ECC Fall Harvest

Well, we made it through the first month of school. We are excited to see the children and parents back for another wonderful year. October is full of many activities such as Applefest, picture day, and the fall harvest. The ECC will host its annual Fall Harvest on Thursday, October 31 @ 10am. This will be a regular school day with parents and home base families invited to join the center-based children. The morning will consist of games, gifts and a special feast. Please come visit us as we enter into the fall season. We will be having face painting, cookie walk, pin the nose on the pumpkin and a variety of fun!!!!! Parents are welcome and invited to join us for this special day!

Congrats 2013-2014 Policy Council

Congrats to the parents and community representatives that were elected to the Policy Council for the 2013-2014 school year.

Head Start Parent Reps: Ashly Gurnoe & Jessie Defoe
Early Head Start Center Based Parent Rep: Jamie Sokolowski
Home Based Parent Reps: Amanda Cadotte & Liz King
Community Reps: Amanda Thomas & Karalee Defoe

**Meetings are held monthly and open to any parent that would like to attend!
<table>
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<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
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<th>WEDNESDAY</th>
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<td>Bayfield Early Release 12:45</td>
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<td>ECC Picture Day</td>
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<td>GED 10-1 @ ECC</td>
<td>Noonii/Nimaamaa 10-12 @ Clinic</td>
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<td>Policy Council MTG 5pm</td>
<td>*Language Table 5-7 @ ECC</td>
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<td>DENTAL VARNISHES @ ECC</td>
<td>GED 10-1 @ ECC</td>
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<td>*Parent Committee meeting 5pm @ ECC</td>
<td>Noonii/Nimaamaa 10-12 @ Clinic</td>
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</table>
|        |        |         |           |          | GED 10-1 @ ECC | **Fall Harvest**
|        |        |         |           |          | *Red Cliff Gate Night* | 10am @ ECC |
|        |        |         |           |          | **Halloween!!!** |
October Agongos News

Bayfield School will be having an early release on Friday at 12:45

Fall Harvest is on the 31st
This is also the Home Base Socialization
Starting @ 10 A.M.

ECC WILL BE CLOSED ON THE 7TH
BAYFIELD SCHOOL WILL ALSO BE CLOSED

Home Base Pictures will be on the 9th and 10th
Waabooz Abiwin

We are welcoming and getting to know each other. We are a class that has a lot of different exciting and amazing babies in our classroom. Some of us are just about walking while other of us like to just watch our friends. Beth, Fred and Corky are very happy to be working with these young ones and their families. Chi-Miigwech for being such great partners with us to make this an awesome experience for us all. We as teachers already feel like we had these babies in our care for a long time and have that bond with them. Thank you again for allowing this.

Reminders: bring extra clothes for this crazy weather at this time of year we must spend time outside as long it is above 20 degrees.

If your child is teething and you want medicine put on you need to bring the medicine in and sign a slip.

We are a team any problem or suggestion please let us know.

We are looking forward to this month, we will all be here 8am to 2pm. It is going to be busy and we excited to see each other.

Please remember attendance is very important but if your little one doesn’t feel good just give us a call before 8am. if possible and we understand.

Hope to have a fun and healthy month. Miigwech miinawaa!!
Amik Newsletter

Mino – dibishkaa Adena on Oct. 24, chiniiizh.
We will be working on enaadeg Okosimaanaande, (it is orange) Da-waabanda’iwenibwaakaawin (objective to exhibit a positive attitude toward life).
I want to give Katy Butterfield a chi-miigwech for helping in the amik room and all your ojibwemowin!!!!

- Silas likes to ride the bike outside.
- Henry likes to open the lock box.
- Tim likes to read the mishiimin mazina’igan.
- Warren likes to climb up the slide on the steps.
- Adena likes to sing Silly Sally and webinan.
- Loyalty likes to do finger plays.
- Macy likes to play hide and seek.
- Clayton likes to put the money in the kagoosh.

We will also be working on nagamon manoomini-nagamonmegwaa mamaajiiyan, body movements to wild ricing and giving tobacco.

Miigwech to everyone that has helped in the amik room with the transitions!!

~ Teresa
Wow, October is here all ready! Where did the month go? We would like to wish Caleb a big Mino-dibishkaan.

We are working hard on doing things for ourselves in the classroom. We are learning to take off our shoes and then put them on. We all are going to the potty. We are also putting on our shoes and eating with our silverware. We are also washing our own hands and face and wiping the table when we are finished eating. Parents please make sure to work on these with your children at home.

We would also like to welcome our new niiji Jacob!

Parents: Please make sure that your child has at least two pairs of extra clothes in his/her cubby.

If you have any questions or concerns, please feel free to contact us at 715-779-5030 ext. 244

Miigwech: Ms. Jamie & Ms. Amber
September was...EXCITING!!

The month of September with the children was great! They transitioned into our room easily and were ready for everyday schooling by the end of the month. Thanks to all parents working with Nadine and I during this, your patience and kind words were encouraging!

Now onto October...

We will be focusing on Fall and Halloween.

Look at what we are doing...

Bella likes to use the markers.

Makoons likes to play with the lego cars.

Leiam likes the bikes.

Nathan likes to look at books.

Brandy likes to go on the slide.

Kenyon likes the playdough.

Jaxin likes to use the scissors.

Manuel likes to ride bikes.

Karen & Nadine
Mashkodebizhiki Class

Boozhoo. We are so excited to be starting a new school year. All of the kids seem to have transitioned well into the new routine and we are looking forward to a very fun and productive year. Thank you to all of our parents for sending extra clothes for your children. Accidents happen and it is helpful to have clothes on hand.

We are currently reading “Charlotte’s Web” every day during nap time. Everyone is on a mat with the lights out and we read up to a chapter a day. It gives the kids a chance to use their imaginations. We regularly discuss things that we read in the book to help build memory and recall skills. Please take a little time to ask your child what happened in the book each day. Reading our chapter book is a part of the day the everyone looks forward to. By request, we will be reading “The Wizard of Oz” again this year.

We will be doing a lot of talking about dagwaagi and the special things that come with it in the next month. Be sure to watch backpacks for Thursday summaries of what your child did in school that week. It is a good starting point when asking what they learned about and did. If anyone would like to contribute to our lessons or volunteer time to assist us in exploring our world please give us a call or just stop in.

Just a few little reminders...please remember to sign your child in and out each day and to call when they won’t be here. Policy says that classroom teachers are to call parents when children do not come to school if notification hasn’t been given. These calls are typically made during breakfast. Please let bus monitors or teachers know if there is paperwork in your child’s backpack. With so much to do and only two of us it is hard to find the time to check bags every day. Thanks for your help!

