It is flu season and one of the best preventative measures is to wash your hands. As humans, we use our hands frequently—we are quite tactile—and they serve as exceptional tools in the tasks of our daily lives. Unfortunately, they also serve to spread germs.

Take a moment and think about how often you are touching surfaces, items (e.g., phones) and your own face. Now, think of 7.7 billion people (world population) simultaneously doing that at once. Hopefully this mental image can serve as a reminder to the importance of maintaining clean hands.

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**UPCOMING EVENTS**

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<td>Dad’s</td>
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**Iskigamizigan**

Watch for fliers regarding our annual Sugar Bush field trips!
**Onaabani-Giizis**  
*(Hard Crust on the Snow Moon)*  
March 2020

March 13th, 2020 will be an EHS make up day. Please mark your calendars.

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**School Hours— 7:45 am to 3:00 pm.**

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Boozhoo Families!

The month of February sure flew by, but we had tons of fun! Working on learning new things, but still working on our fine and gross motor skills.

Some new things that are happening in the classroom... We have now began our cultural time with Mr John Helms, we will have powwow and a language day set aside. We are working on incorporating those times into our daily classroom schedules, once they are finished and revised we send a copy home for each of our families.

Reminders:

- Please have at least one or two sets of extra clothes for your child to have at school, some days we get messier than others.
- Weather appropriate clothing is also a good thing to have at school, as we do try and get outside when we can. Hats, mittens, jackets, snow pants/snowsuits, and boots.
- Please remember to call us if your child will be absent for the day, you can call and leave a message with the front office.

Important Dates:

3/2-3/6: Watch for Sugar Bush
3/5: Dad’s Breakfast
3/9-3/13: Parent Teacher Conferences
3/12: Grandparent’s Breakfast
3/13: No ECC Child Day
3/19: Mom’s Breakfast
3/23-3/27: SPRING BREAK

Miigwech,
Miss Tiff & Miss Judy
(715) 779-5030 x 2524
Boozhoo everybody!

This school year is going by fast, and all of our Amik friends are growing. We are currently working on sharing with our classmates, learning to get ourselves dressed to go outside, and using our words to express how we feel. Subjects that we are going to be studying are learning about the Sugar Bush, Tree Study, and Colors.

We are hopefully going to get more outside time if the weather cooperates. We want to send out a little reminder to please bring extra clothes for the little ones that sure do enjoy getting outside.

We also want to thank all of our families for sharing your children with us. Feel free to call or stop in to visit if you have any questions or concerns. You can reach us at 715-779-5030 ext. 2525

-Ms. Kelsey & Ms. Lulu
Makwa News

Boozhoo Families,
We are already into the month of March. This school year is going by fast. The children are learning so much in the Makwa room. They are learning how to share, take turns, cut with scissors, and much more. We still continue to work on our self help skills every day.

For the month of March we will be working on a Zoo animals theme and St. Patrick’s Day art.

Seren-Loves playing in the kinetic sand
Hazel-Loves playing doctor.
Jacob-Loves playing with our eagles and has been getting more into art time.
Rory-Has been liking our puzzles.

Michael-Has shown an interest in our new science stuff.
Kai-Loves the animals in our kinetic sand.
Mason-Loves building with blocks or our manipulative table toys.
Lavina-likes playing doctor.

Parent Reminder:
Please make sure your child has extra clothes in their cubbies. Also, please remember to have weather appropriate clothing because we do go outside if the weather in permitting.

Ojibwemowin Words of the Month

It is spring-ziigwan
Green-ozhaawashko
Be Careful-Weweni
More-Nawaj
Come Here-Ambe Onaa
S/he walks-Bimose

Bekaa-Wait
ESIBAN NEWS

March 2020

Spring is in the Air. Warm weather is around the corner. This month we will be doing ball study and learning about outer space

Elsa like playing reading books.
Maverick likes playing with the dinosaur snaps
Shailene like to cook in the kitchen
Fiona working on the new puzzles we got
Ryker like playing with the people in the little house
Zayden makes different stuff with the play dough
Selena likes to bead
Erykah likes to play in the kinetic sand

Ms. Melissa & Ms. Amber

Reminders
3-5-2020- Dads breakfast
3-12-2020- Grandparents breakfast
3-13-2020- No ECC child day
3-19-2020- Moms breakfast
3-23,3-27 ECC Spring Break. ECC will resume class on 3-30-2020

Ojibwemowin
Ball: bikwaakwad
Throw: apagidoon
night: dibikad
Star: anang
Day: giizhig
Spring: Ziigwan
Monthly Ojibwemowin

Onaabani-Giizis

Hard crust on the Snow Moon

Upcoming Events:

March 6th
Socialization @ the Clinic
10am-Noon

March 9th-13th
Parent/Teacher Conferences

March 23rd-27th
Spring Break

Important Information

The purpose of socialization experiences for infants and toddlers is to support child development by strengthening the parent-child relationships. Socialization builds on the experiences and goals that are addressed during home visits, as well as attends to the needs of both children and parents.

Ms. Haley 779-5030 ext. 2536
Ms. Patrice 779-5030 ext. 2537
Ms. Dawn 779-5030 ext. 2538
Aaniin Mashkode-bizhiki Class Families,

We hope this month's news finds you in warm spirits. This month we are beginning our “Tree Study” unit. We will also be looking for signs of spring to let us know when it's time to SUGAR BUSH!!! Be on the watch for flyers with details regarding the ECC’s Sugar Bush. All ECC families, 4k Families, and community members are welcomed to join.

Parent/Teacher conferences will be held through the week of 3/9 to 3/13. Please feel free to call and set up an appointment with the teachers.

For our 4-k students Kindergarten is right around the corner. There will be a list of transition activities sent home so your family can plan on attending. We encourage the families to attend to ensure your child has a smooth transition into Kindergarten.

Please remember to fill out the Checklist of activities attached to the weekly newsletter that is sent home with your child on 3/5. Doing the activities with your child at home for the month is a great way for the center to get in-kind.

February sure has had some bitter cold days. With spring approaching we hope to increase our play time outdoors. Please send your child with appropriate clothing: Boots, snow-pants, gloves, hats, winter jackets, and long socks. Miigwech Miil’iw

Ms. Nadine, Ms. Becca and Ms. Phoebe

<table>
<thead>
<tr>
<th>OJIBWEMOWIN</th>
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<tr>
<td>Onaabani-Giiizis- March</td>
<td>3/2 Read Across America</td>
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<td>Hard crust on the snow</td>
<td>3/2 Dr. Seuss Birthday</td>
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<td>Zigwan -It’s spring</td>
<td>3/5 Dad’s Breakfast</td>
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<td>Iskigamizigan- Sugar Bush</td>
<td>3/9-13 Parent/Teacher Conferences</td>
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<td>Aninaatig- maple tree</td>
<td>3/12 Grandparents Breakfast</td>
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<td>Ziinzibaakwadwaaboo- maple sap</td>
<td>3/17 St. Patrick’s Day</td>
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<td>Zhiwiigaamizigan- maple syrup</td>
<td>3/19 Mom’s Breakfast</td>
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<td>3/23-3/27 Spring Break</td>
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<td>ECC’s Annual Sugar Bush (watch for Flyers)</td>
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Onaabani Giizis

"It is not what you do for your children but what you taught them to do for themselves, that will make them successful human beings." - Author unknown

Ma’iingan Room News!!!!

