Red Cliff Early Childhood Center

EDUCATION DIVISION NEWSLETTER

Gashkadino-Giizis (Ice is Forming Moon)

November 2013

Special points of interest:

- Monday, November11 th: ECC & Tribe Closed for Veteran's Day
- Nov. 18th-22nd: ECC Parent Teacher Conferences Week
- Nov 21st: ECC Family Pow Wow 10am @ ECC
- Nov27th-29th: ECC Closed for Fall Break
- Weekly Language Tables: Thursday's 4:30-6:30@ ECC
- Prevention matters! Don't forget to get your flu shot!

Inside this issue:

Events Calendar

Classroom Updates

Attendance

Affordable Care Act

Safe Food Handling

Budgeting for Holidays

Job Postings

November Menu

ECC Attendance Policy

Attendance Matters ...every school day counts!

The ECC would like to remind families about the current attend policy , including the following:

If your child is absent or late, parents must contact the ECC.

If your child is absent or late and a parent has not contacted the ECC, your child's teacher will contact your family.

If teachers are unable to contact families after two days, a referral is then sent to family services for follow up. Family services will contact your family to learn of absence reasons and if assistance may be provided to the family.

If family services is unable to contact families a referral to the program director is made. Directors will contact families and set up a meeting and then put into place an attendance plan. If these plans are not followed through by the family and/or program, children may be exited from the program.

It is very important to maintain contact with the ECC, it is important for both staff and programming. The Office of Head Start (our federal funding source) requires an 85% attendance rate for compliance; if it goes below it can risk the program's funding. There are additional articles related to the value of attendance at school found in this newsletter. If you are having trouble with attendance please talk with your child's teacher or your family resource coordinator: Nicole (ext 253), Jenny (ext 257) or Maureen (ext 258).

Keep up the great work families: we have 13 children who have had perfect attendance since the first day of school!!!

Below are the classroom attendance percentages (percent present since first day of school):

Waabooz: 78%

Amik: 75%

Makwa: 91%

Esiban: 82%

Migizii: 86%

Ma'iingan: 81%

Mashkodebizhiki: 92%

**Home base attendance is also very important; weekly visits are a required part of the home base program.

Will the Affordable Care Act affect your family?

As many are aware, the Affordable Care Act (passed in 2010) recently went live on October 1st, 2013, accepting applications on the Marketplace (or Exchange). As a result, Wisconsin will be changing some of the Medicare (BadgerCare) eligibilities. Your family may have already received a letter about your family's health coverage, PLEASE DO NOT IGNORE THIS MAIL. If your family has access, please visit the website: www.healthcare.gov and see what health coverage your family is eligible for. Please make an appointment with your MA case worker or call Crystal Newago at the Red Cliff Clinic to discuss your family's coverage. Please also review the materials found in this newsletter about health coverage for more information.

Gashkadino-Giizis (Ice is Forming Moon)
November 2013 ECC & Community Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Bayfield early Release @ 12:45	2
3	4 WIC Pick Up	5 WIC Pick Up	6 3:30pm JOM Meeting-Tribal Office Lower	7 *Health Fair 9-2 @ LW *Nimaamaa 10-12 @ Clinic *4:30-6:30 Lang Table @ ECC *Bayfield Parent Teacher Conf @ School	8 Home Base Social 10am @ ECC Professional development workshop 9-2 @ ECC	9 Professional development workshop 9-2 @ ECC
10	11 ECC/TRIBE CLOSED *Veteran's Day* 7pm IMPACT AIDE HEARING @ LW	12 WIC Pick Up *Bayfield Parent Teacher Conf @ LW	13	14 *Nooni 10-12 @ Clinic *4:30-6:30 Lang Table @ ECC	15	16
17	18 ECC Parent Teacher Conferences Week	19	20	21 Family Pow Wow 10am @ ECC (regular school day) 10am Home Base Social @ ECC *4:30-6:30 Lang Table @ ECC *Budget workshop 4pm Washburn Library	22	23
24	25	26 Bayfield School Early Release @ 12:45	27 ECC CLOSED	28 TRIBE CLOSED HAPPY THANKSGIVING	29 TRIBE CLOSED	30
December 1	December 2	December 3	December 4	December 5 *4:30-6:30 Lang Table @ ECC	December 6	December 7

ECC Family Pow Wow

Thursday, November 21st

10:00am
@ ECC
Feast at 11:00

Join us for a small gathering here at the ECC. Children are welcome to wear their regalia and parents are encouraged to join us. Home base, center based and wait list families are all welcome!!

This is a regular school day

November News

From the Agongos (Home Base)

2013

Hoping everyone had a safe and spooky Halloween!

A Big Happy Birthday goes out to:

Briauna Milligan on 11-28-13

Home Base Socializations

November 8th Watch for Update

November 21st Family Pow-wow 10:00-12:00

Reminder

ECC/TRIBE will be closed on

November 11th

ECC will be closed on

November 27, 28, 29

For Fall break

Have a great thanksgiving

Home Base Contact Numbers: (715-779-5030)

Gena Mertig Ext: 236 Amber Hanson Ext: 235 Cindy Garrity Ext: 238

Waabooz Newsletter for Gashkadino-Giizis

We are growing so fast so quickly. We have started walking, crawling, eating at the table, and doing big kid things. It really does help all of us if all our friends are here. We are learning to share and play at the table with lots of things. We are also getting to know each other well. Avery loves to play ball. Niigani loves to drum, Zaylia loves to stand up and practice her balancing skills, Bella loves to sing, Maycee loves to be played with on the floor and being sung to, Samara really loves play games like chase, Emylia loves to be adventureous and climb, and Walter really loves to try new things.

Beth, Fred and Corky really love that most of you guys are here daily and encourage you to keep it up and if you are having difficulties let us know what we can do to help, we really miss the children when they are gone.

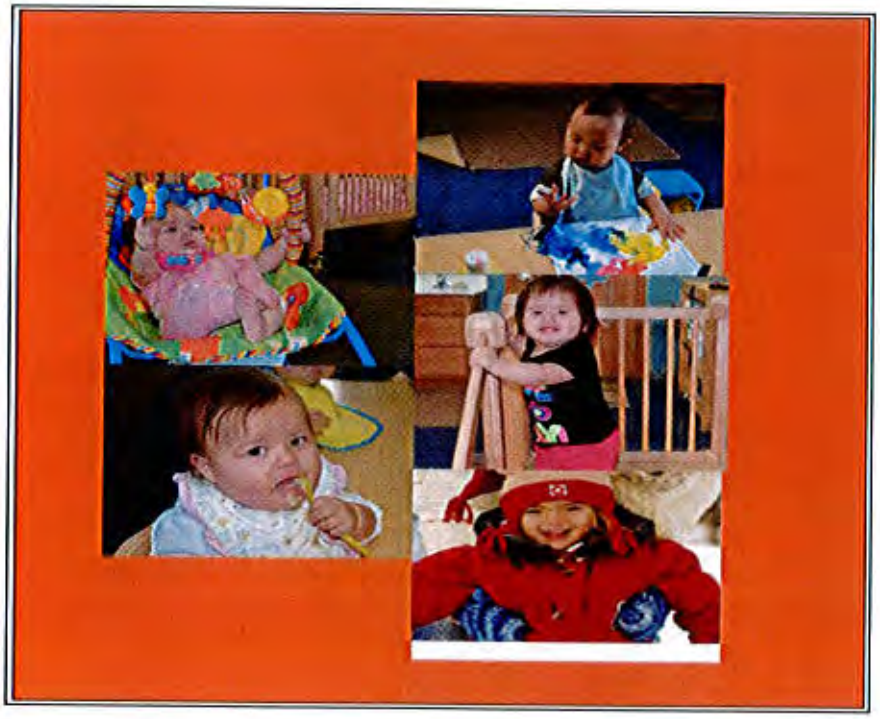
We still encourage you to take those fun vacations and family days they are so important but would really like to have them here when we can.

We will be working on a variety of things since we have many babies doing many things; if you have any questions or concerns please feel free to ask us at anytime. We want to keep this open and honest line of communication going.

It is getting to be cold season and we understand that the babies may be feeling under the weather and you may want to keep them home and rest but if they are please call and let us know, Miigwech families for letting us spend so much time with your awesome children.

Remember to send extra clothes and warm ones because we will be going outside daily.

Waabooz



Amik INASHKE

The two ojibwe-mowin: okooshamin

Pumkin

Webinan=throw away,they are getting really good cleaning up or biitoon.

We are starting to enjoy each other,and even maada'ooki,these are great skills they will use always..

We really like to take the guts out of the okooshamin.

It is getting really cold outside,and wet so bring extra clothes and outerware.

I want to thank all the special teachers that have worked and helped in the Amik room. Also we worked on the five pumkins sitting On the gate,here the finger play.

Get ready for misie.teresa

Makwa Room

Boozhoo!!! We are excited for the month of November! We have a lot of things going on this month! We will be very busy! During the month of November we will be working on feelings, matching, learning to identify the first letter of our names and working on patterns.

Just a reminder: the weather is getting colder so please make sure that your child has a hat, mittens, winter jacket and boots. We want to make sure that your child is nice and warm while playing outside because we go outside every day. If you would like, you could leave a set at school so that your child would have it every day.

During the month of October, your child had been working on their self-help skills. They have been working hard at putting on their own hat, jacket, shoes and socks. They need a little help, but encouragement from you to do it for themselves would be very helpful for them to succeed. We are so proud at how much all the children have accomplished within the past two months. Parents keep up the good work!!!

Important Dates:

ECC closed on: **November 11th, 27 & 28th** due to holidays.

Week of November 18th is Parent Teacher Conferences so please look for a sign up sheet to pick your time that works best for you and your family

Miigwech, Ms. Amber and Ms. Jamie

Esiban Abawin

November's Breaking News

For this month we will be working on some new things. The children will use the scissors more, work on getting their own coats and hats on, use words to express their feelings and much more.

The children have adjusted very well to our schedule and daily routines. They are helping each other out during social times, outdoor play and table activities. We are very proud of them all!!

So, for this month we will be focusing on hibernation and Proud to be Anishinaabe.

We will introduce new Ojibwe words...

Turkey:Mizise

Sleep:Nibaa

Autumn:Dagwaagin

Nadine & Karen

Volume 1, Issue 1

Gashkadino-Giizis

Special points of interest:

- What we did in August
- Look and See
- November News
- Ojibwemowin

Look and See

Kenyon likes to drum.
Manuel likes the sand table.

Bella likes to play in the water.

Makoons likes the story The 3 Little Pigs on the felt board.

Jaxin likes do puzzles.

Brandy likes to roll the cars across the table.

Leiam likes the dinosaurs.

Nathan loves to glue.

REMINDERS

ECC CLOSED

November 11th.

November 27, 28, and 29th.

Parent/Teacher Conferences are the week of the 18th. We will be setting up dates and times very soon.

DAGA! Make sure your child is ready for the cold weather. **They need coats, hats, mittens and boots** because we are outside everyday.

Mashkodebizhiki Room

Boozhoo. We are well into the year and are having a great time. The kids are all making new friends and learning new skills. As always, we would appreciate extra support at home when it comes to self help skills. As the winter gets closer there are more articles of clothing for children to put on and take off. There are only two of us and seventeen children. That is a lot of gloves, zippers, boots and jackets to help with. The more you can encourage your child to do for themselves the easier their day will be with less waiting and more feelings of accomplishment.

With the weather getting colder please be sure to send appropriate gear to school. Jackets, light gloves, hats and boots (mud or snow) are things that make playing outside in the fall much more enjoyable. It is hard to have fun when you are cold and wet. Also, please make sure everything is labeled. We have to keep track of 17 pair of snow pants, 17 jackets, 17 hats, 34 gloves and 34 boots. Not to mention sweat shirts, backpacks and anything else the kids bring to school. Labeling helps ensure your child ends up with their own items.

Parent / Teacher conferences are the week of November 18th. Please call us to set up a time to meet. We would like to meet with everyone to talk about how the year is going and what can be done to help each child obtain his/her goals. If we do not hear from you we will be calling to set up an appointment. We hope to have 100% participation this year!

If you are dropping your child off please try to have them here as close to 8:00 as possible. We do a lot of literacy, math, movement and creative arts before breakfast. We want to make sure that no one is missing out on any learning opportunities.

Thank you again for allowing us to share in the growth and development of your children. As always, we welcome any input you may have into the daily curriculum or any other aspect of our day.
Our door is always open!

Miigwech
Ms. J and Ms. Jenn

Anishinaabemowin

- **Aaniin ezhiwebak agwajing?**- What is happening outside?
- **Gisinaa**- it's cold (outside)
- **Mikwam**- ice (animate noun)
- **Aaniin ezhi'oyan?**-How are you dressed?
- **Minjikaawan/ag** - mitten/s
- **Wiiwakwan/an**- hat/s
- **Aaniin enamanji'oyan nongom?** -How are you feeling today?
- **Nimino-ayaa**- I am fine.
- **Nindayekoz**- I am tired.
- **Nimaanendam**- I am sad.
- **Ninishkaadiz**- I am mad

Gashkadino-Giizis

Migizi Abiwin

Aaniin miinawaa! We would like to send a very excited Boozhoo to our new teacher, Asiniiwaabiik (Rosemary DeBungie).

This month we will be focusing on a few different topics. We will be learning about November and how it is "The Ice Freezing Over" moon. We will conduct ice experiments in class and observe the weather changing outside. We will also be talking about clothing and how we dress for different weather. We will be exploring our senses and how to use them when we are investigating things.

This month we will be talking about gun safety and "What to do when you are lost." Officer Cadotte will be speaking with our calss about gun safety and we will be practicing how to tell an adult throughout the month. Letters about each of these activities will be sent home.

It is beginning to be boot season. PLEASE make sure your child has appropriate footwear for both indoor and outdoor play.

Miigwech!

Ma'iingan Room

GASHKADINO-GIIZIS (ICE IS FORMING MOON)

REMINDER: OJIBWE LANGUAGE TABLE EVERY THURSDAY NIGHT FROM 4:30-6:30pm @ the ECC. Join us for a pot luck feast from 4:30-5:15 and lessons from 5:15-6:30 Limited child care is available for children ages 0-5, please call Kim to reserve your spot at ext 251. Older children are expected to stay with their parents to learn language. Please contact Reggie if you have any questions about language tables at ext 233.

What's Going On In The Ma'iingan Room ?

Maiingan Room is very busy with creating projects, getting to know each other, building trust, turn taking, friendships are developing, following routine, and following directions. Our classroom starts at 8am to 2pm and we are very busy all day long, it's so important that your child's attendance is consistent. They learn so much while they are here with their peers. We love having all of our kids with us all day long. The weather is changing fast, so we need lots of warm clothing, mittens, gloves, hats, boots, snow pants, and layers of clothing is helpful. We have so much fun while we here with our friends and teachers learning all different kinds of things throughout our day. We encourage the children to join all activities and they are really excited to learn new things and be part of our day. The next couple of weeks we will be planning parent/teacher conferences for November 18, 2013 by appointment with the teachers, let us know what time works best for you. ECC will be closed on the following dates Nov 11, 27, and 28 for thanksgiving break and Veterans Day. Our children are so busy throughout our day with different projects, and learning new things. We invite families to be part of our day in our classroom, we have a busy routine but could always use the extra help!