We hope you enjoy the cool weather and the beauty and abundance dagwaagi brings with it. Stand back and appreciate how lucky we are to live in such a wonderful place.

Miigwech

Ms. J and Ms. Jenn
What We Like To Do During Our Day!

We are very busy in our classroom, we have been learning all kinds of different things throughout our day. We have been learning about colors, shapes, letters, numbers, sharing, turn taking, and self help skills. We have been doing some all about me projects, learning how we are the same and how we are different. The children love to learn how we are the same and how we are different. Lots of learning goes on during the morning when we start our day, we invite families to be part of our day if its just for a breakfast or lunch or outside time or on field trips. Its very exciting for children to share their experiences at school with family. Please feel free to join and be a part of our room. Our day starts at 8am and ends at 2pm. So please be mindful of this and remember that lots of learning is done in the morning at 8am to 9am in the morning and continues throughout the day. If your child will not be present for day just send a friendly reminder our way we really appreciate that. Please send your child to school with warm clothing winter months and cold weather is arriving already and we need to make sure we are warm for our days we play outside. Any questions you have BIG or little let us know we would be happy to talk with you!

Our favorite things to do:
- Adriaunna likes to play house.
- Dillon enjoys building
- Ozaawaa likes to take care of babies.
- Kj likes to play with cars.
- Stormy enjoys dressing up.
- Rowan loves to play cars.
- Tessla loves to listen to funny books.
- Ela loves to play house.
- Owen loves to play outside.
- Ayden enjoys playing with trucks.
- Bracen likes to play in sandbox.
- Nakeuden enjoys playing with animals and story board.
- Miranda loves to role play with friends.
- Aran likes to go shopping with cart.

Ojibwe words and phrases

Binaakwii Gizis = Falling Leaves Moon October
Nizho gizhigad = Tuesday
Niiyo gizhigad = Thursday
Nitam anoki gizhigad = Monday
Aabitose = Wednesday
Binaakwii Giizis

Migizi Abiwin


We would like to welcome our new Migizi teacher, Katy Butterfield. Katy is very excited to be working for the Migizi class. She will be bringing more Anishinaabemowin and outdoor learning to this room.

This month we are focusing on fall and harvest activities. We will also be working on books and stories, fine motor activities and things that are the same and different.

Ms. Dianne will be teaching us about traffic and fire safety and we will all learn about how to be safe during Halloween.

The weather is beginning to change, so please remember to bring lots of extra clothes. We need sets of clothes for when it is cool, and when it might get warm. Accidents still happen, so plenty of extra pants and underwear are a good idea as well. We will be out in the woods every week, so please make sure your child has good shoes/boots to wear when we head outside. Muddocks are a good idea to have at school, since it gets very wet some days. These items can be left in your child’s cubby.

A few dates to remember:

- October 7 No School
- October 9 Picture Day
- October 10 First Language Table

Week of October 21 Field Trip to the Pumpkin Patch

Anishinaabemowin

- Okosimaanaande-it is orange
- Okosimaanaanzo-s/he is orange
- Maawanjichigaadem-it’s harvest time
- Ani-dagwaagin-it is getting to be fall
- Aawikaaz’o’giizhi-gak-Halloween
- Aniibiish-leaf
- Wawiyeeyaa-it is a circle
- Waaawiyebii’iigeade-it is a circle (written or drawn)
Annual Program Report
October 2013
Submitted by Dee Gekee-Rindal, ECC & Education Division Administrator

The Head Start Act of 2007 requires each Head Start agency to make available to the public specific types of information about fiscal and program operations. This must be done at least annually. The primary focus of this report is primarily on ECC fiscal and program information in response to the Head Start Act requirements. Pertinent data was obtained from the following management staff: Nicole Boyd, Family Service Manager, Gina LaGrew, Transition Manager, Patti Kenote-DePerry, Health/Mental Wellness Manager, and Marianne Gibeau-Szot, Education/Abilities Manager.

Program Name:  Red Cliff Early Childhood Center
               Red Cliff Tribal Education Department

Program Personnel: The ECC has a total of 41 paid staff through five major programs, plus two amazing volunteer Foster Grandparents.

The Education Department staff consists of one Tribal Education Specialist at this time. The Johnson O'Malley committee has targeted consultant funds to pay one tutor at Bayfield School; however, due to the federal government shutting down on October 1, 2013, the tutor has not been able to start tutoring in the month of October as planned. Per discussion with tribal CFO, the tribe has no funds to carry a consultant tutor position at this time.

Funding Agencies:  **ECC Funding Agencies:**
Head Start - Federally funded by the Office of Head Start and
Some state funding by DPI (Department of Public
Instruction). At this time a comprehensive grant
application must be submitted every three years, with
abbreviated applications during the 2 years in between.

Early Head Start – Federally funded by the Office of Head Start.
The Early IHS grant application is submitted with the Head
Start grant.

Tribal Child Care – Federal CCDF (Child Care Development
Fund) and State of WI DWD (Department of Workforce
Development).

Project LAUNCH – federally funded by SAMHSA (Substance
Abuse & Mental Health Services Administration). This is a
highly competitive grant. September 30 will ended our 5th
year of a 5-year project; however, we were able to get a no-
cost extension for one additional year.

ANA Ojibwe Language Revitalization – Federal funding through
the Administration for Native Americans. This is another
highly competitive grant. September 30, 2012 marked the
end of our first 3-year project targeting EHS children and families. Fortunately, we were notified recently that we were successful in obtaining funds for a second ANA grant project! This project will allow us to continue supporting Ojibwe language development for our young children and families as they enter Head Start during fall of 2013 for two years, and eventually move on to Kindergarten during the fall of 2015. In addition,

**Education Department Funding Agencies:**
Bureau of Indian Affairs
- Johnson O’Malley
- Higher Education
- Job Placement & Training

**Program Budgets:**

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding Level</th>
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<tbody>
<tr>
<td>Head Start (base funding 47 children)</td>
<td>$672,379</td>
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<tr>
<td>Head Start State (3 children)</td>
<td>17,325</td>
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<tr>
<td>Early Head Start (base funding 68 children)</td>
<td>776,189</td>
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<tr>
<td>USDA-CACFP (estimate - attendance based)</td>
<td>43,000</td>
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<tr>
<td>CCDF Tribal Child Care</td>
<td>99,764</td>
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<td>DCF WI Shares Child Care</td>
<td>33,488</td>
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<tr>
<td>Dept of Educ K-Readiness (ended 7-26-13)</td>
<td>133,252</td>
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<tr>
<td>Project LAUNCH</td>
<td>288,658</td>
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<tr>
<td>ANA Ojibwe Language Revitalization</td>
<td>915,811</td>
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<tr>
<td>TOTAL ECC funding 2012-2013</td>
<td>$3,037,327</td>
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Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hrs or more. One major challenge has been the unanticipated 20% increase in health insurance for tribal employees which went into effect as of 9-1-13. In addition, sequestration budget reductions of 5.27% continue to take a heavy toll on budgets and program operations. Operational line items consist of travel, supplies, and other operating costs such as facility maintenance, bus operation, training, etc.

