013 issue of **Brush Up on Oral Health**.

5. **Visit the dental office/clinic regularly.** Visiting the dental office/clinic on a regular basis allows the dental team to check for tooth decay and periodontal disease and develop a plan to help prevent or treat oral diseases. They also provide preventive care and oral hygiene education.

**Cook’s Corner: Pinto Bean Tacos**

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

**Ingredients**

- 1 15-ounce can pinto beans, rinsed
- ¾ cup of salsa
- 8 taco shells
- 8 lettuce leaves, torn into bite size pieces
- 1 cup low-fat shredded cheese

**Directions**

1. Mix the pinto beans and ½ cup of the salsa in a microwave-proof bowl.
2. Microwave the mixed beans and salsa on high for 1 to 2 minutes.
3. Spoon the bean mixture into the taco shells.
4. Top the bean mixture with lettuce and cheddar cheese.
5. Serve with the remaining salsa.
Makes 8 servings

Safety Tip: If children are too young to read or follow written directions, they are too young to use a microwave without supervision.

Contact Us

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

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

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School readiness begins with health!

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**What is mental health?**

Mental health means that young children are growing in their ability to:
- understand and share feelings
- have close and positive relationships
- explore and learn

**Why Is It Important?**

_Having Positive Mental Health Makes It Easier for Children to:_
- Have close relationships with family and friends
- Do well in school
- Learn new things
- Solve tough problems
- Develop patience (or not give up)
- Focus on a task
- Ask for help

**When Young Children Are Worried, Sad, or Angry, It Can Be Hard To:**
- Make friends
- Follow directions
- Express feelings or wishes
- Follow simple directions
- Pay attention in class
- Solve problems in positive ways
- Do well in school

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**Things You Can Do and Say to Help Your Child**

**For Your Infant**
- Hold your baby during feedings.  
  "I love cuddling when I feed you."
- Look at your baby and smile, smile, smile!  
  "Hey, when I smile, you smile back."
- Talk about what you are doing.  
  "I’m going to change your diaper now."
- Try to relax and have fun.  
  "When I am happy, you are less fussy."
- Read and sing to your baby every day.  
  "It is bedtime. Time for a story and favorite song."
- Take care of yourself.  
  "When I am rested, I take better care of you."

**For Your Toddler/Preschooler**
- Make sure they always feel safe.  
  "I know loud noises can be scary, but it’s OK."
- Offer choices.  
  "Do you want the blue shirt or the red shirt?"
- Practice patience.  
  "Let’s wait until the song is over and then we’ll go outside."
- Show understanding.  
  "You REALLY want another cookie! It is hard when you can only have one."
- Leave extra time.  
  "I see you don’t want to leave the playground. One more time on the slide, then we need to leave."
- Play together at least 15 minutes a day.  
  "There is so much to do but it is important for us to play together."
- Follow her interest.  
  "I see you want to play with the blocks. What are you going to build?"
- Praise your child when she keeps trying.  
  "I love the way you keep trying to find the right piece for the puzzle."
- Practice following directions.  
  "First pick up the blocks, then take out the cars."
Toddler Bedtime Trouble: Tips for Parents

Many parents find their toddler’s bedtime to be the hardest part of the day. Children this age often resist going to sleep, especially if they have older siblings who are still awake.

Use the following tips to help your toddler (/english/ages-stages/toddler/Pages/default.aspx) develop good sleep habits:

1. **Set up a quiet routine before bedtime** to help your child understand that it will soon be time to go to sleep. Use this time to read him a story, listen to quiet music, or give him a bath. It may be tempting to play with your child before bed. However, active play may make your child too excited to sleep.

2. **Be consistent.** Make bedtime the same time every night. This helps your child know what to expect and helps him establish healthy sleep patterns.

3. **Allow your child to take a favorite thing to bed each night.** It’s OK to let your child sleep with a teddy bear, special blanket, or some other favorite toy. These often help children fall asleep—especially if they wake up during the night. Make sure the object is safe. Look for ribbons, buttons, or other parts that may be choking hazards. Stuffing or pellets inside stuffed toys can also be dangerous.

4. **Make sure your child is comfortable.** He may like to have a drink of water, a light left on, or the door left slightly open. Try to handle your child’s needs before bedtime so that he doesn’t use them to avoid going to sleep.

5. **Do not let your child sleep in the same bed with you.** This can make it harder for him to fall asleep when he is alone.

6. **Do not return to your child’s room every time he complains or calls out.** Instead, try the following:
   
   • Wait several seconds before answering and make your response time longer each time he calls. This will give him a chance to fall asleep on his own.
   
   • Reassure your child that you are there. If you need to go into the room, do not turn on the light, play with him, or stay too long.
   
   • Move farther from your child’s bed every time you go in, until you can reassure him verbally without entering his room.
   
   • Remind him each time he calls that it’s time to go to sleep.

7. **Give it time.** Helping your child develop good sleep habits can be a challenge, and it is normal to get upset when a child keeps you awake at night. Try to be understanding. A negative response by a parent can sometimes make a sleep problem worse.

Last Updated 12/6/2011
Safety for Your Child: 1 to 2 Years

Did you know that injuries are the leading cause of death of children younger than 4 years in the United States? Most of these injuries can be prevented.

Often, injuries happen because parents are not aware of what their children can do. At this age, your child can walk, run, climb, jump, and explore everything. Because of all the new things he or she can do, this stage is a very dangerous time in your child’s life. It is your responsibility to protect your child from injury. Your child cannot understand danger or remember “no” while exploring.

Firearm Hazards
Children in homes where guns are present are in more danger of being shot by themselves, their friends, or family members than of being injured by an intruder. It is best to keep all guns out of the home. Handguns are especially dangerous. If you choose to keep a gun, keep it unloaded and in a locked place, with the ammunition locked separately. Ask if the homes where your child visits or is cared for have guns and how they are stored.

Poisonings
Children continue to explore their world by putting everything in their mouths, even if it doesn’t taste good. Your child can open doors and drawers, take things apart, and open bottles easily now, so you must use safety caps on all medicines and toxic household products. Keep the safety caps on at all times or find safer substitutes to use. Contact Poison Help for more information.

Your child is now able to get into and on top of everything. Be sure to keep all household products and medicines completely out of sight and reach. Never store lye drain cleaners in your home. Keep all products in their original containers.

If your child does put something poisonous into his or her mouth, call Poison Help immediately. Attach the Poison Help line (1-800-222-1222) to your phone. Do not make your child vomit.

Falls
To prevent serious falls, lock the doors to any dangerous areas. Use gates on stairways and install operable window guards above the first floor. Remove sharp-edged furniture from the room your child plays and sleeps in. At this age your child will walk well and start to climb, jump, and run as well. A chair left next to a kitchen counter, table, or window allows your child to climb to dangerously high places. Remember, your child does not understand what is dangerous.

If your child has a serious fall or does not act normally after a fall, call your doctor.

