Red Cliff Education
Newsletter - May 2019

Waabigwani-Giizis (Flower Moon)

Boozhoo ECC Families,

Zhiligwan—it is spring! We hope that you will enjoy the warmer weather and nature’s colours popping up and about in our community.

Attendance Matters! There are misperceptions that attendance only matters once a child enters elementary school and that absences only matter if they occur several days in a row.

However, having consistent attendance at the early education stage builds healthy habits, life skills, school readiness, and social skills.

Let’s work together to ensure that students are here each and every day that we have left of the 18-19 school year—only three months remain!

Migwech!

UPCOMING EVENTS

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<th>9th (Th)</th>
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<tr>
<td>Dad’s Day—Join your child for breakfast at 8:30!</td>
<td>NO ECC SCHOOL DAY!</td>
<td>NO ECC CHILD DAY!</td>
<td>Staff In-Service Day</td>
<td>Policy Council Meeting at 9:30</td>
<td>Grandparent’s Day—Join your grandchild for breakfast at 8:30!</td>
<td>Mom’s day—Join your child for breakfast at 8:30!</td>
<td>NO ECC SCHOOL DAY!</td>
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<td>Home Base Social</td>
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<td>Family Fishing Day/Home Base Social 10-12</td>
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ATTENTION: Our annual water week will take place May 20—May 24, keep an eye out for fliers and send-homes detailing field trips and activities.
# Waabigwanii-Giizis (Flower Moon)
May 2019

**School Hours** -- 7:45 am. to 3:00 pm.

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<td>WIC Pick up</td>
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<td>DAD'S DAY Join your child for Breakfast</td>
<td>No ECC School Day Home Base Social</td>
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<td>Mothers Day</td>
<td>ECC No Child Day Staff Inservice</td>
<td>Policy Council Meeting @ 9:30 WIC Pick up</td>
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<td>Water Week Activities</td>
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<td>MOM'S DAY Join your child for Breakfast 8:30</td>
<td>No ECC School Day Family Fishing Day 10-12 4K/Home Base</td>
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<td>ECC/TRIBE CLOSED Memorial Day</td>
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<td>EHS SCHOOL DAY</td>
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**No Head Start Classes on Friday's**
Zaiden Cunningham

Early Head Start

Denissa Thomas

Head Start

Great Attendance Total = 27 children
- Miezi
  - 10 children
- Mashkodibishi
  - 9 children

Great Attendance Total = 13 children
- Mawra
  - 4 children
- Eshban
  - 3 children
- Amik
  - 4 children
- Waaboos
  - 2 children

Early Head Start: 32 children

Head Start: 50 children

Good Attendance 9/12/19
The Red Cliff Early Childhood Center is accepting applications anytime!
Head Start, Early Head Start and Home Based Services available.
Stop in and visit us anytime at 89830 Tiny Tot Road (Red Cliff)

Stop in to complete an application or call 779-5030 for any questions.

### Head Start

- Kindergarten Readiness
- Transition
- Health & Nutrition Services
- Free Nutritious Meals
- Transportation
- Family Nights
- Weekly Pow-wow
- Ojibwe Language Learning
- Parent-teacher conferences
- Local/Accredited Curriculums
- Monthly Parent/Policy council meetings
- Wrap Around Child Care

### Early Head Start

EHS center-based serves 32 children age 0-5. The programs primary emphasis is to enhance infant and toddler growth through social, emotional, physical and cognitive development.

- School Readiness
- Transition
- Health & Nutrition Services
- Free Nutritious Meals
- Transportation
- Family Resource Services
- Family Nights
- Weekly Pow-wow
- Ojibwe Language Learning
- Parent-teacher conferences
- Local/Accredited Curriculums
- Monthly Parent/Policy council meetings
- Wrap Around Child Care

### Home Based

EHS home based program serves pregnant women and children age 0-3. The programs primary emphasis is to enhance infant and toddler growth through social, emotional, physical and cognitive development.

- Weekly home visits
- Family Socializations
- Family Resource Services
- Health Service Coordination
- Transition Activities
- Family Nights
- Ojibwe Language Learning
- Monthly Parent/Policy council meetings
- Local/Accredited Curriculum
Meeting called to order by Chair Person Joanne Peterson at 9:54 am.

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

Others Present: Linda Johnston ECC Administrator, Cindy Garrity, Family Services Manager, Jamie Goodlet-King Abilities/Education Manager and Pat Kenote-DePerry, Health Manager.

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

Approval of Minutes
Becca motioned to approve Regular Policy Council minutes for February 26th, 2019, seconded by Amaris, all in favor, motion carried.

Becca motioned to approve Special Policy Council minutes for March 1st, 2019, seconded by Amaris, all in favor, motion carried.

Financial reports
Linda J. informed the Policy Council that there will be no spend down this year and that everything is on track at this time. No action needed.

EHS and HS Budget for 2019-2020
Linda went over the 2019-2020 EHS and HS Budget with the Policy Council, she talked about wages, fringe and split costs and the cola. Question was asked about the split wages and will it affect money that the ECC gets in the future? Linda explained to them that it will not. There is a meeting set up with the ECC financial worker Chris Livingston, Linda J. and Ashley for March 27th, 2019. The Budget will go to the Tribal Council on March 19th, 2019, Ashley, Joanne, Cindy and Jamie will attend the meeting on Linda Johnston’s behalf, she will be out of town for a Training. Amaris motioned to approve the EHS and HS Budget for 2019-2020 with modifications and corrections, second by Becca, all in favor, motion carried.
Menu-April 2019
Amaris motion to approve the menu for April 2019, second by Becca, all in favor, motion carried.

Program Summary
Policy Council was updated on the program summary report and a question was asked why the end of enrollment went down for EHS? I informed them that I will check into this because I believe there is an error. No action needed for program summary.

Up-Date School Readiness
Jamie went over the School Readiness hand out and explained to the Policy Council where the goals come from. (Teacher Strategies Gold and HSELOF Alignment). She said how we use the Data to monitor the children for Home Base, Head Start, Early Head Start and now a new addition the 4k program. A meeting for the School Readiness team has been set for Friday March 15th, 2019 in the Migizi room.

Office of Head Start Message Webinar: Currently not available. Will work on having it up and working at next policy meeting.

Other

Executive
Executive session not needed.

Adjourn
Amaris motion to adjourn at 10:36 am. second by Becca, all in favor motion carried.

[Signature]
Policy Council Chairperson or delegate

[Signature]
Policy Council Chairperson or delegate

3/20/19
Date

Minutes taken by Cindy Garrity, Family Services Manager
Red Cliff ECC Head Start/Early Head Start Attendance Policy

9.4 Head Start/Early Head Start Center Based Attendance Policy

Children who are enrolled in Head Start or Early Head Start are expected to attend regularly. Federal Performance Standards require center-based programs to maintain at least an 85% average daily attendance. Parents need to notify the Center when their child will be absent or late. This can be done by phone, in writing, or in person. Please include the reason for the absence.

If a child is absent without parent notification, the classroom teacher or Family Services Manager will attempt contact the parent within one hour of the child’s expected arrival time to ascertain their whereabouts for child safety. This is done as a safety precaution as well as for monitoring attendance. In the event the Center is not able to reach the parent, we will attempt to contact the child’s emergency contact person(s).

If a child has been absent for two (2) consecutive days, without parent notification, a referral will be made to ECC Family Services. If a child has a continual absence for two (2) weeks, the parent will be asked to meet with program staff. The parent may be asked to withdraw the child so that other eligible children on the waiting list may enroll.

For extenuating circumstances that may cause your child to miss regular class sessions, you must get prior approval from the program director.

Each classroom teacher will be provided with a monthly average daily attendance report. The Health Manager will report any health-related issues (for example, flu outbreak, lice, etc.) affecting average daily attendance to the Tribe’s Environmental Health Advisor.

Procedure:

1. Parents are required to call the ECC if their child is absent.

2. Teachers will call to learn of a reason of absence when a parent has not called the ECC. (Family Services Manager will review child tracking board in each classroom daily and ask teachers if they need assistance with contacting parents of absent child).

3. After two days of no contact with parents, teachers will make a referral to Family Services Manager or Family Resource Coordinator.

4. Head Start and Early Head Start Directors will monitor attendance weekly. Directors will follow-up with Family Services Manager in absences are consecutive.

5. After two weeks of continual absences (unexcused, unable to contact parents, excessive family days, etc.) Directors will contact parents to set up a meeting with the parents.

6. Directors, classroom teachers and Family Services Manager will meet with parents to set up an “Attendance Agreement” that informs the parents of the importance of their child’s attendance and outlines a schedule of attendance for their child for the remainder of the school year. Parent will understand the importance of their commitment of this agreement. If they are not committed, they understand that their child will be replaced with other children on the waiting list.

7. Early Head Start parents will be offered home based program options.

8. Head Start/Early Head Start parents will be encouraged by all staff to bring their child in by 9:00 a.m.
16.4 Safe Child Transportation Policy
The Red Cliff Early Childhood Center recognizes it has a responsibility to ensure children’s safety as they leave the Early Childhood Center grounds. To fulfill that responsibility, the following Child Transportation Policy has been instituted. Any person transporting a child from the Center must ensure the following:

1. The child is appropriately buckled into the correct child restraint system (car seat/booster seat) as required by Wisconsin State Law. The ECC has a limited number of loaner seats that can be made available on an emergency basis.

2. The parent or authorized person transporting a child from the Center will not be under the influence of alcohol and/or a controlled substance. If an ECC staff member suspects such usage has occurred, an emergency contact person will be requested to transport the child. If a parent/authorized person who appears to be under the influence leaves with a child, law enforcement will be immediately contacted.

3. The child will be escorted into their classroom by the parent or authorized person upon their arrival at school.

This policy will be provided to parents upon enrollment of their child in the Red Cliff Early Childhood Center. Adherence to these policies is a requirement of a child’s attendance at the Red Cliff Early Childhood Center.
Bus Policy and Protocols: Reminder

Head Start Bus transportation safety and precautions is a huge priority for the ECC and we would like to start the year with reminding and informing families of the following bus safety policies and practices:

- **Children must be walked to and from the bus by an adult**- this means a child may not get off the bus while you wait for them at the house door or walk to the bus in the morning alone while an adult is watching from the house. Bus monitors and drivers DO NOT leave the bus.