Education Dept funding levels 2012-2013 were:

- JOM  $37,128  
- Higher Education  150,666  
- Job Placement & Training  52,493
TOTAL Educ. Dept funding 2012-2013 $239,906

Operating year:

- Project LAUNCH Sept 30, 2012 – Sept 29, 2014
- ANA Language Grant II Aug 1, 2013 – July 31, 2014

Reporting Requirements to funding agencies:

- **Head Start & Early HS**
  - Quarterly SF 425 Financial Reports (was SF 269)
  - Due 30 days after each qtr
  - Plus Final 425 due 90 days
  - Semi-annual Program Reports (we submit our Quarterly Reports for this purpose)
  - Due 30 days after 2nd & 4th qtr plus Final Program Report
  - Program Information Report (PIR)
  - Annually – due Aug. 31

  *Annual Report* – this became a requirement with the passage of the Head Start Act reauthorization in 2007. It is submitted after the end of each program year.

- **CCDF Tribal Child Care**
  - Annual 696T Financial Report – December
  - Annual 700 Program Report - December
  - Annual Child Count Report - June
  - Bi-annual CCDF Pre-Print Plan – every 2 years in June

- **DCF WI Shares Child Care**
  - State does periodic Quality Assurance checks online

- **Dept of Indian Education**
  - Quarterly financial reports
  - Annual financial report
  - Quarterly program progress reports
  - Annual program progress report

- **LAUNCH**
  - Quarterly financial reports
  - Annual financial report
  - Quarterly program progress report
  - Annual program progress report

- **ANA Language Grant**
  - Quarterly Objective Progress Reports (OPR)
Quarterly SF 425 Financial Reports

Bureau of Indian Affairs

JOM Annual report – due Dec 31 each year

Indicate any committees, boards, etc involved in the program(s):

The ECC Policy Council has legislatively-mandated shared governance responsibilities along with the Tribal Council. They must be involved in various aspects of the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees.

The Young Child Wellness Council is comprised of representatives from all key stakeholders who serve tribal children ages birth to eight and their families. The YCWC provides guidance and direction to LAUNCH initiatives as well as offering a forum for networking and collaboration among tribal programs serving young children. The YCWC meets throughout the school year on the second Monday of the month from 8:00-10:00am at Legendary Waters.

For many years, the Red Cliff Education Committee also served as the Johnson O’Malley Committee and the Title VII Parent Committee. Since 2010, after consultation with a BIA Education Specialist at the Minneapolis Area Office, the roles of JOM and Title VII committees needed to be separated, as it would be perceived by the funding agencies as a conflict of interest. At this time, the tribe is exploring the idea of having one major committee to advise each of the seven divisions. For the Education Division, that committee will be called the Tribal Board of Education. All recommendations from each of the tribal divisions were forwarded to the Director of Tribal Operations during August-September 2012. To date, the major committees have yet to be established. However, I have the utmost confidence and respect for the new Division Administrator Manager, who will likely be more than happy to work with all divisions and the Tribal Council to implement these committees yet this calendar year. Specific roles and responsibilities will need to be clearly identified, and it makes good sense to utilize this forum to assist with identifying community needs, goals, and future direction of each division for our tribe. For the Education Division, the MOU between the tribe, the school, and Bayfield County signed in April 2012 will be useful in clarifying roles and responsibilities.

Ginanda Gikendaamin – We Seek to Learn is the tribe’s Library Board. This group has been actively working toward planning a new community cultural education center. We envision this facility to include a tribal library, tribal education office, business development services, community college, traditional gardens, community gathering space, and space for an Ojibwe language immersion charter school beginning with grades K-3. The Board recently met with Wightman & Associates and a private consultant to create a business plan and fundraising plan for the new facility. Anticipated completion date for these plans is early January 2014.
Ojibwe Language Charter School Planning Team – this group of volunteers from the school and the tribe had its first meeting on October 1, 2013. Thus far there are 3 tribal parents of target aged children on this team, along with Dr. David Aslyn, myself, and Linda Weber. We will be reaching out to some of our tribal elders, a Tribal Council representative, and other community members to join us as well as Bayfield School staff including at least one School Board member. We will be collectively preparing an application for a charter school planning grant which is due April 15, 2014. Our goal is for the charter school to become operational during Fall 2015, when the first group of Ojibwe language proficient children will be entering Kindergarten.

Give a description of your program goals and objectives, activities and target population:

I have attached a copy of the 2012-2013 ECC Strategic Goals to this report, which includes the status update for each item as of June 30, 2013. Of the fourteen (14) objectives, ten (10) or 71% have been MET or are ONGOING; four (4) or 29% have NOT been met. The reasons for this are 1) Objective 2.2: Collaborate with the Clinic to ensure 8% of expectant mothers receiving EHS Home-Bases services are screened for maternal depression. This was not met; therefore a new collaborative joint effort has been developed to streamline services and ensure an appropriate confidential tracking system. 2) Objective 3.3: Collaborate with the RC health center to provide on-site dental cleaning at the ECC at least once during the program year. The feasibility of this objective requires further discussion. 3) Objective 3.4: Seek $750 in grant funds to expand current facility. This was not met because available resources for construction have “dried up”. 4) Objective 4.2: Upload the Nandagikendan curriculum to the Teaching Strategies Gold activity library, adding a minimum of 3 activities in each development and content area, in the Infant, Toddler and Twos, and Preschool levels. This was not met because copyright laws do not allow the sharing of lesson plans in this way. Instead, customized plans can be added as an attachment to the teachers’ weekly planning form.

