Red Cliff Education
Newsletter - March 2019

Onaabani-Giizis (Hard Crust on the Snow Moon)

Upcoming Events

7 (TH): Dad’s Day
8 (F): ECC/Home Base Swimming Social (NO ECC SCHOOL DAY)
14 (TH): Grandparent’s Day
21 (TH): Mom’s Day
22 (F): ECC/Home Base Social Dance at Legendary Waters (NO ECC SCHOOL DAY)
25—29 (M—F): Spring Break—ECC CLOSED—Classes Resume April 1st (M)

Iskigamizigan—Sugar Bush
Keep an eye out for fliers with details regarding the ECC’s annual Sugar Bush. We welcome ECC families, 4K program families, and community members to join in on the process!

Attendance Matters!
Every Student, Every School, Every Day

Routines Become Positive Habits

Studies suggest that one should establish a routine in regularly attending school throughout their earliest education. In turn, this positive habit will likely follow them throughout the rest of their schooling. At the ECC we have a goal of 100% attendance and strive to be a continued source of support — working with families to overcome barriers (e.g., transportation). We aim for each child to have any and all opportunities that will best serve them as they continue their schooling beyond the ECC.

ECC Attendance

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Dec 2018</th>
<th>Jan 2019</th>
<th>Feb 2019</th>
</tr>
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<tbody>
<tr>
<td>Waabooz</td>
<td>71%</td>
<td>59%</td>
<td>55%</td>
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<tr>
<td>Amik</td>
<td>83%</td>
<td>76%</td>
<td>68%</td>
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<tr>
<td>Esiban</td>
<td>85%</td>
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<td>Makwa</td>
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<td>Maaingan</td>
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<td>Migije</td>
<td>78%</td>
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<td>71%</td>
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**Watch for Sugar Bush Flyers**

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<th>Sun</th>
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<td></td>
<td>DAD’S DAY Join your child for Breakfast 8:30</td>
<td>EHS SCHOOL DAY</td>
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<td>8</td>
<td>No ECC School Day Home Base Social ECC Swimming</td>
<td></td>
<td>14 Grand Parents Day Join your child for Breakfast 8:30</td>
<td>15 EHS SCHOOL DAY</td>
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<tr>
<td>Policy Council Meeting @9:30</td>
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<td></td>
<td>MOM’S DAY Join your child for Breakfast 8:30</td>
<td>No ECC School Day Home Base Social Dance @ LW</td>
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**Spring Break-Closed March 25th - 29th**

**Classes Resume April 1st.**
February

Early Head Start: 50 Children

2019

Student

Head Start: Audy Snider

Kai Young

Great Attendance Total = 12 Children

4 children
3 children
3 children
1 child
2 children

Early Head Start: 32 Children

Great Attendance Total = 24 Children

Mkwa

Ebihan

Amik

Wazbaoz

Miezi

Mashkodozbihi

Malingan

Head Start: 50 Children
Meeting called to order by Chair Person Joanne Peterson at 9:45

Policy Council Members Present: Shaleena Demirkol, Amaris Andrews-DePerry, Rebecca Miller, Joanne Peterson. Absent: Lisa Hanson, Alexis Livingston, Devon Defoe and Johanna Wilson.

Others Present: Linda Johnston ECC Administrator, Nicole Boyd Head Start/Early Head Start Director, Cindy Garrity, Family Services Manager Lori Duffy Head Cook and Pat Kenote-DePerry, Health Manager.

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

Approval of Minutes
Shaleena motioned to approve October 23rd, 2018 minutes, seconded by Becca, all in favor, motion carried.

Financial reports
Currently there are no concerns with the Budget. Nicole Boyd explained to the Policy Council that whatever is in brackets has been over spent and that through budget modification it will be repaired. No action needed.

Menu-February 2019
Shaleena motion to approve the February Menu with corrections, seconded by Becca, all in favor, motion carried.

Program Summary
The Program Summary was not final. When completed it will be sent to the Policy Council and Tribal Council for them to review. Patt informed the Policy Council that they have a scheduled HNDAC meeting today at the Red Cliff clinic at 3:00 pm. She will be pushing to have children go to the dentist by age 1. No action is needed.
CCDF
Linda explained to the Policy Council that her Priorities are;
*Child Care Program, working with Human Services on a safety component and looking for a place to house the child care.
*Language Table: Meeting with Marvin Defoe and Sandra Nevela with the THIPO program.
*Foster Grandparent Program: Working with Anna Hanson and Human Service to bring it back to the ECC.

In discussion, the Policy Council was wondering about a location, ages and times. Policy Board member suggested that we ask about the Merchant properties and to put a request in to have a child care there. Linda will look into this.

Ratify Poll Votes
Becca motion to ratify poll votes for Menu for December, Center Base Teacher Position, Home Base Teacher Position, School Closing December 20th at 12:00 pm., Menu for January and Early Head Start Recommendation for Assistant Teacher Position, second by Amaris, all in favor, motion carried.

Other
Reminder of next meeting which will be February 12th at 9:30 am. Language grant of $13,000.00 will be used towards sending 12 staff members to the Training in Sault Ste. Marie Michigan during spring break. The ECC is in need of Substitutes for classrooms.

Executive
Becca motion to go into executive session at 10:51 am. second by Amaris, all in favor, motion carried.
Becca motion to come out of executive session at 11:00 am second by Amaris, all in favor motion carried.

Majority vote of the Policy Council request to remove Alexis Livingston from the Policy Council Board and appoint the alternate Justine Basley as of this date, 1-8-19.

Adjourn
Becca motion to adjourn at 11:01 am. second by Amaris, all in favor motion carried.

______________________________(print name)
Policy Council Chairperson or delegate

______________________________(signature)
Policy Council Chairperson or delegate

3/1/19 Date

Minutes taken by Cindy Garrity, Family Services Manager
During the month of March, we will finally be able to go outdoors! We will be going outside on a daily basis so please bring shoes, jackets and extra clothes. (Weather permitting)

We will be exploring insects, the outdoors, and learning all about me. :)

We also will be learning more sign language. We will be sending home more sheets on what signs we are learning.

This month we have two birthdays!

Monica Vanvlack! 3/17 & Matthew Nelis Jr! 3/27

Thank you, Ms. Kelsey & Ms. Lulu
Amik Newsletter

March 2019

Onaabani Gizis

(Hard Crust on the Snow Moon)

We have been learning about music. We have been singing, dancing and using a variety of instruments. We go outside every day weather permitting. We have continued to make pine cone bird feeders and have had chickadees visit them every day. We will be working on all things spring. Sugar bush is just around the corner so please look for information on dates for field trips and sap collecting and syrup making.

Miss Maggie & Miss Gina

Ojibwemowin
Spring – Zigwan
Maple Syrup – Zhiwaagamizigan
Sugar Maple Tree – Aninaatig
Bird – Beneshii

March Reminders
3/4 – 3/8 Spring Teacher Conferences
3/7/19 Dad’s Breakfast at 8:30am
3/8/19 No school for all ECC Children
3/21/19 Mom’s Breakfast at 8:30am
3/23/19 No School for all ECC Children
3/25 – 3/29 Spring Break No School for all ECC children
4/1/19 Classes Resume for All ECC children

Spring Parent Teacher Conferences
March 4 – 8, 2019
Boozhoo!

We have been learning about lots of new things in the classroom, for the month of February we did a short Pet and Music study, and Science.

For the month of March we will be doing a Tree study, learning about and exploring the different types of trees. We will also be incorporating another “All About Me” section to help our new friend adjust better to the classroom, help him transition easier and become comfortable in the new environment.

Ojibwe words:

be careful- wewenizi

tree- mitigzi

leaf- anlibish

Miigwech,

Miss Tiff & Miss Judy
715-779-5030 x 2544
## News and PLANS

March is already here, where has the time gone! This month we will be working on tree study, building study and zoo. Please make sure you are signing in & out daily

-Ms. Melissa & Ms. Amber

## REMINDERS

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/04-03/08</td>
<td>Parent Teacher Conferences</td>
</tr>
<tr>
<td>03/08</td>
<td>No ECC School Day</td>
</tr>
<tr>
<td>03/23</td>
<td>No ECC School Day</td>
</tr>
<tr>
<td>03/25-03/29</td>
<td>No School Spring Break</td>
</tr>
</tbody>
</table>

## Ojibwemowin

April: Iskigamizige-Giiizis  
Tree: Mitig  
Nagamo: Sing
Agongos Home Base

March Newsletter

Upcoming Events:

March 8th
Swimming
1pm-4pm @ Bayfield Rec

March 22nd
ECC Dance/Home Base
Socialization @ LW

Reminder, that Parent Teacher Conferences are this month and will be scheduled at a specific time of day.

Miigwech

Ms. Patrice 779-5030 ext. 2537

Ms. Corky 779-5030 ext. 2538
Boozhoo Mashkodebizhiki Class Families,

Hopefully everyone is staying warm and enjoying the snow that we are really fortunate to have. I guess many winters we take for granted all of the beauty and fun that snow offers us.

For some children Kindergarten is right around the corner. There will be a list of transition activities coming home soon so you can make plans to attend as many as possible. The more times a child is exposed to something new the easier the transition will be.

We are hoping to get a lot of help from home when it comes to the kids obtaining skills and knowledge that will assist them in kindergarten. Working on their letter and number identification are two things that would help us greatly. Just pointing to letters in books, signs etc are a few ways you can incorporate learning without having to plan it out.

Parent teacher conferences will be the week of March 4-7. Call us to schedule an appointment or we will be giving you a call. If you have any questions please call us..... Spring break week is March 25-29......

Miigwech

Ms. Becca, Ms. Nadine and Ms. J
Ma’iìngan Room News!

Boozhoo Everyone!!

We want to say Miigwech!! to all the families, caregivers, and grandparents for all the cooperation and understanding through the year so far. We really appreciate it very much! It definitely shows the children they are cared for with great team work from the parents and teachers. This month we invite ALL parents to come meet with us for Parent/Teacher Conferences. Please be WATCHING for notices in backpacks. We will be focusing on tree study, sugar bush, shape recognition, number recognition, letter recognition, counting, letter sounds, and turn taking. REMINDER DAD’S BREAKFAST MARCH 7th 2019. We will be looking for volunteers for Sugar bush once that time comes, and so be watching for that flyer! K-bound kiddos, will have some IMPORTANT DATES COMING UP, so be looking for those too.

Our classroom is very busy, and we are learning so much in our day we really like visitors, just to be aware if you do visit us make sure you are part of our day and join in. Parents are children’s first teachers and they learn and pick up on everything from us! PLEASE MAKE SURE YOU CALL US IF YOUR CHILD WILL NOT BE AT SCHOOL FOR THE DAY. 715-5030 EXT.2545. We really appreciate the communication from you all.