- **Children will only be released to authorized adults**- this means that if you have an extended family member waiting at your home who is not on the authorization form, the driver will not release your child to them. Releases can be updated at any time.

- **Children should not bring food or toys onto the bus**- this means children cannot bring the snack or breakfast they were eating with them onto the bus. Toys may be in backpacks and exceptions may be made for those children that require a security item such as a blanket or stuffed animal-please let us know if this is necessary, so we can explain the dangers of bringing toys onto the bus and work out a plan that meets both the Head Start and child’s requests.

- **Bus times are approximate**- this means that when the ECC provides a time that your child will be picked up or dropped off it could vary by 10 or more minutes depending on the day. Variances such as number of children present that day, if there was an inciden: that day, if no one was home at a house, etc. could change the time. We apologize and hope that with good practice, times will become more routine for the convenience of everyone.

- **Bus will wait 2 minutes at each home before going on**- this means that at each bus stop the bus will wait approximately two minutes so please try to be ready and waiting.

- **Report any bus changes to main office any time**- this means if your child will be picked up or dropped off at a different location, please call 779-5030 and leave a message-bus drivers and monitors check messages before they leave the facility, and someone will get the message.

- **Use stop and go bus sign**- please post the sign in a visible place for the driver to view. Turn to stop when your child coming to school on the bus and go when your child will be not riding the bus.

We look forward to safely transporting your child to and from school each day. If you have any questions or comments, please stop in anytime or contact Nicole at 779-5030 ext 2530, your child’s teacher or a driver. Miigwech for your cooperation and understanding of providing safe transportation to and from school.
This month we will be working on digging, scooping, building and playing in sand. We also will be planting seeds and watching them grow. We will water them on a daily basis and see which one sprout first, the ones in the bags or the ones we plant in the soil. With all the rain there is a lot of puddles that the children love to splash in, so please bring rain boots, and extra cloths. Please check your mail boxes as well :) thank you so much for bringing your children everyday!

Thank you! Ms. Kelsey & Ms. LuLu
Amik Newsletter

May 2019

Waabigwanii Giizis
(Flower Moon)

We go outside every day weather permitting. Please send an extra set of clothes the playground is very wet from the spring thaw and spring rain. We will be focusing on flowers, plants, birds, and bugs.

Miss Maggie & Miss Gina

Ojibwemowin  
Bird - Bineshiinh  
Robin - Opichi  
Insect - Manidoosh  
Flower - Waabigwan

May Reminders
5/9/19 Dad’s Breakfast at 8:30am  
5/10/19 No School for all ECC Children  
5/13/19 No School for all ECC Children  
5/16/19 Grandparent’s Breakfast at 8:30am  
5/23/19 Mom’s Breakfast at 8:30am  
5/24/19 No School for all ECC Children  
5/24/19 Family Fishing Day  
5/27/19 Memorial Day ECC and Tribe Closed
Boozhoo Makwa Families!

The month of April flew by... but we had fun!
We talked and learned about the different types of bugs that begin coming out in the spring time. We also learned a little bit about flowers and planting, in which we will continue learning about in the month of May.

May we will also be talking about recycling: Reduce, Reuse, Recycle.

Our class is also getting very good at counting to 10 in Ojibwemowin, we work on this every day as well as adding in a few other different Ojibwe words each week.

Mino Dibishkaa,
Felix! May 5th!

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

This month we are learning all about planting flowers, bugs and being outdoors. We will begin to explore the school outdoor classroom areas. May is the month for ECC home visits. We will be scheduling them soon. Please make sure children come with the proper clothing for being outside.

Esiban would like to welcome Ms.Amber as the new co-teacher!! 😊

-Ms.Melissa & Ms.Amber

REMINDERS

05/10- No school day
05/24- No school day
05/27- ECC/Tribe Closed Memorial Day

Ojibwemowin

Spring: Ziigwan
Bug: Manidoons
Rain: Gimiwan
Mud: Azhashki
Agongos Home Base

**Upcoming Events:**

**May 10**
Home Base Socialization 10am-Noon
@ the ECC in Large Motor Room

**May 13**
ECC Closed – Teacher Training

**May 24**
ECC Family Fishing Day

**May 27**
ECC/Tribe Closed – Memorial Day

**Attendance matters, we are on week 32 of 46!**

Miss Patrice 779-5030 ext.2537  Miss Corky 779-5030 ext.2538
Agongos Home Base Socialization

May 10th, 2019

10am – Noon @ the ECC in the Large Motor Room

Lunch Provided

Activities

Mother’s Day Craft

Story

Miss Patrice 779-5030 ext.2537  Miss Corky 779-5030 ext.2538
Home Base Field Trip @ Lake Superior Zoo

June 21st 2019 10am-4pm
www.lszooduluth.org

At the Lake Superior Zoo we will be spending time learning about animals, their habitats and other characteristics of animals. We will also have the opportunity to do an exciting extra activity called the “Family Animal Encounter.” In small groups, families will get to see and learn about an animal up close.

Home Base needs to know if you are attending! Please contact your Home Base Teacher and let them know how many children will be attending our Field Trip to the Zoo. Children enrolled in the Home Base Program and parents will be paid for. If you need to bring your other children with, please let your home base teacher know. Parent(s) are responsible for paying for other children or other family members not enrolled in the Home Base Program. You must have your own transportation. Lunch will be provided for all.

Must have final numbers by May 17th.

Miss Patrice 779-5030 ext.2537  Miss Corky 779-5030 ext.2538
Boozhoo. Spring is finally here and we are starting to see sand and sidewalks on the playground. Please remember to continue sending boots of some sort so that everyone can play comfortably. It is also helpful if each child has an extra set of clothes due to the wet mud and sand. It won't be long and we will be applying sun block and eating freeze pops!

The month of May brings with it creepy, crawly things and gardening. We will be planting a classroom herb garden and flowers and vegetables in the outside planters. Worms and frogs will be abundant.

We have been working on our ojibwemoin Gigiizhita ina? Are you finished
Aniin ezhiwebak agwaajing? What is the weather like?
Minikwe nibi? Drink water

Enjoy the warmer weather and the awesome sunshine!!

We hope you enjoy ziigwan!!!

Ms. Becca, Ms. Nadine, Ms. Deanna and Ms. J
We are so happy with warmer weather approaching finally!!! It is safe to say, Spring is here!! We will be focusing our attention on Math concepts, letter sounds, insects, flowers, plants, turn taking, and how to be a good friend. **Reminder It’s been getting warmer outside, please send to school extra clothes, mud boots, jackets, and hats. It still is a little chilly when we go out.** We look forward to the rest of our year playing together and learning!!

Miigwech,

Ms. Alicia, Mrs. Sam, Ms. Lacie
MIGIZI NEWS

We have had our chicken incubator going now for 11 days in our classroom. In 10 more days we will have 3 baby chickens pecking at the egg shells to get out and meet us. Everyone is very excited for this day. We’re reading books, doing projects, and having science experiments to learn the life cycle of an egg to a chicken.

Some important dates in May are; May 9th Dads breakfast, Mother’s Day May 12th, no children on May 13th for Indian Day, May 23 Mom’s Breakfast day, May 30th closed for Memorial Day.

Please check the extra clothes in your child’s basket at school because everyone has grown so much. Everyone should have at least one extra set of clothes. This helps the teachers because we go outside each day and the playground is muddy and wet.

Each day we will continue working on our centers, letters, numbers, Talking About Touching and Second Steps. Second Step is very good at teaching children how to identify their feelings and dealing with them.

Ms. Dann, Ms. Linda, Ms. Kathy
ECC Schedule
Announcements and Events

Home Base Social (9-11 in Large Motor)
These events occur at least once a month with the intention of providing socialization opportunities for the children and families served in the Home Base Program.
Each social is different and has specific educational activities planned by the Home Base Teachers.

Staff In-Service Day
Staff will be attending a Language Conference.

Family Fishing Day (10-12 at Fish Hatchery)
The ECC holds this event annually for families to come together and enjoy some time outdoors! The event includes: fishing (of course!), activities, food, and more.
It’s usually rain or shine—so dress appropriately!

Memorial Day—Miigwech,
You are Remembered!
The Tribe (including the ECC) is closed on this day.
May 9: Dad’s Day

Positive Male Role Models are exceptionally important to the development and growth of children. According to the report in “Fathers and Their Impact on Children’s Well-Being” Even from birth, children who have an involved father are more likely to be emotionally secure, be confident to explore their surroundings, and as they grow older, they have better social connections. Be that positivity and join your child for breakfast at the ECC (Dad’s Day happens every month school is in session)!

May 16: Grandparent’s Day

Elders are seen as being the first teachers, traditionally. Elders are able to share and teach the youth about culture, traditions, language, and values by sharing their experiences and through modeling. Impart your knowledge upon our community’s youth by joining us each month for breakfast at the ECC!

May 23: Mom’s Day

Did you know that “one of the first word-like sounds babies typically vocalize is a “ma” sound, and almost every language across the globe has taken that baby talk as the basis for the word mother”? Mother’s Day is this month—we wish you a joyous one and many more to come as you continuously build on your special relationship with your child. Joining your child at the ECC each month for breakfast is a great way to further build that relationship.

Water Week (May 20th—24th)
Keep an eye for fliers regarding field trips and activities happening during this week.

Policy Council Meetings
Meetings take place the second Tuesday of each month. They are open to all members of the community to attend. We hope to see you at our next meeting!

SAFETY MATTERS!

Fire Drills are conducted monthly to ensure the safety of all within our school. The students are educated by the ECC Staff and the Red Cliff Fire Department.

Tornado Drills also take place throughout the school year. Each classroom come in to the main hallways and sits down with head covered for the duration of the drill.
May 9, 2019 (Thursday) at 8:30

DAD'S DAY!