BOOZHOO FAMILIES!!
WE ARE SO EXCITED TO BE GETTING CLOSER TO WARMER WEATHER!! PLEASE MAKE SURE YOU ARE STILL sending EXTRA CLOTHES FOR YOUR KIDDOS!! JUST A FRIENDLY REMINDER OUR DAY AT SCHOOL STARTS AT 745 AM TO 300PM. JUST A FRIENDLY REMINDER PLEASE CALL ECC WHEN THEY WONT BE IN. WE LIKE A CALL BY 9AM MIIGWECH FOR THE COOPERATION.

THIS MONTH WE WILL BE LEARNING ABOUT TREES, MATH CONCEPTS, ALPHABET SOUNDS, RHYMING, SHAPES, AND SHARING OUR SPACE WITH FRIENDS. IF YOU WANT TO JOIN US FOR PART OF OUR DAY WE MOST DEFINITELY WELCOME THAT!! THE CHILDREN LOVE HAVING VISITORS, PARENTS AND CARETAKERS PART OF THEIR DAY.
MIIGWECH, MS. ALICIA, MS. GINA. AND MR. JON

OJIBWEMOWIN
• GOON—SNOW
• ZOOGIPON—SNOWINC
• NIBAA—SLEEPING
• ONAABANAD—THERE IS CRUST ON THE SNOW
• AAKOZI—IS SICK
• WAADOOKAAGED—HELPER
MIGIZI

Next month it’s already Onaabani-Giizis (Hard Crust of the snow Moon) and I hope it will be easy on us weather wise.

Watch for news about the Sugar Bush activities that will be happening. Also some important days to remember:

- March 5th Dad’s breakfast
- March 12 Grand Parents breakfast
- March 19th Mom’s breakfast
- March 23-27 Spring break

(Returning back to school on March 30th)

In the classroom we will be focusing on the Tree Study and St Patrick’s Day activities.

Second Step we will learn how to Identify Anger. She/he will learn how to tell when they are angry and be able to tell if another person is angry. We will also learn about having the same feelings or different feelings. Your child is learning:

- To tell what is the same and what are different about two things.
- That it’s okay if people have different feelings about the same thing

Talking about Touching we will be learning

- Getting and giving Safe Touches
  (Safe touches help people feel cared for and loved. They are good for your body)
- Dealing with Unsafe Touches
  (Children can develop skills to help them resist or avoid unsafe touches)

Ms. Diann, Ms. Linda, Ms. Demi
February 2020

Early Head Start—32 Students

- Waabooz: 02 Students
- Amik: 02 Students
- Makwa: 03 Students
- Esiban: 01 Student
- Total: 08 Students

Head Start—50 Students

- Ma'ingan: 10 Students
- Mashkodebizihi: 11 Students
- Migizi: 13 Students
- Total: 34 Students
Agongos Home Base & ZHV Socialization

March 6th @ Red Cliff Clinic
10am-Noon

Celebrating Dr. Seuss’s Birthday

Kids Crafts
Raffle Basket
&
Light Lunch Provided

Miss Haley 779-5030 ext. 2536
Miss Patrice ext. 2537
Miss Dawn ext. 2538
Meeting called to order by Chair Woman Kelly Charette @ 10:08 am

Policy Council Members Present: Kelly Charette, Joanne Peterson and Katrina Heggie and Anna Hanson by Phone.

Absent: Mercie Gordon, Shaleena Montano and Amaris Andrews-DePerry and Nichola DePerry

Staff Present: Jennifer Leask, ECC Administrator, Jamie Goodlet-King, Head Start/Early Head Start Director, Cindy Garrity, Family Services Manager, Liza Armagost, CCDF Mikayla Defoe, Health Assistant, Sarah Gordon Assistant Cook and Jennifer Defoe, Enrollment Specialist.

Approval of Agenda
Motion by Joanne to approve the Agenda, second by Katrina, all in favor, motion carried.

Approval of Minutes
Motion by Joanne to approve minutes for December 13th, 2019 with correction, seconded by Anna, all in favor, motion carried.

Financial reports
Question was asked why the item 5640 was still on the financials, Jamie informed the Policy Council that she sent in an email to Ashley asking her for an update on why it has not been removed. Question was asked who our accountant is? Is it still Kris and Ashley? Jen L. stated yes, it is at this time still both.

Menu-February 2020
Motion by Joanne to approve February’s menu, second by Anna, all in favor, motion carried.

Program Summary
In discussion a question was asked if the attendance is low due to the Flu? No, the ECC at this time has only one case reported. But a few students are not in attendance due to only one bus. Question came up about Home Base and Jen D reported that we are down 5 for the month of December and we are looking at loosing another 2. Enrollment Specialist is reaching out to other areas in the Bayfield County district hoping to pull some more families into the center. Jen L. will send out a notice to Stanley asking him to send information to tribal employees about our program.
Other. Jen L. updated the Policy Council on the smell in the back half of the ECC building and that they are doing everything they can to figure it out. The ECC is closed for children till they can determine what is going on.

Next meeting is February 11th at 9:30 am, it is very important that we try to have a full board here. Will be discussing very important information that will need to get to the Tribal Council at there next meeting.

Adjourn
Joanne motion to adjourn @10:30 am. second by Anna, all in favor motion carried.

[Signature]
Policy Council Chairperson or delegate

[Signature]
Policy Council Chairperson or delegate

2/21/20 (Date)

Minutes taken by Cindy Garrity, Family Services Manager
ECC Employee Earns National Scholarship

Early Childhood Center Nutrition Manager Lori Duffy has earned the National Child Nutrition Conference Scholarship from the National CACFP Sponsors Association.

Duffy has shown a strong dedication to continual improvement, and she will join over 1,800 members of the child nutrition community in April for several days of training, networking, and learning opportunities in Atlanta, GA.

"I am honored to receive the scholarship and am always trying to improve healthy choices for our children here at ECC and in the community," said Duffy. "With obesity and diabetes in Indian country I am hoping we, [co-worker Sarah Deragon] along with Pat Kenote-DePerry and Mikayla Defoe-Topping in the Health office, can help reduce those numbers and install healthy choices for our children."

The NCA recognizes the Child and Adult Care Food program professionals who have dedicated their career to ensuring that our nation's most vulnerable populations have access to nutritious food.