Burns
The kitchen is a dangerous place for your child during meal preparation. Hot liquids, grease, and hot foods spilled on your child will cause serious burns. A safer place for your child while you are cooking, eating, or unable to give him your full attention is the playpen, crib, or stationary activity center, or buckled into a high chair. It’s best to keep your child out of the kitchen while cooking.

Children who are learning to walk will grab anything to steady themselves, including hot oven doors, wall heaters, or outdoor grills. Keep your child out of rooms where there are hot objects that may be touched or put a barrier around them.

Your child will reach for your hot food or cup of coffee, so don’t leave it within your child’s reach. NEVER carry your child and hot liquids at the same time. You can’t handle both.

If your child does get burned, immediately put cold water on the burned area. Keep the burned area in cold water for a few minutes to cool it off. Then cover the burn loosely with a dry bandage or clean cloth. Call your doctor for all burns. To protect your child from tap water scalds, the hottest temperature at the faucet should be no more than 120°F. In many cases you can adjust your water heater.

Make sure you have a working smoke alarm on every level of your home, especially in furnace and sleeping areas. Test the alarms every month. It is best to use smoke alarms that use long-life batteries, but if you do not, change the batteries at least once a year.

Drowning
At this age your child loves to play in water. NEVER leave your child alone in or near a bathtub, pail of water, wading or swimming pool, or any other water, even for a moment. Empty all buckets after each use. Keep the bathroom doors closed. Your child can drown in less than 2 inches of water. Knowing how to swim does NOT mean your child is safe near or in water. Stay within an arm’s length of your child around water.

If you have a swimming pool, fence it on all 4 sides with a fence at least 4 feet high, and be sure the gates are self-latching. Most children drown when they wander out of the house and fall into a pool that is not fenced off from the house. You cannot watch your child every minute while he or she is in the house. It only takes a moment for your child to get out of your house and fall into your pool.

And Remember Car Safety
Car crashes are a great danger to your child’s life and health. The crushing forces to your child’s brain and body in a crash or sudden stop, even at low speeds, can cause severe injuries or death. To prevent these injuries USE a car safety seat EVERY TIME your child rides in the car. All infants and toddlers should ride in a rear-facing car safety seat until they are 2 years of age or until they reach the highest weight or height allowed by their car safety seat’s manufacturer. Be sure that the safety seat is installed correctly. Read and follow the instructions that come with the car safety seat and the instructions for using car safety seats in the owners’ manual of your car. The safest place for all infants and children to ride is in the back seat.

Do not leave your child alone in or around the car. Keep vehicles and their trunks locked. Children who are left in a car can die of heat stroke because temperatures can reach deadly levels in minutes. They can be strangled by power windows or knock the vehicle into gear. Always walk behind your car to be sure your child is not there before you back out of your driveway. You may not see your child behind your car in the rearview mirror.

Remember, the biggest threat to your child’s life and health is an injury.

Last Updated 11/21/2015
Source TIPP: The Injury Prevention Program (Copyright © 1994 American Academy of Pediatrics, revised 03/2011)

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.
Social Emotional Tips FOR Families with Infants

Introduction

The quality of each infant's relationships with familiar adults—especially their parents—sets the foundation for social and emotional health. Social and emotional health is a child's growing ability to:

- express and manage a variety of feelings
- develop close relationships with others and
- explore his/her surroundings and learn (adapted from Zero to Three, 2001)

Children who experience the world as responsive to their needs, predictable, and supportive develop the social and emotional foundations that help them become ready to learn (Norman-Murch, 1996). For example, when a parent shares a smile with their infant son, rocks and cuddles him throughout the day, and gently responds to his needs, the child learns that he is safe. This sense of security allows the child to explore, learn and engage in the world and with people around them. A child who can do these things has an easier time being successful in school and life. Research tells us that attending to the social and emotional needs of very young children throughout the day—as part of their every day rituals and routines—promotes positive attachments that are critical to their developing trust for others and empathy.

Social and Emotional Tips for Parents of Infants provides a set of (5) one-page posters that families can refer to during specific daily routines including dressing, meal times, play time, resting and diapering. Putting these posters up around the house can serve as a reminder of what to say or do to nurture the social and emotional health of their infants every day. Each poster has (5) simple tips that parents can try with their child such as: following a child’s interests during playtime. Each tip includes sample language that parents can try. “Lily, I see you bouncing to the music, let’s dance together.” Each poster also offers a rationale for using the tips that is based on research. The practical strategies, sample language and rationale in each poster can help families to:

- Practice using behavior and language that supports healthy, positive connections with children
- Learn more about social and emotional health and
- Understand the importance of social and emotional health to school readiness.
Social Emotional Tips for Families with Infants

Intended Users and Examples of How to Use this Resource

This resource is primarily intended for use by those supporting families with infants. This may include staff such as Early Head Start home visitors and center-based teachers, or early childhood mental health consultants.

Examples of how professionals can introduce these posters to families include:

• **Working together during a home visit**
  For example, an Early Head Start home visitor might introduce one of the posters during a home visit as a way to expand conversations about building connections during daily routines. Together the home visitor and parents might look at the tips and highlight some of the things the parent already does to support social emotional health and discuss one new thing they might want to try.

• **Facilitating a small or large group training session for parents**
  For example, an early childhood mental health consultant might use the posters to enhance a parent training on social emotional development.

• **Facilitating an ongoing group experience for parents**
  For example, a teacher might introduce one poster at a time during monthly parent get-togethers, encouraging families to try several tips and report about their experiences at the next meeting.

For more information about social and emotional health of young children, visit the Center for Early Childhood Mental Health Consultation website at [http://ecmhc.org](http://ecmhc.org).

Examples of additional social and emotional resources found on [http://ecmhc.org](http://ecmhc.org) website include:

• **Everyday Ideas for Increasing Children's Opportunities to Practice Social Skills and Emotional Competencies**
  The Everyday Ideas are available in a variety of formats including Twitter postings ("tweets"). The Everyday Ideas offer strategies that can be used in a classroom and supplemental materials that can be sent home for families to use. The ideas are organized by the type of skill that would be targeted when using the strategy: emotions, friendship skills, problem solving, and handling anger and other difficult emotions.

• **The Infant Toddler Temperament Tool (IT²)**
  The Infant Toddler Temperament Tool includes a short on-line survey that allows parents and caregivers of infants and toddlers to recognize and explore their own temperament traits and those of a child for which they provide care. The IT² generates personalized results, which support parents and caregivers in understanding how adult and child similarities and differences in temperament traits may affect "goodness of fit." Along with these personalized results, the IT² describes best practice tips adults can use to foster the unique temperament of each child within their care.