Join your child for breakfast!

ON THE MENU

Honey Bunches of Oats, Bananas, Muffin, & Yogurt

Did You Know?

♦ Out of every 2000 babies, 1 is born with a tooth
♦ You will gain the same amount of healthy benefit from laughing for 15 minutes as you would from 2 hours of sleep
♦ Most people spend about 5 years of their lives eating
♦ You will likely get 10,000 small cuts, bruises, and sprains in your lifetime

For further information, please contact:
(715) 779-5030
ATTENTION ECC PARENTS

The ECC will have no school for students on the dates below:

May 10, 2019 (Friday)
May 13, 2019 (Monday)
May 24, 2019 (Friday)
May 27, 2019 (Monday)

For further information, please contact: (715) 779-5030
May 16, 2019  
(Thursday)  
at 8:30

GRANDPARENT’S DAY!
Join your grandchild for breakfast!

ON THE MENU
Oatmeal, Whole Grain Toast, Peanut Butter, & Apples

Did You Know?
- You use 72 different muscles every time you talk
- The average four-year old child asks 400 questions a day
- The smallest bone in your body is shorter than a grain of rice
- Yawns are more contagious among family members than strangers

For further information, please contact:
(715) 779-5030
May 23, 2019
(Thursday)
at 8:30

MOM’S DAY!

Join your child for breakfast!

ON THE MENU

Rice Crispies,
Yogurt,
&
Bananas

Did You Know?

- Babies blink only once or twice per minute—adults blink 10 to 15 times
- Walking uses 200 muscles and your feet have 500,000 sweat glands—mosquitoes prefer to bite people with smelly feet
- You breathe in 2,000 gallons of air a day—half the world’s oxygen is made in the ocean
- Humans can make 10,000 different facial expressions

For further information, please contact:
(715) 779-5030
Attendance in the Early Grades: Why it Matters for Reading

A Research Brief

February 2014

Our nation is facing a crisis in early literacy: fully two-thirds of U.S. fourth graders are not reading proficiently, national assessments show. The numbers are even more dire for students from low-income families: 80 percent of them haven’t reached proficiency. Amid the search for solutions — whether through better instruction, improved curriculum or third-grade retention policies — educators and families often overlook the potential to raise achievement by improving student attendance. Most recognize that students don’t learn as much when they miss too much school, but few realize how many students are at risk academically in the early grades due to absenteeism or how quickly absences can add up to too much lost instructional time. A growing body of research documents how many youngsters are chronically absent, meaning they miss 10 percent or more of the school year due to excused or unexcused absences. The research also shows how these missed days as early as preschool translate into weaker reading skills.

Among the findings are:

- One in 10 kindergarten and first-grade students nationally are chronically absent, missing nearly a month of school. Emerging research shows even higher rates among preschoolers.

- These early absences correlate with reading difficulties and poor attendance patterns in later years. One California study found that only 17 percent of students who were chronically absent in both kindergarten and first grade were reading proficiently in third grade, compared to 64 percent of those with good attendance.

- The effects of poor attendance are particularly pronounced among low-income children, who need more time in the classroom to master reading and are less likely to have access to resources outside of school to help them catch up. Unfortunately, low-income children are four times more likely to be chronically absent.

- Students can begin to reverse their academic difficulties if they improve their attendance.

- Parents are often unaware of the corrosive effects of absenteeism and how quickly absences add up to academic trouble in the early grades. Some face challenges with health, transportation or housing that contribute to absences.

- Attendance rates are better in schools where parents feel welcomed and engaged and where they trust their children are safe.
I. Literacy and Attendance: The Research Case

For many years, educators, researchers and policymakers focused on attendance chiefly in secondary school, viewing truancy or unexcused absence as an indicator of student disengagement and eventual dropout. This changed in 2008 when the National Center for Children in Poverty published a report detailing the extent of absenteeism — for excused and unexcused reasons — in the elementary grades. In the report, *Present, Engaged and Accounted For*, Hedy Chang and Marijose Romero used data from a nationally representative data set to document that one in 10 kindergarten and first-grade students misses at least 10 percent of the school year. All of the students who were chronically absent in kindergarten demonstrated weaker reading skills in first grade, with Latino children suffering the worst effects. Further analysis of test scores through fifth grade showed that the ill effects lingered for low-income children even if their attendance had improved in third grade.¹

A 2011 California study connected early attendance with third-grade reading proficiency, which is considered a key indicator of future academic success. Applied Survey Research found that 64 percent of the students with good attendance in kindergarten and first grade scored proficient on the state’s third-grade English language arts test. That compares to 41 percent of students who were chronically absent one of those years. For students chronically absent in both kindergarten and first grade, only 17 percent scored proficient.² These trends reflect the increased emphasis on literacy skills in the early grades. From 1998 to 2006, kindergarten teachers reported devoting 25 percent more time to teaching early literacy, up from 5.5 hours to seven hours per week, according to the working paper recently released by the University of Virginia.³

Why It Matters

If children don’t show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?⁴

- 84% of kids with good attendance in K and 1st (missed 0 or fewer days both years)
- 45% of kids with at-risk attendance (missed more than 9 days both years)
- 41% of kids chronically absent in K or 1st (missed 10 or more days one year)
- 17% of kids chronically absent in K and 1st (missed 10 or more days both years)


³ Missing this critical literacy instruction in kindergarten and first grade has more dire consequences for children from low-income families than their more affluent peers, according to a 2010 study by Douglas P. Ready. Tapping a national data base, Ready found that chronically absent children gained 14 percent fewer literacy skills in kindergarten than those who attended more regularly. The negative impact, though, is 75 percent greater for a low-income student in kindergarten than for more affluent peers and 40 percent greater in first grade.⁴ Ready’s study, as well as the Chang & Romero analysis, showed that poor children are far more likely to be chronically absent.
The effects of absenteeism on literacy skills start before kindergarten, two recent studies show. The University of Chicago Consortium of Chicago School Research followed 25,000 3- and 4-year-olds served by Chicago Public Schools' school-based preschool programs and found that nearly half of 3-year-olds and more than one-third of 4-year-olds missed at least 10 percent of the school year. Chronic absence for 4-year-old students correlated with weaker kindergarten readiness scores, including letter recognition and pre-literacy scores. The effects were particularly pronounced for the children who arrived at preschool with the weakest skills. Once again, these are the students who were more likely to be chronically absent, the 2013 study found. And for every year a student is chronically absent, his or her chance for reading success diminished. The Baltimore Education Research Consortium also focused on prekindergarten and kindergarten attendance and followed these young students over time. The 2012 study found that students with low attendance in both pre-K and kindergarten often continue to have low attendance, are more likely to be retained by third grade and on average have lower academic outcomes than peers with better attendance.

The good news is that when students attend school regularly, they can see outsized literacy gains. Ready’s study showed that low-income kids who attended regularly appeared to benefit from the instruction more than the higher income peers. They gained 8 percent more literacy skills in kindergarten and nearly 7 percent more in first grade. This narrows the reading gap between rich and poor by nearly a third. Likewise the Chicago research showed that students who arrived at pre-K with the weakest reading skills and attended regularly saw the biggest gains. And when chronically absent students improve their attendance, they can get back on track academically, the Baltimore research found.

The more years students are chronically absent in the early years, the more at-risk they are for needing reading interventions by the end of second grade.

<table>
<thead>
<tr>
<th>Average Second Grade DIBELS Oral Reading Fluency Score</th>
<th>Not Chronically Absent (n=4,073)</th>
<th>Chronically Absent in Pre-K (n=1,381)</th>
<th>Chronically Absent in Pre-K and K (n=423)</th>
<th>Chronically Absent in Pre-K, K, and 1st Grade (n=255)</th>
<th>Chronically Absent in Pre-K, K, 1st, and 2nd Grade (n=306)</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.8</td>
<td>94.6***</td>
<td>88.9***</td>
<td>81.3***</td>
<td>72.9***</td>
<td></td>
</tr>
</tbody>
</table>

II. Family Attitudes on Attendance

Parents and family caregivers are critical partners in ensuring that children get to school on time and every day. But sometimes even well-intentioned parents don't fully understand the negative consequences of absences, particularly in the early grades when many assume not much "learning" is taking place. Other times they face real barriers to getting their children to class. While illness is a big factor in the early grades, the research shows that parental attitudes toward attendance and the comfort level with the local school can affect absenteeism rates.

Parents who believe attendance is very important tend to have children with better attendance rates, the Chicago study found. Interviews with families showed those who recognized the importance had children with absenteeism rates averaging 7.5 percent. Those who didn't think attendance mattered saw an average 13.2 percent absenteeism rate for their children. A series of Ad Council focus groups with parents of middle-school students revealed some surprising attitudes. While parents were concerned about their children skipping school without permission, they were not as worried about excused absences. In fact some saw giving their child a day off from school as a show of affection.

Attendance improves when parents believe schools are safe, trust the teachers and feel connected to the elementary school, studies show. In addition to the Chicago research, an analysis of the Los Angeles Unified School District's Attendance Improvement Program for kindergartners identified these common characteristics among the most successful programs:

- greater levels of parent engagement;
- a strength-based approach with more positive perceptions of parents and higher expectations of their students and parents;
- a shared belief that everyone had a role in improving attendance and should work together;
- and deeper levels of commitment to program implementation and delving into the causes of absence.

III. Helping Families Improve Attendance

Schools and community organizations working with parents can take several approaches to help families improve attendance and, with it, reading skills.

1. Inform parents early and often about the value of good attendance

Connect with parents during the summer and throughout the school year about the value of good attendance and let them know that you are there to partner with them every day. We know from experience that attendance improves when a school community offers a warm and welcoming environment that engages students and families and offers enriching learning opportunities.

A key component of the engagement is helping families learn about the positive effects of good attendance and learn about the positive effects of good attendance and the consequences of chronic absenteeism on realizing their hopes and dreams for their children. Parents may not know that even excused absences, if allowed to accumulate, can cause their children to fall behind. Nor do they realize that building the habit of attendance in the early grades can influence their children's chances of graduating from high school. Send home information highlighting both the value of attendance and the consequences of poor attendance.