Total number of children served, average monthly enrollment, and the percentage of eligible children served:

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<tr>
<th></th>
<th>Total # of children served</th>
<th>Total # of families served</th>
<th>% of eligible children served</th>
<th>Funded enrollment</th>
<th>Average Monthly enrollment</th>
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</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>50</td>
<td>50</td>
<td>84% of 60 age-eligible children</td>
<td>50</td>
<td>50*</td>
</tr>
<tr>
<td>Early HS</td>
<td>81 (includes 11 prenatals)</td>
<td>67</td>
<td>65% of 130 age-eligible children</td>
<td>68</td>
<td>68**</td>
</tr>
</tbody>
</table>
*Head Start was fully enrolled at 50 for all months of operation.
**Early Head Start was fully enrolled at 68 for all months of operation except one when enrollment was at 67.
Source: Retrieved from Child Plus by Transition Manager

Percentage of enrolled children that received medical and dental exams:

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<tr>
<th></th>
<th>Number and percent of children with Health Exams</th>
<th>Number and percent of children with Dental Exams</th>
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<tr>
<td><strong>Head Start</strong></td>
<td>41/50 82%</td>
<td>49/50 98%</td>
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<tr>
<td><strong>Early HS</strong></td>
<td>60/72 80%</td>
<td>69/75 92%</td>
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Source: Retrieved from 2012-2013 Program Information Report (PIR) by Health Manager

Information about parent involvement activities:

Parents are involved in a wide array of activities throughout the year. Just a few examples include:

- Open House/Opening Ceremony/New Family Orientation
- Parent Policy Council & Parent Committee Meetings
- Traditional Regalia Making/Sewing Classes
- Weekly Ojibwe Language Tables
- Family Sugar Bush
- Family Fishing/Fish Hatchery Tour
- Fall Festival Activities
- Annual Family Social Pow Wow
- Weekly Pow Wows and Ojibwemowin Puppet Shows
- Annual Winter Holiday Party
- Traditional Native American Storytelling Family Night
- ECC Winter Festival (variety of physical family activities)
- Family Swim Days
- Parenting Classes
- Family Health & Wellness Fair
- Family Pony Rides
- Family Summer Gathering (Traditional Native American activities)
- All-School End of Year Picnic
- HS & EHS Graduation
- Car Seat Clinics
• Family Resource Coordination (home visits)

The agency's efforts to prepare children for kindergarten:

Some of the numerous kindergarten readiness efforts include:
• Interagency Agreement with Bayfield Public School to streamline services for special needs children
• On-going early literacy efforts in the classroom
• All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
• The ECC provided each Head Start classroom with cafeteria style lunch trays. ECC children practiced balancing, carrying, and arranging food on the trays in preparation for breakfast and lunch at the Bayfield School
• Our Head Cook ordered small milk cartons for our children to practice opening
• Because “lining up” is a major expectation at kindergarten, our teachers and children practiced this activity when transitioning in and out of the classroom
• Family socialization events at public school – including Pizza dinner & preschool breakfast. These activities were promoted by ECC with flyers sent home, posted at ECC, and included in ECC newsletter.
• Annual meeting with school to discuss and plan the April Kindergarten Enrollment and Experience Days attended by Transition Manager, Interim Education Manager, and 2 Head Start teachers
• In order to provide children and families with a familiar person to interact with, the Transition Manager, Family Resource Coordinators, and Education/Abilities Manager attended Kindergarten Enrollment and Experience Day with parents and Bayfield School staff
• ECC staff promoted Bayfield School 2013 Summer K-Readiness Program, contacting families and making sure children were registered for the program in August
• ECC Head Start teachers and Education/Abilities Manager met with Bayfield School kindergarten teachers and ECSE teacher to share individual child assessment data for all children going on to kindergarten in the fall
• Established School Readiness Goals created with input from ECC staff, parents/Policy Council, and Bayfield School staff
• Formed a School Readiness Leadership Team consisting of Bayfield School kindergarten teachers, Home Base, Early Head Start, and Head Start teachers, and Family Resource Manager, that met monthly
• Members of the ECC School Readiness Leadership Team attended a 2 day School Readiness Summit with the National Center on Quality Teaching and Learning, and the National Center on Cultural and Linguistic Responsiveness for tribal programs in Wisconsin and Michigan
• Head Start teachers and Bayfield School kindergarten teachers met in April to discuss the Common Core Standards for kindergarten and the PALS (Phonological Awareness Literacy Screen). All kindergarten children are required
by the Wisconsin Department of Public Instruction to complete the PALS in the fall and spring

- Ongoing Specialist/Teacher Team meetings to facilitate communication and collaboration with the Bayfield School District

Results of the most recent federal on-site review:

The ECC’s most recent federal review occurred May 15-20, 2011. I reported the results last year in our 2012 Annual Report; however, I am happy to report the results in this report as well, since this is a requirement of the 2007 Head Start Act. We were very pleased with the outcome of our most recent federal review, which determined we were in compliance with all applicable Head Start Program Performance Standards, laws, regulations and policy requirements. Additionally, several strengths were noted in the review report, as follows:

- The grantee successfully used its strategic planning resources, including demographic and Self-Assessment results, to demonstrate its community’s needs for additional private foundation, Federal, State, and local resources. These resources included extensive collaborative partnerships within the community, Bayfield County, and Tribal agencies, such as the Indian Health Service, Indian Child Welfare, and the Department of Indian Education.

- The Buffett Foundation provided substantial financial support, approximately one-half million dollars, for a building and playground expansion project. As a result, the grantee was able to have an observation room, two additional classrooms, and a complete playground makeover. A local resource, the Gillette Children’s Hospital, provided a customized wheelchair costing approximately $10,500, for a child with disabilities.

- The Linking Actions for Unmet Needs in Children’s Health (LAUNCH) program, funded by a Substance Abuse and Mental Health Services Administration grant, provided a part-time teacher position in the infant classroom as well as major collaboration efforts with the Bayfield School and the Early Childhood Center (ECC) for the transitioning of children throughout their birth-to-age-five Early Head Start and Head Start experience. This grant provided an in-home autism program for the Red Cliff community, a part-time pediatrician, a pediatric nurse, family support specialists, and sponsored a Young Child Wellness Council as a community advisory committee. The Boston-based Brazelton Touchpoints Center reviewer, who provided supervision of the LAUNCH program, stated the most beneficial result of the LAUNCH funding was the employment of two additional family service workers. These additional employees allowed families the continuity of the same family service worker assigned throughout their Early Head Start and Head Start experience. The relationship capabilities this project created not only positively impacted families, but impacted the community as a whole. The LAUNCH effort opened the doors for the State of Wisconsin to collaborate with the Red Cliff community to explore new ways to fund child services.
• The Education and Early Childhood Development staff provided rich and creative learning experiences by integrating an innovative approach to immersing cultural diversity and the Ojibwemowin language, heritage, and background of the children and families. The ECC implemented a new supplemental curriculum named Ginanda-gikendaamin – We Seek to Learn. Five additional staff members were employed to provide and preserve the Ojibwe culture and language for the Early Head Start and Head Start children and families.