Our favorite things to do...

Play cars

Build towers

Count numbers

Build houses

"Ginanda-Gikendaamin – We Seek to Learn"

Head Start / Kindergarten

Ojibwe Language Revitalization Project

Boozhoo,

We will be raffling off Ojibwe language books and materials at our Ojibwe language tables for anyone who attends when we have available resources!

All enrolled ECC families that attend our Ojibwe language tables are eligible for our larger incentive raffles of Ipads!

Attendance records will be used to determine the number of tickets for each family so it is important to come on Thursdays from 4:30 to 6:30!

Our first raffle of an Ipad will be November 21st!

Please let me know if you have any questions about this project! Miigwech!

Reggie Cadotte 779-5030 ext. 233 email: reggie.cadotte@redcliff-nsn.gov

NEWS MEDIA RELEASE

News Media Release for Non-Pricing Child and Adult Care Food Program (Child Care Component) Institutions (FFY 2014)

Regulations require that sponsors annually make available to the media a public release announcing the availability of free meals to all enrolled children (no separate charge is imposed) without regard all protected classes and the procedure for filing a complaint. It does not have to be printed or broadcast; you need only make it available. You may, of course, include additional information.

The DPI announces the sponsorship of the Child and Adult Care Food Program
(Sponsor's Name) at the following sites:

(List separates Sites)
Red Cliff Early Childhood Center

The Child and Adult Care Food Program receives funding from the U.S. Department of Agriculture (USDA) and is administered by the Wisconsin Department of Public Instruction. The Program provides financial assistance to child care centers so that nutritious meals can be integrated with nonresidential child care services. The goal of the Program is to improve the diets of young children and increase the opportunity for children to eat a variety of nutritious foods. The meals and snacks served meet standards set by USDA.

The amount of reimbursement received by the Child and Adult Care Food Program Sponsor is based upon the household incomes of the children enrolled for care. A larger reimbursement is paid for meals served to children from low income households.

Listed below are the USDA Income Eligibility Guidelines which are effective July 1, 2013 through June 30, 2014.

Household Size	Free Annual Income Level (Must be at or below)	Reduced Annual Income Level (Must be at or between)		
1	$14,937	$14,937.01	and	$21,257
2	20,163	20,163.01	and	28,694
3	25,389	25,389.01	and	36,131
4	30,615	30,615.01	and	43,568
5	35,841	35,841.01	and	51,005
6	41,067	41,067.01	and	58,442
7	46,293	46,293.01	and	65,879
8	51,519	51,519.01	and	73,316
For Each Additional Household Member Add	5,226	5,226.01	and	7,437

The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the *USDA Program Discrimination Complaint Form*, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

ECC Fall Conferences are the week of November 18-21, 2013.

Your child's teachers will be contacting you to set up a conference time. Conference times are available from 2:00 – 4:00, unless other arrangements are made with your child's teachers.

See you then!

Help Your Child Succeed in School: **Build the Habit of Good Attendance Early**

School success goes hand in hand with good attendance!

DID YOU KNOW?

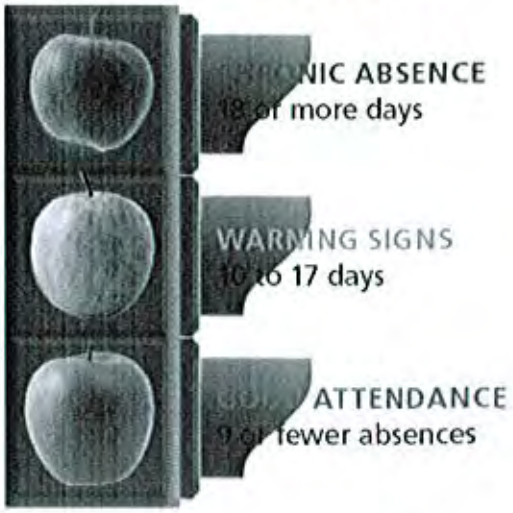
- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

For more on school readiness, visit **attendanceworks.org** and **reachoutandread.org**

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NOTICE

Impact Aid

(PUBLIC HEARING)

THE SCHOOL DISTRICT OF BAYFIELD BOARD OF EDUCATION WILL CONDUCT A PUBLIC HEARING CONCERNING IMPACT AID AND PARTICIPATION OF INDIAN CHILDREN ON AN EQUAL BASIS IN THE SCHOOL DISTRICT OF BAYFIELD EDUCATIONAL PROGRAM

DATE:	November 11, 2013
DAY:	Monday
TIME:	7:00 p.m.
LOCATION:	Legendary Waters Resort and Casino 37600 Onigamiing Drive Bayfield, Wisconsin 54814

SCHOOL DISTRICT *of* BAYFIELD

October 16, 2013

Dear Parents:

You are cordially invited to attend a Public Hearing on Monday, November 11, 2013 at 7:00 p.m. at Legendary Waters Resort and Casino in the Buffalo Bay Grand Ballroom in Red Cliff.

The School District of Bayfield is striving to provide all Native American children with the opportunity to participate in school programs on an equal basis with all other children educated by the District. We are seeking your input on ideas, needs and goals of the District's educational program and any modifications and corrective actions and procedures we should consider to promote the academic success of the Native American students.

In 1950, Congress passed PL 81-874 (Impact Aid for Operating Expenses) and PL 81-815 (Impact Aid for Construction) in order to assist local schools affected by federal government involvement and activities. The District will be applying for Impact Aid and has scheduled a listening session (Public Hearing) to gather your input prior to completing the application. We welcome written or oral comments from the Red Cliff Education Committee, parents/guardians of Native American children and other community members.

We look forward to seeing you at the meeting. Please call me at (715) 779-3201 if you have any questions.

Sincerely,

Dr. David Aslyn
District Administrator

300 North Fourth Street
Bayfield, Wisconsin 54814

Dr. David Aslyn, District Administrator
Scott Stralka, K-12 Principal
Sandra J. Raspotnik, Director of Pupil Services
Jeffrey Gordon, Dean of Students

715 779 3201 Ext. 101
715 779 3201 Ext. 141
715 779-3201 Ext. 103
715 779 3201 Ext. 405
FAX 715 779 5268

weca | Wisconsin Early Childhood Association

Because small lives get bigger

youngstar

Wisconsin's Child Care Rating Program

Start early. Start smart. Start here.

Achieving Your Professional Development Goals:

How YoungStar, T.E.A.C.H., & Credit for Prior Learning Work Together

Tier 2

Professional development is a process of change and growth that will span your career. In this workshop we'll discuss planning, setting goals, building skills, and growing as a professional. You'll learn about financing your education with a T.E.A.C.H. scholarship, receiving credit for knowledge you may already have, accessing WECA's Professional Development Counseling Service, and supporting your program's advancement in YoungStar.

Here's what you can expect to learn:

- You'll understand the impact of credit-based education to enhance your professional development and to achieve higher star ratings within YoungStar.
- You will be able to identify your educational path – where it has led you so far and where it may lead – and gain some tools for moving towards your goals through a planning process.
- You will have the information you need to access a T.E.A.C.H. scholarship and the professional development planning services offered through WECA.
- You will understand the concept of "credit for prior learning" as a way to advance your educational qualifications.

When: November 8th & 9th, 2013; 9:00 a.m. to 2:00 p.m.

Where: Red Cliff Early Childhood Center in the Memengwaa Trailer.

For registration information contact: Kim Gordon @ 715-779-5030 ext 251 Please leave message if no answer.

Red Cliff Early Childhood Center
School Readiness Goals 2012-2013
Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

It is our belief that teaching our Ojibwe children their own traditions, culture, and language will greatly increase their self-esteem by understanding their role in the world's history. Knowing these concepts will help them further their willingness to be successful in the modern world. The principles and philosophies associated with Ojibwe traditions, culture, and language are closely tied to their social and emotional development. We strongly believe that a child's social and emotional development is intrinsically tied to their ability to develop skills related to their educational achievement as well as their overall physical and mental health. We recognize each child as a unique individual, developing at his or her own rate.

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1a. Manages feelings 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 3a. Balances the rights and needs of others 3b. Solves social problems	Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children. Head Start, Early Head Start, and Home Base teachers implement the Second Step curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements Talking About Touching, a personal safety curriculum.	*Data indicates significant gains in the social and emotional domain.* *Educating and informing the community about the importance of attendance will be a major theme this coming 2013-2014 school year. Attendance impacts a child's progress in ALL domain areas.*

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	1	56	0
2a	11	46	0
2b	2	43	12
2c	2	41	13
3a	2	41	13
3b	10	46	0

Early Head Start

	Below	Meets	Exceeds
1a	1	49	2
2a	3	47	2
2b	1	47	3
2c	0	36	3
3a	1	34	4
3b	2	35	0

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	61	1
2a	7	49	6
2b	0	35	27
2c	0	35	26
3a	0	35	26
3b	6	54	1

Early Head Start

	Below	Meets	Exceeds
1a	1	47	2
2a	3	47	0
2b	0	48	2
2c	0	33	4
3a	0	32	5
3b	1	33	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	62	6
2a	8	46	14
2b	1	34	33
2c	2	28	36
3a	2	27	37
3b	5	48	13

Early Head Start

	Below	Meets	Exceeds
1a	4	41	0
2a	4	41	0
2b	0	44	1
2c	0	35	1
3a	1	34	1
3b	5	31	0

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation 12b. Makes connections	Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation. Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences. Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others. Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities	*Assessment data indicates continued progress in the area of approaches to learning.* *HS weekly lesson planning form now includes an area specifically for planning open-ended questions that promote higher-order thinking skills. This new portion of the lesson planning form is intended to support continued high quality teacher-child interactions, especially in the Instructional Support domain of the CLASS (Classroom Assessment Scoring System).This domain is the area that we have identified as needing the most support.*

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	6	46	5
11b	7	46	4
11c	8	48	1
11d	4	53	0
12b	8	49	0

Early Head Start

	Below	Meets	Exceeds
11a	4	44	4
11b	0	50	2
11c	3	46	3
11d	4	41	7
12b	0	48	4

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	3	52	7
11b	2	48	12
11c	4	56	2
11d	2	56	4
12b	3	57	2

Early Head Start

	Below	Meets	Exceeds
11a	1	46	3
11b	0	48	2
11c	5	44	1
11d	3	43	4
12b	0	47	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	4	45	19
11b	3	41	24
11c	4	56	8
11d	1	59	8
12b	5	54	9

Early Head Start

	Below	Meets	Exceeds
11a	3	42	0
11b	1	44	0
11c	7	38	0
11d	5	40	0
12b	1	44	0

III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 10a. Engages in conversations 16a. Identifies and names letters 16b. Uses letter-sound knowledge 17a. Uses and appreciates books. 17b. Uses print concepts 18b. Uses emergent reading skills 19a. Writes name	Through developmentally appropriate materials and activities, teachers provide pre-writing activities to support emerging literacy development. Teachers promote literacy as a source of enjoyment by reading and discussing stories daily, providing accessible reading and writing materials, and encouraging oral traditions through storytelling. Teachers provide books and stories with repetitive verses, words, or sounds, and books in which the pictures closely follow the text, allowing children to make the connection between what they hear and what they see. Toys and experiences in the infant/toddler environment are designed to build children's understanding of language and print. *Handwriting Without Tears will be implemented in all HS classrooms starting fall of 2013.*	*After the end of the Winter Checkpoint Season, we wanted to see more Head Start age children meeting widely held expectations for goals/objectives 8a, 9a, 16a, and 16b. While we see progress in the area of literacy and language development, we would still like to see more HS age children meeting widely held expectations for goals/objectives 16a and 16b, and EHS age children meeting widely held expectations for goals/objectives 9a, 10a, and 16a. Therefore, we will continue to pursue professional development opportunities to support our continued progress in this area.* *The Family Resources Manager has secured750 free RIF books for distribution to children and families at the ECC graduation. Information about the importance of reading to children will accompany the book distribution.*

III. Literacy and Language Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	15	38	4
9a	11	42	4
10a	13	35	9
16a	10	41	6
16b	12	42	3
17a	5	51	1
17b	9	43	5
18b	7	42	8
19a	6	49	2

Early Head Start

	Below	Meets	Exceeds
8a	4	44	4
9a	7	42	3
10a	12	37	3
16a	13	36	1
16b	0	48	2
17a	1	48	1
17b	9	39	2
18b	6	40	4
19a	1	47	2

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	10	46	6
9a	8	47	7
10a	9	35	15
16a	9	42	11
16b	8	48	6
17a	1	58	3
17b	3	50	9
18b	3	49	10
19a	4	55	3

Early Head Start

	Below	Meets	Exceeds
8a	4	43	3
9a	3	44	3
10a	10	37	3
16a	9	39	1
16b	0	45	4
17a	5	44	0
17b	5	41	3
18b	2	40	7
19a	2	47	1

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	4	50	14
9a	5	45	18
10a	7	32	29
16a	8	43	17
16b	15	47	6
17a	2	57	9
17b	6	49	13
18b	4	47	17
19a	4	58	6

Early Head Start

	Below	Meets	Exceeds
8a	5	39	1
9a	11	34	0
10a	13	31	1
16a	10	44	1
16b	0	44	1
17a	6	39	0
17b	10	33	2
18b	1	38	6
19a	0	44	1

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1c. Takes care of own needs appropriately 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7a. Uses fingers and hands 7b. Uses writing and drawing tools	Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. A gross motor room, with interesting, challenging, age appropriate, equipment is available for all children. Large motor areas are designated in each classroom for use during inclement weather and choice times. Teachers provide activities to develop fine motor skills and eye-hand coordination, such as tracing, drawing, and cutting shapes using a variety of writing, drawing, and art tools. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.	*Data indicates continued progress in the physical health and development domain.* *Our teachers consult with Angie Schoeppach, OTR/L, Occupational Therapist, regarding sensory integration concerns relating to children's development. Schoeppach offers two week intensive occupational therapy sensory integration sessions four time a year at the ECC. This enables children whose families may have transportation issues to still take advantage of the intensives. In response to recommendations from Schoeppach, the ECC has acquired a variety of adapted scissors, pencil grips, and chewable items for oral stimulation. Bosu balls have been purchased for the Large Motor room.* *The Active Early grant is providing funds for additional equipment for the playground and Large Motor room.*

IV. Physical Development and Health

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	9	47	1
4	3	48	6
5	6	51	0
6	7	48	2
7a	5	52	0
7b	2	50	5

Early Head Start

	Below	Meets	Exceeds
1c	7	44	1
4	5	41	6
5	4	45	3
6	4	42	6
7a	5	44	3
7b	1	44	7

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	3	56	3
4	2	50	10
5	1	57	4
6	2	52	8
7a	5	53	4
7b	0	51	11