Miigwech,
Ms. Alicia, Ms. Sam and Ms. Lacie
Migizi News

Snow snow go away, cold cold go away!!

This winter has been brutal on us!

❄️

Some important dates coming up in the near future are; parent teacher conferences, your child’s teacher will be contacting you soon; Dad’s Day for Breakfast is Thursday; March 7th and Moms Day for Breakfast is March 21st. School will be closed March 25 thru March 29th we will return to school on April 1st.

Keep watch for Sugar Bush Flyers in your child’s back packs.

Our theme this month in the classroom is trees and Dr. Seuss, we will also have our intentional teaching periods, Handwriting without tears, Second Step (emotions), and Talking About Touching (we will be starting our safe and unsafe touches).

Once again a reminder that we go outside each day according to the weather. Please send your child with all the outer garments they need. The children all know they need 5 things before going outside. 1. Snow pants, 2. Boots, 3. Coat, 4. hat, 5. Mittens.

Ms. Diann, Ms. Linda, Ms.Kathy
Hang it outside and wait for the birds!

Fill with bird seed

Thread the ribbon through and knot if you can use twine or string too.

Poke a hole in the top of the cardboard for the ribbon that will be used to hang the

Poke the dowel/chopstick/stick through the holes

the opposite side of the cardboard

Poke a hole under the opening for the dowel/chopstick/stick and poke a hole on

bottom

Cut and opening in the milk carton. You will want to start about an inch from the

How to make:

- Birdseed
- Ribbon, twine or string
- Dowel, chopstick or stick
- Scissors
- An empty milk carton

You will need:

Learn about recycling and help your feathered friends as the weather cools down.

How to make a RECYCLED bird feeder
KIDS NIGHT OUT!

FRIDAY, MARCH 8, 2019

4:30-8:30 PM
AGES 5-13

$10 FIRST CHILD, ADD'L SIBLINGS $5 EACH

DINNER AND SNACKS INCLUDED

Come ready to play inside, outside, and in the pool!

140 S BROAD ST., BAYFIELD
WWW.RECREATIONANDFITNESSRESOURCES.ORG
715-779-5408
"We Seek to Learn" Library
Located at the Red Cliff Tribal Admin Building:
88485 Pike Rd., Red Cliff, Wi. 54814

Presents: Ojibwe Story Teller

RICHARD LAFERNIER

Time: 1:00 p.m.
Dates: March 9th, 2019

FREE event for the entire family, and we are offering FREE round trip rides via Miskwaabekong Transit! To schedule a ride please call the BART office at 715-682-9664.

Miigwetch, Kathy Barri, Library Assistant
kathy.barri@redcliff-nsn.gov, 715-779-3766
Red Cliff Gii'nanda Gikendaasomin Library presents

Fur Identification

Saturday, March 23
1:00-3:00 pm
88455 Pike Road

Please join us for wildlife fur identification and other fun animal activities during the library’s Saturday hours! Learn about some of the wildlife that live right here in the Northwoods with GLIFWC Conservation Warden Mike Soulier. All are welcome to attend.
Basic Budgeting is a free workshop offering strategies to help individuals plan for household expenses and build savings. Participants will learn to develop a spending and saving plan, discuss goal setting and identify community resources that can help.

This class is offered at alternating locations and times in Ashland and Bayfield Counties. The next workshop is on:

**Wednesday, March 13, 2019**

11:30 am - 1:00 pm  
Red Cliff  
Early Childhood Center  
89830 Tiny Tot Drive, Red Cliff

The event is free and open to the community.

To register or to learn about upcoming workshops, call UW-Madison Division of Extension  
Ashland County: 715-682-7017 or Bayfield County: 715-373-6104
RFR PRESENTS

AQUA ZUMBA POOL PARTY

with Lynda Warren

Wednesdays, 6-7 pm at the Bayfield Rec Center, 140 S. Broad
Feb 13 - Feb 20 - Mar 13 - Mar 27 - Apr 10, 2019
FREE to Members
Per Date: Non-members $10/adults or $6 students/seniors
Can also use a Rec Center or Program Punch Card!
www.recreationandfitnessresources.org
715-779-5408
Head Start Field Trip to the Visitor’s Center in Ashland

When: Wednesday  March 20th , 2019

As part of our tree study we will be going to the visitor’s center to tour the facility and watch the movie Dr. Seuss and the Lorax Tree. We will leave after breakfast (9:15) we will have a pizza lunch there and return at noon for nap.

Any questions please call the center....

This should be fun!!!!!
Birth to 3

INDOOR PLAYTIME!

BAYFIELD LAKESIDE PAVILION

WEDNESDAYS, 11AM-1PM

THROUGH APRIL-NO PLAYTIME MARCH 27

a FREE, social playtime
for children ages birth-3 & their parents!
Come for the whole time or just part of it!

In Collaboration with Early Head Start and Community Parents
www.recreationandfitnessresources.org
715-779-5408
Red Cross SWIMMING LESSONS

Mondays and Fridays
April 15 – May 10, 2019
Members: $57, Non-members $68
Financial Assistance is available!

We are offering Levels 1-5!
Call 715-779-5408 or register online at
www.recreationandfitnessresources.org
Kids Night Out

$10/child
+$5/additional sibling

AGES 5-13 YEARS

Friday, April 12
4:30-8:30 Pm

Bayfield Rec Center
140 S. Broad St., Bayfield

Join us for a fun night of activities at the Rec Center! Dinner and snack included. Come ready to play inside, outside, and in the pool. No parents allowed! (Parents, enjoy your evening!)

Advanced registration encouraged but not required.

More info: (715)779-5408 | Visit us: www.recreationandfitnessresources.org
Save the Date

Friday, April 19

Ziigwan Festival
Spring into Wellness

10AM-1PM @ B & C Club
FREE EVENT:
Car Seat Clinic/Checkup/Distribution

We help keep kids safe in their car seats.

Friday, April 19, 2019
10:00 AM to 1:00 PM

Car crashes are one of the leading causes of death and injury in children. We recommend that you keep your child in a car seat for as long as possible, according to the manufacturer’s height and weight requirements. Keep your child in the back seat at least through age 12.

Location:
Boys and Girls Club of Gitchigami
89645 Youth Center Dr.
Bayfield, WI 54814

Appointments Recommended!
To schedule a car seat check, please contact:
Bryan Daley at 715-779-3707 Ext. 2228
bdaley@redcliffhealth.org

Certified child passenger safety technicians will ensure all child safety seats are installed by manufacturer specifications. Each seat check takes 30-40 minutes.
Director’s Letter
We are settled into winter along with a deep-freeze. We had a short fall and the snow came much sooner than last year. As always, we have lots of great library programs coming up.

Pillar Fund
To date, we have raised over $45,000 for the pillar fund. In mid-February we will find out if we were awarded a grant for help to support the repair of the pillars and other projects. The total project cost for the pillars and other repairs—chimney, tuck pointing, painting, and retaining wall—is $203,000. We are also looking at other grant funder possibilities. Thanks to all who have supported this big campaign so far!

Endowment Fund
The library endowment fund is at $76,000. Our final goal is to reach $100,000. We are getting closer and closer.

Winter Lecture Series
Our winter lecture series is now in full swing. The January program had very good attendance. The cold temps were perfect for the program’s theme: hunting meteorites in Antarctica. What a fascinating, educational night! The other three upcoming programs for February, March, and April, are featured in this newsletter.

Apple Blossom Run & Ride
Plans are set for this year’s Apple Blossom Run & Ride. It will be held Memorial Day weekend. We are partnering with our area’s NCAA bike group this year. We are thrilled to be doing the event again this year! Thanks to the volunteer groups who support the library for putting this together.

Bayfield Poet Laureate
We will soon be taking applications for the next Bayfield Poet Laureate. This is a two-year term starting April 1, 2019-April 1, 2021. The honorarium is $1,000. Are you a poet? Do you know a poet? Invite them to fill out an application!

Movie days at the library
In addition to our monthly Friday movie showing, we also have a group of filmgoers that meets twice monthly, from 1 - 3 PM, on Thursdays. Many of these participants used to come to the WITC educational film program series that we hosted.

New Web Site
We’ve saved the best news for last. We are getting a brand-new web site! This site will have much more capabilities than our old one. We are thrilled about this! The site will launch soon.

These beautiful book shelves and carts were made by David Martinson. They were funded by the Building Strong Libraries grant through Bayfield County. The response to them has been outstanding.

The Bayfield Carnegie Library partnered with Bayfield schools for last October’s Science Fest. The kids had a blast with the LEGO Mindstorms models (robotics) used for the program. Look for future programs with these models soon!
UPCOMING EVENTS - All events are free & open to the public

2019 Winter Lecture Series

Lectures begin at 6 PM

February 19 • Three Years in Peru
Joseph Adams & his wife Teri Bockey invite you to come and experience the beauty of the coast, the Amazon River, & the people of Peru.

March 20 • Bike Packing Adventures
Follow Tom Hart’s bike treks along the Rio Grande & through the Baja Peninsula.

April 18 • BHS & Their 2nd Trip to Lake Baikal
Rick Erickson and students give a presentation on teens and travel.

Book Club • Last Wednesday of every month at 5 PM
February: News of the World, by Paulette Jiles
March: Wild: Lost to Found on the Pacific Trail, by Cheryl Strayed
April: The Underground Railroad, by Colson Whitehead

Library Board Meeting:
Third Wednesday of every month at 4 PM

Friends of the Library Meeting:
Third Tuesday of every month at 4:30 PM

Story Hour: Every Wednesday at 10 AM

Free Friday Movie Nights - All Movies Start at 7 PM
Sponsored by Morley’s Pub

Feb. 22 • Cast Away. Starring Tom Hanks

March 22
GLBTQ Night!
Showing the film: Love is Strange
Directed by Ira Sachs.
With John Lithgow, Alfred Molina, Marisa Tomei, Charlie Tahan.

SAVE THE DATE:
Apple Blossom Run
Saturday, May 25, 2019
bayfieldappleblossomrunandride.org

NEW RELEASES - Available to check out NOW!