• A 3-year Native American Language Preservation and Maintenance project, funded by the Administration for Native Americans, was established to provide supportive Ojibwe language immersion to 24 children aged 0-3 and their families [during the 3-year project period] in order to preserve the Ojibwe language within the Red Cliff community. With only four fluent speakers and nine “passive bilingual” speakers—all over 80 years old—and approximately 98 percent of the remaining community members self-identified as having little to no language comprehension, the Ojibwe language within the Red Cliff community was at high risk of being lost. The main goal was to establish and implement Ojibwe language immersion into the Early Head Start program at the Red Cliff Early Childhood Center and provide a foundation for language preservation and revitalization in present and future families within the Red Cliff community. Teaching staff in the Early Head Start center-based and home-based programs implemented the Ojibwe language through classroom labeling, newsletters to parents, monthly introduction of new works on lesson plans, and constant language usage during daily activities. They were supported by three Ojibwe consultants who conducted weekly cultural and linguistic puppet shows, pow-wows and overall support of language immersion with staff and families. The new curriculum, additional staff, and teacher implementation was eagerly accepted by children and families who withed to preserve the native Ojibwe language.

The review report also included the results from CLASS (Classroom Assessment Scoring System) observations of all 3 Head Start classrooms conducted by the review team. The CLASS tool looks at 10 dimensions of teacher-student interactions. In all 10 areas, the quality of our teacher-child interactions was significantly higher than the national averages. If anyone would like a copy of the report, please let any staff member know. A copy of the report is posted in the hallway of the main ECC building.

This will be a tough act to follow. It is extremely rare that any program emerges from a federal review with no findings. In fact, of the 150 tribal programs, only six had no findings in 2011 when we had our last review. We will be having our next federal review this year, during 2013-2014. Most likely it will be during the spring (due to our harsh winters).

Results of the most recent annual financial audit:
The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2012. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program, as is our Project LAUNCH CFDA no. 93.243.

The audit determined that the tribe had one finding. This finding is reprinted below, taken in its entirety from the FY 2012 audit, page 67. The response includes the tribe's Corrective Action Plan for the finding, labeled as “Management Response”.

Red Cliff Band of Lake Superior Chippewas
Fiscal Year Ending September 30, 2012
C. FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AND STATE AWARD PROGRAMS AUDIT

12-01 Davis Bacon

*Condition:* The Tribe incurred construction expenditures in excess of $2,000 within their indirect cost pool. These expenditures were paid to the Bayfield Construction Company for a remodeling project performed on the administration building. The contract between the Tribe and the Bayfield Construction Company did not contain any Davis Bacon language and certified payrolls were not submitted to the Tribe.

*Criteria:* Under the Davis Bacon Act all laborers and mechanics employed by contractors or subcontractors to work on construction contracts in excess of $2,000 financed by federal assistance funds must be paid wages not less than those established for the locality of the project (prevailing wage rates) by the Department of Labor. The Tribe is required to notify contractors and subcontractors of their responsibility to comply with Davis Bacon and obtain copies of certified payrolls.

*Cause:* Management of the Tribe was under the impression that because these construction costs were allocated to the indirect cost pool they were not subject to Davis Bacon.

*Effect:* Allowability of costs charged to special revenue programs are subject to review and approval by funding agencies. Non-compliance with compliance requirements applicable to federal and state funded programs can lead to disallowance of costs charged to those programs and eventual return of funding to agencies.

*Recommendation:* This instance of non-compliance was due to a misunderstanding among management of the Tribe. We recommend that those individuals responsible for monitoring Davis Bacon compliance requirements receive special training over the subject matter.
Management Response: We agree with this finding and plan to review and enforce our policies and procedures to ensure that this situation does not occur again.

Total Current Year Question Costs - All Programs $0-

The FY 11 audit was disseminated electronically to the ECC Policy Council, ECC Management Staff, and the Office of Head Start Grants Management Specialist on July 18, 2013.
2012-2013 Red Cliff Early Childhood Center Strategic Goals and Objectives

Mission: Traditional Ojibwe values will guide our efforts to promote the spiritual, emotional, physical and cognitive wellness of the children, families, and community we serve.

**PURPOSE I: SPIRITUAL WELLNESS**

*(A Belief in the Interconnectedness of All Things)*

Izhitchige Bezhig: MANDOWAADIZI MINOCHIGEWINAN
*(Debeweendam da blini-amikooitdoona ahina sigo)*

Goal One: To strengthen the cultural identity of each child and their family by enhancing their knowledge of Ojibwe language, history, family, and relationship with Mother Earth.

- Objective 1.1: Increase age-appropriate comprehension and use of the Ojibwe language in the Early Head Start (EHS) Program by continuing daily language immersion in Mota room with eight (8) 2-3 year old children, and Ambik room with eight (8) 1-2 year old children, and beginning daily language immersion with a new group of eight (8) infants in the Wabaooz room, using the Red Cliff Early Childhood Ojibwe Language Assessment tool. **MET**

- Objective 1.2: Through weekly Ojibwe language tables and supplemental learning opportunities, enhance the level of Ojibwe language understanding and use by parents/families of 24 Early Head Start children in Mota room, Ambik room and Wabaooz room as demonstrated by quarterly Ojibwe language assessments. **MET**

- Objective 1.3: Collaborate with Bayfield School to develop an Ojibwe Language and Culture Assessment tool to establish a baseline to support further cultural knowledge development as children transition to kindergarten. **ONGOING**

- Objective 1.4: Collaborate with other Tribal and non-Tribal entities to develop and sustain Giniinda Gihendamim, the tribe's future community learning center. **ONGOING**

- Objective 1.5: Research, and develop a plan to sustain long-term language immersion **ONGOING**

**PURPOSE II: EMOTIONAL WELLNESS**

*(Balancing All of Our Emotions)*

Izhitchige Niiizi: MAMAAIWIN MINOCHIGEWINAN
*(Dibobidhihkoojapea ahina giniimaaajewin)*

Goal Two: To implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff, and community.