Early Head Start

	Below	Meets	Exceeds
1c	7	41	1
4	5	42	3
5	4	44	2
6	6	40	4
7a	4	44	2
7b	1	39	10

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	3	56	9
4	1	51	16
5	1	59	8
6	2	51	16
7a	4	60	4
7b	1	49	18

Early Start

	Below	Meets	Exceeds
1c	6	39	0
4	5	39	1
5	5	39	1
6	4	37	4
7a	6	39	0
7b	1	37	7

V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 20a. Counts 20b. Quantifies 20c. Connects numerals with their quantities 22. Compares and measures 23. Demonstrates knowledge of patterns	Teachers use and encourage everyday situations to count, sort, create patterns, compare, and measure. Variety of manipulatives and materials offer multiple opportunities to explore mathematical concepts such as measurement, size, quantity, and estimation. Teachers model and encourage use of positional and concept words, including: over, under, behind, more, less, most, fewer, least, same as, equal, nearly, almost, approximate. Teachers use self and parallel talk to describe problem-solving strategies.	*After the end of the Winter Checkpoint Season, we wanted to see more Head Start age children meeting widely held expectations for goals/objectives 20a, 20b, and 20c. Spring scores indicate that we are seeing evidence of additional growth in those areas. We would still like to see more Early Head Start age children meeting widely held expectations for goals/objectives 20a, 20b, and 22. For that reason, we will continue to pursue professional development opportunities for all teaching staff in this developmental area but especially for the EHS age range.* *In January, and April, all ECC teachers and Bayfield School teaches, through third grade, participated in three workshops focused on Culturally Responsive, Cognitively Guided Math Instruction, given by Running Horse Livingston.* *We are actively seeking ways to support family engagement in mathematical thinking. A Family Math Night is in the planning stages.*

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	13	41	2
20b	14	42	0
20c	21	34	1
22	5	51	0
23	8	48	1

Early Head Start

	Below	Meets	Exceeds
20a	14	34	2
20b	13	36	1
20c	11	37	2
22	11	36	3
23	3	44	3

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	12	45	5
20b	9	49	4
20c	14	45	3
22	2	59	1
23	4	54	4

Early Head Start

	Below	Meets	Exceeds
20a	15	39	4
20b	9	37	4
20c	6	42	2
22	9	37	4
23	7	38	5

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	5	50	13
20b	9	48	11
20c	9	45	14
22	2	64	2
23	6	55	7

Early Head Start

	Below	Meets	Exceeds
20a	15	30	0
20b	14	31	0
20c	8	36	1
22	7	38	0
23	6	39	0

Join us for a special event.

Red Cliff Community Health Fair

Thursday, November 7, 2013
9:00 a.m. - 2:00 p.m.

Legendary Waters
Casino and Convention Center
37600 Onigaming Drive
Bayfield, WI 54814

There'll be:

- Health screenings including checks on height, weight, blood pressure, bone density, and body mass index (BMI).
- Dieticians will be available to discuss healthy eating and you can participate in the Dr. Health E. Hound healthy plate activity.

Get everything you need to live a healthy life, including community resources, health care options for adults and kids, easy tips, and more.

See you there!

uhccommunityplan.com

Dr. Health E. Hound

UnitedHealthcare®
Community Plan

Wisconsin ©2013 UnitedHealthcare Community Plan

Basic Budgeting Workshop Set for Nov. 21

Basic Budgeting is a free workshop offering tools to help people meet monthly household expenses, organize finances and build savings. Participants will create a monthly spending plan, explore saving strategies, discuss financial goals and identify community resources that can help.
Basic Budgeting is offered monthly at alternating locations in Ashland and Bayfield Counties. The next workshop will be held:

Thursday, November 21 – 4:00 – 6:00 p.m.
Washburn Public Library
Lower Level
Free & Open to the Public
Registration is Required for this Free Workshop

To register or learn about upcoming workshops call:
Bayfield County UW-Extension – 715-373-6104 ext. 252
or
Ashland County UW-Extension – 715-682-7017

http://bayfield.uwex.edu/2013/10/21/basic-budgeting-workshop-4/

Carseats 101.....

INFANT CARRIER:

Typically 5-22lbs and 19-29 inches. Use with or without base. Always check angle of seat for accuracy. Never use add-on items that didn't come with the seat (such as head support inserts and other car seat accessories). Shoulder straps should be at or below the child's shoulders. Do not dress infants in bulky clothing. Straps should be snug enough that there is not slack.

CONVERTIBLE SEAT:

Rear-facing harness seat: 5-35lbs. Always check angle of seat for accuracy (use a swim noodle or rolled-up towel to assist with installation). It is recommended to keep children rear-facing as long as possible due to their neck, spine and head support (until age 2 or 35lbs).

Forward-facing harness seat:

Converts to a forward-facing seat as your child grows (up to 35lbs).

COMBINATION SEAT:

Forward facing 22-40lbs. (in 5 point harness). Seat should be buckled in tight and not move while on the seat. Child should be buckled in tight with no slack in the straps. Shoulder straps should be at or above child's shoulders.

Can be transformed to a belt-positioning booster for children between 40 and 80 lbs. (without 5 point harness).

BOOSTER SEAT

High-Back (top): typically 30/40-100lbs. Do not require head rests. Must have shoulder seat belts

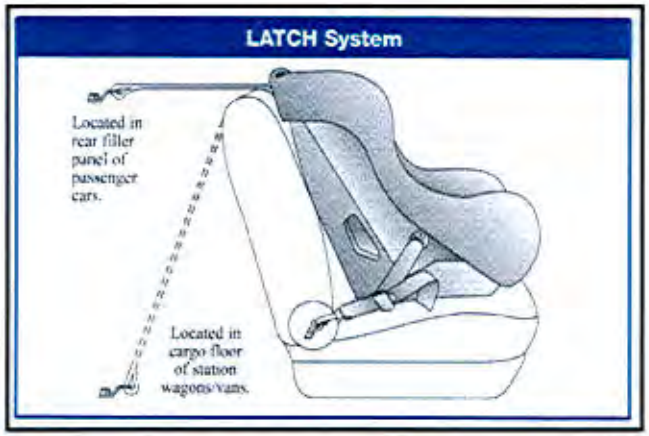
(no lap belts).

Low-back booster: typically 30/40-80/100lbs. MUST HAVE HEAD RESTS. Must use shoulder seat belt.

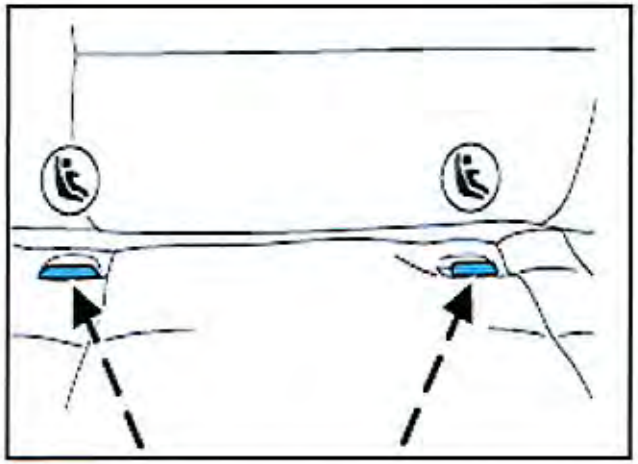
ALWAYS BUCKLE A BOOSTER SEAT IN WHEN IT IS NOT BEING USED TO PREVENT IT FROM BECOMING A PROJECTILE.

The seats you see above are the most common seats distributed in Red Cliff either through the Clinic or ECC. If you have a question about your child being in the right seat, installation or anything at all relating to car seats, please call the ECC (779-5030) or Clinic (779-3707) and ask to speak to a Car Seat Technician (there are several in Red Cliff).

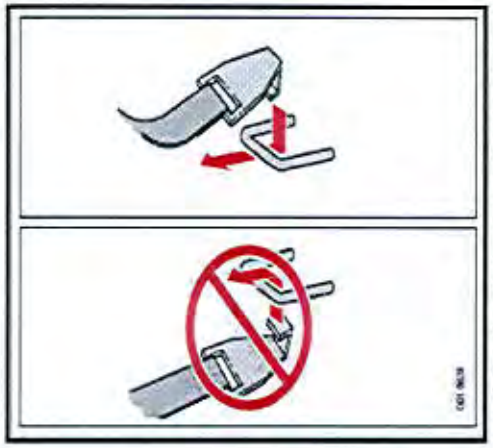
LATCH & Installation tips...



LATCH (Lower Anchors and Tethers for Children) is a form of installation for installing car seats. Most car seats come with the strap bolted to the car seat. USE ONLY THE SEAT BELT OR LATCH SYSTEM, NEVER BOTH.



Lower LATCH symbol (often located toward the crease of the seats). Always check owners manual to verify location of LATCH in your vehicle.



Always hook from the top-down, never from the bottom-up.

Top Tether Symbol. For forward-facing only. ALWAYS USE TOP TETHER IF YOU HAVE THE SYSTEM IN YOUR VEHICLE.

65lb Harness Seat...

Graco Nautilus 3-in-1 Multi-Use Car Seat

Can be used as a harness seat, a high-back booster and a backless booster.

Can only be used as forward-facing car seat

Extended 5-point harness (20 - 65 lbs.)

Converts into high-back belt positioning booster (30 to 100 lbs.)

Converts into backless booster (40 to 100 lbs.)

Great seat for a heavier child who has outgrown the 40lbs harness but is not ready to go into a booster. Cost around $130

Wisconsin Child Passenger Safety Law

	Under 1 yr	1-3 yrs	4-7 yrs	8-18 yrs
Less than 20 lbs	Rear-facing car seat			
21-40 lbs	Rear-facing car seat	Rear or Front-facing car seat		
41-80 lbs Under 4' 9"		Front-facing car seat	Front-facing car seat or Booster seat + lap and shoulder belt	Booster seat + lap and shoulder belt or seat belt
80+ lbs			Booster seat + lap and shoulder belt or seat belt	

For info: 866-511-9467 or www.wcpsa.com

Safest Practice

Birth - 12 months

Always ride in a rear-facing car seat, in the back seat.

**American Academy of Pediatrics (AAP) recommends a rear-facing car seat until 2 years of age or until they reach the highest height or weight allowed by the car seat manufacturer.*

***Age 1 - 3 years**

Rear-facing in back seat, as long as possible, within the height or weight limit allowed by car seat manufacturer. Then front-facing car seat in back seat.

Age 4 - 7 years

Front-facing car seat used within the height or weight limit allowed by the car seat manufacturer. Then a booster seat using lap and shoulder seat belt in the back seat.

Age 8 - 12 years

Booster seat until seat belt fits properly with lap belt snug across the upper thighs, not the stomach and shoulder belt snug across the chest, not across the neck/face. Keep children in the back seat until age 13.

Originally developed by GA Dept. of Public Health

ZERO IN WISCONSIN

Funded by NHTSA
HS-830

Description of Restraint Types

A **REAR-FACING CAR SEAT** is the best seat for your young child to use. It has a harness and in a crash, cradles and moves with your child to reduce the stress to the child's fragile neck and spinal cord.

A **FRONT-FACING CAR SEAT** has a harness and tether that limits your child's forward movement during a crash.

A **BOOSTER SEAT** positions the seat belts so they fit properly over the stronger parts of your child's body.

A **SEAT BELT** should lie across the upper thighs and be snug across the shoulder and chest to restrain your child safely in a crash. It should not rest on the stomach area or across the neck.

Car Seat Recommendations

Every transition decreases protection.
Delay transition to the next step as long as possible.

- **Choose a car seat based on your child's size (height and weight)**
- **Read your car seat instructions for use and installation information**
- **Read the vehicle owner's manual on how to install the car seat using the seat belt or LATCH system**
- **Keep your child in a harness as long as your child fits within the height and weight limits**
- **Keep your child in the back seat until age 13 for best protection**
- **Check the expiration date and know history of your car seat**

Bayfield Area Recreation Center
715-779-5408
140 S. Broad St./PO Box 1146
Bayfield, WI 54814

Fall/Winter 2013 Hours

Fitness Room/Racquetball Court
The school will be using the fitness room Mon-Thurs, Oct 28-Nov 21 from 1-2:30 pm. You are still welcome to use the facility, however it may be more crowded than usual.
Monday-Friday 6:00 am-8:00 pm
Saturday 7:00am-5:00pm
Sunday 11:00am-5:00pm

Pool-Lap Swim-Hot Tub-Sauna
Monday-Friday 6:00am-9:00am
Monday-Wednesday-Friday noon-1 pm
Saturday 7:00am-9:00am
A lap lane is available during open swim as well.

Pool- Open/Recreation Swim-Hot Tub-Sauna
Monday-Friday 4:00pm-8:00pm
Saturday 9:00am-5:00pm
Sunday 11:00am-5:00pm

Bayfield Carnegie Library

37 North Broad Street, Bayfield, Wisconsin 54814
(715) 779-3953

Library Hours

Mon:	11:00 - 7:00
Tues:	11:00 - 7:00
Wed:	9:30 - 5:00
Thur:	11:00 - 7:00
Fri:	9:30 - 5:00
Sat:	9:30 - 3:00
Sun:	Closed

Affordable Care Act Newsletter

AFFORDABLE CARE ACT/OBAMACARE-EXCHANGES- SUBSIDY -INDIVIDUAL MANDATES!

Do all of these words sound like another language to you? Listed below are some words that you might hear with the new health care laws, but maybe don't understand what they mean.

Affordable Care Act/Obama Care: These words are used interchangeably. They both refer to the official law that Congress passed in 2010.

Marketplace/Exchange: These words refer to the website where you can compare and purchase the different insurance plans that are available.

In Wisconsin, the Marketplace is run by the Federal government at www.healthcare.gov

Subsidy/Tax Credit: A subsidy is assistance to pay for insurance premiums. It is for people whose income is below 400% of the poverty line which is equal to less than $45,960 a year for one person. This assistance is a tax credit similar to the earned income credit. The actual assistance amount is figured when yearly income taxes are filed. The credit can be figured based on an estimate of yearly income and then it can be sent directly to the insurance company to help pay monthly premiums.

Individual Mandate: This part of the law requires that all people be covered by health insurance beginning January 2014 or pay a penalty on their taxes. There are exceptions to this including being an enrolled member of a Federally Recognized Indian Tribe.

ATTENTION ELDERS AND THOSE ON MEDICARE!

- Your Medicare coverage is not changing with the Affordable Care Act/Obama care.
- You do not have to replace your Medicare coverage with insurance in the Marketplace.
- There are scams targeting Elders and those on Medicare. Scammers are calling and telling Elders they must purchase health insurance- THIS IS NOT TRUE! Do not give out your personal information to these people!
- If you have questions, you can call the Health Center and talk to Crystal Newago, Medical Benefits Specialist. She can help you with your Medicare coverage.

Enrollment started October 1, 2013.

Visit HealthCare.gov now to get all the information you need about the Marketplace.