Adult Books
• THE LIGHTHOUSE KEEPER’S DAUGHTER, by Hazel Gaynor
• BECOMING, by Michelle Obama
• NEW IBERIA BLUES, by James Lee Burke
• THE PARAGON HOTEL, by Lyndsay Faye
• THE BOOK OF BOOKS, by Jessica Allen
• WINTER OF THE WITCH, by Katherine Arden

Movies
• FAHRENHEIT 11/9
• THE COMMANDER - COMPLETE SERIES
• CRAZY RICH ASIANS
• TRAVELERS - SEASON 1
• SMALLFOOT
• MODERN LIFE IS RUBBISH
• VENOM

Children's Books
• CYCLONE, by Doreen Cronin (JUV)
• THE 57 BUS, by Dashka Slater (JUV)
• ONE NORTH STAR, by Phyllis Root (picture book)
• WINTER IS HERE, by Kevin Henkes
• A BIG MOONCAKE FOR LITTLE STAR, by Grace Lin
• DREAMERS, by Yuyi Morales
• THE GOODBYE BOOK, by Todd Parr

Audiobooks
• REFUGEE, by Alan Gratz
• EDUCATED, by Tara Westover
• THERE, THERE, by Tommy Orange
• BEFORE WE WERE YOURS, by Lisa Wingate
• READY PLAYER ONE, by Ernest Cline

We have lots more new releases not listed here. Go to bayfieldlibrary.org or find us on Facebook to see more. Or better yet, come in and discover a new favorite for yourself!!
Serve
Set
Spike

FREE TROLLE ROLEYBALL MINI CAMP
JULY 14-15, 21-22 2018

Camp Coach – Ryan Dietrich
Camp Coach Ryan Dietrich comes to us as a USAV Certified Coach and Club Director who has years of coaching experience. He has played, coached and refereed volleyball for over 24 years. He also does High Performance Training (individual advanced coaching lessons) for high school and college level volleyball athletes. He has been a volleyball scout for Juniata College along with running numerous clinics. Please join Ryan to make this volleyball season your best!

Camp runs from 2:00 – 5:00 each day

Open to all Middle & High School Bayfield Students

Spots are limited. Be sure to register!

Drills focusing on body mechanics for serving, setting, attacking, blocking

Learn advanced volleyball techniques in a fun filled environment.

REGISTER FOR CAMP BY CALLING/TEXTING

Molly McCool
1-651-216-1246

Randi Johnson
715-209-7091
IMPROVING THE LIVES OF CHILDREN AND FAMILIES WITH COMPLEX NEEDS WHO ARE INVOLVED WITH MULTIPLE AGENCIES.

"CST Wraparound" has become common shorthand for flexibility and comprehensiveness of service delivery, as well as for approaches that are intended to help keep children and youth in the community.

RED CLIFF CST: COORDINATED SERVICE TEAM

Coordinated Services Team (CST) centers its decision-making around the family team. The team supports the child, family and each other throughout the process. Both planning and interventions rest on the combined skills and flexible resources of this diversified, committed group of individuals. The strengths and resources of the child, family, natural supports, and most likely to meet the identified needs of the family.

- CST is voluntary

  Referral Eligibility:
  - Red Cliff Community member
  - Mental Health
  - Special Education
  - Juvenile Justice
  - Child Protective Services
  - Alcohol or Other Drug Abuse Services

- Other interventions have not been successful or are difficult over time: persistent obstacles to service access: and/or there is a need for service coordination
- Children at risk for out-of-home placement
- Parent(s) are willing to be involved in the CST team process

For more information you can contact the:
Mishomis Wellness Center, North Bradum Rd., Bayfield WI 54814

(715)-779-3741 Ext. 2406 CST Intake Coordinator
Hours/days of operation: 8:00 A.M to 4:30 P.M
Monday to Friday

The Coordinated Services Team Project is based on the Wisconsin's Children Come First Act Section 46.56
Red Cliff Comprehensive Community Service

WHAT IS CCS

Comprehensive Community Services is a voluntary program that provides services to children and adults who have mental health or substance abuse issues. Services are individualized, offering an array of Red Cliff Tribal and Bayfield County services. Services are client-directed, recovery-oriented, and strengths-based.

The Red Cliff CCS program provides services to Red Cliff Tribal members and Red Cliff Community Members within reservation boundaries and Bayfield County. Services are covered by Medical Assistance through Wisconsin’s Comprehensive Community Services. Services are not time-limited. It is the vision of CCS to support participants to achieve maximum independence, ultimately resulting in discharge from CCS. Individualized criteria will identify what circumstance discharge should occur.

CCS Eligibility

- Red Cliff Community Member
- Eligible Medical Assistance
- Mental health and/or AODA Diagnoses
- Prescription by Physician
- Have a need for psychosocial rehabilitation services
- Eligible as determined by a Wisconsin Functional Screen

Red Cliff CCS Program contact information:
Mishomis Wellness Center at 715-779-3741 Ext:
2405 or 2406

Growth is never by mere chance; it is the result of forces working together.

On any journey, we must find out where we are before we can plan the first step...
BRUSH UP ON ORAL HEALTH

Water and Health

- Drinking Water Is Important for Good Oral Health
- Resources Head Start Staff Can Use to Promote Drinking Water
  • Cook’s Corner: Tips for Encouraging Children to Drink Water

Did You Know?

- More than 65 percent of a person’s body weight is water.
- Not having as much water as the body needs is a common reason for feeling tired in the afternoon.
- About 7 out of 10 young children drink only beverages that have added sugar or sugar substitutes. This puts them at risk for tooth decay and other health problems.

Water and Health

Water is important for good oral health and overall health and well-being. Drinking water every day helps move nutrients throughout the body, gets rid of waste, gives skin a healthy glow, keeps muscles moving, and promotes a healthy weight.

This issue of Brush Up on Oral Health describes why drinking water is important for good oral health. It provides resources Head Start staff can use to promote drinking water. The issue also offers tips for encouraging children to drink water.

Drinking Water Is Important for Good Oral Health

- It strengthens teeth. Drinking water with fluoride is one of the easiest and best ways to help prevent tooth decay. Water with fluoride makes it hard for the bacteria that cause tooth decay to create acid. Fluoride also strengthens the outer layers of the teeth, making them more resistant to acid attacks. If the local, county, or state health department says not to drink water from the tap, make sure the new water source contains fluoride.

- It keeps the mouth clean. Drinking water washes away the bacteria that cause tooth decay and also washes away food left in the mouth after eating. Water also dilutes acids made by the bacteria that cause tooth decay. Even though drinking water helps keep the mouth clean, it is still important to brush the teeth with fluoride toothpaste twice a day.
• It fights dry mouth. Water helps create saliva, which is the mouth’s first defense against tooth decay. Saliva contains calcium and other minerals that work into the outer layers of the teeth to keep them strong. It also keeps food moist so it can be swallowed easily and clears away food left in the mouth after eating.

• It does not contain sugar. Water is sugar-free, so drinking it doesn’t allow the bacteria that cause tooth decay to make acid. Drinking water instead of beverages that have natural or added sugar lowers the risk for developing tooth decay.

Cook’s Corner: Tips for Encouraging Children to Drink Water

Here are tips for encouraging children to drink water during the day.

• Make it fun. Drink from bendy, silly, or colored straws made of paper or that are washable.

• Keep it portable. Reusable water bottles that can be washed, carried anywhere, and refilled are great.

• Flavor it. Children used to drinking juice, juice drinks, or pop (soda) may think water is too plain. Add a lemon, lime, or orange slice or fresh mint leaves to the blueberries, raspberries, or sugar

• Ice it. Serve water with ice cubes or crushed ice. Look for ice cube trays in fun shapes, like animals, flowers, or stars.

• Make it available. Set up a station where children can get a drink of water whenever they are thirsty. It can be as simple as keeping a non-breakable water pitcher or thermos on a low counter or chair where young children can reach it.

• Model it. Young children learn by watching. Be a good role model by drinking water instead of drinks that have sugar.

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

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

School readiness begins with health!

2.2018
Parents of Young Children: Put Down Your Smartphones

Too much tech and too little talk could delay communication development.

Parents today are more pressed for time than any other generation of parents—and constantly connected. Largely thanks to the smartphone, parents often find it difficult to separate from their hand-held devices. Checking your phone has become both habit and necessity to manage work and family life (/English/family-life/family-dynamics/Pages/The-Importance-of-Family-Routines.aspx). But, all this multitasking could also hurt your young child’s ability to learn.

Ways to Enhance Your Child's Communication Skills

You spend so much time making sure your child eats right, has all of their recommended vaccines (/English/safety-prevention/immunizations/Pages/Recommended-Immunization-Schedules.aspx), and gets enough rest. Yet, his or her communication and social development is just as important. Children gain communication and social skills through listening, talking, reading, singing, and playing with their parents—interactions lost while you are on a smartphone.

Here are three ways parents can enhance their child's communication skills.

1. Play Non-Electronic Games: Nursery rhymes (/English/ages-stages/preschool/nutrition-fitness/Pages/Motor-Activity-and-Self-Play.aspx) such as peekaboo, pat-a-cake, and Itsy Bitsy Spider actually serve an important purpose: they promote face-to-face interaction, teach turn-taking, and reinforce essential parts of bonding and conversation. Activities like blowing kisses, waving bye-bye, and clapping all help a child build social interaction and conversation skills. These games all require free hands—for both children and parents.

2. Share a Common Focus: Read a book together (/English/ages-stages/baby/Pages/Developmental-Milestones-of-Early-Literacy.aspx), share a toy, look at the same dog in a park. When two people focus on the same thing at the same time, they are engaging in what is called “joint attention.” Joint attention is a vital part of communication and language development (/English/ages-stages/toddler/Pages/Language-Development-2-Year-Olds.aspx). It is also an important social skill, allowing a child to share an experience with another person and see someone else’s point of view. Sharing focus lets a child know you are interested in what they say or do. When parents are on their cell phones, they are not fully focused on the same points of attention as their child and miss key opportunities to build this skill.

3. Send and Receive Nonverbal Messages: Speaking and understanding words are just part of the communication puzzle. Non-verbal signals such as eye contact, facial expressions, gestures, and body language provide additional information. A child is able to recognize emotions and understand the intent of a message. When a parent is using a smartphone, these nonverbal cues are often reduced or eliminated completely. As a result, children miss out on receiving important nonverbal signals from their parents (part of learning to communicate). Parents may also miss information their kids are trying to send them through pointing, gesturing, staring, etc. These are subtle, but vital signals young children send—especially when they don’t speak many words yet (/English/ages-stages/baby/Pages/Language-Development-8-to-12-Months.aspx).

Tips for Parents Who Feel Tech-Overloaded
Smartphones can be a way to connect with others and make our lives easier, but their overuse can interfere with parent-child interactions. While it may be difficult to keep your phone out of sight completely (especially since most parents also use their phones to take photos and videos of their kids), carving out some boundaries to promote technology use in a healthy way can help.

Here are some suggestions:

- **Create regular tech-free times:** As part of the daily routine, make devices (e.g., televisions, phones, computers, games or other electronics) off limits at specific times. Dinnertime and before bedtime are important ones, but more extended breaks from technology each day are desirable, especially for families with very young children. You can also limit digital distractions by creating tech-free rooms/zones in the house, such as the kitchen table (/English/family-life/family-dynamics/Pages/Mealtime-as-Family-Time.aspx). If you’re sitting around the table texting while eating, you are not connecting. Teach your child to connect by connecting.

- **Designate tech-free outings:** A trip to the farm or the zoo, a playdate in the park, a day at the pool. Most parents love taking pictures of their kids and sharing moments on Facebook, but an activity can go undocumented every once in a while. Putting the phone away allows everyone to enjoy a fun, uninterrupted moments to focus on talking and communicating with each other.