• **Recognizing and Supporting the Social and Emotional Health of Young Children Birth to Age Five**
  This on-line tutorial provides professionals with a detailed definition and understanding of the milestones related to social and emotional health in infants and young children (birth up to age five) as well as strategies that adult's (parent's and other caregivers) can use to support these behaviors within every day routines in the home and within early care and education settings.
5 Simple Tips To Support Your Infant's Social Emotional Health During Diapering

1. Create a routine.
   “Hi Derry, you had a good nap! Let's check your diaper.”

2. Know the signs.
   “Eli, I see you pulling on your diaper, do you need to be changed?”

3. Take time to Connect.
   “Look at that big smile Henry! You make mommy smile too!”

4. Offer choices.
   “Kia do you want the red ball or the bear to hold while Daddy changes you?

5. Practice patience.
   “I know you don’t like to be changed but we need to take good care of you. Mommy is almost done.”

You Are Your Child’s First Teacher!

Diapering is an everyday routine that creates an opportunity for connecting with your infant. When you coo, babble and talk with your infant it sends a message that they are important. They love your voice and face! Creating a simple routine for diapering—doing some things the same every day, can help your infant know what to expect and will make the experience smoother for each of you, “Daddy is going to change your diaper and sing our song and then we will go play with our toys!”

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 (OY00266)
5 Simple Tips To Support Your Infant’s Social Emotional Health During

Play Time

1. Follow their interests.
   Lily, I see you bouncing to the music, let’s dance together!”

2. Talk about what you see.
   “Sal, look at those big, red apples! Do you want to hold one for me?”

3. Sing and read.
   That’s it David, snuggle in and let’s look at this story together.”

4. Offer encouragement.
   “Helena, you almost rolled over, come on big girl, let’s try again!”

5. Have fun and laugh together.
   “Daddy loves your giggles, Talia!”

You Are Your Child’s First Teacher!

Infants are wired to learn and connect with people they love. Playing with your baby every day builds your parent-child bond. When you sing, read and talk with your baby and look into their eyes, it helps their brain to grow.
5 Simple Tips To Support Your Infant's Social Emotional Health During Meal Time

1. Hold your baby while feeding.
   "I am going to feed you now Brayden. Mommy is going to find a comfortable spot for us."

2. Look in their eyes and connect.
   "I see you looking at me Gabe, I love looking at you too."

3. Talk and sing to your baby while feeding.
   "You like the orange carrots Calvin, I see that smile!"

4. Consider breastfeeding.
   "Let's find a cozy spot for mommy to feed you Jeremiah."

5. Notice signs from your baby that say, "I am done" or "I need more."
   "Kara you are turning your head away, I think you are all done eating."

You Are Your Child’s First Teacher!

You and your baby can connect during mealtimes through cooing, singing and looking at each other. Babies love your face and voice. You help them to feel safe when you speak gently. When you know what your baby needs and react, for example by feeding them, it sends a message to your baby that their needs are important.
Social Emotional Tips for Families with Toddlers

Introduction

The quality of each toddler’s relationships with familiar adults—especially their parents—sets the foundation for social and emotional health. Social and emotional health is a child’s growing ability to:

• express and manage a variety of feelings
• develop close relationships with others and
• explore his/her surroundings and learn (adapted from Zero to Three, 2001)

Children who experience the world as responsive to their needs, predictable, and supportive develop the social and emotional foundations that help them become ready to learn (Norman-Murch, 1996). For example, when a parent shares a smile with their toddler son, hugs and cuddles him throughout the day, and gently responds to his needs, the child learns that he is safe. This sense of security allows the child to explore, learn and engage in the world and with people around them. A child who can do these things has an easier time being successful in school and life. Research tells us that attending to the social and emotional needs of very young children throughout the day—as part of their every day rituals and routines—promotes positive attachments that are critical to their developing trust for others and empathy.

Social and Emotional Tips for Parents of Toddlers provides a set of (5) one-page posters that families can refer to during specific daily routines including: dressing, meal times, play time, resting and diapering. Putting these posters up around the house can serve as a reminder of what to say or do to nurture the social and emotional health of their toddlers every day. Each poster has (5) simple tips that parents can try with their child such as: Show her how to do new things. Each tip includes sample language that parents can try, “Dalia, you can hold the bowl with this hand and then stir.” Each poster also offers a rationale for using the tips based on research. The practical strategies, sample language and rationale in each poster can help families to:

• Practice using behavior and language that supports healthy, positive connections with children
• Learn more about social and emotional health and
• Understand the importance of social and emotional health to school readiness.

Acknowledgements

This resource was created by Mary A. Mackrain, Kathy S. Hepburn and Deborah F. Perry with guidance from the director and parents of the Lake Orion, MI Early Head Start Program.
Intended Users and Examples of How to Use this Resource

This resource is primarily intended for use by those supporting families with toddlers. This may include staff such as Early Head Start home visitors and center-based teachers, or early childhood mental health consultants.

Examples of how professionals can introduce these posters to families include:

- **Working together during a home visit**
  For example, an Early Head Start home visitor might introduce one of the posters during a home visit as a way to expand conversations about building connections during daily routines. Together the home visitor and parents might look at the tips and highlight some of the things the parent already does to support social emotional health and discuss one new thing they might want to try.

- **Facilitating a small or large group training session for parents**
  For example, an early childhood mental health consultant might use the posters to enhance a parent training on social emotional development.

- **Facilitating an ongoing group experience for parents**
  For example, a teacher might introduce one poster at a time during monthly parent get-togethers, encouraging families to try several tips and report about their experiences at the next meeting.

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  This on-line tutorial provides professionals with a detailed definition and understanding of the milestones related to social and emotional health in infants and young children (birth up to age five) as well as strategies that adult’s (parent’s and other caregivers) can use to support these behaviors within every day routines in the home and within early care and education settings.
5 Simple Tips To Support Your Toddler’s Social Emotional Health During Meal Time

1. Let them help.
   “Hey Talia, I bet you could hold your spoon!”

2. Offer choices.
   “Derek, do you want the red cup or the blue cup?”

3. Eat together.
   “Daddy likes his rice; do you like your rice Jayden?”

4. Know when your child is hungry.
   “Maria, I see you frowning and you are getting frustrated, let’s have a snack that is good for our body.”

5. Be a role model for healthy eating.
   “Dana, let’s share this banana.”

You Are Your Child’s First Teacher!

Meal Time offers an opportunity to connect and learn with your toddler. Take time to talk about the day together. Offering choices lets toddlers feel in control. Noticing cues that let you know your toddler is hungry or full—fussing, crying, etc. helps them feel understood.
5 Simple Tips To Support Your Toddler’s Social Emotional Health During Rest Time

1. Create a routine.
   “Abia, in ten minutes we’re going to read a book and then it’s time for bed.”

2. Use routines across settings.
   “Eden, don’t forget you cuddle bear for grandma’s house so you can have it at nap time.”

3. Offer choices.
   “Keri, what pajamas do you want to wear tonight?”

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

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

You Are Your Child’s First Teacher!

Toddlers, need time each day to rest. Just like us! Gentle routines—doing the same thing every day, will help your toddler know what to expect and will help them ease into resting, “Shana, it’s time to pick out your stories for nap time.”