Since 1986, the National CACFP Sponsors Association has been the leading national organization for sponsors who administer the USDA Child and Adult Care Food Program. NCA provides education and support to thousands of members in the CACFP community and to sponsors of all sizes from across the country.
WORKSHOP
VIDEO RECORDING, INTERVIEWING, EDITING
March 13-14
BAYFIELD SCHOOL TECHNOLOGY ROOM
TEK TRADITIONAL EQUINOLOGICAL KNOWLEDGE

RED CLIFF TRIBAL HISTORIC PRESERVATION OFFICE
COORDINATORS: MARVIN DEFOE & EDWINA BUFFALO REYES

INSTRUCTORS: DAVID DOERING TECHNOLOGY AND ENGINEERING EDUCATION
LORRAINE NORRGARD, PBS PRODUCER/INTERVIEWER
ERIC IVerson CAMERA CLUB TEACHER

THE GOAL OF THIS WORKSHOP WILL BE TO INSTRUCT PARTICIPANTS ON THE BASIC PRINCIPLES &
METHODS OF VIDEO RECORDING, INTERVIEWING TECHNIQUES AND PROPER USAGE OF EQUIPMENT

UPON SUCCESSFULLY COMPLETING TRAINING, PARTICIPANT WILL BE ELIGIBLE TO CONDUCT
INTERVIEWS WITH COMMUNITY INDIVIDUALS AND RECEIVE $75 PER INTERVIEW.
INTERVIEWEE WILL ALSO RECEIVE $75
OUR GOAL IS TO CONDUCT 50 INTERVIEWS

REGISTRATION OPEN TO ADULTS AND HIGH SCHOOL STUDENTS
IF INTERESTED PLEASE CALL AND SIGN UP
IF YOU HAVE QUESTIONS PLEASE CALL THPO OFFICE
MARVIN DEFOE, EDWINA BUFFALO, OR SANDY GOKEE
715-779-3700
2020

WILLS CARAVAN

Brought to you by Wisconsin Judicare, Inc. and Law Students from University of Wisconsin-Madison and Columbia University

Attorneys and Law Students will be at the following location to assist any tribal member who wants to draft a will, powers of attorney, and/or other basic estate planning services for FREE.

Please call ahead to set up an appointment!

RED CLIFF

THURSDAY, MARCH 19th

Legendary Waters Conference Room
37600 Onigamiing Drive
Bayfield, WI 54814

To set up an appointment please contact
Wisconsin Judicare @ 715-842-1681
and ask to speak with Kendra about the "Wills Caravan"
RED CLIFF GED CLASSES
Through Lac Courte Oreilles Ojibwe College

JOIN ANYTIME!

MONDAY THROUGH FRIDAY

9:00 AM – 12:30 PM
For more information, please email Laura at lbrambilla@lco.edu
Knowing what you are doing - Jon Kabat-Zinn

Mindfulness means being awake. It means being aware.

ACTION FOR HAPPINESS

Web: www.actionforhappiness.org

MONDAY
Set an intention to live

TUESDAY
Cultivate a beauty and kindness with awareness

WEDNESDAY
EAT outside

THURSDAY
5. Notice a kindness towards others today
6. Get mindfully
7. Listen to a piece of music
8. Eat quietly
9. When someone says thank you, say thank you
10. Stay light
11. Notice how floor
12. Use kind words
13. Prepare: eat, tile, texture a smell of your food
14. Enjoy dinner
15. Minute today: Connect
16. Do something you love
17. Look around
18. If you find something
19. Enjoy your dinner
20. Happy
21. Notice the things of life
22. Have a day
23. Take a leisure day
24. Take a leisure day
25. Make a list
26. Tame in to to
27. Stop work
28. Stand and relax
29. Appreciate
30. Internally
31. Go nature
32. Scan down your body and notice
33. What it is feeling
34. Even in a day, the
35. Be all around

FRIDAY
8. Take a deep as
9. Take a deep as
10. Notice when
11. Make a list
12. Notice things
13. Notice what
14. Notice when
15. Notice when
16. Notice when
17. Notice when
18. Notice when
19. Notice things
20. Notice things
21. Notice things
22. Have a day
23. Take a leisure day
24. Take a leisure day
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28. Stand and relax
29. Appreciate
30. Internally
31. Go nature
32. Scan down your body and notice
33. What it is feeling
34. Even in a day, the
35. Be all around

SATURDAY
1. Intention to live
2. Eat outside
3. Cultivate a beauty and kindness with awareness
4. Every hour
5. Simply take three
6. Get mindfully
7. Listen to a piece of music
8. Eat quietly
9. When someone says thank you, say thank you
10. Stay light
11. Notice how floor
12. Use kind words
13. Prepare: eat, tile, texture a smell of your food
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35. Be all around
MY CHILD’S ATTENDANCE SUCCESS PLAN

POSSIBLE STRATEGIES TO REACH MY CHILD’S ATTENDANCE GOALS AND HELP MY CHILD GAIN THE SKILLS TO DO WELL IN SCHOOL AND TO READ BY 3RD GRADE.

- Keep an attendance chart at home. At the end of the week, I will recognize my child for attending preschool every day with ________________________________.
  (i.e. a visit to the park, a new book, a special treat or a hug)
- Make sure my child is in bed by______p.m. and the alarm clock is set for _____a.m.
- Find a relative, friend or neighbor who can take my child to or from preschool if I can’t.
- Set up medical and dental appointments for weekdays after preschool.
- Use sound judgment about mild medical complaints:
  - If my child complains of a stomachache or headache, and medical concerns have been ruled out, I will send him/her to preschool and ask the program to check in with my child during the day.
  - If my child has a cold but no fever (less than 100 degrees), I will send him/her to preschool. If I don’t have a thermometer, I’ll let someone know I need help getting one.

To improve ____________________’s attendance, I commit to the following:

1. ____________________________________________________________
2. ____________________________________________________________

To improve ____________________’s attendance, the program commits to:

1. ____________________________________________________________
2. ____________________________________________________________

We will review progress to meet this goal in one month

Family Signature: ___________________________ Date: ____________

Program Signature: ___________________________ Date: ____________

To learn more, please visit www.attendanceworks.org
Adapted with permission from the DeVos Family Foundation, and from materials created by Early Works at Earl Boyles Elementary School in Portland, Oregon. (http://www.childnet.org/nr_initiative/early-works)
MY FAMILY'S HELP BANK


2. Everyday Helpers: Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.

3. Occasional Helpers: Identify people who probably cannot help everyday, but can help in a pinch. Maybe it's a godparent, a relative or a friend who lives outside your neighborhood but can be there for short stints.

4. Potential Helpers: Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.

If I need help getting my child to and from school, I will ask the following people to be our back-up:

Name: ____________________________  Best Contact Number: _____________
Name: ____________________________  Best Contact Number: _____________
Name: ____________________________  Best Contact Number: _____________
Calcium counts

How can you get your child to eat more calcium? Appeal to his desire to be strong! Let him know that calcium builds strong bones for playing and growing. Then, try these ideas.

Fill a bank
Encourage your youngster to make a "calcium bank." First, turn a plastic milk jug on its side and cut a slit in it. Next, help him find magazine pictures of foods with calcium (milk, cheese, dark-green leafy vegetables). He could cut them out and glue them all over his bank. Each time he eats one of those foods, he puts a coin in the slot.

Add to every meal
Get your child used to having calcium throughout the day. Point out calcium-rich foods he's already eating (milk in his breakfast cereal, grilled cheese for lunch), and help him think of more he could have (baby spinach in his sandwich, yogurt and fruit for dessert). Tip: Adding an 8-oz. glass of nonfat milk to a meal gives him another serving of calcium.

Cook with calcium
Add calcium to your youngster's diet by cooking with dairy products and foods that contain calcium. For instance, use nonfat milk instead of water when heating up canned tomato or mushroom soup. Melt Parmesan cheese onto cooked zucchini or green beans. Put tofu into a stir-fry, or stir white beans into chili.