- **Use technology in an interactive way:** If you are using a phone or other device, use it with your kids— together. Talk about what you see, ask them questions, and otherwise engage them face-to-face.

- **See Kids & Tech: 10 Tips for Parents in the Digital Age** (/English/family-life/Media/Pages/Tips-for-Parents-Digital-Age.aspx) for more ideas.

**Why YOU Can't Be Replaced by Technology**

The development of speech and language skills (http://www.asha.org/public/speech/development/) is strongly linked to thinking ability, social relationships, reading and writing, and school success. In the first three years of life, 80% of a child’s brain development occurs. This development is fed through consistent verbal and nonverbal interactions between parents and children, so it is important to keep the focus on quality time and not on technology whenever you can.

Does this mean that we need to put down our smartphones completely? Of course not; but nothing takes the place of face-to-face interaction when it comes to our children’s learning and speech and language development—not even technology.

**Additional Information & Resources:**

- How to Raise Concerns about a Child’s Speech and Language Development: Do’s and Don’ts (/English/ages-stages/toddler/Pages/How-to-Raise-Concerns-about-Childs-Speech-Language-Development.aspx)

- 10 No-Cost, Screen-Free Activities to Play with Your Preschooler (/English/ages-stages/preschool/nutrition-fitness/Pages/Motor-Activity-and-Self-Play.aspx)

- How to Make a Family Media Use Plan (/English/family-life/Media/Pages/How-to-Make-a-Family-Media-Use-Plan.aspx)


- IdentifyTheSigns.org (http://identifythesigns.org/) (ASHA) – The early stages of speech and language disorders are easier to spot when you know the signs.

**Last Updated 5/24/2016**

**Source** Copyright © 2016 American Academy of Pediatrics and American Speech-Language-Hearing Association

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

Parents have never had their attention split in so many directions.

Since smartphones were introduced 10 years ago, parents now experience many aspects of their life—work, friends, news, shopping—through these small handheld computers. Not only do parents seek out information from smartphones, but these interactive devices ping for parents’ attention as well. While mobile technologies have certainly made some things easier, research also suggests that they create more demands than parents had in the first place: more emails, more feeds to check, more games to play if we want to finish our streak!

Research shows that parents see their smartphones as sources of stress as well as stress relief, depending on how they are used. When parents are engaging their smartphones, they talk less to their children, respond slower (if at all) to their bids for attention, overreact in response to these interruptions, and in the long run, this may lead to worse child behavior and more parenting stress.

Why is this? When screen media such as television and smartphones interrupt social interactions, it is harder to read your children’s behavior and thinking. Parents get more focused on the virtual interaction compared with the people in their physical space, which makes it hard to share a common perspective with those around us. Even when a smartphone is on the table, adults delve into less rich conversations and feel less empathy for other people.

However, when parents use smartphones for social support, shared enjoyment with their children, or to get things done faster so they can return to family time, they report seeing smartphones as a positive force in their lives. In fact, in an interview study, some parents said that when they were forced to “unplug” for a few days because of a broken phone or power outage, they enjoyed how clear their head was, how they could go back to single-tasking, and how much easier this made communicating with their young children.

Although research on this topic is still limited, recommendations for all parents include:

- Step back and think about your relationship with your phone. Are you sometimes using it as a stress reliever instead of taking a walk or deep breaths? Are you sometimes purposefully withdrawing into your smartphone from difficult family interactions? Can you tell when your attention has been grabbed by the persuasive design in smartphones, and how much time has gone by from when you just meant to check one quick thing?

Children are learning smartphone habits from you:
- Demonstrate proper smartphone usage
- Take time to unplug and single-task
- Prioritize quality time with your children
- Resist the urge to document everything
- Think about what aspects of your smartphone use stress you out the most (such as checking email or the news). Save these for a time when your family is not around (so they don’t feed off your stress).
- If you want to create times to unplug and single-task on your family, prioritize mealtimes, bedtimes, and other downtime with your children.
- Remember that children watch and copy their parents, so they are learning how to use smartphones even when parents do not realize it. Avoid behaviors you don’t want your kids to have: checking your phone while driving, posting unkind content, or ignoring someone else’s calls for your attention while your eyes are on the phone.
- Resist the urge to photograph, document, and post everything—and just be in the moment.

The more we parents demonstrate this type of tech-life balance, the more our children will learn to do the same.

FOR MORE INFORMATION
To learn more about the advantages of putting down your smartphone:
https://www.healthychildren.org/English/family-life/Media/Pages/Parents-of-Young-Children-Put-Down-Your-Smartphones.aspx

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Cooking: Mash, pour, measure, and more

Invite your children into the kitchen to help you cook. They’ll learn about healthy eating, cooking techniques, and meal planning.

Experiment away
Fish-shaped crackers instead of croutons in salad? A mashed-potato-and-pea parfait? Why not! Provide healthy ingredients, then step back and let your youngsters be creative. They’ll become comfortable in the kitchen, and they’ll be more likely to eat food they make themselves. Idea: Suggest that they write and illustrate their recipes on index cards.

Put on a show
 Pretend you’re a famous chef on a cooking show and your children are the audience. Demonstrate how to use a salad spinner or a whisk. (“I’m putting the lid on this spinner. Now I’m rotating the handle, and voilà! It spins the water out of the lettuce.”) Then, let your youngsters take turns being the celebrity chef and explaining techniques.

Use teamwork
Have each person pick a food group (vegetables, fruits, grains, protein, dairy) and choose an ingredient from that group. Then, work together to make a meal that incorporates everything. Say you pick sweet potato, apple, whole-wheat tortillas, black beans, and cheese. Perhaps you’ll make sweet potato-bean-cheese enchiladas with a side of apple slices.

March: Lion or lamb?

As the saying goes, “March comes in like a lion and goes out like a lamb.” Stay active regardless of the weather with these suggestions.

On a windy day...
Blow up a balloon, and go outdoors for a game of “windball.” Set the balloon in the middle of the yard, and chase it around as the wind blows it. After someone catches it, he bats it away with his hand to start the game again. The first player to catch the balloon five times wins.

On a calm day...
Head to a playground for a game of follow the leader—just like little lambs. Your child might have you or your family tiptoe on a balance beam, swing across the monkey bars, climb a ladder, and go down a twisty slide.
Breakfasts that boost brainpower

A healthy breakfast fuels your child's brain on test day—and every day. Here are four simple ways to provide the carbohydrate-fat-protein combo that promotes concentration, memory, and thinking.

1. **Leafy greens**. Toss a few leaves of spinach, kale, or chard into the blender when you make your youngster a fruit smoothie. Serve alongside a whole-wheat bagel or English muffin topped with fat-free cream cheese.

2. **Berries**. Let your child stir blueberries, raspberries, or strawberries into his oatmeal or Greek yogurt for a smart start.

3. **Eggs**. Top a whole-grain waffle with scrambled eggs, and have your youngster fold it like a taco. Or keep hard-boiled eggs in the refrigerator. For a complete breakfast, serve eggs alongside cereal and a banana.

4. **Avocados**. The good fat in avocados promotes healthy brain development. Your child can mash half of an avocado, spread it on whole-wheat toast, and sprinkle on red pepper flakes if he likes "heat."

**Parent to Parent**

Cut back on processed foods

I know that many packaged snacks and frozen dinners have too much sugar, salt, and fat, but they're so convenient! I mentioned this to the cafeteria manager at my son Isaiah's school, and she had good advice.

She suggested we look for foods that are close to what you'd find in nature. Now Isaiah and I use her "test" at the store. I'll ask, "Do apple chips grow on trees?" and he'll say, "No, but apples do!"

Also, we try to buy foods with fewer ingredients, since the cafeteria manager said those tend to be less processed. For example, we've started making "real" versions of frozen entrees. This week, we passed up microwave fettuccine alfredo and bought frozen plain broccoli, whole-grain pasta, olive oil, and Parmesan cheese. Dinner took a little longer, but it tasted better, and it was more nutritious.

**Activity Corner**

I'm a runner!

Running is a great whole-body workout for your youngster. Lace up your sneakers, and try these running games.

**Run, walk, run**

Help your child gradually work up to running longer distances. Take turns choosing a spot (a tree, a building). Run to it, walk for 30 seconds, and pick the next destination. At first, aim for something nearby, like the stop sign at the end of the block. Soon maybe you'll run all the way to her school.

**Find the "treasure"**

Build speed with this game. Let your child collect 20 small objects (Rubik's Cube, paperweight, tennis ball) in a basket. Head to a nearby field, and scatter the items around, leaving plenty of space to run between them. Now have everyone run to gather the objects, one at a time, and return each to the basket.

**In the Kitchen**

**Shake-a-salad**

Fill, shake, and eat. That's the winning formula behind fun-for-you and good-for-you salad shake-ups.

**To assemble**: Give your child an empty container. Have her fill it with any of these combinations, put the lid on, and shake, shake, shake.

- **Deli delight**: Chunks of leftover deli meat (lean ham, turkey, or roast beef), shredded skim mozzarella cheese, chopped lettuce, grape tomatoes, and low-fat ranch dressing.

- **Southwest slam**: Cooked lean ground beef, chopped lettuce, shredded low-fat cheddar cheese, diced tomatoes, and a sprinkling of low-sodium taco seasoning

- **Pasta mix-up**: Cooked macaroni, black olives, chopped red pepper, grated Parmesan cheese, and Italian dressing.

**Tip**: Add something that makes a "shake sound," such as nuts or baked pita chips, to put even more fun in the shaking.
Snacks for Healthy Kids

Kids are experts at snacking
According to a United States Department of Agriculture study, after-school snacks provide about one-third of children's calories. Because children have smaller stomachs, they need the energy and nutrients provided by these mini-meals. However, when high fat, high sugar snack foods are combined with screen time—either TV or computer—instead of active play time, children are likely to gain more weight than they should for optimum health.

Choosing food implies having POWER
Refusing to eat certain foods or demanding to eat others is one way children practice their growing independence. They test values and decide which ones to reject, modify, and adopt. Consequently, doing what everyone else is doing may become more tempting than doing what parents have taught.

The key for parents and caregivers is to strike a balance between providing good nutrition and letting children make independent decisions. One way to do this is by offering a wide variety of foods. Provide food choices that offer a range of taste experiences, such as crunchy, soft, chewy, smooth, hot, cold, sweet, sour, bland, and spicy.

Food should never be used as a reward for good behavior, or withheld as punishment for bad behavior.

Focus on physical activity as well as food
All children benefit from physical activity—walking, riding bikes, or playing together is a great way to build family communication. If your child shows a tendency toward being overweight, encourage more physical activity and less screen time at the television or computer. Do not cut back drastically on food intake. Children need those nutrients for growth and development.