Talk to parents about when absences become a problem. Starting in early education programs along with kindergarten, too many absences can cause children to fall behind in school. Missing 10 percent of school days (or about 18 days) can make it harder for children to learn to read. Emphasize that students can fall behind if they
miss just a day or two every few weeks, and that being late to school can also cause a child to miss out on critical learning opportunities and may lead to poor attendance.

Additionally, absences can affect the whole classroom if the teacher has to slow down learning to help children catch up on missed material. So that even children who attend regularly can be adversely affected by other children’s chronic absence.

Encourage parents to work with the teacher when their child is absent to ensure he or she has an opportunity to make up missed class assignments.

2. Offer incentives to recognize parents’ efforts to build a culture of attendance

One strategy for improving attendance is engaging students, parents, educators and community members in a campaign that offers positive rewards for getting to school on-time.

Incentives should be part of creating a school-wide culture of attendance accompanied by a deep commitment to ensuring students are engaged in the classroom once they show up. Attendance incentives are most effective when they are part of a comprehensive approach that includes outreach to families with more significant challenges to attendance.

Incentives don’t need to be costly. Simple rewards — recognition from peers and the school through certificates or assemblies, extra recess time, homework passes or even dancing in the hallways — go a long way toward motivating students. Teachers can solicit ideas from students about what they consider a meaningful incentive.

Key considerations for an incentive program include:

- Interclass competition can be a strong motivator. The sense of competition between classes (with rewards like a party for the class with the best monthly attendance) can encourage students to feel accountable to each other for attending class.

- Avoid recognizing only perfect attendance. Perfect attendance is not always the goal because it is not wise to encourage children to come to school when they’re sick. Students should be rewarded for improved and good attendance, not just perfect records. Offering weekly perfect attendance awards can allow students to still have a chance to succeed the next week if they are absent. Remember incentives can be as simple and inexpensive as the opportunity to sit with a friend of your choice at lunchtime or to have your picture posted on a wall of fame.

- Reward timeliness, not just showing up to school. Since tardiness also has an adverse impact on learning, many schools count only on-time attendance toward rewards.

- Ensure families know about the incentive program and the importance of attendance for academic success, as well as the school policies and consequences for poor attendance. Sanctions should never be used without incentives.

- Offer incentives for families, not just students. Often, families appreciate access to resources such as food baskets and transportation passes.

- Implement incentives school-wide. To foster a culture of attendance, every classroom needs to participate.

3. Identify barriers to attendance and partner with parents to alleviate them

Schools, after-school programs and community organizations should establish and maintain ongoing two-way communication with parents to help identify barriers — such as transportation issues, job loss, unstable housing arrangements or health concerns.
Staying plugged in with parents and the barriers they and their children may be facing requires consistent tracking in school so that we know which students are missing and why. Schools should:

- Invest in accurate collection and entry of attendance data into student data systems.
- Calculate and analyze chronic absence and good attendance to discern patterns for students and classrooms.
- Invest in professional development to help teachers and administrators understand chronic absence.
- Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.

These efforts give school administrators and teachers the data they need to identify which students and families might benefit from deeper engagement and support to help alleviate barriers to attendance. To the extent possible, they should share this data with other agencies and community organizations.

They can also encourage parents to help each other. Parents need to know they can reach out for help when they are experiencing tough times that may make it difficult to get their children to school. They may not realize that other parents, teachers, principals, social workers, school nurses, after-school providers, faith-based organizations or community agencies may be able to help with problem-solving or connecting them to needed resources. For example, parents can be encouraged to coordinate carpooling, walking school buses and child care arrangements to help ensure more children are getting to school.

4. Help parents recognize what they can do to foster good school attendance for their children

Emphasize to parents that establishing consistent good habits at home can put children on the right track to good school attendance. Parents can:

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Know the first day of school and make sure their child has the required immunizations and materials.
- Introduce their child to his or her teachers and classmates before school starts to help with the transition.
- Avoid letting their child stay home unless he or she is truly sick. Advise parents that sometimes complaints of a stomachache or headache can be a sign of anxiety and not a reason to stay home.
- Talk to teachers, school counselors or other parents for advice on how to alleviate a child's anxiety about going to school or other issues.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Avoid scheduling medical appointments and extended trips when school is in session.

By establishing clear channels of communication with parents, engaging families and communities in problem-solving and rewarding steps to improve attendance, schools and early education programs can be instrumental in creating and maintaining learning environments that reduce absenteeism and promote school success.
Attendance Works is a national organization dedicated to improving the policy, practice and research around attendance. Its website offers materials, research and success stories about reducing chronic absence. Attendance Works also offers technical assistance to school districts and communities. For more information and resources, go to www.attendanceworks.org/tools/for-parents/

Launched in May 2010, the Campaign for Grade-Level Reading is a collaborative effort of funders, nonprofit partners, states and communities across the nation to ensure that many more children from low-income families succeed in school and graduate prepared for college, a career and active citizenship. It focuses on reading proficiency by the end of third grade, a key predictor of high school graduation and a milestone missed by fully 80 percent of low-income children.

1 Early Reading Proficiency in the United States, KIDS COUNT. Annie E. Casey Foundation, January 2014
8 Ready
9 Ehrlich
10 Connolly & Olson
11 Ehrlich
13 Duardo, Debra L., Solutions to Chronic Absenteeism: An Evaluation of a Kindergarten Attendance Improvement Program in LAUSD, Dissertation, University of California, Los Angeles, 2013
Beverage Tips in Small Sips

- Chill a pitcher of water in the refrigerator for easy access.
- Offer water between meals when child is thirsty.
- Have water available when playing outdoors.
- Add a slice of cucumber, lime, lemon, watermelon or other fruits to water for variety.
- Fill re-usable water bottles with tap water for on-the-go convenience.
- Serve beverages in regular cups instead of sippy cups to reduce risk of cavities.
- Provide skim or 1% milk at 2–3 meals (2–2 ½ cups per day).
- Serve 100% juice (not fruit punch or fruit drinks).
- Offer up to 4–6 ounces of juice as part of a meal or snack.
- Model healthy beverage choices for preschoolers.

Benefits of Water

- Water helps digest food and move nutrients throughout the body.
- Water regulates body temperature and keeps skin hydrated.
- Fluoridated water helps build and maintain strong teeth.
Why Drink Milk?
Milk helps build and maintain strong, dense bones. Children who are two and older should drink 2—2 ½ cups of low-fat (1%) or skim milk every day.

Help preschoolers get enough, but not too much, milk. Some children do not consume enough milk, while others may prefer milk to other foods.

If you are concerned about lactose intolerance or milk allergies, check with your child’s doctor.

Some families choose not to drink cow’s milk. Other beverages are available, such as, almond, soy, rice and coconut drinks. The protein, calcium and Vitamin D content can vary greatly so read and compare the labels.

Facts on Other Drinks
Be sure to read the nutrition facts labels on beverages. Some drinks are high in calories and have little or no nutrients.

Energy drinks, sports drinks, flavored waters and other beverages often have added sweeteners, caffeine or herbal ingredients that may not be appropriate for young children.

New research supports limiting juice intake to 4–6 ounces daily. Here is why:
- Juice has calories; too many calories may lead to becoming overweight.
- If juice replaces milk or calcium-fortified soy beverages, your child may not get enough calcium.
- Sipping excess juice may promote cavities or cause diarrhea.

CAUTION:
Watch the added sugar
Soda, energy drinks, sports drinks and fruit-flavored drinks are major sources of added sugar in the diets of Americans. Using drinks high in sugar during the preschool years may increase the risk of becoming overweight in adulthood.
Organizing Your Finances

Ever feel like you’re drowning in paperwork? Think about how you manage money, pay bills, and store documents. What’s working and what isn’t?

Keep it Simple

A simple system that fits a busy schedule is the one that works best. Do you have a way to:

- Keep important papers safe?
- Pay bills on time?
- Find receipts, tax documents, insurance records, and other papers?

A good system for organizing finances can help you find documents when you need them and stay on top of bills and other paperwork. It can also give you more time and money to spend on things you enjoy.

Getting Started

Do some bills slip through the cracks? Is there too much clutter? Making small changes to a good plan can smooth out trouble spots. Think about:

- **Time.** Managing money takes time, which can be hard to find for busy parents. Instead of doing it all at once, set aside short chunks of time to tackle a few tasks. About an hour a week or 10 minutes every few days is enough to go through mail, pay a bill or two, check bank balances, etc.

- **Space.** Do you have a spot for important papers so they don’t get mixed up with junk mail and kid’s artwork? It’s no fun finding an overdue bill buried under a stack of paper.

- **Storage.** Where do you store papers you need to keep? Options include a plastic bin, a cabinet drawer, or a shoe box — any of these can do the job if they are labeled and organized.

Digging In

Have a place to put mail, school forms, and other papers as they arrive. Go through these every day or two. Toss or shred what you don’t need.

Handle bills to be paid or calls to make right away, or set up a time to do this once a week. Find a place to put bills where you won’t lose track of them. They could be clipped together on the fridge, in a basket on a shelf, or another place you see every day.

Many people pay bills online or set up automatic payments from their bank. This saves time, postage, gas, and late fees. Auto payments work best when you know you will have enough in your account when the bill is due. Contact your bank to learn more.

For bills that aren’t set up for auto-pay, find a way to remind yourself to pay on time. Some people make a note on a calendar or set reminders on their phone or computer. Choose a way that’s easy for you.