Celebrate spring!

Enjoy the first day of spring on March 19, and get some exercise, by heading outdoors with your youngster. Here's how.

1. Take a walk. Look for signs of spring. Does your child hear woodpeckers pecking on trees or spot buds on bushes?
2. Visit a farm. Your youngster may see newborn lambs or other baby animals. Plus, some farms have play areas where she could climb on hay bales or play beanbag toss.
3. Do spring cleaning. Ask your child to help you wash the car or clean out the garage. She could also hose down her bike and outdoor toys.

This institution is an equal opportunity provider.
Better snacking strategies

The right snacks satisfy your youngster's hunger in a healthy way. Teach her to make smart choices with these tips.

Pack smart. Send nutritious snacks that are appealing, portable, and easy to eat when your child is away from home. Many kids love finger foods like grapes, baby carrots, and string cheese. (Include an ice pack to keep cold foods cold.) Note: Be sure to follow her school's policy on snacks.

ACTIVITY CORNER

Scarf games

Get two lightweight scarves (or cloth napkins) for these games that will boost your child's coordination.

• Catch. Take turns throwing a scarf in the air for the other person to catch. The scarf will float slowly to the ground, giving him time to catch it. This is a great way to build confidence as your youngster's catching skills improve.

• Copycat. Have each player hold a scarf, and take turns adding movements for each other to copy. Your child might do big arm circles with his scarf. You mimic him, then add a move, perhaps swooshing your scarf behind your back. Keep going, repeating all the previous movements and tacking on your own. When someone can't remember a move, the other player wins.

Q&A Pasta every day?

Q: My daughter would eat the same foods every day if I let her—especially pasta. How can I get her to branch out?

A: It's normal for kids to prefer familiar foods, but a balanced diet will give your child a variety of nutrients.

Try starting with foods she likes and make small adjustments. For instance, serve spaghetti squash or "zoodles" (zucchini noodles) with your daughter's favorite pasta sauce. Or add chopped broccoli to macaroni and cheese.

You might also offer a new food as an appetizer before a meal, when your youngster is hungrier. Set out cucumber slices with a dip she'll eat, for instance.

Finally, keep in mind that it may take a dozen attempts or more before a child accepts a new food—so keep serving them in different ways until you find a winner!

IN THE KITCHEN

Wake up with veggies

Fruit, toast, milk, eggs ... which food group is missing from that typical breakfast lineup? Vegetables! Round out your child's morning meal with these recipes.

Egg in a cap

Place a large portobello mushroom (stem and gills removed) upside down on a foil-lined baking sheet. Crack an egg carefully into the cap and bake at 375°F for 15-20 minutes, until set. Top with chopped tomato.

Green smoothie

Let him blend 1 cup fresh spinach, 1 banana, 1 cup fat-free milk, 1 cup frozen cauliflower, and 1 tsp. each vanilla extract and honey.

Breakfast potatoes

Thaw 3 cups frozen potatoes (shredded or cubed) in the refrigerator overnight. Toss with 1 cup black beans and 1 cup each diced green and red peppers. Spread on a lightly greased baking sheet. Bake at 400°F for 30 minutes.

Think beyond "snack foods."

Foods your youngster normally eats at breakfast, lunch, and dinner can be snacks, too. Together, think of examples, such as whole-grain toast with almond butter, a salad, or mini turkey meatballs.

Establish good habits. Help your child develop healthy snacking habits to avoid overeating or making poor food choices. You might limit snacking to the kitchen table and put away electronics while you eat. Also, look at packages together to find and measure out the healthy serving size.
Be Prepared to Stay Safe and Healthy in Winter

Content source: National Center for Environmental Health

Winter storms and cold temperatures can be dangerous. Stay safe and healthy by planning ahead. Prepare your home and cars. Prepare for power outages and outdoor activity. Check on older adults.

Although winter comes as no surprise, many of us may not be ready for its arrival. If you are prepared for the hazards of winter, you are more likely to stay safe and healthy when temperatures start to fall.

Take These Steps for Your Home

Staying inside is no guarantee of safety. Take these steps to keep your home safe and warm during the winter months.

- Winterize your home.
  - Install weather stripping, insulation, and storm windows.
  - Insulate water lines that run along exterior walls.
  - Clean out gutters and repair roof leaks.
- Check your heating systems.
  - Have your heating system serviced professionally to make sure that it is clean, working properly, and ventilated to the outside.
  - Inspect and clean fireplaces and chimneys.
  - If you do not have a working smoke detector, install one. Test batteries monthly and replace them twice a year.
Have a safe alternate heating source and alternate fuels available.
Prevent carbon monoxide (CO) emergencies.
  - Install a CO detector to alert you of the presence of the deadly, odorless, colorless gas. Check batteries when you change your clocks in the fall and spring.
  - Learn symptoms of CO poisoning: headache, dizziness, weakness, upset stomach, vomiting, chest pain, and confusion.

Get your car ready for cold weather use before winter arrives.

**Don’t Forget to Prepare Your Car**

Get your car ready for cold weather use before winter arrives.

- Service the radiator and maintain antifreeze level.
- Check tire tread or, if necessary, replace tires with all-weather or snow tires.
- Keep gas tank full to avoid ice in the tank and fuel lines.
- Use a wintertime formula in your windshield washer.
- Prepare a winter emergency kit to keep in your car in case you become stranded. The kit should include:
  - cell phone, portable charger, and extra batteries;
  - blankets;
  - food and water;
  - booster cables, flares, tire pump, and a bag of sand or cat litter (for traction);
  - compass and maps;
  - flashlight, battery-powered radio, and extra batteries;
  - first-aid kit; and
  - plastic bags (for sanitation).

**Equip in Advance for Emergencies**

Be prepared for weather-related emergencies, including power outages.

- Stock food that needs no cooking or refrigeration and water stored in clean containers.
- Ensure that your cell phone is fully charged.
- When planning travel, be aware of current and forecast weather conditions.
- Keep an up-to-date emergency kit, including:
• Battery-operated devices, such as a flashlight, a National Oceanic and Atmospheric Administration (NOAA) Weather Radio, and lamps;
  • extra batteries;
  • first-aid kit and extra medicine;
  • baby items; and
  • cat litter or sand for icy walkways.
• Protect your family from carbon monoxide.
  • Keep grills, camp stoves, and generators out of the house, basement and garage.
  • Locate generators at least 20 feet from the house.
  • Leave your home immediately if the CO detector sounds and call 911.

Wear appropriate outdoor clothing: layers of light, warm clothing; windproof coat, mittens; hats; scarves; and waterproof boots.

**Take These Precautions Outdoors**

Outdoor activities can expose you to several safety hazards, but you can take these steps to prepare for them:

• Wear appropriate outdoor clothing: wear a tightly woven, preferably wind-resistant coat or jacket; inner layers of light, warm clothing; mittens; hats; scarves; and waterproof boots.
• Sprinkle cat litter or sand on icy patches.
• Learn safety precautions to follow when outdoors.
  • Work slowly when doing outside chores.
  • Take a buddy and an emergency kit when you are participating in outdoor recreation.
  • Carry a cell phone.