Distinguish between food facts and myths
Current research does not support claims that sugar and food colors are linked to hyperactivity, criminal behavior, or increased anxiety. However, meal-skipping, especially breakfast, has been shown to harm children's performance in school.

IOWA STATE UNIVERSITY
Extension and Outreach
Choose snack choices

Offer snacks that fulfill part of the daily recommendation for these food groups:

- **Fruits**
- **Grains**
- **Vegetables**
- **Protein**
- **Dairy**

Choose more snacks that have:
- 2 or more grams of fiber
- 10% of the Daily Value for one of the following:
  - Vitamin A
  - Vitamin C
  - Calcium
  - Iron

Choose fewer snacks that have:
- 10% or more of the Daily Value for total fat
- 10% or more of the Daily Value for sodium
- More than 10 to 15 grams of sugar
  - Remember that every 4 grams equal 1 teaspoon of sugar.

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Recommended food intake is based on children who get 30 to 60 minutes of moderate activity, such as walking briskly or hiking.

* Lower end of range represents the moderately active female while the upper end of the range represents the moderately active male.
Ranch Dip for Veggies*
2/3 cup light sour cream
1/3 cup light mayonnaise
1 tablespoon cider vinegar
1 teaspoon dried dill
1 teaspoon Dijon mustard
Pinch of salt
Pinch of freshly ground black pepper

In a small bowl, whisk together sour cream, mayonnaise, and vinegar until smooth. Add dill, mustard, salt, and pepper. Whisk to blend. Cover and refrigerate up to one week.

Makes four 1/4-cup servings.

Per serving: 104 calories, 1 gram protein, 9 grams fat, 5 grams carbohydrate, 128 mg sodium, 21 mg cholesterol

Mild Salsa Cheese Dip³

1/2 cup mild salsa
1 cup shredded light cheddar cheese
4 ounces light cream cheese
1 to 2 tablespoons ketchup

In a small microwaveable bowl, combine salsa, cheddar cheese, and cream cheese. Microwave on medium for 1 minute or until cheeses are melted. Stir in ketchup until mixture is smooth. Cover and refrigerate up to one week, reheating when served. Good with veggies and crackers.

Makes four 1/4-cup servings.

Per serving: 128 calories, 10 grams protein, 6 grams fat, 6 grams carbohydrate, 615 mg sodium, 19 mg cholesterol

Fruity Parfait³
Create your own variations by using other fruits as desired.
2 cups chopped fresh pineapple or canned pineapple tidbits
1 cup frozen raspberries, thawed
1 cup low-fat vanilla yogurt
1 firm, medium banana, peeled and sliced
1/3 cup chopped dates
1/4 cup sliced almonds

In four glasses, layer pineapple, raspberries, yogurt, banana, and dates. Sprinkle the top with almonds.

Makes four servings.

Per parfait: 258 calories, 6 grams protein, 5 grams fat, 47 grams carbohydrate, 453 mg sodium, 3 mg cholesterol

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Create snack stations

To help children practice making smart choices, some families set up snack areas in the refrigerator and in a kitchen cupboard. Children are allowed to choose from either.

Yummy help-yourself cupboard snacks

Place these on a shelf in a cupboard that children can reach.

Fruits
- 100% fruit roll-ups
- Apple rings, dried
- Apricots, dried
- Banana halves
- Prunes, pitted
- Raisins
- Cranberries, dried
- Pineapple, dried

Protein
- Peanut butter
- Roasted soy nuts or pumpkin seeds
- Sunflower seeds

Grains
(Choose whole grain options most often; look for whole grain as the first ingredient.)
- Bagel
- Banana bread
- Breadstick
- Bread, whole grain or enriched
- Cereal pieces, low sugar (such as Cheerios®, Chex®, Crispix®)

Cookies
- Cornbread
- Crackers (animal, graham, oyster, whole grain)
- English muffin
- Granola, low fat
- Muffins, low fat
- Pita bread
- Popcorn
- Pumpkin bread
- Pretzel, soft
- Raisin bread
- Vanilla wafers
- Whole wheat tortillas

Chilly help-yourself refrigerator snacks

Place these snacks in a storage bin or on a shelf in the lower part of the refrigerator so that children can reach them. Also, be sure children have access to water in a cup or bottle.

Fruits
- Apple wedges
- Apple wedges, peeled
- Applesauce
- Apricots, fresh or canned
- Banana chunks
- Fruit slushies
- Fruitsicles, frozen
- Grapes, seedless
- 100% juice boxes
- Kiwi halves
- Melon pieces
- Nectarine, fresh
- Orange sections
- Tangerine segments
- Peach or pear pieces, fresh or canned in juice
- Pineapple chunks
- Plums, fresh or canned
- Strawberries

Vegetables
- Baby carrots
- Cauliflowerettes, slightly cooked, chilled
- Celery sticks
- Celery stuffed with peanut butter or cheese
- Green or red pepper pieces
- Vegetable juices
- Cherry tomatoes
- Zucchini pieces
- Ranch Dip (See page 4)

Dairy
(Choose low-fat milk options most often)
- Cheese cubes or slices
- String cheese
- Fruit yogurt
- Milk, plain or flavored
- Pudding cups
- Cottage cheese

Protein
- Hard-cooked egg

Super snacks in seconds

Here are some examples of how you and your child could combine foods from the two snack stations for a nutritious snack:

- Oatmeal cookies and milk
- Raw vegetables and cheese dip
- Cheese and crackers
- Cottage cheese and fresh fruit
- Raisin bread toast and fruit juice
- Pears or apples, cheese, and milk
- Hard-cooked egg and cherry tomatoes
- Fresh fruit with yogurt dip
- Kabobs made with fruit and cheese
- String cheese and fruit juice
- Celery with peanut butter and fruit juice
- Sliced apple with peanut butter dip and fruit juice

*Caution: These foods may cause choking in children under the age of 5.

Money saving tip: Make your own ready-to-go snacks by portioning them into small plastic bags or reusable plastic containers.
**Easy Waffle Recipe**

**Ingredients:**
- 2 Eggs
- 2 Cups Flour
- 1 3/4 Cups Milk
- 1/2 Cup Vegetable Oil
- 4 teaspoons Baking Powder
- 1/8 teaspoon Salt
- 1/2 Teaspoon Vanilla
- Desired food coloring
- Whipping Cream
- Desired Fruit

**Instructions:**
- Beat Eggs together until they are fluffy
- Beat in Vegetable Oil, Baking Powder, Salt and Vanilla- until smooth
- Add Flour and Milk Alternatley- beat until batter is smooth
- Add your favorite color to your batter using food coloring- mix till batter is the desired color
- Spray waffle iron with cooking spray, wait till waffle iron is ready and place batter in waffle iron
- Cook until done- add whipping cream and fruit (if desired) and enjoy!

[www.booksbythebushel.com](http://www.booksbythebushel.com)
Getting enough fiber each day isn’t difficult if you eat a variety of fruits, vegetables, and whole grains. Use these foods and portion sizes as a guide.

- Choose a breakfast cereal with 5+ grams of fiber per serving and top it with strawberries, raspberries, or blueberries.
- Enjoy fruits and vegetables throughout the day—aim for at least 5 servings.
- Eat more beans, peas, and lentils. Add them to soups, salads, or casseroles.
- Enjoy a handful of dried fruit, some nuts, or air-popped popcorn as a snack.

Try some of these easy and tasty ways to increase the amount of fiber you eat. If you don’t eat much fiber now, make gradual changes to the amount of fiber that you eat. Increasing the amount of fiber too quickly can cause gas, bloating, and abdominal cramps.

- Choose whole fruit instead of drinking juice. You’ll get more fiber and consume fewer calories.
- Switch to brown rice or whole-grain pasta instead of white rice or pasta.
- Eat the peel! Taking the peels off fruits and vegetables reduces the amount of fiber.
- Enjoy whole-grain breads. Look for the terms whole wheat, whole-wheat flour, or whole-grain as the first ingredients on the label and for at least 2 grams of fiber per slice.

Substitute whole-wheat flour for half of the white flour your recipe calls for when you’re baking.
fill up with
FIBER

What Is Fiber?
Dietary fiber is the part of plant foods that the body can’t digest or absorb. It’s found naturally in plant-based foods including whole grains, fruits, vegetables, and beans and legumes. Fiber isn’t broken down—it passes through your body relatively intact. There are two different types of fiber, each with its own benefits:

<table>
<thead>
<tr>
<th>Soluble (dissolves in water)</th>
<th>Insoluble (doesn’t dissolve in water)</th>
</tr>
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<tbody>
<tr>
<td>› Lowers blood cholesterol</td>
<td>› Promotes movement of food through the digestive system</td>
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<tr>
<td>› Lowers blood sugar</td>
<td>› Increases stool bulk</td>
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<td>Sources include:</td>
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<tr>
<td>• Oatmeal</td>
<td>• Whole-wheat flour</td>
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<td>• Peas</td>
<td>• Nuts</td>
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<td>• Beans</td>
<td>• Wheat bran</td>
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<tr>
<td>• Apples</td>
<td>• Beans</td>
</tr>
<tr>
<td>• Barley</td>
<td>• Vegetables</td>
</tr>
</tbody>
</table>

Why Do We Need Fiber?
Diets rich in fiber are associated with many health benefits.

What does fiber do?
- Helps us stay at a healthy weight.
  Fiber helps keep you feeling fuller longer, which helps prevent overeating and hunger between meals.
- Lowers cholesterol levels. Soluble fiber in oatmeal, beans, and flaxseed can help lower LDL ("bad") cholesterol levels.
- Helps control blood sugar levels.
  Fiber slows down the digestion of food and keeps blood sugar from rising too quickly.
- Aids in digestion. Fiber adds bulk to your stools, keeps waste moving through your intestines, and prevents constipation.
Why is water important?

Dehydration is the loss of water from the body. As you age, you are more at risk for dehydration.

- Your body's ability to conserve water is reduced
- Your thirst sense becomes less acute
- You are less able to respond to changes in temperature

Water makes up 60% of your body weight and plays a vital role in the functioning of your body. Every system in your body depends on water:

- Regulates body temperature
- Moistens tissues
- Lubricates joints
- Helps flush out waste
carries nutrients to cells
- Protects organs

1. Get in the habit of hydration
   Drink water when you wake up, at each meal, and between meals.

2. Carry a water bottle
   Carry a water bottle with you when you're on the go.

3. Choose hydrating snacks
   Try watermelon, cucumbers, citrus fruits, applesauce, or yogurt.
   These foods can help keep you hydrated.
### Staying Hydrated

- Don't wait until you're thirsty to start drinking water. At that point dehydration has already started.
- One sign of proper hydration is the color of urine. It should be clear or a pale yellow.
- Alcohol should be limited.
- Minimize the number of beverages with caffeine. Because of its diuretic effect, caffeinated beverages can cause the kidneys to excrete more water.