Caution: Paying bills online is best done at home on a protected computer. Avoid banking on a public computer or devices connected through public wireless networks.
How do you know what papers to keep? Here are some tips:

<table>
<thead>
<tr>
<th>What</th>
<th>How Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage Licenses</td>
<td>Keep these in a safe place forever. Don’t carry these with you unless you need them for a specific reason.</td>
</tr>
<tr>
<td>Social Security Cards</td>
<td>To replace birth, marriage or death certificates, go to <a href="http://www.dhs.wisconsin.gov">www.dhs.wisconsin.gov</a> &amp; look for Vital Records.</td>
</tr>
<tr>
<td>Birth &amp; Death Certificates</td>
<td>To replace a Social Security card, go to <a href="http://www.ssa.gov/ssnumber">www.ssa.gov/ssnumber</a>.</td>
</tr>
<tr>
<td>Legal documents (wills, adoption papers)</td>
<td></td>
</tr>
<tr>
<td>Income Tax Records</td>
<td>Keep tax returns and receipts for 7 years. Keep pay stubs for 1 year until you receive a W2 that matches your records.</td>
</tr>
<tr>
<td>Housing Records</td>
<td>Keep current policies for homeowners/renters insurance until you renew, along with proof of up-to-date payment.</td>
</tr>
<tr>
<td></td>
<td>Keep lease until you move and deposit is returned.</td>
</tr>
<tr>
<td></td>
<td>For tax purposes, keep home improvement documents until 7 years after you sell your home.</td>
</tr>
<tr>
<td></td>
<td>Keep mortgage documents until paid. Keep a receipt of the final payment.</td>
</tr>
<tr>
<td>Vehicle Records</td>
<td>Keep title in a safe place (not in the car) while you own the car.</td>
</tr>
<tr>
<td></td>
<td>Keep loan documents until paid, keep proof of payment.</td>
</tr>
<tr>
<td></td>
<td>For insurance, keep active policy until you renew it.</td>
</tr>
<tr>
<td>Receipts, Credit Card Statements, Bank Statements (online or paper)</td>
<td>Most can be tossed. Keep them...</td>
</tr>
<tr>
<td></td>
<td>If you use it to track spending.</td>
</tr>
<tr>
<td></td>
<td>If you might return an item.</td>
</tr>
<tr>
<td></td>
<td>If you need proof of purchase for a warranty.</td>
</tr>
<tr>
<td></td>
<td>Until it shows up as “paid” on the next month’s bill (like utilities or cell phone bills or credit card statements).</td>
</tr>
</tbody>
</table>

When you’re ready to toss financial papers, be sure to shred them to prevent identity theft.

For More Information...
Contact your local UW-Extension Family Living Educator for more financial education resources. Go to [www uwex edu/ces/cty](http://www.uwex.edu/ces/cty) to find your County office.

For help with balancing your monthly spending plan, contact a non-profit Certified Consumer Credit Counselor online at [www debadvice org](http://www.debadvice.org) or by calling 800 388 2227.

To Sum It Up:

$ Late fees add up. Paying bills on time saves money and helps build a good credit rating.

$ Don’t get caught by surprise. For quarterly or once-a-year bills (insurance, license plate renewal, property taxes, etc.), set aside money from every paycheck and set a due date reminder.

$ Struggling to pay bills on time? Is it because you forget or lose track of a bill? Or is it hard to stretch your money? You can call your local UW-Extension office for more tips on managing money.

*Money Smart in Head Start* is provided by UW-Extension Family Living as part of the Head Start Financial Capability Project funded through the Annie E. Casey Foundation and reviewed by Peggy Olve, Financial Capability Specialist, UW-Madison/Extension. Authored by Elizabeth Lerdal, Family Living Educator, Bayfield County. Copyright © 2015 by the Board of Regents of the University of Wisconsin System doing business as the division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved. An EEO/Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.
Community Welcome!!

AN INVITATION TO ATTEND
SPRING FEAST & RAISING OF SPIRIT POLE
Thursday, MAY 9, 2019
MISHOMIS WELLNESS CENTER

- 9:30 A.M. TOBACCO TIES AND PREPARE SPIRIT POLE
- 11:00 PIPE CEREMONY & RECOGNITION
- 12:00p.m. FEAST

For more information, contact Linda Dunbar at 715-779-3741 x 2403

Caretakers of the medicine, protectors of your health
HEALTHY SUMMER HABITS

- Stay Hydrated! Water prevents illnesses, keeps your bones and muscles healthy and fuels your activities throughout the day!
- Eat Fresh: Reserve a place on your plate every meal for fresh produce.
- Transform activities into exercise: Like going to the zoo or visiting a park can become an exercise.
- Disconnect: Put down those cell phones/tablets and maintain a screen time of one hour.
- Stay Shady! Always wear sunscreen, a hat and sunglasses.
- Sleep well! Getting enough sleep at the right times can help protect your physical and mental health, safety and quality of life.
- Stay cool: When it gets too hot, do what you can to stay cool! Go swimming in yours or a friends pool and go inside time to time where there is air condition.
LOGO DESIGN CONTEST

The Red Cliff Treatment and Referral expansion enhancement (RCTREE) Program is looking for a creative design to represent our new youth and family program and we need your help!

What is RCTREE?
The Red Cliff Youth and Family TREE Program strives to enhance and expand substance abuse and co-occurring (substance abuse & mental health) treatment and recovery services for adolescents, transitional aged youths, and their families/guardians.

DEADLINE EXTENDED TO MAY 17, 2019

Drop off logos at Red Cliff Community Health Center. Please include your name, age, and phone number with the logo entry.

For more information, contact Gabby Gordon at 715-779-3707 ext. 2247
Better Bedtime Habits

Eliminate Distractions

Remove televisions, computers, and other electronic devices from your tot's room to create an environment that is conducive to sleep. "The stimulation associated with watching TV or playing video games and the light from computer and TV screens both make it much more difficult to fall asleep," says Parents adviser Judith Owens, M.D., coauthor of Take Charge of Your Child's Sleep. "Certainly, a dim light, such as a night-light, is OK for kids who need it."

Establish a Bedtime Routine

Take a warm bath, put on PJs, brush teeth, and read good-night stories -- getting into a regular habit helps youngsters feel more secure about going to bed. This predictability "prepares kids psychologically and reduces their nighttime anxiety," Dr. Judith Owens says. "It lowers stress levels and creates a series of steps the child anticipates and knows will lead to bedtime."

Minimize Your Presence

Leave the room before your child falls asleep so she's "not dependent on parental presence," Dr. Judith Owens says. If you do stay in her room, don't lie in her bed or interact with her. Move farther away from her bed each night while she is falling asleep to gradually reduce her dependence upon you.

Take It Slow

Many parents prefer to put their child to bed and tell her that they'll come back in a bit to check on her. Keep your promise, but wait for successively longer intervals of time. Ideally, she'll fall asleep during one of these intervals. Dr. Judith Owens suggests starting with a 5-to 10-minute waiting period. If you return in less than 5 minutes, she'll likely be awake. But if you wait too long, "the child might become anxious and agitated, which makes the situation worse," she says.

Be Consistent

If your child slips into your bed in the middle of the night, accompany her right back to her room without much interaction, Dr. Judith Owens says. Simply say, "You need to stay in bed." It's important to be firm about returning your child to her bed every time this happens. "If you don't do this every time, it teaches your child to be more persistent," she says.

Reward Good Behavior

And ignore undesirable behavior such as crying. After a good night, let your little one choose her favorite cereal or pick out her outfit the next morning. "This helps them associate the behavior with the reward," Dr. Judith Owens says.

EVERYONE GETS A GOOD NITES REST

Parent's
5.2019
Nearly 5 million people are treated for skin cancer each year in the United States. Skin cancer can be serious, expensive, and sometimes even deadly. Fortunately, most skin cancers can be prevented.

**PROTECT YOUR FAMILY FROM SKIN CANCER**

Ultraviolet (UV) rays—from the sun or from artificial sources like tanning beds—are known to cause skin cancer.

Damage from exposure to UV rays builds up over time, so sun protection should start at an early age.

**PROTECT YOUR FAMILY AND YOURSELF FROM SKIN CANCER**

**STAY SUN SAFE OUTDOORS**

Seek shade, especially during midday hours. This includes 10 am to 4 pm, March through October, and 9 am to 3 pm, November through February. Umbrellas, trees, or other shelters can provide relief from the sun.

Be extra careful around surfaces that reflect the sun's rays, like snow, sand, water, and concrete.

Wear sun protection gear like a hat with a wide brim and sunglasses to protect your face and eyes.

Sunglasses protect your eyes from UV rays and reduce the risk of cataracts and other eye problems. Wrap-around sunglasses that block both UVA and UVB rays offer the best protection by blocking UV rays from the side.

Wear a long-sleeved shirt and pants or a long skirt for additional protection when possible. If that's not practical, try wearing a T-shirt or a beach cover-up.

Apply a thick layer of broad spectrum sunscreen with an SPF of 15 or higher at least 15 minutes before going outside, even on cloudy or overcast days. Reapply sunscreen at least every 2 hours and after swimming, sweating, or towel off.

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
Discourage Indoor Tanning and Sunbathing

Indoor tanning and sunbathing often begin in the teen years and continue into adulthood. Don’t wait to teach your children about the dangers of tanning. Children may be more receptive than teens, so start the conversation early, before they start sunbathing or indoor tanning.

For example, you can

- Help preteens and teens understand the dangers of tanning so they can make healthy choices.
- Talk about avoiding tanning, especially before special events like homecoming, prom, or spring break.
- Discourage tanning, even if it’s just before one event like prom. UV exposure adds up over time. Every time you tan, you increase your risk of getting skin cancer.

UV rays are strongest

- During midday.
- Near the equator.
- During summer months.
- At high altitudes.

Remember that sunburns and skin damage can occur even on cloudy or overcast days. If you’re unsure about the sun’s intensity in your area, check the daily UV index for your zip code on the US Environmental Protection Agency’s website.

INDOOR TANNING

- Exposes users to intense levels of UV rays, a known cause of cancer.
- Does not offer protection against future sunburns. A “base tan” is actually a sign of skin damage.
- Can spread germs that can cause serious skin infections.
- Can lead to serious injury. Indoor tanning accidents and burns send more than 3,000 people to the emergency room each year.

The US Food and Drug Administration states that indoor tanning should not be used by anyone younger than age 18. Many states restrict the use of indoor tanning by minors.

There’s no such thing as a safe tan.