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, HHS (#90YD00268)
5 Simple Tips To Support Your Toddler's Social Emotional Health During Diapering and Toileting

1. Create a routine.
   “Li, let’s sit on the potty and then we can wash our hands.”

2. Know the signs.
   “Tamesha, I see you pulling on your diaper, do you need to be changed?”

3. Offer choices.
   “Grace, do you want to talk with Daddy while you are on the potty or be by yourself?”

4. Follow your child’s lead.
   “Marcelo, you are upset right now, let’s try again later.”

5. Prepare for toileting.
   “Angela, do you want to read Once Upon a Potty?”

You Are Your Child’s First Teacher!

Your child looks to you for support and guidance as they take on new challenges. As your toddler moves from diapers to using the potty they need your patience and support as there may be many accidents along the way. Each child moves at their own pace and when you read their cues and find ways to support them, this stage can be less frustrating for everyone, “Shana nice job pulling up your pants! Thanks for trying, let’s go wash our hands.”
Let's Take a Walk

Children can find all kinds of treasures everywhere.

Children can find all kinds of treasures everywhere and it’s an opportunity for friends to build a relationship as they explore together.

Materials

- A place to walk (sidewalk, yard, or trail)
- Small bag or box (optional)
- Magnifying glass (optional)

Help your child notice – and appreciate the world around him.

Directions

- Plan a walk with your child and a friend. You may not get very far, or move very quickly, but the children can have a chance to look for things like:
  - Leaves, flowers, or plants
  - Tiny bugs or stones
  - Squirrels, dogs or cats
- Bring along a small bag for each child to gather things that you find along the way. When you’re back home, get creative together and help the children use what they’ve found to make a collage or a simple mobile using a branch and string. Leaves can be used in rubbings. Put a leaf under a piece of paper and show your child how to rub across it with the side of a crayon. Hold the leaf and paper still while rubbing and the outline appears, as if by

http://www.pbs.org/parents/daniel/activities/lets-take-a-walk/
magic. Stones can be painted and used as paperweights. The children might want to keep the collection in a “treasure box” like a shoe box.
- Children who are interested in trees might enjoy a “tree walk.” Get to know the trees on your walk. Look carefully at their shapes and sizes. Touch the bark. Look at the shapes of the different leaves.

You can even take along magnifying glasses for close examinations.

**Take It Further**

Remember, when adults go for a walk, we’re usually on our way somewhere, and we walk at a steady pace. When children go for a walk, they stop and look at things around them. In fact, for them, looking is far more important than walking.

**Talk About It**

As you help your child see the similarities and differences in leaves and trees, you can also talk about how people are alike and different. Appreciating people is part of appreciating the world.
What You Can Do at Home

The tips below highlight ways that you can help your child learn early math skills by building on their natural curiosity and having fun together. (Note: Most of these tips are designed for older children—ages 2–3. Younger children can be exposed to stories and songs using repetition, rhymes and numbers.)

Shape up.

Play with shape-sorters. Talk with your child about each shape—count the sides, describe the colors. Make your own shapes by cutting large shapes out of colored construction paper. Ask your child to “hop on the circle” or “jump on the red shape.”

Count and sort.

Gather together a basket of small toys, shells, pebbles or buttons. Count them with your child. Sort them based on size, color, or what they do (i.e., all the cars in one pile, all the animals in another).

Place the call.

With your 3-year-old, begin teaching her the address and phone number of your home. Talk with your child about how each house has a number, and how their house or apartment is one of a series, each with its own number.

What size is it?

Notice the sizes of objects in the world around you: That pink pocketbook is the biggest. The blue pocketbook is the smallest. Ask your child to think about his own size relative to other objects (“Do you fit under the table? Under the chair?”).

You’re cookin’ now!

Even young children can help fill, stir, and pour. Through these activities, children learn, quite naturally, to count, measure, add, and estimate.

Walk it off.

Taking a walk gives children many opportunities to compare (which stone is bigger?), assess (how many acorns did we find?), note similarities and differences (does the duck have fur like the bunny does?) and categorize (see if you can find some red leaves). You can also talk about size (by taking big and little steps), estimate distance (is the park close to our house or far away?), and practice counting (let’s count how many steps until we get to the corner).

Picture time.

Use an hourglass, stopwatch, or timer to time short (1–3 minute) activities. This helps children develop a sense of time and to understand that some things take longer than others.
Pattern play.

Have fun with patterns by letting children arrange dry macaroni, chunky beads, different types of dry cereal, or pieces of paper in different patterns or designs. Supervise your child carefully during this activity to prevent choking, and put away all items when you are done.

Laundry learning.

Make household jobs fun. As you sort the laundry, ask your child to make a pile of shirts and a pile of socks. Ask him which pile is the bigger (estimation). Together, count how many shirts. See if he can make pairs of socks: Can you take two socks out and put them in their own pile? (Don’t worry if they don’t match! This activity is more about counting than matching.)

Playground math.

As your child plays, make comparisons based on height (high/low), position (over/under), or size (big/little).

Dress for math success.

Ask your child to pick out a shirt for the day. Ask: What color is your shirt? Yes, yellow. Can you find something in your room that is also yellow? As your child nears three and beyond, notice patterns in his clothing—like stripes, colors, shapes, or pictures: I see a pattern on your shirt. There are stripes that go red, blue, red, blue. Or, Your shirt is covered with ponies—a big pony next to a little pony, all over your shirt!

Graphing games.

As your child nears three and beyond, make a chart where your child can put a sticker each time it rains or each time it is sunny. At the end of a week, you can estimate together which column has more or less stickers, and count how many to be sure.
What foods are in the Fruit Group?

Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

How much fruit is needed daily?

The amount of fruit you need to eat depends on age, sex, and level of physical activity. Recommended daily amounts are shown in the table below.

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

```
DAILY FRUIT TABLE
```

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

What counts as a cup of fruit?

In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit can be considered as 1 cup from the Fruit Group. This table below shows specific amounts that count as 1 cup of fruit (in some cases equivalents for ½ cup are also shown) towards your daily recommended intake.