### Choose Hydrating Foods

Water and other beverages, fruits, and vegetables are great options to help keep your body hydrated.

<table>
<thead>
<tr>
<th>100% WATER</th>
<th>WATER</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-99% water</td>
<td>Fat-free (skim) milk</td>
</tr>
<tr>
<td></td>
<td>Soup</td>
</tr>
<tr>
<td></td>
<td>Strawberries</td>
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<tr>
<td></td>
<td>Watermelon</td>
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<tr>
<td></td>
<td>Lettuce</td>
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<td>Cabbage</td>
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<td></td>
<td>Celery</td>
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<td></td>
<td>Spinach</td>
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<td></td>
<td>Broccoli</td>
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<tr>
<td>80-89% water</td>
<td>Fruit juice</td>
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<tr>
<td></td>
<td>Yogurt</td>
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<td></td>
<td>Apples</td>
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<td></td>
<td>Grapes</td>
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<td></td>
<td>Oranges</td>
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<td></td>
<td>Carrots</td>
</tr>
<tr>
<td>70-79% water</td>
<td>Shrimp</td>
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<tr>
<td></td>
<td>Bananas</td>
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<tr>
<td></td>
<td>Corn</td>
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<td></td>
<td>Potatoes</td>
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<tr>
<td></td>
<td>Avocados</td>
</tr>
<tr>
<td></td>
<td>Cottage cheese</td>
</tr>
<tr>
<td>60-69% water</td>
<td>Pasta</td>
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<tr>
<td></td>
<td>Legumes</td>
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<tr>
<td></td>
<td>Salmon</td>
</tr>
<tr>
<td></td>
<td>Ice cream</td>
</tr>
<tr>
<td></td>
<td>Chicken breast</td>
</tr>
</tbody>
</table>
Aaniin eni-izhichigeng iskigamizigeng?

Awegonesh nitam?

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agoojige</td>
<td>1</td>
</tr>
<tr>
<td>Naadoobii</td>
<td></td>
</tr>
<tr>
<td>Asemaake</td>
<td>1</td>
</tr>
<tr>
<td>Bagone’ige</td>
<td></td>
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<tr>
<td>Ozhiga’ige</td>
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<tr>
<td>Iskigamizige</td>
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<tr>
<td>Nase’ige</td>
<td></td>
</tr>
<tr>
<td>Ziiginige</td>
<td></td>
</tr>
</tbody>
</table>

[Images of people performing actions]
Aaniin eni-izhichigeng iskigamizigeng?
(What is the process of boiling sap?)

Maajitaan
(gc/start)

Awegonesh nitam?
(What is first?)

bezhig (one)
niizh (two)
niswi (three)
niwin (four)
naanan (five)
ningdwaaswi (six)
niizhwaaswi (seven)
nishwaaswi (eight)

asernaake (she/he is using tobacco)
bagone’ige (she/he is drilling)
ozhiga’ige (she/he is tapping a tree)
agoojige (she/he is hanging things)
naadoobii (she/he hauls (sap))
ziiginige (she/he is pouring, spilling things)
iskigamizige (she/he is boiling sap)
nase’ige (she/he is sugaring off)

Mii sa iw! (That is it!)
EMPLOYMENT OPPORTUNITIES

Red Cliff On-Site Positions

Patient Administration Clerk
DEADLINE: March 4, 2019 @ 4:00pm

Head Cook/Elderly Nutrition Program Manager
DEADLINE: March 5, 2019 @ 4:00pm

Assistant Cook – Elderly Nutrition Program
DEADLINE: Open Until Filled

ICW Independent Living Coordinator
DEADLINE: Open Until Filled

Parent Peer Specialist
DEADLINE: Open Until Filled

Physical Therapist – Part-time
DEADLINE: Open Until Filled

Planning Administrator
DEADLINE: Open Until Filled

Tribal Law Enforcement Officer
DEADLINE: Open Until Filled

Elderly Nutrition On Call Assistant Cook
DEADLINE: Applications accepted all year

Current Openings for Legendary Waters Resort & Casino Deadline: Open Until Filled

Bartender
Beverage Server
Food & Beverage Manager
Line Cook
Security Officer
Wait Staff

Positions Off-Site *Not in Red Cliff*

Big Top Chautauqua
Box Office Assistant
Merchandise Manager

Copper Trout
Kitchen Staff for Summer 2019

Lost Creek Adventures and Outfitter
Food Manager
Reservations/Retail Specialist
Sea Kayak Guide

Madeline Island Yacht Club
Dock Hand/Retail Sales

Maggie’s
Hiring for the Summer Season 2019

Pike’s Bay Marina
Boat Cleaning (Summer Season)
Clubhouse Cleaning
Dock Crew (Summer Season)
Marine Service Technician
Ship Store & Customer Service

The Bayfield Inn
Now Accepting Applications

Trek and Trail
Sea Kayak Guide

Winfield Inn and Gardens
Accepting Applications for the 2019 Season

Red Cliff ECC-Specific Positions

Early Head Start Center Based Teacher – 3 Positions
DEADLINE: Open Until Filled

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

FOR FURTHER INFORMATION: Red Cliff
Band of Lake Superior Chippewa Human Resources
88455 Pike Road Bayfield, WI 54814
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov
diane.cooley@redcliff-nsn.gov
(715)779-3700 ext. 4268 or 4267
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

JOB DESCRIPTION

POSITION: Assistant Teacher

LOCATION: Red Cliff Early Childhood Center

WAGE: $10.00-$12.00 per hour (DOQ), plus benefits

SUPERVISOR: HS/EHS Director

THIS IS A REGULAR FULL-TIME EXEMPT POSITION

JOB SUMMARY: Serve as an Assistant Teacher for Head Start classroom. The classroom will operate from 7:45-3:00 Monday through Thursday’s; however, this position is full time due to additional responsibilities such as bus monitoring, daily classroom chores, and other duties as assigned. Responsible for replacing teachers during their scheduled breaks & prep time. Assisting in the implementation of educational programs which reflect best practices and the integration of Ojibwe language and culture into curriculum. Ensuring the safety and well-being of all children at all times under all circumstances.

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

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9. Adhere to all ECC policies and procedures to ensure Federal Performance Standards and State of WI Group Child Care Licensing Regulations are met.
10. Must be able to work a flexible schedule to help meet the needs of children, families, and other staff.
11. All staff are expected to perform any other job-related duties as directed.
12. Bus monitor duty
13. Classroom sanitizing and laundry according to schedules and needs
14. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Knowledge of Ojibwe language and culture preferred; knowledge of uniqueness of Red Cliff community required.

QUALIFICATIONS:
1. Must be 18 years of age or older.
2. High school diploma, HSED or GED required.
3. Preferred Associate Degree in Early Childhood Education or CDA credential OR
4. Candidate will be considered if enrolled in an Associate or Baccalaureate Degree in Early Childhood Education or related field.
5. Candidate will be considered if they have satisfactorily completed one non-credit WI DCF department-approved course in early childhood education or completes that training within 6 months after assuming the position
6. Additional training or education in Early Childhood Development is highly desirable.
7. Prior experience and strong desire to work with children and families required.
8. Coursework or any specialized training in Infant/Toddler development highly desirable.
9. Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.

SPECIAL REQUIREMENTS: FBI Fingerprinted at a Field Print office, health exam, TB test, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunity) and required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, etc. Must attend appropriate staff meetings, Policy Council and or Parent meetings as required.

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

PHYSICAL REQUIREMENTS: Must be physically able to work with young children, including a minimum of lifting 40 pounds.

WORK ENVIRONMENT: Primary work environment is in the classroom at the Red Cliff Early Childhood Center. All Tribal Buildings are smoke free.

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

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

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

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

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

POSTING DATE: February 6, 2019
DEADLINE: February 20, 2019 @ 4:00 p.m.

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

(715)779-3700 ext. 4268 or 4267

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

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

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

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

_45CFR 1301.31 requires preference be given to qualified current or former parents of Head Start/Early Head Start children as position vacancies occur._

**EMPLOYEE BENEFITS PACKAGE**

**THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:**

1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.

2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.

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

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

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

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

7. The Tribe observes a total of 11 paid holidays.

"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

JOB DESCRIPTION

POSITION: Head Start/Early Head Start Director

LOCATION: Red Cliff Early Childhood Center

SALARY: $18.00-$22.00/hour, Plus Benefits

SUPERVISOR: Early Childhood Center Administrator

THIS IS A REGULAR FULL TIME EXEMPT POSITION

JOB SUMMARY: The Red Cliff Early Childhood Center provides comprehensive early childhood services for approximately 108 children and their families in the Red Cliff community. The Red Cliff Head Start/Early Head Start Director is responsible for planning, operations, and management functions of the Head Start/Early Head Start Program in compliance with Federal Head Start performance standards and State of Wisconsin Group Child Care licensing regulations.

DUTIES AND RESPONSIBILITIES:
1. Ability to read and understand federal and state regulations and translate in meaningful practices.
2. Supervise & assist Head Start/Early Head Start teaching staff.
3. Submit grant and programmatic reports in a complete and timely manner.
4. Evaluate, assess, and update policies and practices on a regular basis.
5. Monitor program components and services for compliance.
6. Handle day-to-day operations/issues in the Head Start/Early Head Start classrooms.
7. Communicate and implement the process of shared governance and decision-making utilizing the guidelines for programmatic decision-making.
8. Work with ECC Management Team to arrange and prepare the yearly community assessment.
9. Possess a flexible schedule to accommodate needs of children and families.
10. Write and submit grant applications in conjunction with the Management Team.
11. Maintain an inventory of Head Start/Early Head Start needs-both physical & programmatic.

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12. Perform yearly assessments on all Head Start/Early Head Start teachers & assistants in conjunction with the Education Manager.
14. Attend meetings as required.
15. Attend relevant trainings for licensing and compliance.
16. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: Head Start and Early Head Start teaching staff.

KNOWLEDGE: Must be knowledgeable in theories related to child development. Must have knowledge & experience working with Native American families. Awareness of the uniqueness of the Red Cliff community is desirable.

QUALIFICATIONS:
1. Minimum of a Bachelor’s Degree in Early Childhood Education or related field is required.
2. Prior supervisory experience in an educational setting is required.
3. Prior experience in grant management to include budget, application process, and management.
4. Experience in human service-based program management is preferred.
5. Strong written, verbal, & interpersonal skills.
6. Ability to work as a member of a team.
7. Must have a valid driver’s license, vehicle and appropriate vehicle coverage and maintain driver’s eligibility as a condition of employment. Be eligible to be put on the tribe’s vehicle insurance policy.

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

PHYSICAL REQUIREMENTS: Must be physically able to work with young children including physically able to lift a minimum of 40 pounds.

SPECIAL REQUIREMENTS: Annual health exam, TB test, immunizations including Hepatitis B (or sign waiver), & required trainings, such as CPR, confidentiality, SIDS, etc.