Be prepared to check on family and neighbors who are especially at risk from cold weather hazards.

**Do This When You Plan to Travel**

When planning travel, be aware of current and forecast weather conditions.

• Avoid traveling when the weather service has issued advisories.
• If you must travel, inform a friend or relative of your proposed route and expected time of arrival.
• Follow these safety rules if you become stranded in your car.
  o Make your car visible to rescuers. Tie a brightly colored cloth to the antenna, raise the hood of the car (if it is not snowing), and turn on the inside overhead lights (when your engine is running).
  o Move anything you need from the trunk into the passenger area. Stay with your car unless safety is no more than 100 yards away.
  o Keep your body warm. Wrap your entire body, including your head, in extra clothing, blankets, or newspapers. Huddle with other people if you can.
  o Stay awake and stay moving. You will be less vulnerable to cold-related health problems. As you sit, keep moving your arms and legs to improve circulation and stay warmer.
  o Run the motor (and heater) for about 10 minutes per hour, opening one window slightly to let in air. Make sure that snow is not blocking the exhaust pipe—this will reduce the risk of carbon monoxide poisoning.

Above all, be ready to check on family and neighbors who are especially at risk from cold weather hazards: young children, older adults, and the chronically ill. If you have pets, bring them inside. If you cannot bring them inside, provide adequate, warm shelter and unfrozen water to drink.

No one can stop the onset of winter. However, if you follow these suggestions, you will be ready for it when it comes.

Be sure to visit CDC’s Winter Weather webpage for more winter weather safety tips.
Influenza (Flu)

How To Clean and Disinfect Schools To Help Slow the Spread of Flu

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include staying home when sick, covering coughs and sneezes, and washing hands often. Below are tips on how to slow the spread of flu specifically through cleaning and disinfecting.

1. Know the difference between cleaning, disinfecting, and sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

Disinfecting kills germs on surfaces or objects. Disinfecting works by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

2. Clean and disinfect surfaces and objects that are touched often

Follow your school’s standard procedures for routine cleaning and disinfecting. Typically, this means daily sanitizing surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Some schools may also require daily disinfecting these items. Standard procedures often call for disinfecting specific areas of the school, like bathrooms.

Immediately clean surfaces and objects that are visibly soiled. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

3. Simply do routine cleaning and disinfecting

It is important to match your cleaning and disinfecting activities to the types of germs you want to remove or kill. Most studies have shown that the flu virus can live and potentially infect a person for up to 48 hours after being deposited on a surface. However, it is not necessary to close schools to clean or disinfect every surface in the building to slow the spread of flu. Also, if students and staff are dismissed because the school cannot function normally (e.g., high absenteeism during a flu outbreak), it is not necessary to do extra cleaning and disinfecting.

Flu viruses are relatively fragile, so standard cleaning and disinfecting practices are sufficient to remove or kill them. Special cleaning and disinfecting processes, including wiping down walls and ceilings, frequently using room air deodorizers, and fumigating, are not necessary or recommended. These processes can irritate eyes, noses, throats, and skin; aggravate asthma; and cause other serious side effects.

4. Clean and disinfect correctly

Always follow label directions on cleaning products and disinfectants. Wash surfaces with a general household cleaner to remove germs. Rinse with water, and follow with an EPA-registered disinfectant to kill germs. Read the label to make sure it states that EPA has approved the product for effectiveness against influenza A virus.
If a surface is not visibly dirty, you can clean it with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs) instead. Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g., letting it stand for 3 to 5 minutes).

Use disinfecting wipes on electronic items that are touched often, such as phones and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time. Make sure that the electronics can withstand the use of liquids for cleaning and disinfecting.

5. Use products safely

Pay close attention to hazard warnings and directions on product labels. Cleaning products and disinfectants often call for the use of gloves or eye protection. For example, gloves should always be worn to protect your hands when working with bleach solutions.

Do not mix cleaners and disinfectants unless the labels indicate it is safe to do so. Combining certain products (such as chlorine bleach and ammonia cleaners) can result in serious injury or death.

Ensure that custodial staff, teachers, and others who use cleaners and disinfectants read and understand all instruction labels and understand safe and appropriate use. This might require that instructional materials and training be provided in other languages.

6. Handle waste properly

Follow your school's standard procedures for handling waste, which may include wearing gloves. Place no-touch waste baskets where they are easy to use. Throw disposable items used to clean surfaces and items in the trash immediately after use. Avoid touching used tissues and other waste when emptying waste baskets. Wash your hands with soap and water after emptying waste baskets and touching used tissues and similar waste.

7. Learn more

- CDC Says “Take 3” Actions to Fight the Flu
- Guidance for School Administrators to Help Reduce the Spread of Seasonal Influenza in K-12 Schools
- Antimicrobial Products Registered for Use Against the H1N1 Flu and Other Influenza A Viruses on Hard Surfaces
- Green Clean Schools (Healthy Schools Campaign)
- Interim Guidance on Environmental Management of Pandemic Influenza Virus (HHS)
- Cleaning for Health (NEA)
- National Clearinghouse for Educational Facilities (NCEF)
March Monthly Events

Wednesday, March 25th - Ironwood Shopping Leave at 9:30am
Meeting 12:30pm Elderly Center Meeting Room - Meeting is a required attendance.

Thursday, March 19th - Senior Companion/Resident Grandparent In-Servcie

Thursday, March 19th - Corny Day Trip Leave at 9:30am

Thursday, March 19th - Will's Caravan at Legendary Waters Casino

Wednesday, March 18th - Library Trip 9:00-10:30am
Start Picking up at 9:00am

Tuesday, March 17th - NO Service - Bad River 4pm Unit Invitation Luncheon

Thursday, March 10th - Ashland Shopping Leave at 9:30am

Thursday, March 4th/5th - G.T.N.A.E.A. Keshequa WI Leave at 9am

If interested in attending any of these events, please feel free to call Elderly Transportation Driver:

715-209-6892 or 715-779-3746

*Program a few days before scheduled event at Elderly Transportation Driver.
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Note: Activities subject to change. Please call ahead 715-779-3722 for updates.
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**Meeting Times:**
- A.A.
- NA

**Events:**
- Share Circle
- Meeting 5:30 pm
- Training 6:00 - 8:00 pm
- NA 10 - 12
- 3-4 pm.
- 6-7 pm
- 8-9:30 pm

**Activities:**
- Movies & Popcorn
- Kids' Spring Raves
- Painting

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

**Dates:**
- March 2020
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**MARCH 2020**

**Snow Moon**
Onaabani Giizis / Hard Crust on
Red Cliff Mishoomis Wellness Center
Learning from the Land Summer Program

Bad River and Red Cliff youth:

Learn about and help care for your local environment, using Indigenous science! Learning from the Land is four days of hands-on exploration of natural areas, watershed stewardship, wildlife and plant study, and cultural learning and activities. Use what you learn to give back to your community, and get high school credit (for Ashland and Bayfield students).

June 29 - July 2, 2020
8:30AM - 4:30PM each day

Breakfast, lunch, and transportation provided each day

Stipend of $232 provided upon completion

Interested? Sign up today! Contact:
Lori Lemieux (Bad River IAS): IAS@badriver-nsn.gov
Alex Breslav (Red Cliff IAS): Alex.Breslav@redcliff-nsn.gov
Earth Partnership
Indigenous Arts and Sciences
Summer 2020 Institutes

Professional development to engage educators in ecological restoration and water stewardship rooted in Indigenous knowledge.