You may participate in an online web chat on the website; or call a toll free number, 1-800-318-2596, to speak to a trained customer service representative.

What you can do now to get started

- **Visit** HealthCare.gov
- **Subscribe** to get updates and reminders
- **Plan** your budget, learn about coverage, and gather your information
- **Apply** by filling out the Marketplace application at HealthCare.gov or calling 1-800-318-2596. TTY users should call 1-855-889-4235
- **Compare** your coverage options
- **Enroll** in a plan or program

The best place for the latest, most accurate, information on Marketplace is the updated website, **HealthCare.gov.**

No computer access? Your local library has internet access.

At HealthCare.gov you can learn what Marketplace is, who can apply for insurance, how to get insurance, how to lower your costs, and more. If you own a small business, there's information for you too. Starting this fall, the Marketplace will help you find health insurance that fits your budget and meets your needs, with less hassle.

The Marketplace will allow you to buy insurance that covers a comprehensive set of benefits, including doctor visits, hospital stays, preventive care, and prescriptions.

With a single application, you can also see if you qualify for Medicaid or the Children's Health Insurance Program, or savings you can use right away to lower your health insurance premiums.

The application process of the Marketplace also identifies who is eligible for Medicaid (BadgerCare). For those currently receiving Medicaid, please watch your mail closely as informational materials will be mailed beginning in September and October.

Greetings Red Cliff Community Member:

HEALTH CARE BENEFITS WILL BE CHANGING AND CHANGE CAN BE GOOD.

If you receive a letter from the State of Wisconsin informing you that your BadgerCare benefits and eligibility may be discontinued at the end of December due to your income, *DO NOT IGNORE THIS LETTER!!!*

Please bring your denial in to the Contract Health Service Program. This information will be required when you make an application for the Contract Health Service Program.

If you are unsure that you need to complete the application for the state or federal health care program, we are here to assist you in this process.

Please feel free to contact either Carolyn Gouge' at 715-779-3097 or email cgouge@redcliff-nsn.gov .

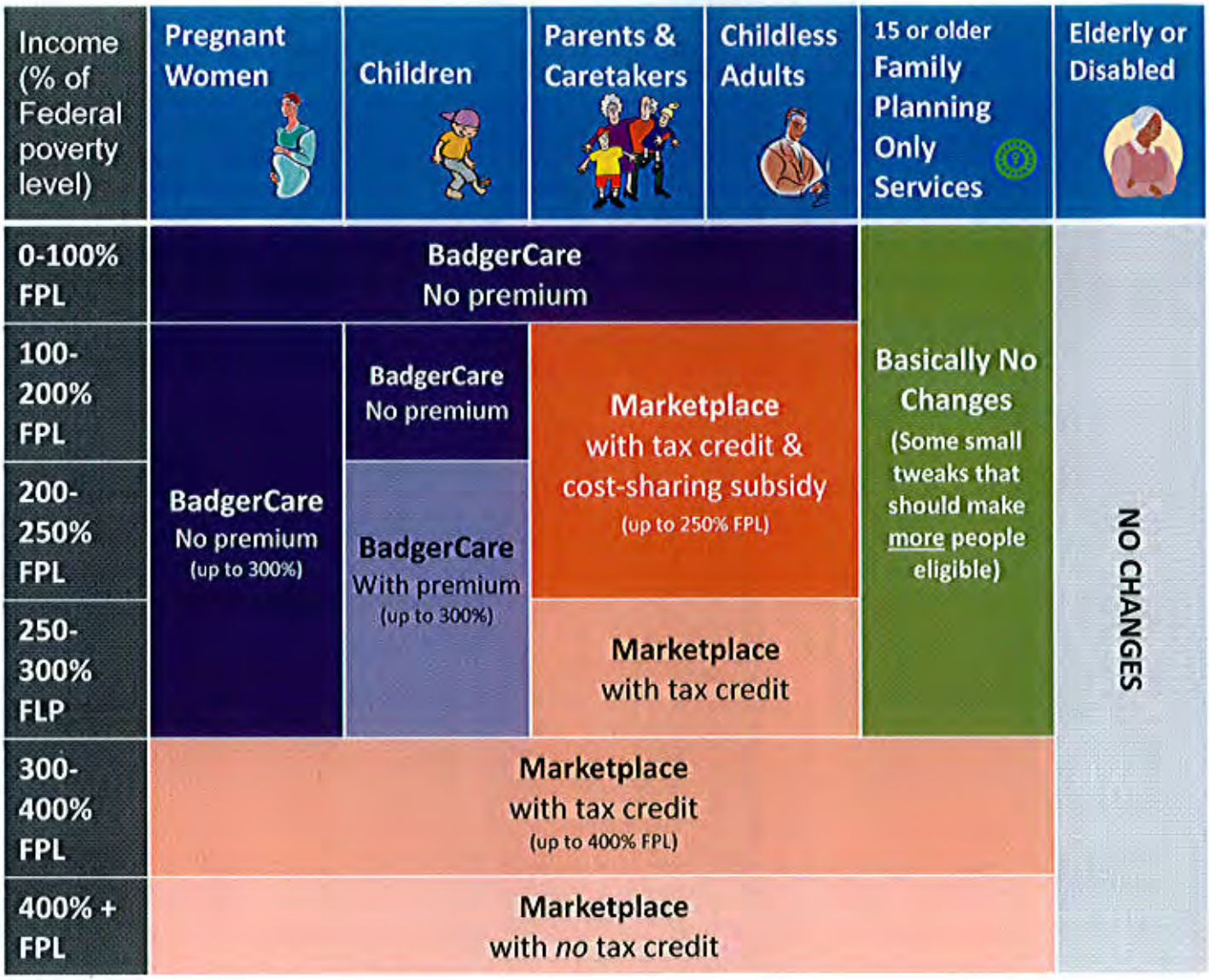
Or Crystal Newago, Medical Benefits Specialist at 715-779-3707 cnewago@redcliff-nsn.gov .

Sincerely,
Carolyn Gouge'

THE FUTURE OF HEALTH INSURANCE IN WISCONSIN

WHAT WILL INSURANCE LOOK LIKE IN WISCONSIN STARTING IN JANUARY 2014?

The future of insurance in Wisconsin for individuals and families who DO NOT have access to qualifying employer-sponsored insurance:



2013 Federal Poverty Levels (annual income)

Group Size	100%	138%	200%	250%	300%	400%
One	$11,490	$15,856	$22,980	$28,725	$34,470	$45,960
Two	15,510	21,404	31,020	38,775	46,530	62,040
Three	19,530	26,951	39,060	48,825	58,590	78,120
Four	23,550	32,499	47,100	58,875	70,650	94,200
Five	27,570	38,047	55,140	68,925	82,710	110,280

For each additional person, add $4,020/yr. ($335/mo.) for families at 100% of poverty.

Prepared by the Wisconsin Council on Children & Families *Oct. 15, 2013*

The Future of Health Insurance in Wisconsin: Top 10 Things to Know

1 Most Wisconsinites will keep their current insurance!
Most Wisconsinites who already have health insurance will keep their current form of coverage in 2014. The majority of people who get insurance through their employer will continue to benefit from that coverage. Also, there are no significant changes to Medicare, BadgerCare coverage for children or pregnant women, or to Medicaid coverage for the elderly and people with disabilities.

2 Most people who already have insurance will see improvements.
Nearly everyone will benefit from insurance improvements included in the Affordable Care Act (ACA), such as receiving most preventative care for free and not being able to be turned away or charged more because of a person's gender or a pre-existing condition like diabetes.

3 You might get financial assistance paying for health insurance.
The law creates a Health Insurance Marketplace, which is a new way to shop for health coverage. Most individuals and families who buy private coverage through the Marketplace will qualify for tax credits to lower their monthly premiums or reduce their copayments and deductibles. The lower your income, the higher the tax credit, and you can get the discount at the time you enroll.

4 The new Marketplace includes many insurance plan options.
The Marketplace helps people to get information about their health coverage options and to compare benefits, quality, and price. The Marketplace makes comparing plans easy by grouping them into four categories ("metal tiers") based on the amount of cost-sharing (such as co-pays and deductibles). There will also be catastrophic plans available in many parts of the state for those under 30 years old and some stand-alone dental plans may also be an option. The Marketplace also enables people to enroll in BadgerCare or Medicaid and can tell someone buying private coverage if they are eligible for financial assistance. (People below 250% of the poverty level will get larger tax subsidies if they choose a "silver" plan.)

5 Many parents will lose their BadgerCare coverage.
State lawmakers decided to reduce the eligibility ceiling for parents to the poverty level ($23,550 for a family of 4), which means that about 90,000 current BadgerCare participants are expected lose their coverage. These individuals will either need to access insurance through an employer or sign up for subsidized private insurance through the new Marketplace. Nearly all of these individuals losing BadgerCare coverage will be eligible for financial assistance when choosing an insurance plan on the Marketplace.

6 More adults without dependent children will be eligible for BadgerCare coverage.
BadgerCare coverage will be expanded to cover about 80,000 more adults without dependent children (sometimes called childless adults) with income below the federal poverty level ($11,490 for a single person or $15,510 for a couple). This policy shift will allow for many of the lowest income childless adults to get the coverage they need at little to no cost.

7 There are improvements to the existing individual insurance market.
Individual plans will improve because they will cover more services, provide better access to preventive care, and must cover preexisting conditions. The premiums will be higher for some people, but the co-pays and deductibles will generally be lower, and federal subsidies will reduce the premiums and co-pays for many people.

8 Everyone needs insurance: Individual mandate.
There is a new "individual mandate" that requires most individuals to have health insurance. There are a number of exceptions.

9 Enroll for Marketplace coverage between Oct 1st & March 31st.
The Health Insurance Marketplace open enrollment period began on October 1, 2013, and ends on March 31, 2014. To have coverage begin January 1st, individuals who purchase insurance through the Marketplace will need to sign up *and* pay their first monthly premium by December 15th, 2013.

10 HOW DO I APPLY for BadgerCare or private coverage through the Marketplace?
Go to www.healthcare.gov for more information or to sign up for BadgerCare or private health insurance. You can also call the Health Insurance Marketplace Call Center if you have questions: 1-800-318-2596

Prepared by the Wisconsin Council on Children & Families

MISKWABEKONG TRANSIT

Phone 715-682-9664

New Hours Effective November 9, 2013

Monday	6:00am – 7:00pm
Tuesday	6:00am – 7:00pm
Wednesday	6:00am – 7:00pm
Thursday	6:00am – 7:00pm
Friday	6:00am – 7:00pm
Saturday	8:00am – 4:00pm

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People.™

Prevention & Control

Head lice are spread most commonly by direct head-to-head (hair-to-hair) contact. However, much less frequently they are spread by sharing clothing or belongings onto which lice have crawled or nits attached to shed hairs may have fallen. The risk of getting infested by a louse that has fallen onto a carpet or furniture is very small. Head lice survive less than 1–2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not kept at the same temperature as that found close to the scalp.

The following are steps that can be taken to help prevent and control the spread of head lice:

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere (sports activities, playground, slumber parties, camp).
- Do not share clothing such as hats, scarves, coats, sports uniforms, hair ribbons, or barrettes.
- Do not share combs, brushes, or towels. Disinfest combs and brushes used by an infested person by soaking them in hot water (at least 130°F) for 5–10 minutes.
- Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.
- Machine wash and dry clothing, bed linens, and other items that an infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned OR sealed in a plastic bag and stored for 2 weeks.
- Vacuum the floor and furniture, particularly where the infested person sat or lay. However, spending much time and money on housecleaning activities is not necessary to avoid reinfestation by lice or nits that may have fallen off the head or crawled onto furniture or clothing.
- Do not use fumigant sprays or fogs; they are not necessary to control head lice and can be toxic if inhaled or absorbed through the skin.

To help control a head lice outbreak in a community, school, or camp, children can be taught to avoid activities that may spread head lice.

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Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333, USA
800-CDC-INFO (800-232-4636) TTY: (888) 232-6348 - Contact CDC-INFO

USA.gov Government Made Easy

Everyday Preventive Actions That Can Help Fight Germs, Like Flu

CDC recommends a three-step approach to fighting the flu.

CDC recommends a three-step approach to fighting influenza (flu). The first and most important step is to get a flu vaccination each year. But if you get the flu, there are prescription antiviral drugs that can treat your illness. Early treatment is especially important for the elderly, the very young, people with certain chronic health conditions, and pregnant women. Finally, everyday preventive actions may slow the spread of germs that cause respiratory (nose, throat, and lungs) illnesses, like flu. This flyer contains information about everyday preventive actions.

How does the flu spread?

Flu viruses are thought to spread mainly from person to person through droplets made when people with flu cough, sneeze, or talk. Flu viruses also may spread when people touch something with flu virus on it and then touch their mouth, eyes, or nose. Many other viruses spread these ways too.

People infected with flu may be able to infect others beginning 1 day **before** symptoms develop and up to 5-7 days **after** becoming sick. That means you may be able to spread the flu to someone else before you know you are sick as well as while you are sick. Young children, those who are severely ill, and those who have severely weakened immune systems may be able to infect others for longer than 5-7 days.

What are everyday preventive actions?

- Try to avoid close contact with sick people.
- If you or your child gets sick with flu-like illness, CDC recommends that you (or your child) stay home for at least 24 hours after the fever is gone except to get medical care or for other necessities. The fever should be gone without the use of a fever-reducing medicine.
- While sick, limit contact with others as much as possible to keep from infecting them.
- Cover your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Wash your hands often with soap and water. If soap and water are not available, use an alcohol-based hand rub.
- Avoid touching your eyes, nose and mouth. Germs spread this way.
- Clean and disinfect surfaces and objects that may be contaminated with germs like the flu.
- If an outbreak of flu or another illness occurs, follow public health advice. This may include information about how to increase distance between people and other measures.

Centers for Disease Control and Prevention
National Center for Immunization and Respiratory Diseases

CS261598

What additional steps can I take at work to help stop the spread of germs that can cause respiratory illness, like flu?

- Find out about your employer's plans if an outbreak of flu or another illness occurs and whether flu vaccinations are offered on-site.
- Routinely clean frequently touched objects and surfaces, including doorknobs, keyboards, and phones, to help remove germs.
- Make sure your workplace has an adequate supply of tissues, soap, paper towels, alcohol-based hand rubs, and disposable wipes.
- Train others on how to do your job so they can cover for you in case you or a family member gets sick and you have to stay home.
- If you begin to feel sick while at work, go home as soon as possible.

What additional preventive actions can I take to protect my child from germs that can cause respiratory illness, like flu?

- Find out about plans your child's school, child care program, or college has if an outbreak of flu or another illness occurs and whether flu vaccinations are offered on-site.
- Make sure your child's school, child care program, or college routinely cleans frequently touched objects and surfaces, and that they have a good supply of tissues, soap, paper towels, alcohol-based hand rubs, and disposable wipes on-site.
- Ask how sick students and staff are separated from others and who will care for them until they can go home.