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

<table>
<thead>
<tr>
<th>AMOUNT THAT COUNTS AS 1 CUP OF FRUIT</th>
<th>OTHER AMOUNTS (COUNT AS 1/2 CUP OF FRUIT UNLESS NOTED)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apple</strong></td>
<td></td>
</tr>
<tr>
<td>½ large (3 ¼&quot; diameter)</td>
<td>½ cup, sliced or chopped, raw or cooked</td>
</tr>
<tr>
<td>1 small (2 ½&quot; diameter)</td>
<td></td>
</tr>
<tr>
<td>1 cup, sliced or chopped, raw or cooked</td>
<td></td>
</tr>
<tr>
<td><strong>Applesauce</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup</td>
<td>1 snack container (4oz)</td>
</tr>
<tr>
<td><strong>Banana</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup, sliced</td>
<td>1 small (less than 6&quot; long)</td>
</tr>
<tr>
<td>1 large (8&quot; to 9&quot; long)</td>
<td></td>
</tr>
<tr>
<td><strong>Cantaloupe</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup, diced or melon balls</td>
<td>1 medium wedge (1/8 of a med. melon)</td>
</tr>
<tr>
<td><strong>Grapes</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup, whole or cut-up</td>
<td>16 seedless grapes</td>
</tr>
<tr>
<td>32 seedless grapes</td>
<td></td>
</tr>
<tr>
<td><strong>Grapefruit</strong></td>
<td></td>
</tr>
<tr>
<td>1 medium (4&quot; diameter)</td>
<td>½ medium (4&quot; diameter)</td>
</tr>
<tr>
<td>1 cup, sections</td>
<td></td>
</tr>
<tr>
<td><strong>Mixed fruit (fruit cocktail)</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup, diced or sliced, raw or canned, drained</td>
<td>1 snack container (4 oz) drained = 3/8 cup</td>
</tr>
<tr>
<td><strong>Orange</strong></td>
<td></td>
</tr>
<tr>
<td>1 large (3 1/16&quot; diameter)</td>
<td>1 small (2 3/8&quot; diameter)</td>
</tr>
<tr>
<td>1 cup, sections</td>
<td></td>
</tr>
<tr>
<td><strong>Orange, mandarin</strong></td>
<td></td>
</tr>
<tr>
<td>1 cup, canned, drained</td>
<td></td>
</tr>
<tr>
<td><strong>Peach</strong></td>
<td></td>
</tr>
<tr>
<td>1 large (2 ¼&quot; diameter)</td>
<td>1 small (2&quot; diameter)</td>
</tr>
<tr>
<td>1 snack container (4 oz) drained = 3/8 cup</td>
<td></td>
</tr>
<tr>
<td>AMOUNT THAT COUNTS AS 1 CUP OF FRUIT</td>
<td>OTHER AMOUNTS (COUNT AS 1/2 CUP OF FRUIT UNLESS NOTED)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 1 cup, sliced or diced, raw, cooked, or canned, drained  
2 halves, canned | 1 medium pear (2 1/2 per lb)  
1 cup, sliced or diced, raw, cooked, or canned, drained  
1 snack container (4 oz) drained = 3/8 cup |
| Pear |                                                                 |
| 1 cup, chunks, sliced or crushed, raw, cooked or canned, drained | 1 snack container (4 oz) drained = 3/8 cup |
| Pineapple |                                                                 |
| 1 cup, sliced raw or cooked  
3 medium or 2 large plums | 1 large plum |
| Plum |                                                                 |
| About 8 large berries  
1 cup, whole, halved, or sliced, fresh or frozen | 1/2 cup whole, halved, or sliced |
| Strawberries |                                                                 |
| 1 small (1" thick)  
1 cup, diced or balls | 6 melon balls |
| Watermelon |                                                                 |
| 1/2 cup dried fruit | 1/4 cup dried fruit or 1 small box raisins (1 1/2 oz) |
| Dried fruit (raisins, prunes, apricots, etc.) |                                                                 |
| 1 cup | 1/2 cup |
| 100% fruit juice (orange, apple, grape, grapefruit, etc.) |
Fruit Yogurt Ice Pops

Ingredients

2 ¼ cups plain yogurt
½ cup fruit cut into chunks (strawberries, blueberries, or raspberries)
2 tablespoons lemon juice
2 medium ripe bananas, peeled and cut into chunks
12 3-ounce paper cups and 12 pop sticks or 12 ice pop molds with holders

Directions

1. In a blender, combine the yogurt, lemon juice, and bananas; cover and process for 45 seconds or until smooth. Stir if necessary.
2. Fill molds or cups with ¼ cup yogurt mixture; top with holders, or insert sticks into cups.
3. Freeze.

Featured July 2013: Children with Disabilities
Yogurt Parfaits

Ingredients

1 cup low-fat or non-fat plain or vanilla yogurt
½ cup low-fat granola (optional)
1 cup fresh fruit (such as strawberries, bananas, blueberries, or raspberries)

Directions

1. Wash and dry the fruit. If needed, slice the fruit into bite-size pieces.
2. Put ¼ cup of the yogurt in the bottom of two small glasses.
3. Sprinkle 1 tablespoon of granola over the yogurt in each glass.
4. Put ¼ cup of the sliced fruit over the granola in each glass.
5. Repeat the layers.

Featured December 2012: Pregnant Women
Venison is a lean meat that you can substitute for other types of meat in casseroles, stews, and chilis.

Per serving: 254 calories, 27g carbohydrates, 3.4g fat, 29g fiber
Makes six servings

3. Bake at 350 F for 30 to 45 minutes or until potatoes are tender.

2. Mix remaining ingredients together and spread over potato mixture.

1. Mix potatoes, onion, 1 tsp. oil, and dash of pepper together and place in a 2- to 3-quart casserole dish.

Directors

5 Tbsp. onion
1/2 c. Kielbasa
1/2 c. milk or dry milk equivalent
Pepper to taste
2 tsp. salt
1 Tbsp. onion, chopped
4 c. potatoes, peeled and sliced
1 lb. ground venison or beef, browned and drained

Ingredients:

Venison or Beef Stroganoff

Per serving: 331 calories, 17g carbohydrates
Makes six servings

3. Serve over cooked rice or noodles.

2. Stir in soup, sour cream, and mushrooms, and drain after browning.

1. Browm ground venison in oil, then using beef, oil, and stroganoff.

Directors

3 c. cooked noodles or rice
1/2 c. light sour cream
1/4 c. mushrooms, drained
1 c. (10 oz) can mushroom soup
1/4 c. (10 oz) reduced-fat cream of mushroom soup
1/2 c. cooking oil
1/4 lb. ground venison or beef

Ingredients:
Vegetable Venison or Beef Soup

**Ingredients**
- 1 lb. ground venison or beef
- 2 carrots
- 2 celery stalks
- 1 medium onion
- 1 quart tomatoes
- 3 to 4 c. water
- 1 tsp. salt
- 1 tsp. pepper
- 2 beef bouillon cubes
- 1 16-oz. can tomatoes, diced
- 1 16-oz. can green peppers, diced
- 1 tsp. ground venison or beef
- 1 tsp. vegetable broth
- 1 15-oz. can mushrooms, sliced

**Directions**
1. Preheat oven to 350 F.
2. In large skillet, cook and stir meat, onion and peppers.
3. Drain fat and add tomatoes, salt, chili powder and chilies until the meal is brown and the veggies are tender.
4. Heat through and place in covered casserole dish.
5. Bake for one hour. Stir it a few times during cooking.

**Notes:**
- Use packaged soup mixes to save cleanup time.
- Use ground or lean meats as heartier soups.

Main Dishes 19

Tomatoes are a good source of vitamin C.

An antioxidant that may reduce the risk of some cancers.

Per serving: 261 calories, 9g carbohydrate, 3g fat, 17g fiber

Makes six servings

and 33mg sodium

Per serving: 220 calories, 19g carbohydrate, 4g fat, 6g fiber

Makes six servings

are tender (about 30 minutes).