Community members, college students, scientists, natural resource specialists, and K-16 teachers are welcome to four-day institutes throughout WI.

Earth Partnership Indigenous Arts and Sciences (IAS) seeks to:

- Bring people together interested in linking environmental and health concerns to academic achievement in science, math, social studies, language and the arts.
- Integrate Indigenous perspectives and experience with Earth Partnership's ecological restoration education programs.
- Partner with communities to broaden participation and generate enthusiasm among Native youth to become the next generation of environmental stewards.
- Address the needs of K-12 educators for culturally accurate and authentic resources across the curriculum to fulfill Act 31 requirements (institute includes pathway to remove Act 31 license stipulation).
- Connections to NGSS, Common Core, and WI Academic Standards in Environmental Literacy & Sustainability, English Language Arts, and Social Studies.

2020 Institute Dates
Bad River & Red Cliff IAS
Tuesday, June 23 - Friday, June 26
Red Cliff and Bad River, WI
Contact: jas@badriver-nsn.gov (BR)
Alex.Breslau@recs.illinois.gov (RC)

Ho-Chunk IAS
Tuesday, June 23 - Friday, June 26
Wisconsin Dells, WI
Contact: Michelle.Cloud@ho-chunk.com

Lac du Flambeau IAS
Monday, July 13 - Thursday, July 16
Lac du Flambeau, WI
Contact: chochings@dldftri.be.com

Urban IAS
Monday, July 20 - Thursday, July 23
Madison, WI
Contact: earthpartnership@slde.wisc.edu

UW-Madison graduate credit (tuition waived) is available. See opposite side of flyer for more information.

To register, visit:
https://earthpartnership.wisc.edu/institutes/
Red Cliff Band of Lake Superior Chippewa

:: Job Openings ::

Current Openings

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

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

The Red Cliff Tribal Council has a Drug Free Work Place Policy and adheres to the intent of the Drug Free Work Place Act.

Current Openings for the Red Cliff Tribe

**Financial Manager**  
DEADLINE: March 2, 2020 @ 4:00pm

**Youth Engagement Coordinator**  
DEADLINE: March 3, 2020 @ 4:00pm

**Head Start Teacher**  
DEADLINE: March 3, 2020 @ 4:00pm

**Assistant Teacher – 2 Positions**  
DEADLINE: March 3, 2020 @ 4:00pm

**ICW Data Entry Clerk**  
DEADLINE: March 9, 2020 @ 4:00pm

**ICW Case Investigator/Case Worker**  
DEADLINE: March 9, 2020 @ 4:00pm

**Assistant Child Care Teacher**  
DEADLINE: March 11, 2020 @ 4:00pm

**Child Care Teacher**  
DEADLINE: Open Until Filled

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

**Mental Health Counselor**  
DEADLINE: Open Until Filled

**Laboratory Technician OR Laboratory Medical Assistant**  
DEADLINE: Open Until Filled

**Tribal Administration Liaison**  
DEADLINE: Open Until Filled
Tribal Law Enforcement Officer – Part Time
DEADLINE: Open Until Filled

Medical Assistant
DEADLINE: Open Until Filled.

Tribal Aging and Disability Resource Specialist
DEADLINE: Open Until Filled

Receptionist/Secretary – Courthouse ON-CALL
DEADLINE: Applications accepted all year

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

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

Current Openings for the Bad River Band Of Lake Superior Chippewa Indians Tribe

Bad River Employment Listing

Natural Resources Young Adult (18-25yo) Crew (3) "This position is open to Red Cliff and Bad River members."
DEADLINE: April 17, 2020 @ 4:00pm

Natural Resources Young Adult (18-25yo) Crew Leader "This position is open to Red Cliff and Bad River members."
DEADLINE: April 17, 2020 @ 4:00pm

* * * Current Openings for Legendary Waters Resort & Casino

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

Host/Hostess Deadline: Open Until Filled

Wait Staff Deadline: Open Until Filled

Hotel Housekeeping Deadline: Open Until Filled

Kitchen Manager Deadline: Open Until Filled

Casino Housekeeper Deadline: Open Until Filled

Security Officer Deadline: Open Until Filled

* * * Current Openings for Red Cliff Housing Authority

Executive Director
DEADLINE: Open Until Filled.

Housing Job Application (Fillable)

Housing Background Check

* * * Current Openings for Wisconsin Tribal Conservation Advisory Council

USDA APHIS Wildlife Services Biological Technician – Wildlife Intern

Tribal Pest Outreach and Survey Seasonal Worker

US Forest Service Chequamegon-Nicolet Civil Engineering Trainee Seasonal Worker (1)

US Forest Service Visitor Center Services Seasonal Worker (1)

* * * Current Openings for Northwest Wisconsin CEP

Current Openings for Northwest Wisconsin CEP

* * * Current Openings for State of Wisconsin DWD

DWD – Wisconsin Youth Apprenticeship

* * * Current Openings for CESA
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 Teacher

LOCATION: Red Cliff Early Childhood Center

WAGE: $11.00-$17.00/hour (DOQ), Plus Benefits

SUPERVISOR: Head Start/Early Head Start Director

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

JOB SUMMARY: Complete planning and implementation of educational programming for children three to five years old which ensure school readiness and the integration of Ojibwe language and culture into curriculum/classroom activities.

DUTIES AND RESPONSIBILITIES:
1. Plan and implement developmentally appropriate lesson plans collaboratively with co-teacher that provide a variety of activities designed to enhance children’s social/emotional, physical, educational/intellectual, and cultural development.
2. Must be willing to complete Ojibwe language and culture classes or training for professional teacher development for incorporation into curriculum/daily activities.
3. Develop individualized, small and large group lesson plans to meet the needs of each child that integrates developmental learning objectives and Ojibwe language and culture in the process. Lesson plans must be reviewed by the Education Manager monthly and must be posted in the classroom.
4. Develop classroom schedule that must be posted in classroom so parents and substitutes can readily see daily classroom activities.
5. Meet required deadlines for completing observations (weekly), child assessment (3 times per year), and other pertinent child data required in Teaching Strategies Gold.
6. Implement curricular in the classrooms and outdoor learning environment, including Nandagikendan, the ECC’s culturally based curriculum.
7. Coordinate field trips with staff, parents, and community.
8. Establish and maintain practices that will ensure the children’s health and safety. Positive reinforcement techniques are utilized by all staff when child guidance/discipline is needed.

“The Hub of the Chippewa Nation”
9. Assure that all children are supervised by an appropriate supervising adult according to required child to adult ratios and policies. Provide supervision and positive interactions with children in all settings.

10. Direct large group activities and support children’s autonomy during individual, small and large groups. Reinforce positive self-image and promote positive self-esteem through cultural teachings.


12. Sanitation of toys and classroom, including weekly/daily laundry needs.

13. Eat family style meals with children and encourage mealtimes as a learning experience according to Head Start performance standards and CACFP guidelines.