Everyday preventive actions can help slow the spread of germs that can cause many different illnesses and may offer some protection against the flu.

For more information, visit www.cdc.gov, or call 1-800-CDC-INFO.

06/21/2013

ASTHMA OVERVIEW

Asthma is a disease of the lungs in which the airways become blocked or narrowed causing breathing difficulty. This chronic disease affects 20 million Americans. Asthma is commonly divided into two types: ***allergic*** (extrinsic) asthma and ***non-allergic*** (intrinsic) asthma. There is still much research that needs to be done to fully understand how to prevent, treat and cure asthma. But, with proper management, people can live healthy and active lives.

- **Multimedia**
- **Glossary of Asthma Terms**
- ✓ **Take the Asthma PACT**

What Causes Asthma

Since asthma has a genetic origin and is a disease you are born with, passed down from generation to generation, the question isn't really "what causes asthma," but rather "what causes asthma symptoms to appear?" People with asthma have inflamed airways which are super-sensitive to things which do not bother other people. These things are called "triggers."

Although asthma triggers vary from person to person based on if you have allergic asthma or non-allergic asthma, some of the most common include:

- **Substances that cause allergies** (allergens) such as dust mites, pollens, molds, pet dander, and even cockroach droppings. In many people with asthma, the same substances that cause allergy symptoms can also trigger an asthma episode. These allergens may be things that you inhale, such as pollen or dust, or things that you eat, such as shellfish. It is best to avoid or limit your exposure to known allergens in order to prevent asthma symptoms.

- **Irritants in the air**, including smoke from cigarettes, wood fires, or charcoal grills. Also, strong fumes or odors like household sprays, paint, gasoline, perfumes, and scented soaps. Although people are

not actually allergic to these particles, they can aggravate inflamed, sensitive airways. Today most people are aware that smoking can lead to cancer and heart disease. What you may not be aware of, though, is that smoking is also a risk factor for asthma in children, and a common trigger of asthma symptoms for all ages. It may seem obvious that people with asthma should not smoke, but they should also avoid the smoke from others' cigarettes. This "secondhand" smoke, or "passive smoking," can trigger asthma symptoms in people with the disease. Studies have shown a clear link between secondhand smoke and asthma, especially in young people. Passive smoking worsens asthma in children and teens and may cause up to 26,000 new cases of asthma each year.

- **Respiratory infections** such as colds, flu, sore throats, and sinus infections. These are the number one asthma trigger in children.

- **Exercise** and other activities that make you breathe harder. Exercise—especially in cold air—is a frequent asthma trigger. A form of asthma called exercise-induced asthma is triggered by physical activity. Symptoms of this kind of asthma may not appear until after several minutes of sustained exercise. (When symptoms appear sooner than this, it usually means that the person needs to adjust his or her treatment.) The kind of physical activities that can bring on asthma symptoms include not only exercise, but also laughing, crying, holding one's breath, and hyperventilating (rapid, shallow breathing). The symptoms of exercise-induced asthma usually go away within a few hours. With proper treatment, a child with exercise-induced asthma does not need to limit his or her overall physical activity. (See the page on Exercise-Induced Asthma .)

- **Weather** such as dry wind, cold air, or sudden changes in weather can sometimes bring on an asthma episode.

- **Expressing strong emotions** like anger, fear or excitement. When you experience strong emotions, your breathing changes -- even if you don't have asthma. When a person with asthma laughs, yells, or cries hard, natural airway changes may cause wheezing or other asthma symptoms.

- **Some medications** like aspirin can also be related to episodes in adults who are sensitive to aspirin. Irritants in the environment can also bring on an asthma episode. These irritants may include paint fumes, smog, aerosol sprays and even perfume.

People with asthma react in various ways to these factors. Some react to only a few, others to many. Some people get asthma symptoms only when they are exposed to more than one factor or trigger at the same time. Others have more severe episodes in response to multiple factors or triggers. In addition, asthma episodes do not always occur right after a person is exposed to a trigger. Depending on the type of trigger and how sensitive a person is to it, asthma episodes may be delayed.

Each case of asthma is unique. If you have asthma, it is important to keep track of the factors or triggers that you know provoke asthma episodes. Because the symptoms do not always occur right after exposure, this may take a bit of detective work.

What Happens During an Asthma Episode?

During normal breathing, the airways to the lungs are fully open, allowing air to move in and out freely. But people with asthma have inflamed, super-sensitive airways. Their triggers cause the following airway changes, which in turn cause asthma symptoms:

- **The lining of the airways swell** and become more inflamed
- **Mucous clogs** the airways
- **Muscles tighten** around the airways (bronchospasm)

These changes narrow the airways until breathing becomes difficult and stressful, like trying to breathe through a straw stuffed with cotton.

Why Does My Asthma Act Up at Night?

For reasons we don't fully understand, uncontrolled asthma -- with its underlying inflammation -- often acts up at night. It probably has to do with natural body rhythms and changes in your body's hormones, as well as the fact that some symptoms appear hours after you come in contact with a trigger. The important thing to know about nighttime asthma is that, working with your doctor, you should be able to sleep through the night.

The Role of Heredity in Asthma.

Like baldness, height and eye color, the capacity to have asthma is an inherited characteristic. Yet, although you may be born with the genetic capability to have asthma, asthma symptoms do not automatically appear. We do not know for certain why some people get asthma and others do not. However, doctors doing research have found that certain traits make it more likely that a person will develop asthma.

- ***Heredity.*** To some extent, asthma seems to run in families. People whose brothers, sisters or parents have asthma are more likely to develop the illness themselves.
- ***Atopy.*** A person is said to have atopy (or to be atopic) when he or she is prone to have allergies. For reasons that are not fully

known, some people seem to inherit a tendency to develop allergies. This is not to say that a parent can pass on a specific type of allergy to a child. In other words, it doesn't mean that if your mother is allergic to bananas, you will be too. But you may develop allergies to something else, like pollen or mold.

In addition, several factors must be present for asthma symptoms to develop:

- **Specific genes** must be acquired from parents.
- **Exposure to allergens or triggers** to which you have a genetically programmed response.
- **Environmental factors** such as quality of air, exposure to irritants, behavioral factors such as smoking, etc.

Also learn more about ***what causes asthma*** *from the American College of Asthma, Allergy & Immunology (ACAAI).*

SOURCE: This information should not substitute for seeking responsible, professional medical care. First created 1995; updated 2011.
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www.aafa.org 1-800-7-ASTHMA

FOODFACTS

From the U.S. Food and Drug Administration

Safe Food Handling

What You Need to Know

The food supply in the United States is among the safest in the world. However, when certain disease-causing bacteria or pathogens contaminate food, they can cause foodborne illness, often called "food poisoning." The Federal government estimates that there are about 48 million cases of foodborne illness annually – the equivalent of sickening 1 in 6 Americans each year. And each year these illnesses result in an estimated 128,000 hospitalizations and 3,000 deaths. Since foodborne illness can be serious — or even fatal — it is important for you to know and practice safe food handling behaviors to help reduce your risk of accidentally getting sick from contaminated food.

Foodborne Illness Is Serious Business

Foodborne illness can strike anyone. However, some people are at a higher risk for developing foodborne illness. These include pregnant women, young children, older adults and people with weakened immune systems. If you — or someone you care for — are in one of these at-risk groups, it's important to pay extra attention to handling food safely.

4 *Steps to Food Safety*

CLEAN

Wash hands and surfaces often

SEPARATE

Separate raw meats from other foods

COOK

Cook to the right temperature

CHILL

Refrigerate foods promptly

Is It Done Yet?

You can't always tell by looking.
Use a food thermometer to be accurate.

SAFE COOKING TEMPERATURES
as measured with a food thermometer

GROUND MEAT & MEAT MIXTURES	Internal temperature
Beef, Pork, Veal, Lamb	160°F
Turkey, Chicken	165°F
FRESH BEEF, PORK, VEAL & LAMB	145°F with a 3 minute rest time
POULTRY	
Chicken & Turkey, Whole	165°F
Poultry Parts	165°F
Duck & Goose	165°F
Stuffing (cooked alone or in bird)	165°F
HAM	
Fresh (raw)	160°F
Pre-cooked (to reheat)	140°F
EGGS & EGG DISHES	
Eggs	Cook until yolk & white are firm
Egg Dishes	160°F
SEAFOOD	
Fin Fish	145°F or flesh is opaque and separates easily with fork
Shrimp, Lobster & Crabs	Flesh pearly & opaque
Clams, Oysters & Mussels	Shells open during cooking
Scallops	Milky white or opaque & firm
LEFTOVERS & CASSEROLES	165°F

4 Steps to Food Safety

CLEAN: Wash hands and surfaces often

Bacteria can be spread throughout the kitchen and get onto hands, cutting boards, utensils, counter tops and food.

To ensure that your hands and surfaces are clean, be sure to:

- Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom, changing diapers and handling pets.
- Wash your cutting boards, dishes, utensils and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels wash them often in the hot cycle of your washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten.
- Rub firm-skin fruits and vegetables under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.
- With canned goods, remember to clean lids before opening.

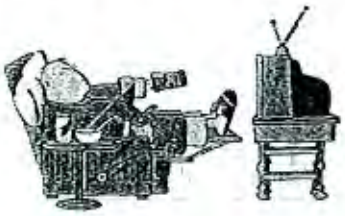
Storage Times for the Refrigerator and Freezer

These short but safe time limits for home-refrigerated foods will keep them from spoiling or becoming dangerous to eat. The guidelines for freezer storage are for quality only. Frozen foods remain safe indefinitely.

Category	Food	Refrigerator (40 °F or below)	Freezer (0 °F or below)
Salads			
	Egg, chicken, ham, tuna & macaroni salads	3 to 5 days	Does not freeze wel
Hot dogs			
	opened package	1 week	1 to 2 months
	unopened package	2 weeks	1 to 2 months
Luncheon meat			
	opened package or deli sliced	3 to 5 days	1 to 2 months
	unopened package	2 weeks	1 to 2 months
Bacon & Sausage			
	Bacon	7 days	1 month
	Sausage, raw — from chicken, turkey, pork, beef	1 to 2 days	1 to 2 months
Hamburger & Other Ground Meats			
	Hamburger, ground beef, turkey, veal, pork, lamb, & mixtures of them	1 to 2 days	3 to 4 months
Fresh Beef, Veal, Lamb & Pork			
	Steaks	3 to 5 days	6 to 12 months
	Chops	3 to 5 days	4 to 6 months
	Roasts	3 to 5 days	4 to 12 months
Fresh Poultry			
	Chicken or turkey, whole	1 to 2 days	1 year
	Chicken or turkey, pieces	1 to 2 days	9 months
Soups & Stews			
	Vegetable or meat added	3 to 4 days	2 to 3 months
Leftovers			
	Cooked meat or poultry	3 to 4 days	2 to 6 months
	Chicken nuggets or patties	3 to 4 days	1 to 3 months
	Pizza	3 to 4 days	1 to 2 months

http://www.foodsafety.gov/keep/charts/storagetimes.html

8 Limit screen time: Allow no more than 2 hours of TV a day, as recommended by the American Academy of Pediatrics. Get up and move during commercials. Get some physical activity and avoid the marketing.



9 Encourage physical activity: Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child-instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10 Be a good food role model: Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

UW Extension

WNEP education is supported by the USDA Food Stamp Program, UW-Extension, FoodShare Wisconsin plus Ashland and Bayfield County partners. In Wisconsin, FoodShare can help provide a healthy diet. To find out more about FoodShare call Ashland County Health and Human Services Department (715) 682-7004, Bayfield County Department of Human Services (715) 373-6144 or the FoodShare office at Odanah (715) 682-7127 or Red Cliff (715) 779-3706.

Be a Healthy Role Model For Children

Tips for setting good examples

UW Extension

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You are the most important influence on your child.

You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food source. They will also be more likely to try new foods and to like more foods. When children develop a taste for may types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1 Show by example: Eat fruits, vegetables, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables!

2 Good food shopping together: Grocery shopping can teach your child about food and nutrition. Discuss where fruits, vegetables, grains, milk, and meats come from. Let your children make healthy choices.

3 Get creative in the kitchen: Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks.

4 Offer the same foods for everyone: Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.

5 Reward with attention, not food: Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras" -such as candy or cookies- as replacement foods.

6 Focus on each other at the table: Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make meals a stress-free time.

7 Listen to your child: If your child says he or she is hungry, offer a small, healthy snack-even if it is not a scheduled time to eat. Offer choices. Ask "which would you like for dinner: broccoli or cauliflower?" instead of "do you want broccoli for dinner?"

How to Cut Down on Holiday Spending

Your Guide to a More Affordable Christmas

Cutting down on holiday spending, doesn't have to mean cutting down on holiday fun. Here are twelve ways to plan a fun and affordable holiday:

1. Create a Budget

A cheaper Christmas starts with a solid spending plan. Look over your finances, and decide how much you can afford to spend on Christmas. Then, divide this amount among your various Christmas expenses – gifts, food, decorations, etc.

2. Make a Gift List Bring focus to your gift spending by creating a list of all the people you plan to shop for. Then, set a spending limit for each person, and jot down gift ideas before heading out to shop.

3. Trim Down Your Gift List

Have more people on your gift list than you can afford to buy for? Then, it's time to give that list a trim. Look over your current list, and decide whom you have to shop for and whom you don't. Remember: a shorter Christmas list is always better than adding debt and stress to your life.

4. Start Early

Black Friday may be the official start to the Christmas shopping season, but it doesn't have to be the start to yours. Start shopping for gifts as soon as you can afford to do so, and you'll have more time to bargain shop and feel less pressure to buy at any price.

5. Shop Smart

Giving a nice gift doesn't have to mean spending a lot, so shop with your budget in mind:

6. Shop Second-Hand

There's no rule that says gifts have to be bought new. Scour thrift stores, yard sales, flea markets and other second-hand sources for gift-worthy items at prices well below retail. Just a few possibilities: unburned candles, antiques, collectibles, vintage jewelry and books.

7. Make It Yourself

Homemade gifts are every bit as nice as store-bought gifts, and sometimes nicer. Put your creativity to work, and knock off everyone on your gift list.

8. Don't Shop for Yourself

All of those holiday deals make it easy to adopt a "one for me; one for you" mentality. Set a rule that you'll only shop for the people on your list – and not yourself. The pay off: less stuff in your house and more money in the bank.

9. Skip the Christmas Cards

Christmas cards are nice, but the cost can really add up. First you've got to buy the cards; then, you've got to pay for all the postage to mail them. Double ouch! To make your Christmas budget go further, consider skipping the Christmas cards this year, or at least trim your mailing list down to a more manageable size. Still attached to the tradition of sending cards? Here are several ways that you can minimize the expense:

10. Skip the Pricey Gift Wrap

Gift wrap has gotten so expensive – sometimes adding as much as $5 to the cost of a present. Wow! Fortunately, it only takes a bit of creativity to avoid this expense entirely:

http://frugalliving.about.com/od/christmas/tp/Cut_Christmas_Costs.htm

Holiday Planning

Gift Spending Worksheet

Date _____

Name	Gift Ideas	Budgeted Spending	Actual Spending	Amount Over or Under
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
		$	$	$
	TOTALS:			

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FrugalLiving.About.com

live well, work well

October 2013

The Perfect Lunch for You and Your Kids

According to recently published data by the National Institute of Health, two-thirds of teenagers eat less than one serving of fruits and vegetables a day. Adults fare no better, as less than 30 percent consume the recommended daily number of servings.