WORK ENVIRONMENT: Red Cliff Early Childhood Center. All Tribal Buildings are smoke free.

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

BEHAVIOR AND ATTITUDE: The vision, goals and objectives of the Red Cliff Band of Lake Superior Chippewa requires that the employee performs in both a professional and

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

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

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

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

POSTING DATE: February 15, 2019
DEADLINE: March 1, 2019 @ 4:00 pm

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

(715)779-3700 ext. 4268 or 4267

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

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

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

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convictions that occur after commencement of employment with the Tribe.

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

EMPLOYEE BENEFITS PACKAGE
THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:
1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60% of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of $15,000 is included at no cost to all employees. Spouses are covered at $7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee’s wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 11 paid holidays.

"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

JOB DESCRIPTION

POSITION: Early Head Start Center Based Teacher – 3 Positions

LOCATION: Red Cliff Early Childhood Center

WAGE: $10.00-$14.00 per hour depending on educational qualifications

SUPERVISOR: Head Start-Early Head Start Director

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

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

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

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

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8. Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.

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

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

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


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

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

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

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

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

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

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

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

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

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

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

24. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**KNOWLEDGE:** Knowledge of Ojibwe culture and language.

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QUALIFICATIONS:
1. Minimum of associate degree in early childhood education is required. Related degrees may be considered based on coursework completed (transcript review required). OR
   a. Applicants can be considered who are currently enrolled in an associate degree early childhood program or who have acquired a minimum of 15 early childhood credits.
   b. Applicants can be considered if they have completed a Child Development Associate (CDA) credential or comparable credential and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
2. Prefer a Bachelor’s degree in early childhood education or closely related field (transcript review required if degree not in early childhood).
3. Mandatory infant/toddler course needed or immediate enrollment in online class during probationary period if hired.

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

SUPERVISORY AUTHORITY: None

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

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

Must be physically able to work with young children and must be able to regularly lift and/or move up to forty pounds; twenty pounds overhead and forty pounds from waist to shoulder; occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

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

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

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

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

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

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

POSTING DATE: December 6, 2018
DEADLINE: Open until filled

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

(715)779-3700 ext. 4268 or 4267

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

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

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

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

EMPLOYEE BENEFITS PACKAGE
THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:
1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60% of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of $15,000 is included at no cost to all employees. Spouses are covered at $7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee’s wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 11 paid holidays.

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

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: ECC Substitute Assistant Teacher/Support Staff

LOCATION: Red Cliff Early Childhood Center

WAGE: $9.00 - $10.00 depending on qualifications

SUPERVISOR: Program Director

THIS IS AN ON-CALL POSITION

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

RESPONSIBILITIES:
1. Must attend confidentiality training and must maintain confidentiality of children/classroom each day.
2. Must follow ECC and Red Cliff Tribal policies and procedures as introduced during orientation.
3. Assist teacher or ECC staff member with daily supervision and interaction with children; supervision during meals/snacks/naps; follow ECC Policies & Procedures for best practices with children; praise and reinforce positive behavior.
4. Assist teachers with facilitation of classroom activities and support children’s self-direction during individual, small and large groups.
5. Reinforce positive self-image and promote positive self-esteem of all children.
7. Assist teacher in encouraging independence and self-help skills such as set-up and clean-up at meals, snacks and play time throughout the day.
8. Eat meals with children and encourage mealtime in a family setting. Food is never used as a punishment or reward.
9. Must maintain safety and health practices and regulations when working in kitchen.
10. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

SUPERVISORY AUTHORITY: None

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Red Cliff Tribal Council

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

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

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

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

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

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

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

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Red Cliff Tribal Council

successful job performance. Any Behavior or Attitude that tarnishes the Image or Name of the Red Cliff Band of Lake Superior Chippewa will be subject to immediate disciplinary action up to and including termination.

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

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

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

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

FOR FURTHER INFORMATION CONTACT:

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

(715) 779-3700 ext. 4268

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

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

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Red Cliff Tribal Council

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

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

"The Hub of the Chippewa Nation"
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>National Crayon Day- Draw a picture using crayons!</td>
<td>Music in Our Schools Month National Craft Month</td>
<td>National Women’s History Month National Nutrition Month</td>
<td>1 National Pig Day- What does a pig say? Ask your child what other sounds animals make</td>
<td>2 Read Across America Day Dr. Seuss’ Birthday- Read a Dr. Seuss book together</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>National Anthem Day</td>
<td>5 World Book Day- Read a new book today!</td>
<td>6 Dentist’s Day</td>
<td>7 National Cereal Day- Buy Alphabet Cereal and use it to spell out words together</td>
<td>8 In the car, sing your favorite songs with your child</td>
<td>9 While reading together, have your child point out the words that have the letter “m” in them</td>
</tr>
<tr>
<td>10</td>
<td>Retell your favorite story with stuffed animals</td>
<td>11 Spring Reading Challenge Begins Bilingual Reading Challenge Begins</td>
<td>12 Plant A Flower Day- Plant your child’s favorite flower in a pot together</td>
<td>13 Read the book “Row, Row, Row Your Boat” together</td>
<td>14 Popcorn Lover’s Day</td>
<td>15 Do simple addition problems with your child using leftover popcorn</td>
</tr>
<tr>
<td>17</td>
<td>St. Patrick’s Day- Find green objects around your house</td>
<td>18 Draw pictures of your family using sidewalk chalk</td>
<td>19 Tea for Two tuesday</td>
<td>20 Spring Begins International Earth Day</td>
<td>21 Incredible Kids Day!</td>
<td>22 Ask your child what their favorite letter is. Have them find objects that start with that letter.</td>
</tr>
<tr>
<td>24</td>
<td>Read your favorite childhood book to your own child</td>
<td>25 Waffle Day- Make waffles for breakfast! (See Recipe)</td>
<td>26 Have your child sort a group of buttons into different colors</td>
<td>27 Talk about your favorite spring activities</td>
<td>28 Read a book that has the word “spring” in it.</td>
<td>29 Label different objects around your house. Have your child find and read the labels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30 Take a walk in the park day- Draw pictures of what you saw in the park</td>
</tr>
</tbody>
</table>
# Books by the Bushel

**March 2019**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 National Crayon Day - Draw a picture using crayons!</td>
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<td>National Women's History Month National Nutrition Month</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 National Anthem Day</td>
<td>4 Read a book that has the word &quot;wind&quot; in it.</td>
<td>5 World Book Day - Read a new book today!</td>
<td>6 Dentist's Day</td>
<td>7 National Cereal Day - Buy Alphabet Cereal and use it to spell out words together</td>
<td>8 In the car, sing your favorite songs with your child</td>
<td>9 While reading together, have your child point out the words that have the letter &quot;m&quot; in them</td>
</tr>
<tr>
<td>10 Retell your favorite story with stuffed animals</td>
<td>11 Spring Reading Challenge Begins Bilingual Reading Challenge Begins</td>
<td>12 Plant A Flower Day - Plant your child's favorite flower in a pot together</td>
<td>13 Read the book &quot;Row, Row, Row Your Boat&quot; together</td>
<td>14 Popcorn Lover's Day</td>
<td>15 Do simple addition problems with your child using leftover popcorn</td>
<td>16 National Panda Day - Make a Paper Plate Panda Mask (See Activity)</td>
</tr>
<tr>
<td>17 St. Patrick's Day - Find green objects around your house</td>
<td>18 Draw pictures of your family using sidewalk chalk</td>
<td>19 Tea for Two Tuesday</td>
<td>20 Spring Begins International Earth Day</td>
<td>21 Incredible Kids Day!</td>
<td>22 Ask your child what their favorite letter is. Have them find objects that start with that letter.</td>
<td>23 National Puppy Day - Read a book about a puppy!</td>
</tr>
<tr>
<td>24 Read your favorite childhood book to your own child</td>
<td>25 Waffle Day - Make waffles for breakfast! (See Recipe)</td>
<td>26 Have your child sort a group of buttons into different colors</td>
<td>27 Talk about your favorite spring activities</td>
<td>28 Read a book that has the word &quot;spring&quot; in it.</td>
<td>29 Label different objects around your house. Have your child find and read the labels</td>
<td>30 Take a walk in the park - Draw pictures of what you saw in the park</td>
</tr>
</tbody>
</table>
# March 2019

**Onaabani-giizis (Snowcrust Moon)**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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<td></td>
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</tr>
<tr>
<td><strong>Boys &amp; Girls Club of Gitchigami Offer Free Family Passes for the Bayfield Rec Center</strong></td>
<td><strong>Closed</strong></td>
<td><strong>Closed</strong></td>
<td><strong>BFI</strong></td>
<td><strong>BFI</strong></td>
<td><strong>Game Night 6-7p</strong></td>
<td><strong>Game Night 6-7p</strong></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5 Cultural Night Language table 5-6 4th 5th grade basketball 4-5</td>
<td>6 BFI 4-6p Power Hour 3:30-5p Bayfield Pool 4:30-7p</td>
<td>7 Power Hour 3:30-5p 4th 5th grade basketball 4:30-6p</td>
<td>1 Game Night 6-7p Movie at Hall 5p Open Gym/Teen</td>
<td>2 Sledding @ Valhalla Open Gym/Teen</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>12 Cultural Night Wrapped Medicine Wheel Language table 5-6 4th 5th grade basketball 4-5</td>
<td>13 BFI 4-6p Power Hour 3:30-5p Bayfield Pool 4:30-7p</td>
<td>14 Power Hour 3:30-5p RC Junior Officer 5-6p</td>
<td>8 Game Night 6-7p Lacrosse 5p Open Gym/Teen</td>
<td>9 Bayfield Pool 2-5p Open Gym/Teen</td>
</tr>
<tr>
<td>17</td>
<td>18</td>
<td>19 Cultural Night Children’s pendants Language table 5-6 4th 5th grade basketball 4-5</td>
<td>20 BFI 4-6p Power Hour 3:30-5p Bayfield Pool 4:30-7p</td>
<td>21 Power Hour 3:30-5p 4th 5th grade basketball 4:30-6p</td>
<td>15 Game Night 6-7p Movie at Hall 5p Open Gym/Teen</td>
<td>16 Northland College Pow Wow 1pm Open Gym/Teen</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>26 Cultural Night Dream Catchers Language table 5-6 4th 5th grade basketball 4-5</td>
<td>27 BFI 4-6p Power Hour 3:30-5p Bayfield Pool 4:30-7p</td>
<td>28 Power Hour 3:30-5p RC Junior Officer 5-6p</td>
<td>22 Game Night 6-7p Lacrosse 5p Open Gym/Teen</td>
<td>23 GLJFWC: Furs @ RC Library 1pm Open Gym/Teen</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>Hoop Dance will resume back on the first week of May NYOI Survey Youth: 9-12: 3.12-3.16 13-18: 3.19-3.23</td>
<td>Activities subject to change please call ahead 715-779-3722 thank you BGC Staff</td>
<td></td>
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</tr>
</tbody>
</table>