2. Add water and tomatoes.


4. Add bouillon cubes, spices and bay

5. Bring to boil. Reduce to a simmer. Cook until vegetables

are tender (about 30 minutes).
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

- **Early Head Start Center Based Teacher**
  - **DEADLINE:** June 5, 2017 at 4:00pm

- **Human Resources Assistant**
  - **DEADLINE:** June 5, 2017 at 4:00pm

- **Family Nurse Practitioner or Physician Assistant**
  - **DEADLINE:** June 7, 2017 at 4:00pm

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

- **Project Coordinator, Tribal Census Project**
  - **DEADLINE:** Open Until Filled

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

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

- **ECC Health Assistant/Teacher Support**
  - **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 Legendary Waters Resort & Casino

http://redcliff.org/employment/openings.htm

6/6/2017
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

** Program Director Vocational Rehabilitation for Native Americans

** 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

Academic Tutor/Interventionist at Bayfield School

** ** Current Openings for Family Forum

** Family Forum Job Openings

** Family Forum Head Start Bus Driver

** Current Openings for Bay Area Home Health

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

** ** Current Openings for the Department of Veterans Affairs

** Department of Veterans Affairs - Tribal Veteran Program and Services Specialist

DEADLINE: June 6, 2017

** ** Current Openings for the BIA.gov

** BIA Fire & Forestry Job Openings

** ** Current Openings for the Univeristy 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

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Job Description

POSITION: Project Coordinator, Tribal Census Project

LOCATION: Red Cliff Tribal Administration Building

PROGRAM: Red Cliff Circles of Care Project, a SAMHSA funded project.

WAGE: $15.00 to $18.00 per hour, depending upon qualifications.

SUPERVISOR: Tribal Planner

Non-Exempt position, up to 30 hours per week for a period not to exceed six (6) months depending upon availability of grant funds. Fringe benefits are not provided. Authorized local mileage is reimbursable.

JOB SUMMARY: The Project Coordinator plays a key role in the planning and implementation of Red Cliff’s Tribal Census Project including management duties in supervising field staff in conducting a highly confidential survey questionnaire in Red Cliff households, online, and at tribal community events. The success of the project relies heavily on the job incumbent’s ability to communicate the goals of the project and benefits to the Red Cliff tribe and community in a respectful and culturally-appropriate manner; as well as, uphold the highest principles of ethics in adhering to confidentiality and individuals’ rights to privacy.

DUTIES AND RESPONSIBILITIES:

1. Collaborate and communicate effectively as a team member of the Tribal Census Project with the staff of the Red Cliff Tribe, Circles of Care Project, and consultant(s).
2. Develops and facilitates a culturally-appropriate approach for community outreach.
3. Supervises, trains, and motivates field staff to meet project goals and objectives.
4. Supervises and coordinates field staff assignments in completing survey questionnaires in a highly confidential manner, prioritizing individuals’ rights to privacy.
5. Ensures field staffs accurately and professionally assist community members in completing survey questionnaires on password protected digital tablet devices.
6. Monitors progress, certifies payroll and provides performance reports to project team.

“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

7. Coordinate the outreach efforts to inform and survey the Red Cliff community.

SUPERVISING: Census Project Survey Field Staff (1-3)

QUALIFICATIONS:

1. Must be at least 18 years old, or older.
2. High School diploma, G.E.D., required; some college preferred.
3. 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.
4. Must be able to uphold strict confidentiality and prioritize individuals’ rights to privacy.
5. Must be willing to work flexible hours as needed, including evening and weekend hours.
6. Must pass a criminal background check.
7. Must have prior work experience in supervising others, two (2) or more years preferred.
8. Must have strong organizational, social and communication skills, demonstrated as being self-motivated with the ability to motivate and inspire others.
9. Must be able to demonstrate cultural knowledge of the Red Cliff community, geography, and historical background.
10. Must have basic computer skills and willing to receive additional training.
11. Prior experience in field data collection or survey operations, preferred.
12. Prior experience in door-to-door canvassing or marketing, preferred.
13. Prior experience in U.S. Census data collection efforts is strongly preferred.

PERSONAL CONTACTS: Considerable daily contact will be made with the general public, tribal leadership, Program Directors and staff, consultant(s), and the tribal community.

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT: This position incumbent will spend considerable time out in the field conducting and supervising field survey work in the community, at households or events, and requires the physical ability to climb stairs and walk on uneven ground. In addition, some office hours will be required for project planning and reporting

"The Hub of the Chippewa Nation"
purposes. The successful job incumbent will receive training in and be required to use computers and software with security restrictions.

TRAVEL REQUIREMENTS: Considerable local travel is required to fulfill the job requirements.

BEHAVIOR AND ATTITUDE: The vision, goals, and objectives of the Red Cliff Band of Lake Superior Chippewa require 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 will be subject to immediate disciplinary action up to and including termination.

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

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

1. Completed Tribal Application; available on the tribal website.
2. Signed Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter describing your interest, background and or qualifications for the position; including the ability to maintain strict confidentiality in tribal program operations.

REPOSTED DATE: May 18, 2017
CLOSING DATE: Open until filled.

FOR FURTHER INFORMATION:
Red Cliff Band of Lake Superior Chippewa
88455 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

"The Hub of the Chippewa Nation"
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 subjected to the background investigation and other requirements of RCCL Chapter 43, and you are under a continuing obligation to supplement this application for employment with information concerning any convictions that occur after commencement of employment with the tribe.
Job Search

Narrow search by:

- Any Category
- Enter Keyword
- Any Employer

Search

Results Found: 17

Sort by: A-Z  Category

North Wind Organic Farm
86760 Valley Road Bayfield, WI 54814

Bayfield Farm Market Manager
Category: Administrative, Support & Clerical
Duties include: Publicity Directing signs and barricades Presence at and coordination of Saturday Farm Market Operating a food share machine Dispersing information and refreshments Stipend included

Bodin Fisheries
208 Wilson Avenue Bayfield, WI 54814

Fish Production Position
Category: Agricultural, Forestry & Fishing
Bodin Fisheries is now accepting applications for a seasonal processing position inside the fish plant. This job requires the ability to perform extended periods of heavy lifting, standing, crouching and bending in a fast-pace, production oriented environment. Must be willing to work with knives and some automated equipment. Retail, customer service skills and weekend availability required. Fish knowledge, mechanical inclination and knife skills are a plus, but we are willing to train the right... read more →

Contact:
Tom Galazen
Send Email
Phone:(715) 779-3254

Contact:
Joe Van Der Puy
Send Email
Phone:(715) 779-3301
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. • ...read more →

Bayfield Inn, The
20 Rittenhouse Avenue Bayfield, WI 54814

Join our Front Desk Sales Team!