Those numbers are concerning because we all know the health benefits associated with diets high in produce: slimmer bodies, healthier lifestyles and reduced likelihood of chronic illness. And diets that include plenty of fresh vegetables have also been shown to help improve children's academic performance.

To achieve those results, teenage girls should be eating 1½ cups of fruit and 2½ cups of vegetables every day. Boys should be eating half a cup more of each per day. These numbers apply to most adults as well.

For adults and children alike, lunches should include an entrée made up of protein, whole grains and a vegetable. Suggestions include turkey pitas, bean and potato tacos, corn chips with a black bean and cheese dip, and that old mainstay: the sandwich.

Entrées should be accompanied by a fruit or veggie side. These could include carrots with red pepper hummus, celery sticks with veggie cream cheese, apple slices with peanut butter or a cup of yogurt with fresh fruit slices.

To make healthy lunches that appeal to your kids, consider the following tips.

Let your children choose vegetables at the store or from the fridge, as they will be more likely to eat what they've picked out themselves.

Help your kids plant and grow a small herb garden. Most herbs are easy to maintain, and your children will be eager to see their plants included in meals. Take the hands-on involvement concept even further by helping them chop vegetables and prepare their own lunches.

You could also take your kids to a farmer's market or even a farm or orchard to stimulate their interest in food production and give them access to the freshest, tastiest fruits and vegetables.

Finally, find out about the dietary habits of your children's role models. Point out that most actors and athletes take really good care of themselves by maintaining a super-healthy diet.

Breast Cancer Prevention

When breast cancer starts out, it is too small to feel and does not cause signs and symptoms. As it grows, however, breast cancer can cause changes in how the breast looks or feels.

Symptoms of breast cancer include lumps in the breast or underarm area, thickening, swelling, flaking, irritation and unexplained redness of the breast areas. Nipple discharge other than breast milk is also a symptom.

Regular mammograms are the best tests doctors have to find breast cancer early, sometimes up to three years before it can be felt. When their breast cancer is found early, many women go on to live long and healthy lives.

But because variables like heredity and lifestyle can influence the likelihood of developing breast cancer, women are encouraged to ask their doctors for a formal estimation of their risk.

Aside from mammograms, general lifestyle changes women can adopt to reduce their risk of developing breast cancer include limiting alcohol intake, controlling weight and engaging in regular exercise.

DID YOU KNOW

Breast cancer is the fifth leading cause of death in women age 45 or above, behind heart disease, stroke, lung cancer and other lung diseases.

Cottingham & Butler

How to Find Your Perfect Gym

All gyms are not created equal. While most gyms provide the same set of essential services, there are many important differences in specialization and availability. Here are some tips to keep in mind when choosing a gym that's right for you:

Match your goals—A gym that specializes in lots of muscle sculpting equipment isn't going to help much if you are trying to lose weight and start a cardio program. Before signing a contract, seriously consider your fitness goals and what services you need to achieve them.

Location, money, time—The best gyms in the world aren't going to help you if they are too out-of-the-way for to you to travel to them regularly, or if they are only open when you're unable to work out. It also won't help if getting a membership is beyond what you can reasonably afford. Finding a gym that is both convenient and affordable for you will go a long way towards helping you meet your fitness goals.

Shop around—Take advantage of day passes and prospective member programs to see what each gym has to offer before making a final decision. Many let you attend exercise classes where you can observe how much individual attention participants get from the instructor. Also be sure to compare the availability of machines, free space, lockers, mirrors and water fountains.

Halloween Savings

Unlike most holidays, Halloween has little in the way of obligations and a lot in the way of fun. Like most holidays, however, Halloween can be expensive, leaving its mark on your bank account long after the costumes have been mothballed and the pumpkins discarded. This year, use the following suggestions to maximize your fun while minimizing your expenses.

Discount and ration candy. Bulk stores and Internet shopping sites often offer deals on large purchases. Bulk hard candy is generally the cheapest buy on the market. Limit your handouts to one or two pieces per trick-or-treater to make supplies last.

Buy pumpkins close to Halloween. Buying a pumpkin on or just before Halloween will come with significant savings and will keep it from decaying by the time the big night arrives.

Make your own decorations. Lots of leaves in your yard? Pick up pumpkin trash bags to make pumpkin decorations. Use spray-painted cardboard or cereal boxes to form makeshift tombstones. Fashion cotton balls or quilt padding into cobwebs. There are a plethora of frugal shortcuts available once you start getting creative.

Improvise costumes. Why pay a bunch of money for an outfit that will only be worn once? Refashion old clothes and items to dress like an iconic figure. Scour thrift stores to complete your ensemble on the cheap. Parents can also swap children's costumes to prevent having to buy new materials every year.

Start planning for next year. After Halloween ends, large discounts are available at many stores for costumes and decorative items, so plan a shopping trip right after Oct. 31 to save big on next year's festivities.

Chicken Vegetable Soup With Kale

This flavorful soup combines the succulent taste of chicken with the heartiness and healthiness of kale and roasted vegetables to form the perfect dinner for chilly October nights.

4 tsp. vegetable oil
1 cup onion (chopped)
1 cup carrot (chopped)
2 tsp. ground thyme
4 garlic cloves (minced)
4 cups water or chicken broth
1½ cups tomatoes (diced)
2 cups cooked skinless chicken (cubed)
1 cup cooked brown or white rice
2 cups kale (chopped)

Heat oil in a medium saucepan. Add the onion and carrot, sautéing until vegetables are tender, about 5 to 8 minutes. Add garlic and thyme and sauté for an additional minute. Add water or broth, tomatoes, cooked rice, chicken and kale. Simmer for 5 to 10 minutes.

Yield: 6 servings. Each serving provides 180 calories, 5g of fat, 1g of saturated fat, 40mg of cholesterol, 85mg of sodium and 3g of fiber.

Source: USDA

Food Safety Myths Exposed

We all do our best to serve our families food that's safe and healthy, but some common myths about food safety might surprise you.

Common myths about food safety at home

Myth #1: Food poisoning isn't that big of a deal. I just have to tough it out for a day or two and then it's over.
Fact: Many people don't know it, but some foodborne illnesses can actually lead to long-term health conditions, and 3,000 Americans a year die from foodborne illness. Get the facts on long-term effects of food poisoning.

Myth #2: It's OK to thaw meat on the counter. Since it starts out frozen, bacteria isn't really a problem.
Fact: Actually, bacteria grow surprisingly rapidly at room temperatures, so the counter is never a place you should thaw foods. Instead, thaw foods the right way.

Myth #3: When cleaning my kitchen, the more bleach I use, the better. More bleach kills more bacteria, so it's safer for my family.
Fact: There is actually no advantage to using more bleach than needed. To clean kitchen surfaces effectively, use just one teaspoon of liquid, unscented bleach to one quart of water.

Myth #4: I don't need to wash fruits or vegetables if I'm going to peel them.
Fact: Because it's easy to transfer bacteria from the peel or rind you're cutting to the inside of your fruits and veggies, it'simportant to wash all produce, even if you plan to peel it.

Myth #5: To get rid of any bacteria on my meat, poultry, or seafood, I should rinse off the juices with water first.
Fact: Actually, rinsing meat, poultry, or seafood with water can increase your chance of food poisoning by splashing juices (and any bacteria they might contain) onto your sink and counters. The best way to cook meat, poultry, or seafood safely is to make sure you cook it to the right temperature.

Myth #6: The only reason to let food sit after it's been microwaved is to make sure you don't burn yourself on food that's too hot.
Fact: In fact, letting microwaved food sit for a few minutes ("standing time") helps your food cook more completely by allowing colder areas of food time to absorb heat from hotter areas of food.

Myth #7: Leftovers are safe to eat until they smell bad.
Fact: The kinds of bacteria that cause food poisoning do not affect the look, smell, or taste of food. To be safe, use our Safe Storage Times chart to make sure you know the right time to throw food out.

Myth #8: Once food has been cooked, all the bacteria have been killed, so I don't need to worry once it's "done."
Fact: Actually, the possibility of bacterial growth actually increases after cooking, because the drop in temperature allows bacteria to thrive. This is why keeping cooked food warmed to the right temperature is critical for food safety.

Myth #9: Marinades are acidic, which kills bacteria—so it's OK to marinate foods on the counter.
Fact: Even in the presence of acidic marinade, bacteria can grow very rapidly at room temperatures. To marinate foods safely, it's important to marinate them in the refrigerator.

Myth #10: If I really want my produce to be safe, I should wash fruits and veggies with soap or detergent before I use them.
Fact: In fact, it's best not to use soaps or detergents on produce, since these products can linger on foods and are not safe for consumption. Using clean running water is actually the best way to remove bacteria and wash produce safely.

http://www.foodsafety.gov/keep/basics/myths/index.html

Thanksgiving Safety

The kitchen is the heart of the home, especially at Thanksgiving. Kids love to be involved in holiday preparations. Safety in the kitchen is important, especially on Thanksgiving Day when there is a lot of activity and people at home.

- Stay in the kitchen when you are cooking on the stovetop so you can keep an eye on the food.
- Stay in the home when cooking your turkey and check on it frequently.
- Keep children away from the stove. The stove will be hot and kids should stay 3 feet away.
- Make sure kids stay away from hot food and liquids. The steam or splash from vegetables, gravy or coffee could cause serious burns.
- Keep the floor clear so you don't trip over kids, toys, pocketbooks or bags.
- Keep knives out of the reach of children.
- Be sure electric cords from an electric knife, coffee maker, plate warmer or mixer are not dangling off the counter within easy reach of a child.
- Keep matches and utility lighters out of the reach of children — up high in a locked cabinet.
- Never leave children alone in room with a lit a candle.
- Make sure your smoke alarms are working. Test them by pushing the test button.

Did you know?

Thanksgiving is the leading day of the year for home fires involving cooking equipment.

Have activities that keep **kids out of the kitchen** during this busy time. Games, puzzles or books can keep them busy. Kids can get involved in Thanksgiving preparations with recipes that can be done **outside** the kitchen.

Your Source for SAFETY Information
NFPA Public Education Division • 1 Batterymarch Park, Quincy, MA 02169
www.nfpa.org/education

You Need A Personal Safety Plan for Black Friday

Important Safety Tips From NCPC Make Holiday Shopping Go Smoothly.
Arlington, VA –The National Crime Prevention Council (NCPC), home of McGruff the Crime Dog, says you need a personal safety and security plan to keep criminals at bay and you from seeing red.

This year many shoppers will be out early to find those big bargains on Black Friday or online for Cyber Monday, but the criminals will be out too. NCPC has 10 great tips to help you shop safely while getting those great holiday bargains throughout the shopping season.

1. Do not buy more than you can carry. Plan ahead by taking a friend with you or ask a store employee to help you carry your packages to the car.

2. Shop online with companies you know and trust. Check a company's background if you are not familiar with it. Remember, if it sounds too good to be true, it usually is.

3. Save all receipts. Print and save all confirmations from your online purchases. Start a file folder to keep all receipts together and to help you verify credit card or bank statements as they come in.

4. Consider alternate options to pay for your merchandise, such as onetime or multiuse disposable credit cards or money orders, at online stores and auction sites.

5. Wait until asked before taking out your credit card or checkbook. An enterprising thief would love to shoulder surf to get your account information.

6. Deter pickpockets. Carry your purse close to your body or your wallet inside a coat or front trouser pocket.

7. Have your keys in hand when approaching your vehicle. Check the back seat and around the car before getting in.

8. Do not leave packages visible in your car windows. Lock them in the trunk or, if possible, take them directly home.

9. Tell a security guard or store employee if you see an unattended bag or package. The same applies if you are using mass transit.

10. If you are shopping with children, make a plan in case you get separated. Select a central meeting place and make sure they know they can ask mall personnel or store security employees if they need help.

http://www.ncpc.org/about/news/you-need-a-personal-safety-plan-for-black-friday

POSITION: Relief Manager 1-3 positions

LOCATION: Red Cliff AODA-Mishomis House / Red Cliff Health Department

SALARY: $8.00 per hour

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

SUPERVISOR(S): Residential Treatment Coordinator and AODA Treatment Director/Counselor

JOB SUMMARY: Will provide assurance that the CBRF and it occupants are safe. Transport clients to assigned groups, recreation and cultural activities.

DUTIES AND RESPONSIBILITIES:

1. Direct, coordinate, and oversee the day-to-day operation of the residential facility, the activity of residents in the absence of and in place of the Residential Treatment Coordinator.
2. Arrange and schedule resident activities in accord with program protocols and group and individual treatment plans.
3. Assist residents to insure their compliance with individual treatment plans.
4. Implement cultural programming that supports AODA treatment strategies and respects individual preferences and differences.
5. Maintain resident records, program records, and other materials required by the AODA Program.
6. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
7. Transport residents in accord with facility policy and as directed by administration and in collaboration with treatment staff.
8. Participate in quality assurance measures conducted with the AODA Treatment Program.
9. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
10. Present a professional, caring image for the Health Center and its programs.
    a. Maintain a cooperative relationship with other Health Center staff and co-workers.
    b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
    c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
11. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal administration.
12. Perform other job-related duties as directed by the immediate supervisor or Tribal Administration.
13. Maintain a clean and safe working environment.

SUPERVISORY AUTHORITY: None

KNOWLEDGE:

1. Personal commitment to a drug and alcohol-free lifestyle consistent with the accept norms for abstinence and sobriety. If there is a personal history of alcohol and/or chemical dependency, a minimum of two years of absolute sobriety is required.
2. Sound judgment and the capacity to respond to unusual circumstances and emergencies.

3. Ability to deal constructively with emergencies and conflicts.
4. Possession of a valid drivers license and regular access to a motor vehicle with appropriate insurance coverage. If no insurance, must obtain within 3 weeks of hire date.
5. Able to travel throughout the community, make home visits, attend meetings, and participate in community educational programs.
6. Available for out of town and overnight travel.

QUALIFICATIONS: High school Diploma, GED or HSED. Prefer individuals with some training in the AODA field. Good interpersonal skills and the ability to get along with diverse populations (clients, co-workers, professional staff, administration and the public). Good communication skills, written and oral. Knowledge of and sensitivity for Ojibwa culture and traditions. Work experience or volunteer activities in the field of substance abuse treatment preferred. Native American preference but all qualified applicants will be considered..

PERSONAL CONTACTS: Daily with patients, visitors, primary care providers Tribal and Health Center Administration and staff.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting and carrying. Items may be placed on overhead shelving.