Choose Sun-Safety Strategies that Work

Broad spectrum sunscreen with an SPF of 15 or higher is important, but it shouldn’t be your only defense against the sun. For the best protection, use shade, clothing, a hat with a wide brim, and sunglasses, as well as sunscreen.

FOR MORE INFORMATION, VISIT CDC’S SUN SAFETY WEBSITE.
TIPS: Focus on Whole Fruits

Tip Sheets:

- 10 Tips: Focus on Fruits
- 10 Tips: Kid-friendly Veggies and Fruits
- 10 Tips: Liven Up Your Meals with Vegetables and Fruits
- 10 Tips: Smart Shopping for Veggies and Fruits

In general:

- Keep a bowl of whole fruit on the table, counter, or in the refrigerator.
- Refrigerate cut-up fruit to store for later.
- Buy fresh fruits in season when they may be less expensive and at their peak flavor.
- Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.
- Consider convenience when shopping. Try pre-cut packages of fruit (such as melon or pineapple chunks) for a healthy snack in seconds. Choose packaged fruits that do not have added sugars.

For the best nutritional value:

- Make most of your choices whole or cut-up fruit rather than juice, for the benefits dietary fiber provides.
- Select fruits with more potassium often, such as bananas, prunes and prune juice, dried peaches and apricots, and orange juice.
- When choosing canned fruits, select fruit canned in 100% fruit juice or water rather than syrup.
- Vary your fruit choices. Fruits differ in nutrient content.

At meals:

- At breakfast, top your cereal with bananas or peaches; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, mix fresh fruit with plain fat-free or low-fat yogurt.
- At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.
- At dinner, add crushed pineapple to coleslaw, or include orange sections or grapes in a tossed salad.
- Make a Waldorf salad, with apples, celery, walnuts, and a low-calorie salad dressing.
- Try meat dishes that incorporate fruit, such as chicken with apricots or mangoes.
- Add fruit like pineapple or peaches to kabobs as part of a barbecue meal.
- For dessert, have baked apples, pears, or a fruit salad.
As snacks:

- Cut-up fruit makes a great snack. Either cut them yourself, or buy pre-cut packages of fruit pieces like pineapples or melons. Or, try whole fresh berries or grapes.
- Dried fruits also make a great snack. They are easy to carry and store well. Because they are dried, ¼ cup is equivalent to ½ cup of other fruits.
- Keep a package of dried fruit in your desk or bag. Some fruits that are available dried incluce apricots, apples, pineapple, bananas, cherries, figs, dates, cranberries, blueberries, prunes (dried plums), and raisins (dried grapes).
- As a snack, spread peanut butter on apple slices or top plain fat-free or low-fat yogurt with berries or slices of kiwi fruit.
- Frozen juice bars (100% juice) make healthy alternatives to high-fat snacks.

Make fruit more appealing:

- Many fruits taste great with a dip or dressing. Try fat-free or low-fat yogurt as a dip for fruits like strawberries or melons.
- Make a fruit smoothie by blending fat-free or low-fat milk or yogurt with fresh or frozen fruit. Try bananas, peaches, strawberries, or other berries.
- Try unsweetened applesauce as a lower calorie substitute for some of the oil when baking cakes.
- Try different textures of fruits. For example, apples are crunchy, bananas are smooth and creamy, and oranges are juicy.
- For fresh fruit salads, mix apples, bananas, or pears with acidic fruits like oranges, pineapple, or lemon juice to keep them from turning brown.

Fruit tips for children:

- Set a good example for children by eating fruit every day with meals or as snacks.
- Offer children a choice of fruits for lunch.
- Depending on their age, children can help shop for, clean, peel, or cut up fruits.
- While shopping, allow children to pick out a new fruit to try later at home.
- Decorate plates or serving dishes with fruit slices.
- Top off a bowl of cereal with some berries. Or, make a smiley face with sliced bananas for eyes, raisins for a nose, and an orange slice for a mouth.
- Offer raisins or other dried fruits instead of candy.
- Make fruit kabobs using pineapple chunks, bananas, grapes, and berries.
- Pack a juice box (100% juice) in children’s lunches instead of soda or other sugar-sweetened beverages.
- Look for and choose fruit options, such as sliced apples, mixed fruit cup, or 100% fruit juice in fast food restaurants.
- Offer fruit pieces and 100% fruit juice to children. There is often little fruit in “fruit-flavored” beverages or chewy fruit snacks.

Keep it safe:

- Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing.
- Keep fruits separate from raw meat, poultry and seafood while shopping, preparing, or storing.
TIPS: Vary Your Veggies

Tip Sheets:

- 10 Tips: Add More Vegetables to Your Day
- 10 Tips: Kid-friendly Veggies and Fruits
- 10 Tips: Liven Up Your Meals with Vegetables and Fruits
- 10 Tips: Smart Shopping for Veggies and Fruits

In general:

- Buy fresh vegetables in season. They cost less and are likely to be at their peak flavor.
- Stock up on frozen vegetables for quick and easy cooking in the microwave.
- Buy vegetables that are easy to prepare. Pick up pre-washed bags of salad greens and add baby carrots or grape tomatoes for a salad in minutes. Buy packages of veggies such as baby carrots or celery sticks for quick snacks.
- Use a microwave to quickly "zap" vegetables. White or sweet potatoes can be baked quickly this way.
- Vary your veggie choices to keep meals interesting.
- Try crunchy vegetable choices that are raw or lightly steamed.

For the best nutritional value:

- Select vegetables with more potassium often, such as sweet potatoes, white potatoes, white beans, tomato products (paste, sauce, and juice), beet greens, soybeans, lima beans, spinach, lentils, and kidney beans.
- Sauces or seasonings can add calories, saturated fat, and sodium to vegetables. Use the Nutrition Facts label to compare the calories and % Daily Value for saturated fat and sodium in plain and seasoned vegetables.
- Prepare more foods from fresh ingredients to lower sodium intake. Most sodium in the food supply comes from packaged or processed foods.
- Buy canned vegetables labeled "reduced sodium," "low sodium," or "no salt added." If you want to add a little salt it will likely be less than the amount in the regular canned product.

At meals:

- Plan some meals around a vegetable main dish, such as a vegetable stir-fry or soup. Then add other foods to complement it.
- Try a main dish salad for lunch. Go light on the salad dressing.
- Include a green salad with your dinner every night.
- Shred carrots or zucchini into meatloaf, casseroles, quick breads, and muffins.
- Include chopped vegetables in pasta sauce or lasagna.
- Order a veggie pizza with toppings like mushrooms, green peppers, and onions, and ask for extra veggies.
• Use pureed, cooked vegetables such as potatoes to thicken stews, soups and gravies. These add flavor, nutrients, and texture.
• Grill vegetable kabobs as part of a barbecue meal. Try tomatoes, mushrooms, green peppers, and onions.

Make vegetables more appealing:

• Many vegetables taste great with a dip or dressing. Try a low-fat salad dressing with raw broccoli, red and green peppers, celery sticks or cauliflower.
• Add color to salads by adding baby carrots, shredded red cabbage, or spinach leaves. Include in-season vegetables for variety through the year.
• Include beans or peas in flavorful mixed dishes, such as chili or minestrone soup.
• Decorate plates or serving dishes with vegetable slices.
• Keep a bowl of cut-up vegetables in a see-through container in the refrigerator. Carrot and celery sticks are traditional, but consider red or green pepper strips, broccoli florets, or cucumber slices.

Vegetable tips for children:

• Set a good example for children by eating vegetables with meals and as snacks.
• Let children decide on the dinner vegetables or what goes into salads.
• Depending on their age, children can help shop for, clean, peel, or cut up vegetables.
• Allow children to pick a new vegetable to try while shopping.
• Use cut-up vegetables as part of afternoon snacks.
• Children often prefer foods served separately. So, rather than mixed vegetables try serving two vegetables separately.

Keep it safe:

• Rinse vegetables before preparing or eating them. Under clean, running water, rub vegetables briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing.
• Keep vegetables separate from raw meat, poultry and seafood while shopping, preparing, or storing.
**Smart summer snacking**

Without the routine of school days to structure your youngster's eating, she may need a little extra guidance to make good choices. Consider these tips for healthy summer snacking.

**Stock up**

Let your youngster choose nutritious snacks at the grocery store and keep them in convenient spots at home. Maybe she'll put string cheese, carrot sticks, and grapes in a refrigerator drawer. Or she might place whole-wheat crackers, plain popcorn, and unsalted nuts in a basket in the pantry. Idea: Stick notes on the snacks with messages like “Pick me! I’m good for you!”

**Make a menu**

Does your child need snacks for day care or camp? Let her post a weekly snack menu, just like her school lunch menu. She'll have a say in what she eats, and she'll know what to take each morning. You might help her roll up apple slices and cheese in a whole-wheat tortilla or leftover chicken and vegetables in a lettuce wrap, for instance.

**Go on a snack-nic**

Combine snacking with physical activity. Together, pack healthy snacks like hummus and celery sticks or bananas and peanut butter. Then, take along a ball, and walk or bike to a playground for a “snack-nic.” Spread out a blanket on the grass or eat at a picnic table. Afterward, play a game of catch.

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**Fun under the stars**

Playing outside on a warm summer night can create wonderful memories for your child. Get inspired with these active ideas.

- **Follow the stars.** Point out constellations, such as the Big Dipper. Your youngster can copy the “star picture” in the grass by laying small toys in the same pattern. Have him walk or jump along the starry path. Tip: Use a library book or smartphone app to identify constellations.

- **Flashlight tag.** In this version of tag, “It” tags other players with a beam of light. If the flashlight shines on a player, he’s caught. Continue until only one player is left. That person becomes “It.”

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**Best Bites**

**Salad + whole grains**

Here’s an easy idea for getting more whole grains into your youngster’s diet. Toss cooked grains like brown rice or whole-wheat pasta into salads. He will probably enjoy the contrast of the warm grains and cool greens. Tip: Keep things interesting by swapping in different grains like barley or farro.

**Active musical chairs**

Put a twist on musical chairs the next time your child has friends over. For each round, call out a movement to do when the music stops and before players sit down. Example: “Jump up high to touch the sky.” If a player forgets, or doesn’t get a chair, she’s out. The last person left wins the round and calls the next movement.