Category: Customer Service
The Bayfield Inn is currently seeking qualified applicants to join our Front Desk Sales Team! Phone sales/reception experience a major plus, but will train the right applicant. Competitive pay, based on experience. Fun, exciting, and rewarding work environment. Flexible scheduling. Must like fast-paced, challenging work environment and be available to work weekends & holidays. Basic computer skills and ability to communicate clearly and effectively are a must! Applications may be printed off online at: ...read more →

Big Water Coffee Roasters
117 Rittenhouse Avenue Bayfield, WI 54814

Barista

Category: Food Industry and Restaurants
(Full-time & Part-time, Year-round & Seasonal) Big Water Coffee Roasters is currently looking for qualified baristas, ready to start immediately. Rate of pay starts at $10/hr, plus tips. The barista is the master of multi-tasking. Responsibilities include giving great service to each customer, cash handling, making delicious coffee and

http://business.bayfield.org/jobs

5/31/2017
espresso drinks and keeping our cafe in tip-top shape. Opening shifts begin as early as 6am and closing shifts go until 8pm. Please look over the job description on ...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 →

Old Rittenhouse Inn
301 Rittenhouse Avenue Bayfield, WI 54814

Breakfast and Line Chef
Category: Food Industry and Restaurants

Old Rittenhouse Inn / Landmark Restaurant in Bayfield is now hiring at the line chef position. Primarily duties include am shift work, prep work, and pm cold line shift work. We offer competitive salary and hours, and a great work environment. Immediate openings are available: call or stop by today.

Morty's Pub
108 Rittenhouse Avenue Bayfield, WI 54814

Cooks and Bartenders at Morty's Pub
Category: Food Industry and Restaurants

Morty's Pub is looking for both Cooks and Bartender's. We are looking for highly motivated individuals who will not shy away from the hustle and bustle of Rittenhouse Avenue. All employees must have the ability to work in a fast-paced environment, be flexible with work schedules; nights, weekends, day and holidays shifts. Applicants
must be reliable, able to multi-task and get along well with people. Morty's will provide you with a team that is fun, likes to laugh and at the end of the day has ...read more →

**BRB Recycling Authority**
35945 State Hwy 13 Bayfield, WI 54814

**Site Attendant Needed**

*Category: Government*

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. Any questions please contact Jason Goodlet, Manager, at 715-779-5168 for more information.

**Superior Body Massage & Spa**
33 N First Street Bayfield, WI 54814

**Nail Technician/Manicurist**

*Category: Hospitality Services*

Job Description: Providing manicures and pedicures in a day spa setting. We offer natural nail services in the form of two types of manicure and pedicure, an express (30 min service) and a spa (60 min service). We also offer gel polish nail services using the CND shellac system. Nail technicians are encouraged to incorporate their own style and training while still following the standard procedure for these specific services. Nail technicians are required to follow WI code for safety and sanitation for ...read more →

**Winfield Inn & Gardens**
225 E Lynde Avenue Bayfield, WI 54814

**Join our Housekeeping Staff!**

*Category: Hospitality Services*

Winfield Inn is currently looking for reliable and detail oriented individuals to add to our housekeeping staff for the season! Competitive pay. Must be able to work fast, independent and efficient. Pick up applications in person at Winfield Inn. Come have fun this summer!!

http://business.bayfield.org/jobs

5/31/2017
**Water Otter Inn**

229 E 4th St Washburn, WI 54891

Housekeeper for Water Otter Inn: $15 per hour. Part time Mondays 11 to 4pm. The rest of the week as needed and as you are available. Possibility of also helping in office with bookings

*Category: Hotel, Gaming, Leisure, and Travel*

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**Superior Body Massage & Spa**

33 N First Street Bayfield, WI 54814

**Massage Therapist**

*Category: Personal Care and Services*

Job Description: Providing a blend of therapeutic and relaxation massage therapy in a day-spa setting. Massage lengths range from 30 minute - 120 minute length session. Therapists are encouraged to incorporate their own style and training into each session while still staying in the parameters of the client's specific goals for that session. As a busy day spa in a tourist town, many of the summer clientele are one or two-time clients, so effective communication is a necessity with each client from ... [read more →](#)

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**Erickson's Orchard & Country Store**

86600 Betzold Road Bayfield, WI 54814

**Erickson's Orchard & Country Store hiring!**

*Category: Retail/Wholesale*

We have a part-time, flexible job opening at our Country Store for the summer. We are looking for someone with great customer service, retail experience preferred but we are more than willing to train. This is a perfect job for someone wanting to supplement their income while enjoying meeting people and working in a busy & fun orchard atmosphere! For details, please contact Cindy Nourse at 715-779-3261.
Keeper of the Light
19 Front Street Bayfield, WI 54814

Retail Sales & Customer Service
Category: Retail/Wholesale
Keeper of the Light is hiring part-time, seasonal, retail sales / customer service associates. Flexible schedule includes mainly afternoon and / or evening hours. Applicants must be reliable, honest, friendly, hard working and able to work independently. Company tee shirts provided, store discounts and a competitive wage based on experience is offered.

Sweet Sailing
120 Rittenhouse Avenue Bayfield, WI 54814
Retail Associates-Part Time and Full Time
Category: Sales
Brownstone Centre and Sweet Sailing are seeking energetic and organized people to join our store sales teams!! Bayfield is a high traffic tourist community, so we are looking for people with the ability to multi task in a fast paced work environment. Must have ability to have strong customer services skills: clear communication, merchandising product, stocking, cleaning, working a register and cash management skills, and overall positive kind communication with customers. Applicants at both locations must ...read more →

Brownstone Centre
121 Rittenhouse Avenue Bayfield, WI 54814
Retail Associates-Part Time and Full Time
Category: Sales
Bayfield, Brownstone Centre and Sweet Sailing are seeking energetic and organized people to join our store sales teams!! Bayfield is a high traffic tourist community, so we are looking for people with the ability to multi task in a fast paced work environment. Must have ability to have strong customer services skills: clear communication, merchandising product, stocking, cleaning, working a register and cash management skills, and overall positive kind communication with customers. Applicants at both ...read more →
Family Foundations Home Visiting State Coordinator
Job Announcement Code: 1701255

County(ies): Dane
Classification Title(s)/JAC: HUMAN SERVICES PROGRAM COORD-SEN - 1701255
Job Working Title(s): Family Foundations Home Visiting State Coordinator
Type of Employment: Full Time (40 hrs/week)
Salary: The starting salary is between $46,737 and $70,720 per year, ($22.47-$34.00 hourly) depending on qualifications. The pay schedule/range is 07-03. A one year probationary period may be required.
Contact: Jennifer Wilkie, Human Resources Spec - Senior, 608-422-6425, Jennifer.Wilkie@wisconsin.gov
Bargaining Unit: Non-Represented
Area of Competition: Open
Deadline to Apply: 6/8/2017

The Wisconsin Department of Children and Families (DCF), Division of Safety and Permanence, Bureau of Safety and Well-Being is currently recruiting to fill the Family Foundations Home Visiting State Coordinator position in Madison, WI. DCF offers great benefits, personal growth opportunities and work-life balance as a State of Wisconsin employee.