14. Conduct home visits and parent teacher conferences at least two times per year or more frequently if needed.

15. Maintain accurate records on daily attendance, daily classroom activities, lunch count, anecdotal notes, individual on-going child assessments, and student progress reports using required forms or programs.

16. Facilitate involvement of parents, elders, and community members in program planning and implementation. Parent/Family contacts must be respectful of each family’s diversity and ethnic background, using a variety of contact methods including: phone, personal, correspondence, and home visits. Provide documentation of these efforts using Child Plus.net software or required forms.

17. Maintain on-going contacts with parents and community members to encourage involvement and participation. Encourage parent involvement with assistance from all staff and provide educational activities that are responsive to the children/family’s needs and interests.

18. Must maintain confidentiality at all times and complete confidentiality training upon hire and annually.

19. Actively participate in Individualized Education Program (IEP) meetings, providing information to specialists and parents that aids in identifying children’s strengths and needs. As part of the IEP team, assist in the development of individual child IEP goals.

20. Plan, gather assessment information and use data to make informed decisions about teaching, individualizing for each child, and monitoring progress toward meeting school readiness goals.

21. In collaboration with the Enrollment Team complete developmental screens, ASQ: 3 and ASQ: SE-2, with parents and families within the required 45 days of enrollment.

22. Establish and maintain positive working relationships with the Bayfield School staff, including kindergarten teachers and specialists. Attend and participate in collaborative meetings as scheduled.

23. Must attend and participate in weekly staff meetings, designated family nights, parent meetings, Policy Council meetings (when requested) and participate in training as available and as required.

24. Responsible for getting own substitute when known absences occur.


26. Understand Early Childhood Center and Tribal policies and procedures and enforce them.

27. Consult with mental health professional as scheduled or needed.

28. Assist in recruitment of children by promoting the benefits of Head Start within the community.

29. Maintain a positive working relationship with co-teacher and other co-workers.

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30. Must possess ability to have a flexible work schedule to meet the growing services at the ECC.
31. 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 language and culture highly desirable; cultural sensitivity required.

QUALIFICATIONS:
1. A minimum of an Associate’s degree in Early Childhood Education/related field is required. A BA degree in Early Childhood Education or related field is preferred.
2. Must possess a strong work ethic and function well as part of a classroom and program-wide team.
3. As a component of the ECC’s continuous program improvement efforts, Head Start teachers are observed using the Classroom Assessment Scoring System (CLASS) at least twice each program year. As a result of these observations:
4. Must be able to self-reflect, change/adapt accordingly
5. Must be willing to continually strive to improve teaching practice
6. Must be willing to take suggestions for improvement and remain focused on developing and maintaining high quality teacher/child interactions across all domains of the CLASS.
7. Additional training or education in early childhood development is highly desirable. Prior early childhood teaching experience (could include subbing) preferred.
8. Experience working with or specialized training pertaining to special needs children highly desirable.
9. Ability to work cooperatively with staff, parents, community members, and other child support systems in the best interest of children is required.
10. Must submit information for mandatory criminal background check to Human Resource department upon application for any ECC position.
11. Must pass health examination, obtain required immunizations/vaccines including TB test, Hep B (or waiver); mumps vaccine (or waiver or proof of immunity). Teaching is not a sit-down job; 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.
12. Staff members are responsible for maintaining their own staff files at the ECC.
13. Must adhere to confidentiality policy, Early Childhood Center standards of conduct and Tribal ethics policy serving as a 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 REQUIREMENTS: Must be physically able to work with young children

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

WORK ENVIRONMENT: Primary work environment: Head Start classrooms and Early Childhood Center. Field Trips throughout school year.

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

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: February 18, 2020
DEADLINE: March 3, 2020 @ 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.cooley@redcliff-nsn.gov
(715)779-3700 ext. 4268 or 4267

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

All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care Regulation (BECR) memo 2014-3, as of 12-31-16 all licensed child care center employees must complete a fingerprint-based background check prior to employment and repeated as required by the Department of Children & Families. 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.

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.

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: Assistant Teacher – 2 Positions

LOCATION: Red Cliff Early Childhood Center

WAGE: $10.00-$12.00 or negotiable per hour (DOQ), Plus Benefits

SUPERVISOR: Head Start Director

THIS IS A REGULAR FULL-TIME NON-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, sanitizing, laundry and other duties as assigned. Responsible for replacing teachers during their scheduled breaks and office time and providing implementation of educational programs which always reflect best practices and integration of Ojibwe language and culture into curriculum along with ensuring the safety and wellbeing of all children, including diapering.

DUTIES AND RESPONSIBILITIES:
1. Maintain confidentiality of all child’s and family information and records.
2. Promotion of safe, attractive and stimulating physical environment for children, also establishing and maintaining consistency of rules.
3. Assist teachers with preparing lessons and implementation daily. Collaborate with staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
4. Maintain accurate daily records on attendance, daily intake, and medical log, children’s eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
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.

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8. Notify supervisor in advance of any known absences you will have. *Center based teachers are responsible for arranging for their own substitutes.*

9. Adhere to all ECC policies and procedures and ensure the 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. 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.

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WORK ENVIRONMENT: Primary work environment is in the classroom at 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.

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 way 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: February 18, 2020
DEADLINE: March 3, 2020 @ 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.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.

"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 (BECK) memo 2014-3, as of 12-31-16 all licensed child care center employees must complete a fingerprint-based background check prior to employment and repeated as required by the Department of Children & Families. 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.

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88455 Pike Road
Bayfield, WI 54814
Phone: 715-779-3700 Fax: 715-779-3704
Email: redcliff@redcliff-nsn.gov

JOB DESCRIPTION

POSITION: Assistant Child Care Teacher

LOCATION: Red Cliff Early Childhood Center

WAGE: $9.00 to $11.00 per hour (depending on education & experience)

SUPERVISOR: Child Care Coordinator

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

JOB SUMMARY: Serve as part-time assistant teacher for a child care classroom. The assistant teacher will be responsible for planning and implementation of educational programs which reflect best practices and integration of Ojibwe language and culture into curriculum. Must ensure the safety and well-being of all children at all times.

DUTIES AND RESPONSIBILITIES:
1. Maintain confidentiality of all child’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 the teacher with preparing lesson plans and implement daily.
4. Reinforce positive self-image, pride and cultural identity with children during all activities.
5. Maintain accurate daily records on attendance, daily intake, medical log and children’s eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
6. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
7. Positive child guidance techniques will be utilized by all staff when needed
8. Collaborate with other staff, parents and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
9. Must attend and participate in all staff meetings and any other meetings as requested and/or job-related trainings as required.