**Did you know?**

If your child gets free or reduced-price meals at school, he can continue getting free meals through the summer under the Summer Food Service Program. Ask the school counselor about sites in your community. These may include schools, parks, or rec centers, and transportation may be provided.

**Just for fun**

Q: What do you have when there are five oranges in your left hand and seven in your right?

A: Big hands!
Around the world

Looking for a healthy way to teach your child about different cultures? Try a mix of traditional games and foods to explore how people play and eat. Here are two countries to choose from.

Armenia

**Play egg jousting.** Each player holds a hard-boiled egg like a sword. Tap your eggs together until one cracks. Then, save the eggs for a snack.

**Eat cucumber and tomato salad.** Cut 3 cucumbers and 2 tomatoes into 1-inch chunks. Combine with 1/4 cup each chopped cilantro and parsley. In a separate bowl, stir together 2 tbsp. lemon juice and 1/2 cup olive oil, then drizzle over the salad.

Ghana

**Play pilolo.** With a group of five or more, paint a dozen rocks, and have a “leader” hide them around a yard. For each round, he stands at a finish line and yells pilolo (“time to search for”). The first player to find a stone and cross the finish line with it scores a point and becomes the leader. The new leader hides the rocks and the group plays again. The player with the most points after 10 rounds wins.

**Eat ono tuo (rice balls).** Prepare rice according to package directions, mash with a potato masher until smooth, and use an ice cream scoop or melon baller to form balls. Place ono tuo in bowls of your favorite soup.

Tip: Help your youngster locate each country on a map. He could research foods from nearby counties—he'll notice that similar dishes may be popular within the same region.

Sunday brunch

Between school, work, soccer practice, and Cub Scouts, our family's life had become so busy there was barely time for dinner together. So I came up with the idea of a regular Sunday brunch.

I told my sons about the plan and asked for menu ideas. Pancakes, my younger son suggested. Scrambled eggs, my older one said. We decided on a month of menus and agreed we would all help to prepare the food.

After just a few weeks, Sunday brunch has become a family tradition. We look forward to a healthy meal—and each other's company! Here's the recipe for one of our favorites, cinnamon French toast. Beat 3 eggs with 1 tsp. cinnamon and 1 tsp. sugar. Dip 6 slices of whole-grain bread in the mixture. In a pan coated with nonstick spray, saute until crisp.

Discover your parks

**Trails, nature programs, sports...** parks are full of opportunities for your family to stay active. And many are free! Get to know your county, regional, state, or national parks with these suggestions.

- **Explore trails.** Hike trails that will interest your youngster—perhaps she’d like one with a waterfall or stream crossing. Or if a trail has fitness stations along the way, stop to do chin-ups, crunches, or other exercises.

- **Sign up for a special event.** Help the environment or learn about nature while you stay active. Maybe you can participate in a park cleanup day or go on a bird-watching expedition with other families.

- **Try a sport.** Look for courts or courses where your child can play tennis, disc golf, or beach volleyball, for example. She may find something she’d like to play regularly.

Fruity desserts

**Celebrate the juicy fruits of summer with desserts that taste as good as they look. Your youngster will have fun making them with you, too.**

**Watermelon "layer cake"**

Cut three round slices from a watermelon. Let your child stir together 1 cup plain fat-free Greek yogurt, 1 tbsp. honey, and 1/2 tsp. vanilla extract. Then, she should spread the mixture on each watermelon slice and stack the “layers” into a cake.

**Berry sundae**

Have your youngster mix blueberries, raspberries, and blackberries with fat-free whipped cream. She can fill an ice cream cone with the mixture and top with chopped walnuts.

**Fruit kebabs**

Help your child thread a wooden skewer with grapes and chunks of apple, banana, and cantaloupe—alternating to make a colorful pattern.

Our purpose

To provide busy parents with practical ways to promote healthy nutrition and physical activity for their children.

Resources for Educators, a division of CCH Incorporated
130 N. Royal Avenue • Fairfax, VA 22033
800-354-5052 • infoeducation@wolterskluwer.com
www.resourceonline.com

Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise. 

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Make a Milk Carton Train

**What You Do:**

1. Tape a piece of string to the front of the milk carton so that you can pull it along behind your child. Aim for a piece of string that is long enough to fit around the milk carton and a string that is strong enough to support the milk carton.
2. Keep your child's head in the correct position. This will help him or her see the direction of the train.
3. Make sure your child can see the milk carton when it is being held. This will help him or her see the direction of the train.
4. Let your child place the milk carton on the floor and pull it along with the string. This will help him or her see how the milk carton moves.
5. Keep your child's head in the correct position. This will help him or her see the direction of the train.
6. Keep your child's head in the correct position. This will help him or her see the direction of the train.

**What You Need:**

- Tape
- String
- Milk carton
- Construction paper
- Scissors
- Glue

This activity is a great way to encourage your child to learn about the direction of the train. It is also a fun way to help your child develop their motor skills and hand-eye coordination.
Vanilla Pudding

Instructions:

- Add food coloring to make your pudding your favorite color. Also, add fruit toppings to the pudding to add extra flavor.
- Cook slightly, stirring a few times to prevent a skin from forming. Place a piece of plastic wrap directly on top of the pudding and refrigerate until completely cooled and thickened, about 4 hours.

- Whisk the 2 eggs, cornstarch, and salt in bowl, whisk in the 1/2 cup of milk over medium heat, until steaming.
- Heat 4 cups of milk in saucepan over medium heat, until steaming.
- Whisk the sugar, cornstarch, and salt in bowl, whisk into the egg mixture until smooth, then gradually whisk the egg mixture into the hot milk.
- Continue to cook, whisking constantly, until it has thickened to a pudding-like consistency, about 3 to 4 minutes. Remove from the heat and stir in the vanilla.

- Pour the pudding into ramekins. Remove from the heat and stir in the vanilla.
- Refrigerate until completely cooled and thickened, about 4 hours.

Ingredients:

- 2 teaspoons vanilla
- 5 egg yolks, beaten
- 1/2 teaspoon salt
- 1/3 cup cornstarch
- 1 cup sugar
- 4 1/2 cups milk
1 - Boozhoo anishinaabedoog!
   (Hello my fellow human beings!)

2 - _____________ indizhinikaaz
   (My name is _____)

3 - _____________ indoonjibaa
   (I am from ________)

4 - Nindananokii _______________
   (I work as/at _________)
<table>
<thead>
<tr>
<th>bezhigo giigoon</th>
<th>niizhiwag giigoonyag</th>
<th>nisiwag giigoonyag</th>
</tr>
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<tbody>
<tr>
<td>niwiwag giigoonyag</td>
<td>naaniwag giigoonyag</td>
<td>ningodwaasiwag giigoonyag</td>
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<tr>
<td>niizhwaasiwag giigoonyag</td>
<td>ishwaasiwag giigoonyag</td>
<td>zhaangasiwag giigoonyag</td>
</tr>
</tbody>
</table>

bezhigo giigoon – one fish
niizhiwag giigoonyag – two fish
nisiwag giigoonyag – three fish
niwiwag giigoonyag – four fish
naaniwag giigoonyag – five fish
ningodwaasiwag giigoonyag – six fish
niizhwaasiwag giigoonyag – seven fish
ishwaasiwag giigoonyag – eight fish
zhaangasiwag giigoonyag – nine fish
midaasiwag giigoonyag – ten fish
Sample with one child:

Boozhoo anishinaabedoog!

_________ indizhinikaaz

_________ indoodem

Miskwaabikaang indoonjibea

Bezhigo niniijaanis eta.

Bezhigo (ikwezens / gwiiwizens)

_________ izhinaako (nindaanis/ningozis) miinawaa __________ bibooney.

Sample with two children:

Boozhoo anishinaabedoog. __________ indizhinikaaz, __________ indoodem, Miskwaabikaang indoonjibaa.

Niizhiwag niniijaanisag.

Bezhigo ningozis miinawaa bezhigo nindaanis. (Niizhiwag ningozisag / Niizhiwag nindaanisag)

_________ izhinaako ningozis miinawaa __________ izhinaako nindaanis. (___ miinawaa ___)

izhinaakoowag (ningozisag / nindaanisag)

_________ bibooney ningozis miinawaa ____ bibooney nindaanis. (___ bibooney ___ miinawaa ___ bibooney ___)

Sample with three children:

Boozhoo anishinaabedoog, ___ indizhinikaaz, ___ indoodem, ___ indoonjibaa

Niisiwag niniijaanisag.

(Niizhiwag ningozisag miinawaa bezhigo nindaanis / Niisiwag ningozisag / Niisiwag nindaanisag / Niizhiwag nindaanisag miinawaa bezhigo ningozis)

________ miinawaa __________ izhinaakoowag ningozisag.

Ishwaaso giizis daso bibooney __________ miinawaa niivo bibooney __________.

_________ izhinaako nindaanis. ________ bibooney.
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<thead>
<tr>
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<th>Child/Children</th>
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<td>Niiwiwag Ninijjaanisag</td>
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<tr>
<td>Girls</td>
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<tr>
<td>Boys</td>
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<tr>
<td>Bezhigo gwiwizens</td>
<td>Niizhiwag gwiwizensag</td>
<td>Nisiwag gwiwizensag</td>
<td>Niiwiwag gwiwizensag</td>
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<td>Grandchild/ren</td>
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Eyaaawag / Eyaaawgwaag

Ages

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<td>2</td>
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<td>Ningozis / Ningozisag</td>
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<tr>
<td>3</td>
<td>niso</td>
<td>Noozhishen / Noozhishenyag</td>
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<tr>
<td>4</td>
<td>niiyo</td>
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<tr>
<td>5</td>
<td>naano</td>
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<tr>
<td>6</td>
<td>ningodwaasobibooney</td>
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</tbody>
</table>
If interested in attending any of these events, please feel free to call.