The Department of Children and Families Division of Safety and Permanence operates under the values and principles of the Wisconsin Child Welfare Model for Practice. The purpose of Wisconsin’s child welfare system, as articulated in the Wisconsin Child Welfare Model for Practice, is to keep children safe and to support families to provide safe, permanent, and nurturing homes for their children. The system strives to engage with children, youth, and families to expand healthy connections to supports in their community and tribes and bolster resiliency in families to help them thrive. The following core values guide the work of the child welfare system: Trust, Respect, Engagement, Accountability, Trauma-Informed Practices, Culturally-responsible Practices, Workforce Support, and Family-Centered Approaches.

For more information about DCF, visit our website at http://dcf.wi.gov

Please reference General Information about Jobs in WI State Government.

Position Summary:
Under the general direction of the Manager of the Prevention and Child Welfare Service Integration Section, the State Home Visiting Coordinator is responsible for the coordination of the Family Foundations home visiting program, including contract management and program implementation and consultation on a statewide basis to local implementing agencies for MIECHV funding evidence-based home visiting services. The position manages contract related activities for FFHV to ensure compliance with federal, state and agency program guidelines and priorities. The position acts as a resource to the Department and Division in the administration of the state-level home visiting program and related family support initiatives. This includes policy and programmatic expertise and technical consultation assistance in the administration and interpretation of state policy for home visiting programs, and related programs and services, including targeted case management services, other child maltreatment prevention programs and cross-systems coordination to improve child and family outcomes. The position provides consultation and resource information to the Department and Division and other governmental agencies regarding program coordination efforts and processes using family support system principles to promote and improve cultural competence, systems access and program integration. The position collaborates with other state agencies and stakeholders in developing and implementing a coordinated infrastructure that employs home visiting as a key delivery strategy. This includes: training, technical assistance and mentoring activities; and collaboration with Title V Maternal and Child Health funded programs and other federal and state programs serving at-risk children, including children with special needs and their families. Any employee, or applicant for employment, with a disability as defined by the Americans with Disabilities Act, must be able to perform the physical requirements outlined herein.

For a complete position description click here

Special Notes: Due to the nature of the position, all applicants who may be appointed may be required to allow DCF to conduct a security background check to determine whether the circumstances of any conviction may be related to the job being filled.

Applicants must be legally entitled to work in the United States (i.e., a citizen or national of the U.S., a lawful permanent resident, an alien authorized to work in the U.S. without DCF sponsorship). The Department of Children and Families does not sponsor visas, either at time of hire or at any later time.

Qualifications:

Minimally qualified applicants will have:
- Experience planning and/or developing local programs and/or providing consultation on technical issues
- Experience with contract implementation and management for grant programs.
- Experience in child development including physical, social, and emotional components, as well as family support systems.

Well qualified applicants will have:
- Experience with home visiting as a service delivery strategy.
- Experience writing grants to obtain funding.
- Experience related to the impact of trauma and strength-based services.
- Experience with collaborative partnerships.

How To Apply: If you haven’t already done so, you will need to create an account and apply online. You must apply online to be considered for this position. Application materials will not be accepted if received in an e-mail, as a hard copy or a fax.
# June 2017

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<th>Naano-Gii'izhigad</th>
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<tbody>
<tr>
<td><strong>56 Egg Omelet,</strong> Pears, Toast, PB</td>
<td><strong>6B Rice Chex, Apple-Sauce, Muffin</strong></td>
<td><strong>7B Cheerios, Banana, Toast, Ygt</strong></td>
<td><strong>8B Pancakes, Blue-Berries, CC</strong></td>
<td><strong>Menu Subject To Change</strong></td>
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<tr>
<td>S Cheez/Cracker</td>
<td>S Rice Crispy Tr/Milk</td>
<td>S FR Cup/Gr Cracker</td>
<td>S Teddy Gr/Milk</td>
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<tr>
<td>L Egg Rolls, Rice, Mango, Stir Fry</td>
<td>L Ham, Potato, Carrot, Pineapple, Bun</td>
<td>L Hamb Soup, PBJ, Tr Fruit, Salad, Peas</td>
<td>L Chix, Rice, Brocc, Cantaloupe, Ygt</td>
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<td>S Nutra Bar/Milk</td>
<td>S Smoothie/Fish Cr</td>
<td>S PBJ/Milk</td>
<td>S Veg/CC Dip</td>
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<td><strong>12B Malto Meal,</strong> Berries, Toast, PB</td>
<td><strong>13B Cornflakes, CC, Peaches, Eng Muffin</strong></td>
<td><strong>14B HB Oats, Strawberries, Ygt, Muffin</strong></td>
<td><strong>15B Quiche’ BK, Pears, Goldfish/Juice</strong></td>
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<tr>
<td>S Mango/CC</td>
<td>S Carrots/Dip</td>
<td>S Cauliflower/ Dip</td>
<td>S Pork Ch, Mac/Cheez Brocc, Applesauce, Salad</td>
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<td>L Hmb HD, It Veg Pear</td>
<td>L Crabby Patties, Sla M Veg, Honeyew, Bun</td>
<td>L Hamb/P Soup, Chez Sand, Pineapple, Carr</td>
<td>S String Cheez/Pear</td>
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<td>S PB/Ricecakes</td>
<td>S Chex Mix / Milk</td>
<td>S Lady Bugs/Milk</td>
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<td><strong>19B Fr Toast, Blue-Berries, CC</strong></td>
<td><strong>20B Kix, Apples, Ygt, Bkf Round</strong></td>
<td><strong>21B Cornflakes, Fr Cocktail, Bagel/PB</strong></td>
<td><strong>22B Oatmeal, Toast, Oranges, Ygt</strong></td>
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<td>S Berries/Ygt</td>
<td>S Celery/PB</td>
<td>S Tr Fruit/Cracker</td>
<td>S Applesauce/Pretz</td>
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<tr>
<td>L Asian Chix Bk, Stir Fry, Mango, Pizza Roll/Juice</td>
<td>L Potato Soup, PBJ, HDew, Salad, Peaches</td>
<td>L Tortellini, Cantaloupe, Peas</td>
<td>L Hamb, Beans, Pt Sald, Wtmelon</td>
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<tr>
<td>S PB/GR Cracker</td>
<td>S Birds Nest/Milk</td>
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<td>S Rice Cakes/Milk</td>
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<tr>
<td><strong>26B Egg Burrito, Oranges, Ygt</strong></td>
<td><strong>27B HB Oat, Pears, Ygt, Toast</strong></td>
<td><strong>28B Cheerios, Banana, Ygt, Muffin</strong></td>
<td><strong>29B Rice Pudding, Toast PBJ</strong></td>
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<td>S Peaches/CC</td>
<td>S Granola/Ygt</td>
<td>S Man Orange/Milk</td>
<td>S Apple/Ygt</td>
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<td>L Keilbasa, Pasta, Carrot/Dip, Pineapple</td>
<td>L Beef Stir Fry, St Fry Rice, Peaches</td>
<td>L Chef Salad, HDew/Cloup, Br Stix,</td>
<td>L Pizza, CC, GR Beans, Tr Fruit</td>
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<td>S Berries/CC</td>
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