- Objective 2.1: Support the integration of Touchpoints into practice through Reflective Supervision, utilizing strategies obtained from the Brazelton Touchpoints Center. At least 75% of ECC staff will receive a minimum one hour per month (during months school is in session) of Reflective Supervision to support their work with children, families, and staff. **MET**

- Objective 2.2: Collaborate with the Clinic to ensure 80% of expectant and newly delivered mothers receiving EHS Home-Based services and who have signed inter-agency release forms for maternal depression and receive appropriate follow-up care. The process for sharing individual and aggregate information will be jointly developed by the Pediatric Care Team. **NOT MET**

- Objective 2.3: To ensure continuity of care, 100% of child care staff will attend ECC trainings and will have the opportunity to shadow Head Start and Early HS teachers. The Infant/Toddler Environment Rating Scale (ITERS) & the Classroom Assessment Scoring System (CLASS) **MET**

**PURPOSE III: PHYSICAL WELLNESS**

*(Attending To Our Physical Selves-Our Bodies)*

Izhitchige Niwii: ZOONGIZINWIN MINOCHIGEWINAN
*(Ayaang amezo giniwindow ni zoongizinwin giniwindow ni niyyowewinn)*

Goal Three: To develop programming and services which promote healthy habits through increased opportunities for physical activity and improved nutritional services resulting in improved health outcomes for children and their families.

- Objective 3.1: Increase opportunities for all center-based children to participate in gross motor and proprioceptive activities every 30 minutes throughout waking hours. **MET**

- Objective 3.2: In response to the need for additional child care, wrap-around child care services will be expanded for center-based Early Head Start children ages 18 months to 3 years. **MET**

- Objective 3.3: Collaborate with the Red Cliff Community Health Center mobile dental unit to provide on-site dental cleaning at the ECC at least once during the program year. **NOT MET**

- Objective 3.4: Seek $750,000 in grant funding to expand the current facility **NOT MET**

**PURPOSE IV: COGNITIVE WELLNESS**

*(Having Clear Thoughts)*

Izhitchige Niwii: GIKENDAMOWIN MINOCHIGEWINAN
*(Ayaang bilinig inendamowin)*

Goal Four: To promote programming and services focused on cognitive development of children by enhancing teacher support strategies.

- Objective 4.1: Provide professional development for 100% of center-based teachers that result in integrating strategies derived from Classroom Assessment Scoring System (CLASS) and Infant/Toddler Environment Rating Scale (ITERS) observations into intentional teaching practice. **MET**

- Objective 4.2: Upload the Nandogibendan curriculum to the Teaching Strategies Gold activity library, adding a minimum of 3 activities in each development and content area, in the Infant, Toddler, and Two's, and Preschool levels. **NOT MET**

- Objective 4.3: Support the smooth transition of ECC children to kindergarten through meetings with kindergarten teachers at least twice annually during our monthly Bayfield School Specialist/Head Start Teacher Team meetings. **ONGOING**

- Objective 4.4: Meet with the Lac Courte Oreilles Tribal community college at least annually to advocate for the return of the LCO community college to the Red Cliff community. **ONGOING**
Notice ECC

Parents

We are hoping to recruit some parent volunteers to help in all areas of our program!!

Where can I assist the ECC?:

- Classroom Activities
- Bus Monitoring
- Self Assessment
- Parent Committee
- Family Night Activities
- School Readiness Leadership Team
- Field Trips
- Office
- etc. etc. etc

Parents—please contact the ECC at 779-5030 ext 0 or 230 for more information and we will get you in an area you are interested in volunteering!! :)
**PRE-APPLICATION FORM**

These documents MUST accompany this pre-application for your child to be considered for enrollment:
1) Child's Birth Certificate 2) Proof of Income

<table>
<thead>
<tr>
<th>Child's Prenatal Name:</th>
<th>Child's Date of Birth or Due Date:</th>
<th>Child's Tribal Affiliation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address:</th>
<th>City:</th>
<th>Zip:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent 1's Name:</th>
<th>Parent 1's Date of Birth:</th>
<th>Parent 1's Tribal Affiliation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent 2's Name:</th>
<th>Parent 2's Date of Birth:</th>
<th>Parent 2's Tribal Affiliation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number in Household:</th>
<th>Home Phone:</th>
<th>Contact Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please Check One)

- [ ] Home Based Only
- [ ] Center Based Only
- [ ] Home Based and placed on Center Based waiting list

Eligibility for Center Based Openings is dependent upon VACANCIES AND SCORE.

**ENROLLMENT CRITERIA**

Please mark all that apply to the family as this information will be used to assist in determining enrollment priority along with income eligibility. This information is confidential and will be used for program purposes only.

<table>
<thead>
<tr>
<th>Special Needs Child (Prenatal-Ages) with an IEP or IFSP Verification</th>
<th>Military Parent Absent from home due to Active Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal Substance Abuse (Drugs, Alcohol, or Tobacco)</td>
<td>Family is Homeless (Living with relatives or friends)</td>
</tr>
<tr>
<td>Parent or Sibling Living in the Household with a Long-Term Chronic Illness</td>
<td>Family is Homeless (Living in cars, camp grounds, emergency shelters, motels, etc.)</td>
</tr>
<tr>
<td>Alcohol &amp; Drug Abuse within Child's Primary Household</td>
<td>On Public Assistance: TANF, SSI, SSDI, GA</td>
</tr>
<tr>
<td>Was mother in the habit of drinking before she knew she was pregnant</td>
<td>First Time Parents</td>
</tr>
<tr>
<td>Parent Diagnosed with Mental Illness</td>
<td>Teen Parent/Pregnant Teen</td>
</tr>
<tr>
<td>Domestic Violence within Child's Primary Household.</td>
<td>No Prenatal Care</td>
</tr>
<tr>
<td>Child History of Neglect/Abuse</td>
<td>Premature Birth (before 35 weeks) or Low Birth Weight(&lt;5lbs 5oz)</td>
</tr>
<tr>
<td>Loss of Child's Parent/Sibling by Death</td>
<td>High Birth Weight (&gt;10 lbs) With Diabetes (any type) during pregnancy</td>
</tr>
<tr>
<td>Child in Foster Care/Kinship Care</td>
<td>Multiple Births (Twins, Triplets, etc.)</td>
</tr>
<tr>
<td>Elder is Primary Caregiver (55 years or older)</td>
<td>Single Parent</td>
</tr>
<tr>
<td>Incarcerated Parent</td>
<td>Parent Does Not Have High School Diploma or GED</td>
</tr>
<tr>
<td>Health Insurance:</td>
<td>Not working and not in School/Job training</td>
</tr>
<tr>
<td></td>
<td>Home Safety Concerns (Lead, Carbon Monoxide, Other)</td>
</tr>
</tbody>
</table>

(Circle Type): MA IHS Badger Private

When all factors are equal preference will be given as follows:

1. Red Cliff Tribal Member (on & off reservation) 2. Other Tribal Members 3. Non-Tribal Members living on Reservation

I certify that the above information is correct to the best of my knowledge and will provide additional documentation if needed.