- Friday, May 31st - Ashland Shopping Leave at 9:30 am
- Monday, May 2nd - Tribal Holiday No Work
- Sunday, May 26th - Fambeam Day Trip Leave at 8:30 am
- Thursday, May 16th - Corny Day Trip Leave at 9:30 am
- Monday, May 19th - Tribal Holiday No Work
- Monday, May 26th - Ashland Shopping Leave at 9:30 am
- Friday, May 3rd - Primary Tribal Election - Legendary Waters 8am-8pm

May Monthly Events
## Menu

### Breakfast

<table>
<thead>
<tr>
<th>Today's Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Juice</td>
</tr>
<tr>
<td>Apple Pie</td>
</tr>
<tr>
<td>Banana Bread</td>
</tr>
<tr>
<td>Greek Yogurt</td>
</tr>
<tr>
<td>Coffee</td>
</tr>
</tbody>
</table>

### Lunch

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 BPA/BPA-Free</td>
<td>2S Shotgun Noodles</td>
</tr>
<tr>
<td>10 Tacos Salad with 9 Tacos Salad Wheat</td>
<td>10 Tacos Salad Wheat</td>
</tr>
<tr>
<td>7 Tacos Salad with 6 Tacos Salad Wheat</td>
<td>7 Tacos Salad with 6 Tacos Salad Wheat</td>
</tr>
</tbody>
</table>

### Dinner

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Spaghetti</td>
<td>22 Spaghetti &amp; Meat</td>
</tr>
<tr>
<td>15 Ham Salad</td>
<td>15 Ham Salad</td>
</tr>
<tr>
<td>14 Chicken Salad</td>
<td>14 Chicken Salad</td>
</tr>
<tr>
<td>15 Ham Salad</td>
<td>15 Ham Salad</td>
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<tr>
<td>14 Chicken Salad</td>
<td>14 Chicken Salad</td>
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### Drinks

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
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</tbody>
</table>

### All Meals Subject to Change Without Notice

### Red Cliff Eldersly Menu

### May 2019
<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>BFI 4-6p</td>
<td>BFI 4-6p</td>
<td>Open Gym/Ten 7-8</td>
<td>Open Gym/Ten 7-8</td>
<td>Open Gym/Ten 7-8</td>
</tr>
<tr>
<td>2</td>
<td>BF1 4-6p</td>
<td>BFI 4-6p</td>
<td>BFI 4-6p</td>
<td>Open Gym/Ten 7-8</td>
<td>Open Gym/Ten 7-8</td>
<td>Open Gym/Ten 7-8</td>
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<tr>
<td>3</td>
<td>BF1 4-6p</td>
<td>BFI 4-6p</td>
<td>BFI 4-6p</td>
<td>Open Gym/Ten 7-8</td>
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<td>4</td>
<td>BF1 4-6p</td>
<td>BFI 4-6p</td>
<td>BFI 4-6p</td>
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</tr>
</tbody>
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**Note:**
- Boys & Girls Club of Gitchiagamig Offer Free Family Passes for the Bayfield Rec
- Calendar subject to change please call ahead
- 715-779-3722 thank you BCCG Staff

---

**May 2019**

**Zaagibaaan-gizis (Budding Moon)**

**BOYS & GIRLS CLUB**
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>Make a pizza together.</td>
</tr>
<tr>
<td></td>
<td>Make a pumpkin spice tea.</td>
</tr>
<tr>
<td></td>
<td>Read a book about a field trip.</td>
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<tr>
<td></td>
<td>Help dance with your child.</td>
</tr>
<tr>
<td>Monday</td>
<td>Have a picnic.</td>
</tr>
<tr>
<td></td>
<td>Make your own flower shop.</td>
</tr>
<tr>
<td></td>
<td>Have a picnic.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Read a book about a field trip.</td>
</tr>
<tr>
<td></td>
<td>Help dance with your child.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Have a picnic.</td>
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<tr>
<td></td>
<td>Make your own flower shop.</td>
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<tr>
<td>Thursday</td>
<td>Read a book about a field trip.</td>
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<tr>
<td></td>
<td>Help dance with your child.</td>
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<tr>
<td>Friday</td>
<td>Have a picnic.</td>
</tr>
<tr>
<td></td>
<td>Make your own flower shop.</td>
</tr>
<tr>
<td></td>
<td>Have a picnic.</td>
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<tr>
<td>Sunday</td>
<td>Read a book about a field trip.</td>
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<tr>
<td></td>
<td>Help dance with your child.</td>
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</tbody>
</table>

Notes:
- **May 2019**
- **Books by the Bushel**
JOB DESCRIPTION

POSITION: Early Head Start Center Based Teacher – 2 Positions

LOCATION: Red Cliff Early Childhood Center

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

SUPERVISOR: Head Start-Early Head Start Director

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

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

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

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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

23. Adhere to all ECC policies and procedures and 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:
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:** April 8, 2019  
**DEADLINE:** Open until filled

**FOR FURTHER INFORMATION:**  
Red Cliff Band of Lake Superior Chippewa  
Human Resources  
88455 Pike Road  
Bayfield, WI 54814  
[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov)  
[ashley.poch@redcliff-nsn.gov](mailto:ashley.poch@redcliff-nsn.gov)  
[diane.cooley@redcliff-nsn.gov](mailto:diane.cooley@redcliff-nsn.gov)

(715)779-3700 ext. 4268 or 4267

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

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

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

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

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: ECC Substitute Assistant Teacher/Support Staff

LOCATION: Red Cliff Early Childhood Center

WAGE: $9.00 - $10.00 depending on qualifications

SUPERVISOR: Program Director

THIS IS AN ON-CALL POSITION

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

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

SUPERVISORY AUTHORITY: None

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

**Red Cliff Tribal Council**

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

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

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

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

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

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

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

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

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

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

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

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

FOR FURTHER INFORMATION CONTACT:

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

(715) 779-3700 ext. 4268

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

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement the application for employment with information concerning any convictions that occur after commencement of employment with the Tribe.
All Early Childhood Center employees must submit mandatory criminal background check information to Human Resources Department with application. Per WI Department of Children & Families (DCF) Bureau of Early Care (BECR) Memo 2014-03, as of 12-31-16 all licensed child care center employees must complete a one-time fingerprint-based background check on all employees. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.

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

Big Top Chautauqua
- Production Assistants (Sound/Lighting/Stage)
- Lighting Director
- Box Office Assistant
- Merchandise Manager

Bodin Fisheries
- Fish Processing Positions
- Retail Attendant/Production Assistant

Brownstone Centre
- Full- and Part-Time Positions

Gale Force Coffee
- Barista/Cashier

Lost Creek Adventures & Outfitter
- Food Manager
- Reservations/Retail Specialist

Maggie’s
- Servers, Bartenders, Hosts, Cooks,
  And Dishwashers

Old Rittenhouse Inn
- Breakfast Cook, Prep Cook, Wait Staff/Server, Front Desk/Guest Services Representative, Housekeeper

(Note: Many of the positions are seasonal and are open until filled)

Pier Plaza Restaurant & Lounge
- Prep Cook, Line Cooks, Host, Bussers, Ice Cream Attendant, Dishwashers, Housekeepers, Bartenders, and Wait Staff

Pikes Bay Arena
- Boat Cleaning
- Clubhouse Cleaning
- Dock Crew
- Marine Service Technician
- Ship Store & Customer Service

The Bayfield Inn
- Housekeeping, Front Desk/Guest Services, Cooks, Prep Cooks, Bartenders, Wait Staff, and Hosts

The Fat Radish
- Front of House: wait staff, hostess, bussers, barista/mixologist
- Back of House: prep cooks, line cooks, dish room technician, sandwich/salad prep
- Bakery: pastry/dessert assistant, bread baker assistant
- Other: catering prep, out accounts prep & coordinator, night/early am cleaner

Trek and Trail
- Sea Kayak Guide

Winfield Inn & Gardens
- Housekeeping
Employment Opportunities

(Red Cliff-Based)

Boys & Girls Club

Youth Worker

*Deadline: Open Until Filled*

Legendary Waters

Bartender

Beverage Server

Front Desk Clerk

Line Cook

Night Auditor

Security Officer

Wait Staff

*Deadline (All Positions): Open Until Filled*

Noojimo’iwewin Center/ Red Cliff

Minobimaadiziwin Gitigaanin Farm

Peer Specialist

*Deadline: Open Until Filled*

Red Cliff Community Health Center

Advanced Care Provider

*Deadline: Open Until Filled*

Medical Assistant

*Deadline: Open Until Filled*

Physical Therapist (Part-Time)

*Deadline: Open Until Filled*

Red Cliff Elderly Services Program

Tribal Aging & Disability Resource Specialist

*Deadline: Open Until Filled*

On-Call Assistant Cook

*Deadline: Open Until Filled*

Tribal Fish Hatchery

Invasive Species Technician

4-Month Position (June-Sept)

*Deadline: May 7, 2019*

Red Cliff Early Childhood Center

Assistant Teacher

Early Head Start Center-Based Teacher

(2 Positions)

Substitute Assistant Teacher

*Deadline (All Positions): Open Until Filled*

For further information regarding positions at the ECC, please contact:

Red Cliff Band of Lake Superior Chippewa Human Resources Department

88455 Pike Road Bayfield, WI 54814

[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov)

[ashley.poch@redcliff-nsn.gov](mailto:ashley.poch@redcliff-nsn.gov)

(715) 779-3700 ext. 4268

[diane.cooley@redcliff-nsn.gov](mailto:diane.cooley@redcliff-nsn.gov)

(715) 779-3700 ext. 4267
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<td><strong>0</strong></td>
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<tr>
<td><strong>Cheese</strong></td>
<td><strong>Milk</strong></td>
<td><strong>Kefir</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

**Training:**

**Mandatory STAR:
No Children**

**School:**

**No:**

<table>
<thead>
<tr>
<th>Change to Subject Meal Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Milk 1 yr olds with each meal</td>
</tr>
</tbody>
</table>

**NUTRA GILLIGHEAD | ABBRIOSE | NUTRA GILLIGHEAD | ABBRIOSE**

**MAY 2019**