*Closed BFI*
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Turkey Burgers</td>
<td>5 Chicken Vegetable &amp; Wild Rice Soup</td>
<td>6 Fish</td>
<td>7 Sausage/Pepperoni</td>
<td>1 Pork Chops</td>
<td>2 Sack Lunch</td>
</tr>
<tr>
<td>Sweet Potato Fries</td>
<td>Cucumber/Onion Salad</td>
<td>Boiled Potato</td>
<td>Pizza</td>
<td>Baked Potato</td>
<td>Ham and Cheese</td>
</tr>
<tr>
<td>Cucumber/Onion Salad</td>
<td>Orange</td>
<td>Brussels Sprouts</td>
<td>Tossed Salad</td>
<td>Green Beans</td>
<td>Cauliflower/Brocc</td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td>Apricots</td>
<td>Peaches</td>
<td>Brownie</td>
<td>Banana</td>
</tr>
<tr>
<td>11 Tomato Soup/Grilled</td>
<td>12 Oven Roasted</td>
<td>13 Hotdog/ Bun</td>
<td>14 Salisbury Steak</td>
<td>8 Cold Tuna Mac Salad</td>
<td>9 Sack Lunch</td>
</tr>
<tr>
<td>Ham &amp; Cheese</td>
<td>Chicken/Mashed</td>
<td>Cole Slaw</td>
<td>Gravy</td>
<td>(Red Pepper, Pea, Cheese)</td>
<td>Turkey and Cheddar</td>
</tr>
<tr>
<td>Carrot Sticks</td>
<td>Potato/ Gravy</td>
<td>Chips</td>
<td>Boiled Potato</td>
<td>Pudding/Grapes</td>
<td>Bakes Beans</td>
</tr>
<tr>
<td>Pears</td>
<td>Mandarin Orange</td>
<td>Pistachio Pudding</td>
<td>Carrots</td>
<td>Bread</td>
<td>Mandarin Orange</td>
</tr>
<tr>
<td>ILiver &amp; Onions</td>
<td>19 Chicken Bacon</td>
<td>20 Beefy Baked Ravoli</td>
<td>21 Chef Salad (Lettuce, Tomato,</td>
<td>22 Breaded Fish</td>
<td>16 Sack Lunch</td>
</tr>
<tr>
<td>Mashed Potato</td>
<td>Ranch Macaroni Salad</td>
<td>Asparagus</td>
<td>Cukes, Eggs, Turkey, Ham )Bread</td>
<td>Buttered Rice</td>
<td>Bologna/Cheese Sammie</td>
</tr>
<tr>
<td>Green Beans</td>
<td>(Mac, Bacon, Red Onion, Carrots,</td>
<td>Apricots</td>
<td>Stick/Pineapple</td>
<td>Cauliflower</td>
<td>Chips, Apple</td>
</tr>
<tr>
<td>Mandarin Orange</td>
<td>Cheese)</td>
<td>Garlic Bread</td>
<td></td>
<td>Apricots</td>
<td>Cookie</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25 Sub Sandwich</td>
<td>26 Scalloped Potato/ Ham Chunks</td>
<td>27 Hamburger Mac Veg</td>
<td>28 Spaghetti/Meat Sauce</td>
<td>29 Baked Fish</td>
<td>30 Sack Lunch</td>
</tr>
<tr>
<td>(Turkey, Cheese)</td>
<td>Peas &amp; Carrots</td>
<td>Soup</td>
<td>Green Beans</td>
<td>Mac N Cheese</td>
<td>Chicken/ Swiss</td>
</tr>
<tr>
<td>Tomato &amp; Onion Salad</td>
<td>Pineapple</td>
<td>Egg Salad Sandwich</td>
<td>Garlic Bread</td>
<td>Peas</td>
<td>Sammie</td>
</tr>
<tr>
<td>Topical Fruit Salad</td>
<td></td>
<td>Apricots</td>
<td>Grapes</td>
<td>Apple Sauce</td>
<td>Tropical Fruit/</td>
</tr>
<tr>
<td>Chips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cottage Cheese</td>
</tr>
</tbody>
</table>
March Monthly Events

* Monday March 11th - Ashland Shopping trip leave by 9:30am
* Monday March 18th - GLITC Elder Benefit Specialist
  at Elderly Feeding 9:00am-1pm
* Thursday March 21st - Corny Day Trip leave at 9:30am
* Thursday March 28th - Ashland Shopping leave by 9:30am

If interested in attending any of these events, please feel free to call

Elderly Program a few days before scheduled event at

Elderly Transportation Driver: 715-209-6892 or

715-779-3746 ~Miigwech~
# Noojimo’iwewin Center Activities

**Onaabani-Giizis ~ March 2019**

**Crust on the Snow (Broken Snowshoe) Moon**

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
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</thead>
<tbody>
<tr>
<td><strong>Closed</strong></td>
<td>Open 8 am-8 pm</td>
<td>Open 8am-4:30pm</td>
<td>Open 8 am-8 pm</td>
<td>Open 8am-4:30pm</td>
<td>Open 8 am-8 pm</td>
<td>Open 10 am -6:30pm</td>
</tr>
</tbody>
</table>

**AA = Alcoholics Anonymous**

**VRNA= Vocational Rehab for Native Americans**

**Wellbriety = Native 12-step Recovery**

**NA = Narcotics Anonymous**

37450 Water Tower Rd, Red Cliff  Call for more information: 715-779-3508

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA Meeting 6:00 pm</td>
<td>Family Games Age 0-12 with parent 1-4pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed</td>
<td>Sharing Circle 5:00 -7:00pm</td>
<td>Embroidery Class 1-4pm</td>
<td>VRNA 1:00 -3:00pm Wellbriety 6:00-8:00pm</td>
<td>NA Meeting 11:00 am-12:00pm Sewing Class 1-4pm</td>
<td>AA Meeting 6:00 pm</td>
<td>Movies 4-6:30pm</td>
</tr>
</tbody>
</table>

10  
Aagimose  
He walks on snowshoes.  
Closed

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing Circle 5:00-7:00pm</td>
<td>Beadwork 1-4pm</td>
<td>VRNA 1:00-3:00pm Wellbriety 6:00-8:00pm</td>
<td>NA Meeting Breakfast For Dinner Sobriety Potluck 5:00pm</td>
<td>AA Meeting 6:00 pm</td>
<td>Teen Games Age 13-18 1:00-4:00pm</td>
</tr>
</tbody>
</table>

17  
Closed

<table>
<thead>
<tr>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing Circle 5:00-7:00pm</td>
<td>Beadwork 1-4pm</td>
<td>VRNA 1:00-3:00pm Wellbriety 6:00-8:00pm</td>
<td>NA Meeting 11:00 am-12:00pm Knitting Class 1-4pm</td>
<td>AA Meeting 6:00 pm</td>
<td>Cribbage 1-4pm</td>
</tr>
</tbody>
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24  
Closed

<table>
<thead>
<tr>
<th>25</th>
<th>26</th>
<th>27</th>
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</thead>
<tbody>
<tr>
<td>Sharing Circle 5:00-7:00pm</td>
<td>Cooking Class 11-3pm</td>
<td>VRNA 1:00-3:00pm Wellbriety 6:00-8:00pm</td>
<td>NA Meeting 11:00 am-12:00pm Knitting Class 1-4pm</td>
<td>AA Meeting 6:00 pm</td>
<td>Movies 4-6:30pm</td>
</tr>
<tr>
<td>Date</td>
<td>Nikin Anki: Giizhigad</td>
<td>Nitsoo: Giizhigad</td>
<td>Aabitoose</td>
<td>Niiyo: Giizhigad</td>
<td>Naano: Giizhigad</td>
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<tr>
<td><strong>Skim Milk Served with Meals 1-yr Whole</strong></td>
<td></td>
<td>Menu Subject To Change</td>
<td></td>
<td></td>
<td>1B Oatmeal, Raspberries, Wg Toast, PB S Goldfish/Milk</td>
</tr>
<tr>
<td>4B FR Toast, Ygt, Oranges, Turkey BCN S Oatmeal Rnd/Milk L Ham Grv, Mpot, Corn, Fruit Cocktail S Carrots/Hummus</td>
<td>5B Kix, Apples, Ygt, Bagel S Gr Cracker/Milk L Kielbas Sp, Br Stix Wg, Peas, Mango S Pineapple/Teddy Gr</td>
<td>6B Hashbrown Bk, Pears, CC S Cheese/Milk L BBQ Chix, Gr Beans, Peaches, Wg Bun S Ants on a Log/Milk</td>
<td>7B Cornflakes, Banana, Muffin S Cheese/Crackers L Pork Chop, Brocc, Applesauce, Wg Bun S M Oranges/Gr Crak</td>
<td>8 Ecc No Children Swimming @ Rec Center</td>
<td></td>
</tr>
<tr>
<td>11B Malto Meal, Wg Toast, PB, Peaches S PB/Crackers L Tacos, W/Fixings, Pineapple S Fr Cup/Crackers</td>
<td>12B HB Oats, Berries, CC S Cheese/Crackers L Ham/Pot Soup, PBJ, Mango, Carrots S Veg/CC Dip</td>
<td>13B Boiled Eggs, Ygt, Peaches, Trk Bacon S Teddy Gr/Milk L Fish Nuggets, Rice, Applesauce, Corrn S Sleepy Bear Juice</td>
<td>14B Cheerios, Banana, Ygt, Wg Toast S Nutra Bar/Milk L Chix Parm, Wg Noodels, M Orng, Peas S Carrots/Hummus</td>
<td>15B Eggs, Wg Toast, PB, Apples S Gr Cracker/Milk L Pork Chop, Pineapple, Gr Bean, CC S CC/Peaches</td>
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<tr>
<td>18B Eggs, Wg Toast, PB, Berries S Oatmeal Bar/Milk L Cornbf Cab Sp, Gr Cheese, Corn, Tr Fr S Pizza Roll/ Juice</td>
<td>19B Rice Crispies, Pears, CC, Muffin S Cheese/Milk L Pork Chop, Applesc Gr Beans, Wg Bun S Veg/Dip</td>
<td>20B Oatmeal, Wg Toast, Ygt, Blueberry S Gr Cracker/PB L Chop Suey, Rice, Oriental Veg, Pineapple S Ygt Parfait</td>
<td>21B Life, Banana, Ygt, Bagel, Cr Cheese S Teddy Gr/Milk L BBQ Chicken, Slaw, Peas, Mango, Wg Bun S Pears/CC</td>
<td>22 No Ecc School Home Base Social Dance @ LW</td>
<td></td>
</tr>
</tbody>
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**Spring Break** No Ecc

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