**Signature of Parent/Guardian:** ____________________________  **Date:** ____________________________

Approved by Policy Council Jul 11, 2017

Approved by Tribal Council Oct 1, 2019
Head Start/Early Head Start Center Based Attendance Policy

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

If a child is absent without parent notification, the classroom teacher will contact the parent by phone to determine the cause for their child’s absence. This is done as a safety precaution as well as for monitoring attendance. In the event the Center is not able to reach the parent, we will attempt to contact the child’s emergency contact person(s).

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

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

First day of Kindergarten!

2,000 days
128 program days per year

Every day matters!
Bus Safety Procedures
You may have seen bus routes changes and areas where our bus stops. Due to bus safety requirements, poor visibility and maneuvering capabilities of our buses WE CAN NOT back out of driveways. Our monitors and bus drivers each day work together to create the safest route for all children and staff who ride the bus each day. Parents and caregivers have an equally important role in reinforcing safety procedures to and from the bus stops. It is important that we teach the children to learn and practice the following safety procedures:
- Safe riding practices
- Entering & exiting the bus
- Danger zones around the bus

ECC Bus Transportation Policy
The bus is unable to wait more than two minutes for a child. Our policy indicates that parents or adult emergency contacts must escort their child to and from the bus stop during pick up (welcome) and drop off (reuniting) times.

The Red Cliff Head Start buses will pick up and drop off each child to/from the location indicated on the transportation/emergency contact form. If your child must be dropped off at another location, please call the ECC immediately to update your transportation/emergency contact form and let office and teaching staff know.

Green/Red Signs
It is important that parents/caregivers use the red and green stop signs that were distributed at the beginning of the year. These stop signs will give indication to the bus driver that your child will be coming to school today (RED) or will not be attending (GREEN). This informs the bus driver to continue to the next stop and creates smoother run to the ECC each morning. Please contact the ECC if you need another bus stop sign.

As always food, drink, candy and toys are not allowed on the bus. If you have any transportation questions, changes or concerns please call Keith Kettleson, Transportation Manager at 715-779-5030 Ext. 0
ANA Head Start

Ojibwe Language Table

Will begin on Thursday October 10, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>Potluck Feast</td>
</tr>
<tr>
<td>5:30</td>
<td>Introduction</td>
</tr>
<tr>
<td>6:00</td>
<td>First Language Lesson</td>
</tr>
</tbody>
</table>

Please bring a dish to pass

*Language Tables will be every Thursday at this time*
Household Items – Biinjaya’ii Endaayan Etegin

1. Chair  
apabiwin
2. Table  
adoopoowin
3. Cooking Stove  
jiibaakwe – gizhaabikizigan
4. Cupboard  
ataasowin
5. Refrigerator  
dakisijigan
6. Freezer  
mashkakakisijigan
7. Wash Basin  
giziibiigiiingwewinaagan
8. Coffee Pot  
makade mashkikiwaaboo akik
9. Toaster  
ozaawaakiziganabik
10. Bread-box  
bakwezhigani-makak
11. Door  
ishkwaandem
12. Window  
waasechigan
13. House  
waaka’igan
14. Couch  
genwaak apabiwin
15. Rocking Chair  
didibise apabiwin
16. Television  
mazinaatesijigan
17. Phone  
gagiigidowin makakoons
18. Computer  
mazinaabikiwebinigan
19. Living Room  
abiwwigamig
20. Kitchen  
jiibaakwewegamig
21. Bedroom  
nibewigamig
22. Toilet  
zaaga’amoowigamig
23. Lights  
waazakonenjiganan
24. Bed  
nibaagan
25. Closet  
ataasowin
<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Ojibwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>Garage</td>
<td>odaabaan abiwin</td>
</tr>
<tr>
<td>27.</td>
<td>Porch</td>
<td>desagoodeg</td>
</tr>
<tr>
<td>28.</td>
<td>Stairs</td>
<td>akwaandawaagan</td>
</tr>
<tr>
<td>29.</td>
<td>Basement</td>
<td>anaamisag</td>
</tr>
<tr>
<td>30.</td>
<td>Upstairs</td>
<td>ishpemisag</td>
</tr>
<tr>
<td>31.</td>
<td>Attic</td>
<td>ishkwesag</td>
</tr>
<tr>
<td>32.</td>
<td>Wall</td>
<td>aasamisag</td>
</tr>
<tr>
<td>33.</td>
<td>Ceiling</td>
<td>bindapakwan</td>
</tr>
<tr>
<td>34.</td>
<td>Cellar</td>
<td>anakaab</td>
</tr>
<tr>
<td>35.</td>
<td>Picture</td>
<td>mazinaakizon</td>
</tr>
<tr>
<td>36.</td>
<td>Roof</td>
<td>apakwe</td>
</tr>
<tr>
<td>37.</td>
<td>Lawn Mower</td>
<td>onakamigishkishigan</td>
</tr>
<tr>
<td>38.</td>
<td>Tiller</td>
<td>gitigan moonike'igan</td>
</tr>
<tr>
<td>39.</td>
<td>Trailer</td>
<td>zagapijigan</td>
</tr>
<tr>
<td>40.</td>
<td>Rake</td>
<td>binaakwe'igan</td>
</tr>
<tr>
<td>41.</td>
<td>Hoe</td>
<td>ningwaja'an</td>
</tr>
<tr>
<td>42.</td>
<td>Shovel</td>
<td>mangaanibaajigan</td>
</tr>
<tr>
<td>43.</td>
<td>Garbage</td>
<td>ziigwebinigan</td>
</tr>
<tr>
<td>44.</td>
<td>Car</td>
<td>odaabaan</td>
</tr>
<tr>
<td>45.</td>
<td>Truck</td>
<td>awadaaso daabaan</td>
</tr>
<tr>
<td>46.</td>
<td>Fork</td>
<td>badaka'igan</td>
</tr>
<tr>
<td>47.</td>
<td>Spoon</td>
<td>emikwaanens</td>
</tr>
<tr>
<td>48.</td>
<td>Knife</td>
<td>mookomaan</td>
</tr>
<tr>
<td>49.</td>
<td>Axe</td>
<td>waagaakwad</td>
</tr>
<tr>
<td>50.</td>
<td>Saw</td>
<td>giishkiboojigan</td>
</tr>
</tbody>
</table>
SIDS &
Shaken Baby Syndrome Training

October 10, 2013
3:30 PM to 5:30 PM
In Memengwaa at ECC
This is mandated for any new Subs or new Child Care Providers.
Please Call Kim to reserve your spot.
715-779-5030 ext 251
Join us as we celebrate Fall and all its beauty at the ECC!! We will have games, special activities for the children and a feast!! Center and Home Based families invited!!