WORK ENVIRONMENT: Mishomis House

TRAVEL REQUIREMENTS: This position requires at least 44 hours of CBRF Training. Many of these training are out of town at various locations.

POSTING: October 16, 2013
DEADLINE: Open until filled

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resource Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov OR susie.gurnoe@redcliff-nsn.gov
(715) 779-3700 ext. 267 or 268

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JOB DESCRIPTION

POSITION: On-Call Snowplow/Equipment Operator(s) and General Laborer

LOCATION: Red Cliff Public Works Division

SALARY: $9.00 - $12.00 per hour based on qualifications

THIS IS A LIMITED TERM NON-EXEMPT POSITION. APPLICANT(S) WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.

SUPERVISOR(S): Roads Maintenance Supervisor/Facilities Maintenance Supervisor

JOB SUMMARY: Red Cliff Facilities Maintenance and Roads Maintenance Departments are creating call out lists for maintenance labor and snowplow equipment operators to cover job duties for full time staff on general or medical leave, or extended operations based on need and conditions. Selected individuals will be placed on a call-out list based on experience to supplement the full time staff as needed. The purpose of positions in this classification is to perform snow removal and other equipment operation in support of facilities and road maintenance and repair tasks for the Red Cliff Band. The work station may be any of several locations and may be changed as needed by the department.

DUTIES AND RESPONSIBILITIES:

1. Operates snowplow and sanding/salting truck to remove ice and snow from roads and assigned areas, which require early morning starts, extended hours, and weekend duty including holidays.
2. Shovel snow, mowing, grounds maintenance and other duties as assigned related to facilities and roads maintenance.
3. Performs routine equipment maintenance/repair tasks such as changing vehicle fluids, fueling, greasing, painting, etc.
4. Inspects equipment on regularly scheduled basis. Complies with safety precautions.
5. Follows all safety rules, policies, and regulations. Able to work independently with minimal supervision.

SUPERVISORY AUTHORITY: None.

Minimum Training and Experience Required to Perform Essential Job Functions: Must be at least 18 years of age. High school diploma or equivalent, with prior responsible work experience or any combination of education and experience that provides equivalent knowledge, skills, and abilities. Applicant must possess a valid Wisconsin Driver's License. A Valid Wisconsin Commercial Driver's Class A or B driver's license with air brake endorsement is preferred. This position will include testing and review of previous employment record for substance abuse. This position is subject to random drug and alcohol testing pursuant to Department of Transportation rules.

Physical and Mental Abilities Required to Perform Essential Job Functions
Language Ability and Interpersonal Communication:

1. Ability to explain, demonstrates, and clarifies to others within established policies, procedures, and standards, as well as the ability to follow specific instructions and respond to requests from others.
2. Ability to operate various communication devices including telephone, fax, data terminals, and two-way radios.
3. Ability to communicate effectively with department, other Tribal and township personnel as well as the general public.

Physical Requirements:

1. Ability to operate equipment and machinery requiring monitoring multiple conditions and making multiple, complex, and rapid adjustments, such as snowplow, sander, dump truck, tractor, front end loader, drill press, welder, common hand and power tools, welder/cutting torch, lawn mower, snow blower, chain saw, weed trimmer, hydraulic jacks, shovel, ax, rakes, brooms, and forks.
2. Ability to coordinate eyes, hands, feet, and limbs in performing highly skilled movements such as operating heavy equipment.
3. Ability to exert moderately heavy (up to 50 pounds) physical effort in moderate to heavy work, typically involving some combination of climbing and balancing, stooping, kneeling, crouching, crawling, lifting, carrying, pushing, and pulling.
4. Ability to recognize and identify degrees of similarities or differences between characteristics of colors, forms, sounds, and textures associated with job-related objects, materials, and tasks.

Work Environment and Adaptability:

- Ability to work under moderately safe and comfortable conditions where exposure to environmental factors such as temperature variations and extremes, odors, toxic agents, noise, vibrations, machinery, wetness, electrical current, vehicular traffic and/or dust, may cause some discomfort and where there is a risk of injury.

PERSONAL CONTACTS: Will receive direction from supervisor(s) and may have contact with Tribal staff.

POSTING: April 15, 2013
DEADLINE: Open

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resource Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurneo@redcliff-nsn.gov

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JOB DESCRIPTION

POSITION: Custodian/Maintenance On-Call Assistant

LOCATION: Red Cliff Tribal Buildings

SALARY: $8.00 - $10.00 per hour, ***0 to 40 hours per week***

THIS IS A LIMITED TERM NON-EXEMPT POSITION. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.

SUPERVISOR(S): Maintenance Manager/Maintenance/Custodian Supervisor

JOB SUMMARY: Red Cliff Facilities Maintenance Department is creating a call out list for custodians to cover job duties for full time staff on general or medical leave. Selected individuals will be placed on a call-out list based on experience, to fill-in and provide custodial/janitorial services to Tribal buildings as needed. These duties include custodial services, snow clearing, and preventive and corrective maintenance functions that need to be performed, and other duties as assigned.

DUTIES AND RESPONSIBILITIES:

1. Bathrooms – Clean and disinfect toilets and urinals (bowls and all), clean and disinfect sinks, clean mirrors, sweep and mop floors, check all dispensers (soap, paper towel, and toilet paper), empty garbage and recyclables.
2. Kitchen - Sweep floor, mop floor, empty garbage and recyclables, Clean and disinfect sinks.
3. Office and Hallways – Vacuum carpet and rug areas, sweep floors, mop floors, empty garbage and recyclables.
4. Other – Lock janitors closet when not in use, ensure all doors locked and light off, maintenance jobs, wax all floors as needed, building safety checklist, shampoo all carpets and rugs as needed, spot check all windows daily.
5. Maintain an adequate supply of janitorial supplies, paper goods, and other items needed to perform these duties.
6. Maintain a clean and safe work environment.
7. Fill out custodial log sheets, work orders and other as needed forms.
8. Clear snow and maintain walk-ways and entrances to facilities for safe access.
9. The job responsibilities named above are not the only ones that this job requires. Each building will require its own specific cleaning needs and schedules.
10. Be able to work independently under minimum supervision.

SUPERVISORY AUTHORITY: None.

KNOWLEDGE: General knowledge of cleaning and maintaining offices and facilities. Knowledge of safety practices with use of cleaning supplies.

QUALIFICATIONS:

1. Must be 18 years of age or older, High School diploma or GED preferred.
2. Substantial work experience as janitor, custodian or maintenance person.
3. Must pass a background check and pass a pre-employment drug screening.
4. Good communication skills.
5. Must be able to do manual labor and lift objects of at least 20 pounds.

6. Must have a valid driver's license, vehicle and at least liability insurance. If no insurance must get within 3 weeks.

PERSONAL CONTACTS: Will receive direction from supervisor(s) and may have contact with Tribal staff.

PHYSICAL REQUIREMENTS: Must be able to do physical manual labor that would require bending twisting, reaching and lifting. Maybe required to use ladder, shovel snow and other like job duties.

WORK ENVIRONMENT: All Tribal offices are smoke free. Maybe required to work outside during inclement weather.

TRAVEL REQUIREMENTS: Must be able to travel between Tribal office buildings as required.

POSTING: April 15, 2013
DEADLINE: Open

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurneo@redcliff-nsn.gov

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POSITION: Chief Financial Officer

LOCATION: Red Cliff Tribal Office

SALARY: Negotiable

THIS IS A REGULAR FULL-TIME EXEMPT POSITION

JOB SUMMARY, DUTIES AND RESPONSIBILITIES:

This position is responsible for:

- Directing and managing the Tribal government's accounting practices.
- Financial planning and advisement.
- Reporting in coordination with the Tribal Treasurer and Division Administrator Manager to the Tribal Council.
- Enforcement of and compliance with all applicable internal and external policies, laws and regulations.
- Ensuring that work is performed in accordance with the Government Accounting Standards Board (GASB) and Office of Management and Budget (OMB) regulations, laws and policies applicable to Tribal governments.
- Monitoring the financial management and accounting practices of Tribal entities operating within the Tribal government structure.
- Planning, coordinating, and preparing for yearend audits; developing responses to audit recommendations in a timely manner.
- Developing and fostering relationships with government agencies, banking and lending institutions, investment managers, other Tribes, insurers, the financial community by performing the above stated duties personally or through subordinates.
- Performing related work pursuant to the duties and responsibilities stated above in conjunction with the philosophy, mission and goals of the Red Cliff Band of Lake Superior Chippewa.

SUPERVISORY AUTHORITY: Finance Departmental Staff

KNOWLEDGE AND QUALIFICATIONS:

- Requires a minimum of a Bachelor's Degree in Accounting, Finance or Business Administration of a closely related field. (CPA, Master's Degree preferred).
- Requires a minimum of five (5) years or progressively more responsible financial, accounting and supervisory experience with last three years at the executive management level.
- Requires advanced knowledge of governmental, business accounting and auditing standards and practices.
- Minimum of 5 years experience in governmental accounting and experience with Tribal government and funding agencies required.
- Requires independent decision making skills supported by excellent analytical skills and professional judgment.
- Must have the ability to direct and supervise multiple projects simultaneously as well as the finance department staff.
- Must have excellent interpersonal skills.
- Must have excellent written and verbal communication skills.

- Must be familiar with accounting, management and office software systems. Familiarity with SAGE MIP accounting software preferred.
- Knowledge of Native American culture, Tribal Governmental operations.
- Familiarity with Federal and State appropriation processes so timely recommendations can be made.
- Knowledge of indirect cost allocations, proposal submission and negotiations with appropriate agency representatives.
- Valid driver's license, minimum of liability insurance, if no insurance must obtain within 3 weeks of hire. Adequate transportation and must be eligible for Tribe's vehicle insurance.
- Native American preference will be observed in the hiring process.
- Position subject to pre-employment drug testing and criminal history background check.

PERSONAL CONTACTS: Contacts on daily basis with Tribal Administration, Tribal Program Administrators / Directors, various governmental agencies and funding sources as needed.

PHYSICAL REQUIREMENTS: Primarily office position that may require bending, lifting and reaching. May need to lift up to 25 pounds.

WORK ENVIRONMENT: Upper level of the Tribal Office. Smoke free environment.

TRAVEL REQUIREMENTS: Will be required to attend training and meetings locally and nationally.

POSTING DATE: OCTOBER 9, 2013
DEADLINE: Open till filled

FOR FURTHER INFORMATION:

Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
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JOB DESCRIPTION

POSITION: Head Start Teacher
Full-day/full-year classroom

NON-EXEMPT/ **38 hours per week/11 months year-round**

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Head Start

WAGE: $10.00-$14.00; depending on qualifications, plus benefits

SUPERVISOR: Head Start Director

GENERAL STATEMENT OF DUTIES: Assist in planning and implementation of educational programs for three to five year old children, which reflect sound developmental practices and integration of Ojibwe language and culture into curriculum/classroom activities.

RESPONSIBILITIES:

- Plan and implement developmentally appropriate lesson plans collaboratively with co-teacher which provide a variety of activities designed to enhance children's social/emotional, physical, educational/intellectual, and cultural development.

- Unless already proficient, must be willing to take Ojibwe language/culture classes for professional teacher development. Utilize dual language approach by incorporating Ojibwe language and culture into curriculum/daily activities

- Develop lesson plans on a weekly basis which reflect activities for individual, small and large groups, and interest centers, while integrating Ojibwe language and culture in the process. Coordinate field trips with staff, parents, and community.

- Develop individualized educational plans to meet the needs of each child.

- Establish and maintain rules that will ensure the children's health and safety. Positive discipline techniques will be utilized by all staff when child guidance/discipline is needed. Assure that each area has an appropriate supervising adult at all times.

- Implement *Nandagikendan*, the ECC's culturally based curriculum in the classroom. A copy of the lesson plans must be reviewed by the Education Manager prior to the beginning of each week. Lesson plans must be posted in the classroom daily. The classroom schedule must be posted so that parents and substitutes can readily see daily classroom activities.

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

- Involve children in set-up and clean-up activities throughout the day, encouraging independence and self-help skills.

- Provide daily supervision and interaction with children; sanitation of toys; praise and reinforce positive behavior; and ride the bus as needed.

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

- Promote and encourage parent-community participation in classroom, parent activities, and conduct home visits and parent teacher conferences at least two times per year; more frequently if needed.

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

- Maintain accurate records on daily attendance, daily classroom activities, lunch count, anecdotal notes, individual on-going child assessments, and student progress reports using Child Plus, software designed to track all component areas.

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

- Eat meals with children and encourage mealtime as a learning experience.

- Must maintain confidentiality at all times/attend confidentiality training with the Personnel Director.

- Must attend and participate in weekly staff meetings, designated Family Nights/ parent meetings, Policy Council meetings (when requested) and participate in training as available and as required.

- Responsible for getting own substitute when known absences occur.

- Be able to self-reflect and change/adapt accordingly; must definitely be flexible.

- The above identified responsibilities are a general description of the primary duty assignments and are not intended to reflect all tasks necessary for this position.

- Other duties as directed.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

- Must be 18 years of age or older.
- A minimum of an Associates degree in Early Childhood Education/related field is required. A BA degree in Early Childhood Education or related field is preferred.
- Additional training or education in early childhood development is highly desirable. Prior early childhood teaching experience preferred.
- Knowledge of Ojibwe language and culture highly desirable; cultural sensitivity required.
- Experience working with or specialized training pertaining to special needs children highly desireable.
- Ability to work cooperatively with staff, parents, community members, and other child support systems in the best interest of children is required.
- Must submit information for mandatory criminal background check to Personnel Director upon application for any ECC position.
- Must pass health examination, obtain required immunizations/vaccines including TB test, Hep B (or waiver); mumps vaccine (or waiver or proof of immunity). Must be physically able to work with young children, including lifting a minimum of 40 pounds.
- Staff members are responsible for maintaining their own staff files at the ECC and sending required forms/paperwork to Personnel.
- Must adhere to confidentiality policy and Early Childhood Center standards of conduct, serving as a role model in the community.
- Valid Wisconsin driver's license required.

WORK ENVIRONMENT: Primary work environment HS classrooms.

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

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. Must attend appropriate staff meetings, Policy Council, and Parent meetings as required.

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

POSTING DATE: October 28, 2013
DEADLINE: November 12, 2013 until 4:00 p.m.

JOB DESCRIPTION

POSITION: Early Head Start Infant/Toddler Center Based Teacher

NON EXEMPT: 38 hours per week/11 months (year-round)

LOCATION: Red Cliff Early Childhood Center

PROGRAM: 100% Early Head Start

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

SUPERVISOR: Early Head Start Director

GENERAL STATEMENT OF DUTIES:

Serve as one of two primary teachers for an assigned group of eight infants or toddlers in a center based environment. Must be able to have daily open communication with co-teacher regarding all aspects of classroom and children, daily operation of classroom. Early Head Start teacher/child ratio is 4:1. EHS teachers will loop with the same group of infants/toddlers for three years, and move physically with them each year to the next developmentally appropriate classroom. Responsible for co-planning and implementation of educational programs with co-teacher for 0-3 year old infants and toddlers which reflect best practices and integration of Ojibwe language and culture when possible into curriculum. EHS teachers are expected to share all responsibilities within their classroom, and to create an environment of nurturance and sharing with all children.