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10. Work with county, tribal and community service providers in order to provide necessary service to the child and their parents.
11. Notify supervisor in advance of any known absences you will have. Center Based teachers are responsible for arranging for your own qualified substitute in your absence.
12. Adhere to all ECC policies and procedures and insure the Federal Performance Standards and State of WI Group Child Care Licensing Regulations are being met.
13. Develop and maintain a professional relationship with parents of children enrolled in the center.
14. Must be able to work a flexible schedule to meet the needs of children, families and other staff.
15. Any program equipment, cameras, laptops or any other supplies purchased or obtained by the Child Care Program must remain with the Child Care offices and cannot be used outside of the Child Care Center unless you have prior express permission by the Child Care Coordinator to use outside the center.
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: None

KNOWLEDGE:
1. Knowledge of the uniqueness of the Red Cliff community desired
2. Knowledge of Ojibwe culture and language desired
3. Must have knowledge and experience in child guidance and child development

QUALIFICATIONS:
1. Must be 18 year of age or older
2. Minimum of high school diploma, HSED or GED required.
3. Preferred associate’s degree in Early Childhood Education or in the process of obtaining your associates degree in Early Childhood Education.
4. Additional training or education in early childhood development is highly desirable.
5. Coursework or any specialized training in Infant/Toddler development highly desirable.
6. Must complete the two following courses: Introduction to Child Care Profession and Skills and Strategies for Child Care Teacher within the first six months of employment.
7. Prior experience and or a strong desire to work with your children and their families required.
8. Ability to work effectively and cooperatively with staff, parents, community members and other support system in the best interest of the child is required.
9. 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: Considerable daily contact will be made with the general public, tribal leadership, Program Directors and staff, consultant(s), and the Tribal Community. Collaborative professional relationship with parents and extended families.

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PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage or shelving. Must be physically able to work with young children, including a minimum of lifting 40 pounds.

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

WORK ENVIRONMENT: Primary work environment is in the Child Care Classroom. All Tribal Buildings are smoke free.

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

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

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

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: February 26, 2020
DEADLINE: March 11, 2020 @ 4:00 pm

FOR FURTHER INFORMATION CONTACT:
Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88455 Pike Road
Bayfield, WI 54814

"The Hub of the Chippewa Nation"
www.redcliff-nsn.gov
ashley.poch@redcliff-nsn.gov
diane.cooley@redcliff-nsn.gov

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

EMPLOYEE BENEFIT PACKAGE – PART-TIME EMPLOYEES

1. A Health Insurance Plan which is offered through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Part-time employees will be on a prorated pay status depending on hours worked.

2. The Tribe offers General Leave to part-time employees as stated below:
   Regular Part-time 30-37 hours/week
   Regular part-time 20-29 hours/week
   Vacation/GL – 12 hours/month
   Illness/GL – 8 hours/month

3. 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: Child Care Teacher

LOCATION: Red Cliff Early Childhood Center

WAGE: $10.00 to $14.00 per hour (depending on qualifications)

SUPERVISOR: Child Care Coordinator

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

JOB SUMMARY: Serve as a part-time primary teacher for a child care classroom. The teacher will be responsible for co-planning and implementation of educational programs with co-teacher for children which reflect best practices and integration of Ojibwe language and culture into curriculum. Must ensure the safety and well-being of all children at all times.

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

DUTIES AND RESPONSIBILITIES:
1. Maintain confidentiality of all child’s and family information and records.
2. Plan and implement age appropriate child development lesson plans which provide a variety of activities designed to enhance infant and toddlers social, emotional, physical, cognitive and intellectual development.
3. Promotion of safe, attractive and stimulating physical environment for children while establishing and maintaining consistency of rules.
4. Reinforce positive self-imaging, pride and cultural identity with children during all activities.
5. Meal times with children will be in a family setting with at least one teacher, preferably both sitting at the table engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged but not forced to eat or taste. Encourage older toddlers in self-help and independence skills by involving them in set up and clean up activities.
6. Maintain accurate daily records on attendance, daily intake, medical log and children’s eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.

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7. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
8. Maintain weekly online documentation of your assigned children’s developmental progress in ChildPlus as well as in Teaching Strategies Gold.
9. 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.
10. Positive child guidance techniques will be utilized by all staff when needed.
11. Collaborate with other staff, parents and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
12. Must attend and participate in all staff meetings and any other meetings as requested and/or job related trainings as required.
13. Work with county, tribal and community service providers in order to provide necessary service to the child and their parents.
14. Notify supervisor in advance of any known absences you will have. **Center based teachers are responsible for arranging for your own qualified substitute in your absence.**
15. Adhere to all ECC policies and procedures and insure the Federal Performance Standards and State of WI Group Child Care Licensing Regulations are being met.
16. Develop and maintain a professional relationship with parents of children enrolled in the center.
17. Must be able to work a flexible schedule to help meet the needs of children, families and other staff.
18. Any program equipment, cameras, laptops or any other supplies purchased or obtained by the Child Care Program must remain with the Child Care offices and cannot be used outside of the Child Care Center unless you have prior express permission by the Child Care Coordinator to use outside the center.
19. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**SUPERVISORY AUTHORITY:** None

**KNOWLEDGE:**
1. Knowledge of Microsoft Office.
2. Knowledge of the uniqueness of the Red Cliff Community, desired.
4. Must have knowledge and experience in child guidance and child development.

**QUALIFICATIONS:**
1. Minimum of an associate degree in early childhood education is required.
2. Preference for BA or BS degree in early Childhood education
3. Must complete the two following courses: Introduction to Child Care Profession and Skills and Strategies for Child Care Teacher within the first six months of employment.
4. Must have documented 80 full days or 120 half days experience as a Child Care Teacher in a licensed child care center or other approved early childhood setting within the first six months of employment.

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5. Ability to work effectively and cooperatively with staff, parents, community members and other support systems in the best interest of the child is required.

6. Cultural sensitivity is required.

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: Considerable daily contact will be made with the general public, tribal leadership, Program Directors and staff, consultant(s), and the Tribal Community. Collaborative professional relationship with parents and extended families.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage or shelving. Must be physically able to work with young children, including a minimum of lifting 40 pounds.

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

WORK ENVIRONMENT: Primary work environment is in the Child Care Classroom. All Tribal Buildings are smoke free.

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

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

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

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:
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2. Tribal Background Investigation Disclosure; available on the tribal website.

"The Hub of the Chippewa Nation"
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable.

POSTING DATE: February 26, 2020
DEADLINE: Open Until Fill

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
diane.cooley@redcliff-nsn.gov

(715) 779-3700 ext. 4268 or 4267

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

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 insure that Head Start Performance Standards are being met.

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

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.

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

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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 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 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.

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POSTING DATE: October 16, 2019
DEADLINE: Applications accepted year round

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<thead>
<tr>
<th>Change Subject Menu</th>
<th>Whole 1-2 Yr Meals Served With Skim Milk</th>
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<tr>
<td>$5 Peaches/Crackers</td>
<td>$5 Carrots/Milk</td>
<td>$5 Berry Pizza/Milk</td>
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<tr>
<td>Bean</td>
<td>Stir Fry, Carrot, Rice, Milk</td>
<td>Carrot, Peach, Mango</td>
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<td>L Bar Bites/Pizza, Beet</td>
<td>L Rice Cakes, Milk</td>
<td>L Chicken Nuggets, Fries</td>
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<td>$5 Pretzel/PB</td>
<td>Toast Bar, PB</td>
<td>Fries, Carrot, Rice, Cheese, CR</td>
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<tr>
<td>2OB Eggs, Trk Bacon,</td>
<td>19B Oatmeal, Wm</td>
<td>18B Rice Cheek, CR</td>
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<td>$5 Cucumber/Hummus</td>
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<td>Corn, Carrot</td>
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**March 2020**

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