RESPONSIBILITIES:

§ Must maintain confidentiality of all child's and family information and records.

§ Plan and implement age appropriate child development lesson plans which provides a variety of activities designed to enhance infant and toddlers social, emotional, physical, cognitive, and intellectual development.

§ Promotion of a safe, attractive and stimulating physical environment for infants and toddlers and also establishing and maintaining consistency of rules.

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

§ Meal times with children will be in a family setting with at least one teacher, preferably both sitting at the table engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged, but not forced to eat or taste. Encourage older toddlers in self-help and independence skills by involving them in set up and clean up activities.

§ 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.

§ Maintain weekly online documentation of your four assigned childrens' developmental progress in ChildPlus as well as in Teaching Strategies Gold

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

§ Conduct two home visits annually per family as stated in the Federal Performance Standards.

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

§ Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
§ Work with county, tribal and community service providers in order to provide necessary services to the Early Head Start child and their parents.
§ Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging for your own qualified substitute in your absence.
§ Adhere to all EHS policies, and procedures and insure that Federal Performance Standards are being met.
§ The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

§ Minimum of associate degree required. Preference with major in early childhood education or other related field.
§ Prefer BA (Bachelor of Arts) or BS (Bachelor of Science) degree in early childhood.
§ Mandatory infant/toddler course needed prior to employment or immediate enrollment in correspondence class during probationary period.
§ Knowledge of Ojibwe culture and history, Ojibwe language preferred, cultural sensitivity required.
§ Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.

WORK ENVIRONMENT:

Primary work environment is EHS center-based classroom.

PERSONAL CONTACTS:

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

SPECIAL REQUIREMENTS:

Must be physically able to work with young children, including ability to lift a minimum of 40 pounds, initial health exam mandatory with update every five years, initial TB test and TB questionnaire each year, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc. Must attend appropriate staff meetings, Policy Council, parent meetings, or ECC activities as required.

TRAVEL REQUIREMENTS:

Must have valid driver's license, automobile, and insurance. Must be able to attend local, regional, and national trainings as required.

POSTING DATE: October 23, 2013
POSTING DEADLINE: November 7, 2013 until 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:

Human Resources Department
Red Cliff Band of Lake Superior Chippewa
88385 Pike Road, State Hwy 13
Bayfield, WI 54814
www.redcliff-nsn.gov

Red Cliff Band Of Lake Superior Chippewa

"The Hub Of The Chippewa Nation"

RED CLIFF TRIBAL COUNCIL

Position Desired

Job Application

1. PERSONAL INFORMATION			
Name in Full (Last, First, Middle):			Social Security Number:
Any Other Names By Which You Have Been Known (Including Maiden Name)			
Address (Apartment, Street, P.O. Box):			Home Telephone Number:
City:	State:	Zip Code:	Sex:
Drivers License #:	Insurance Company:	Tribe Enrolled:	Date Available:

Are you over the age of 18? ☐ Yes ☐ No

Are you a United States citizen? ☐ Yes ☐ No

Do you have a valid Wisconsin driver's license? ☐ Yes ☐ No

Are you currently Employed? ☐ Yes ☐ No

Have you ever been convicted of a felony? ☐ Yes ☐ No
(Conviction will not necessarily disqualify an applicant from employment)

May we contact your present/past employer (s)? ☐ Yes ☐ No

All APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE MAY BE SUBJECT TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER CONTINUING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.

2. EDUCATION & TRAINING					
Name of School	Location	Dates From	Dates To	Course Pursued	Degree, Diploma, or Credits Earned
High Schools					
College					

88385 PIKE ROAD, HWY 13 * BAYFIELD, WISCONSIN 54814 * (715)-779-3700 * FAX (715) 779-3704

Graduate School				

List any scholarships, apprenticeships, licenses, certifications, membership in professional organizations or other information you believe should be considered in evaluating your qualifications.

3. EMPLOYMENT

Begin with current or most recent employer. List chronologically all employment, including summer and part-time employment while attending school. All time must be accounted for. If unemployed for a period, provide dates. To furnish additional employment information, attach sheets of the same size and format as this application.

Name and Address of Employer	Dates	Position and Kind of Work
Name Street City, State Supervisor's Name/Telephone:	From To Full-Time ☐ Part-Time ☐ Annual Salary/Wages:	Duties Reason for Leaving
Name Street City, State Supervisor's Name/Telephone:	From To Full-Time ☐ Part-Time ☐ Annual Salary/Wages:	Duties Reason for Leaving
Name Street City, State Supervisor's Name/Telephone:	From To Full-Time ☐ Part-Time ☐ Annual Salary/Wages:	Duties Reason for Leaving

References

Name

Address _____

City/State/Zip _____

Telephone Number _____

Name

Address _____

City/State/Zip _____

Telephone Number _____

Name

Address _____

City/State/Zip _____

Telephone Number _____

APPLICANT PLEASE READ CAREFULLY AND SIGN BELOW

I certify that the answers given are true and complete to best of my knowledge. I authorize investigations of all statements contained in this application for employment as may be necessary in arriving at an employment decision. I understand that this application is not intended to be a contract of employment. In the event of employment, I understand that false or misleading information given in my application or interview (s) may result in discharge. I understand, also that I am required to abide by all regulations of the employer

Applicant's signature: _____ Date signed: _____

Legendary Waters
RESORT & CASINO

In conjunction with the Privacy Act of 1974, the following information is provided: Solicitation of the information on this form is authorized by U.S.C. 2701 et/ seq. The purpose of the requested information is to determine the eligibility of individuals to be employed in a gaming operation. The information will be used by the National Indian Gaming Commission members and staff who have need for the information in the performance of their official duties. The information may be disclosed to appropriate Federal, Tribal, State, local or foreign law enforcement and regulatory agencies when relevant to civil, criminal or regulatory investigations or prosecutions or when pursuant to a requirement by a Tribe or the National Indian Gaming commission in connection with the hiring or firing of an employee, the issuance or revocation of a gaming license, or investigations of activities while associated with a Tribe or a gaming operation. Failure to consent to the disclosures of your Social Security Number (SSN) is voluntary. However, failure to supply a SSN may result in errors in processing your application.

A false statement on any part of your application may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by fine or imprisonment (U.S. Code, Title 18, Section 1—1).

17.8.1 Any non-member participating under a gaming management contract with the Tribe, participating in a vendor/lessor relationship related to Class III gaming, and any other non-member employed in the conduct of Class III gaming, shall by virtue of such participation or employment be deemed to have consented to the jurisdiction of the Red Cliff Band of Lake Superior Chippewas and its courts.

LEGENDARY WATERS RESORT & CASINO APPLICATION

TODAYS DATE: ___/___/___ POSITIONS DESIRED: _____

_____

FIRST NAME MIDDLE NAME LAST

_____

MAILING ADDRESS CITY STATE ZIP

HOME PHONE: (___) - ___ - ____ WORK PHONE: (___) - ___ - ____

DATE OF BIRTH: ___/___/___ SOCIAL SECURITY # ___ - ___ - ____

CITY/STATE OF BIRTH _____ SEX ___M ___F

TRIBAL MEMBER? ___YES ___NO TRIBE ENROLLED AT: _____

DRIVERS LICENSE NUMBER: _____EXP: _____

ARE YOU CURRENTLY EMPLOYED? ___
MAY WE CONTACT YOUR PRESENT/PAST EMPLOYERS? ___

PLEASE LIST ANY AND ALL ALIAS NAMES HERE:

_____

_____

_____

_____

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16+
DO YOU HAVE A HIGH SCHOOL DEPLOMA OR G.E.D.?_____ YEAR _____

NAME AND LOCATION FROM TO MAJOR DATE GRADUATED

HIGH SCHOOL: _____

COLLEGE: _____

OTHER: _____

DESCRIBE ANY OTHER TRAINING OR EXPERIENCE YOU HAVE WHICH MAY NOT BE LISTED:

_____

_____

CURRENT AND PREVIOUS EMPLOYMENT FOR THE PAST 5 YEARS
(Start with most recent)

EMPLOYER NAME: _____ FROM: _____ TO: _____

ADDRESS: _____ PHONE # : (___) - ____ - ____

JOB TITLE: _____ STARTING SALARY: _____ ENDING: _____

SUPERVISOR'S NAME: _____ DUTIES: _____

_____

REASON FOR LEAVING: _____

EMPLOYER NAME: _____ FROM: _____ TO: _____

ADDRESS: _____ PHONE # : (___) - ____ - ____

JOB TITLE: _____ STARTING SALARY: _____ ENDING: _____

SUPERVISOR'S NAME: _____ DUTIES: _____

_____

REASON FOR LEAVING: _____

EMPLOYER NAME: _____ FROM: _____ TO: _____

ADDRESS: _____ PHONE # : (___) - ____ - ____

JOB TITLE: _____ STARTING SALARY: _____ ENDING: _____

SUPERVISOR'S NAME: _____ DUTIES: _____

_____

REASON FOR LEAVING: _____

LIST 3 PERSONAL REFERENCES WHOM YOU HAVE KNOWN FOR 5 YEARS

NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE
NAME	ADDRESS	PHONE

NOTE FOR THE FOLLOWING 7 QUESTIONS, PLEASE STATE "NONE" IF THAT APPLIES. ATTACH SEPARATE SHEETS IF NECESSARY.

1. PLEASE DESCRIBE ANY EXISTING OR PREVIOUS BUSINESS RELATIONSHIPS WITH INDIAN TRIBES INCLUDING OWNERSHIP INTERESTS:

_____

_____

2. PLEASE DESCRIBE ANY EXISTING OR PREVIOUS BUSINESS RELATIONSHIPS WITH THE GAMING INDUSTRY GENERALLY INCLUDING OWNERSHIP INTERESTS:

_____

_____

3. PLEASE LIST THE NAME AND ADDRESS OF ANY LICENSING OR REGULATORY AGENCY WTH WHICH YOU HAVE FILED AN APPLICATION FOR A LICENSE OR PERMIT RELATED TO GAMING WHETHER OR NOT SUCH LICENSE WAS GRANTED:

_____

_____

4. FOR EACH FELONY, IF ANY, FOR WHICH THERE IS AN ONGOING PROSECUTION OR A CONVICTION, LIST THE CHARGE, THE NAME AND ADDRESS OF THE COURT INVOLVED AND THE DATE OF DISPOSTION IF ANY:

_____

_____

5. FOR EACH MISDEMEANOR, IF ANY, FOR WHICH THERE IS AN ONGOING PROSECUTION OR A CONVICTION (EXCLUDING MINOR TRAFFIC VIOLATIONS) WITHIN 10 YEARS OF THE APPLICATION DATE, LIST THE NAME AND ADDRESS OF THE COURT INVOLVED AND DATE OF THE DISPOSITION:

_____

_____

6. FOR EACH CRIMINAL CHARGE (EXCLUDING MINOR TRAFFIC CHARGES) WHETHER OR NOT THERE IS A CONVICTION, IF SUCH CRIMINAL CHARGE IS WITHIN 10 YEAR OF THE APPLICATION DATE AND IS NOT OTHER WISE LISTED IN QUESTIONS 4 AND 5, LIST THE CRIMINAL CHARGE, THE NAME AND ADDRESS OF THE COURT INVOLVED AND THE DATE OF THE DISPOSITION:

_____

_____

7. LIST THE NAME OF ANY LICENSING OR REGULATORY AGENCY WITH WHICH YOU HAVE FILED AN APPLICATION FOR AN OCCUPATIONAL LICENSE OR PERMIT WHETHER OR NOT SUCH LICENSE WAS GRANTED:

_____

_____

I understand that a false or misleading statement on any part of this application may be grounds for not hiring me or firing me after I begin work. Also, I may be punished by fine or imprisonment (U.S. Code, Title 18, Section 1001).

I certify that the information provided on this application is complete and accurate to the best of my knowledge. I understand that consideration for employment is conditioned upon the results of a reference check. I authorize the LEGENDARY WATERS CASINO to investigate all statements contained in this application for employment as may be necessary and further authorize contact persons to respond to questions. I understand that this application is not intended to be a contract of employment.

_____ _____

Signature of Applicant Date

LEGENDARY WATERS RESORT & CASINO
P.O. BOX 1167, BAYFIELD, WI 54814
(715) 779-3712 ext 9401
PLEASE ATTACH RESUME

NOVEMBER 2013

GASHKADINO-GIIZIS

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
4B HAM CHEEZ WAFFLE, PINEAPPLE, CC, L CHIX ALFREDO, PEAS, MANGO, SALAD BR STIX S GRAHAM/MILK	5B KIX, GR BAR, PEARS, YOGURT L HAMB VEG SOUP, BISCUIT, PEACHES, CC S PBJ SAND.	6B CORNFLAKES, BAGEL, BLUEBERRIES, PB L PORK CHOP, BABY RED, GR BEAN, SLAW, APPLESAUCE S PEARS/CHEESE	7B HB OATS, BANANA, TOAST, PBJ, YOGURT L TACO'S, CORN, TROP FRUIT, CC S CRACKERS/JUICE	
11 ECC CLOSED VETERAN'S DAY	12B OATMEAL, BR BREAD, BERRIES L PORK CHOP, M POTATO, CRANBERRIES, BUN, SALAD S TRAIL MIX/MILK	13B CHEERIOS, BANANA, YOGURT, TOAST L LASAGNA HD, CORN, PEARS, PUDDING S MULTI GR./MILK	14B RICE CHEX, ORANGES, CC, ENG MUFFIN L BBQ CHIX, POTATO, GR BEANS, CC, FRUIT COCKTAIL S APPLE/PB	MILK SERVED WITH ALL MEALS
18B PANCAKES, TRK BACON, APPLESAUCE L CHIX PATTY, FRY, VEG/DIP, HONEYDEW S ANIMAL CR./MILK	19B RICE CRISPIES, MUFFIN, ORANGES, YOGURT L HAM/POTATO SOUP, BISCUIT, PEAR, CC S BAGEL/CR/JUICE	20B KIX, BANANA, PB, TOAST LHAMB STIR FRY, SALAD-MANGO, CC, RICE S YOGURT PARFAIT	21B HB OATS, CINN BR, CC, PEACHES L TURKEY DINNER W/ FIXINS S CUPCAKE/MILK	MENU SUBJECT TO CHANGE
25B EGG OMELET, TOAST, PEARS, CC L HAMB PIZZA, MANGO, VEG/DIP, JELLO S JUICE /PRETZELS	26B CHEERIOS, APPLES, YOGURT, MUFFIN L CHIX SOUP, CHEEZ SAND, MIX FRUIT, CC, S CRACKER/CHEESE	ECC CLOSED	ECC/TRIBE CLOSED	ECC/TRIBE CLOSED