Thursday,
October 31st
9:00am-11:00am

*Face Painting
*Pin the Nose
*Pumpkins!!
*Fish Pond
*Feast

Parents are invited and welcome to attend this event. This is a regular school day. Any questions, call 779-5030.
2013 ECC Picture Day!

The ECC will be taking your child's school portrait this year!

PLEASE BE PATIENT. It may take up to one month for pictures to come in.

Wednesday, October 9th:
Head Start 8am-11am
Home Base 12-2pm

*Thursday, October 10th:
Early Head Start
Center Based 8am-10:30am
Home Base 10:30am-2pm

~PICTURES WILL BE TAKEN OUTDOORS~
(In Lg. Motor if inclement weather)

Each child will receive a FREE $10 package which includes:
3 8x10
4 5x7
4 4x6
8 Wallets
CD of Photos

Dual custody families will each receive $5 package:
1 8x10
3 5x7
8 Wallets
CD of Photos
Dual families can pay an extra $5 (CASH) to receive the $10 package.

Each family will receive a dish with all photos of their children. Families will have the opportunity to print more pictures off their dishes at their own expense. (Walmart, Walgreens, Computer, etc.)

For more information please contact Nicole 779-5030 ext. 253
Welcome aboard the Miskwaabekong Transit

The Red Cliff area transit service is a public transportation service offering rides to anyone needing transportation within the Red Cliff area. We also can get you to the BART bus stop if you have to travel to other Chequamegon Bay Communities.

To get a ride simply call

682-9664

And a bus will be dispatched for you.

Or Call 715-209-7200 for direct line

While You are riding

Please observe the following rules and suggestions to ensure a safe and pleasant trip.

1. Save the front seats for senior citizens and people with disabilities.

2. Do not have distracting conversations with the bus operator.

3. The use of improper language, boisterous behavior or fighting may result in a rider being prohibited from riding the bus.

4. No personal errand stops are allowed, once you leave the bus you pay a new fare.

5. No Smoking on the bus.

Miskwaabekong Transit

Operation Hours:
Monday-Friday: 6:00 AM-8:30 PM
Saturday: 6:00 AM-6:30 PM

Bus Service will not be available on Federal and Tribal Holidays. Please call dispatch for more information.

715-682-9664

Red Cliff Area Schedule

MISKWAABEONG
- TRANSIT -
88385 Pk Rd, Hay 13
Bayfield, WI 54814
Office: 715-776-3300
Jeff Benton, ext. 234
Kathy Barri, ext. 267
Bus direct line: 715-209-7200
Dispatch: 715-682-9664
Email: rctransit@addifn.gov

Rev: 04/2013

Door-to-Door Service
with transfers to BART Buses to other communities

715-682-9664
To get your ride
Specialized Services

Senior Citizens: Riders are important to Miskwaabekong Transit. If you need assistance understanding the bus service, call 682-9664. Some people are nervous about using buses. Call and ask for our bus training assistant for help until you understand how to ride.

Disability Assistance: The Miskwaabekong Transit and all BART buses are equipped with a wheelchair lift. Riders needing special help are encouraged to call 682-9664 within 24 hours of your trip so we may assist with your special needs. (an eligibility card is required for additional ADA assistance. Call 682-9664 to receive an application).

Youth Riders: Ages 6 through 17 may ride unattended and must pay the appropriate fare found on the cash fare table. Children below 6 years of age must be accompanied by an adult and ride free.

While you are riding you must be courteous to others using the bus. The bus driver is responsible for a safe and pleasant trip for everyone. Absolutely no foul language will be tolerated. Follow the drivers instructions implicitly.

Cash Fare Table: Exact cash must be placed in the fare box upon boarding the bus. The driver does not give change, but may require a passenger to show the fare before entering it into the fare box.

Red Cliff Transit Adult Elder Youth
Red Cliff/Bayfield Area
Per Ride $1.00 $1.00 $1.00

An additional fare is required to travel to other Bay Area Communities on the BART bus. Ask for a bus schedule from your driver.

Volume Passes offer the rider a discount for buying the pass in advance for use on Miskwaabekong Transit. This pass does not expire. Volume passes may be purchased by check or exact cash at Petersen Foods or IW Casino.

Volume Pass Rate

<table>
<thead>
<tr>
<th>Volume</th>
<th>Rate</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on rider fares</td>
<td>$20.00</td>
<td>$18.00</td>
</tr>
</tbody>
</table>

PASSES FOR USE ON THE BART BUSES SOLD SEPARATELY.

Miskwaabekong Transit is open to the public and an independent part of the regional system that connects to the BART system.

Miskwaabekong Transit is available to meet your everyday transportation needs. Whether it’s for shopping, employment, medical, personal, social, or recreational purposes we have you covered.

Usually a 15 minute notice is all we need, but to avoid any scheduling problems or for connections with the BART bus try to call as far in advance as possible.

Miskwaabekong Transit runs:

Monday-Friday: 6:00 AM-8:30 PM
Saturday: 6:00 AM-6:30 PM
Dispatch services are handled through the BART Bus Service so call for your ride!

ALL RIDERS CALL
715-682-9664
TO SCHEDULE YOUR RIDE!
RED CLIFF COMMUNITY
2013 FLU VACCINATION
WALK-IN CLINICS

RED CLIFF COMMUNITY HEALTH CENTER
Wednesday, October 23rd, from 1 to 4
Friday November 15th, from 9 to 12
Monday, November 25th, from 1 to 4
Friday, December 6th, from 9 to 12
Monday, December 16th, from 1 to 4
Monday January 6th, from 1 to 4
Wednesday January 15th, from 9 to 12

TRIBAL ADMINISTRATION BUILDING
Wednesday, October 9th, from 9 to 12

ELDERLY FEEDING SITE
Wednesday, October 16th, from 11 to 2

LEGENDARY WATERS CONVENTION CENTER
Thursday, November 7th, from 9 to 2
WITC - Red Cliff Outreach
2013 Fall Semester
GED/HSED & Adult Education Classes

September
Wednesday, September 11th 10:00 a.m.-1:00 p.m.
Wednesday, September 18th 10:00 a.m.-1:00 p.m.
Wednesday, September 25th 10:00 a.m.-1:00 p.m.

October
Wednesday, October 2nd 10:00 a.m.-1:00 p.m.
Wednesday, October 9th 10:00 a.m.-1:00 p.m.
NO CLASS Wednesday, October 16th
Wednesday, October 23rd 10:00 a.m.-1:00 p.m.
Wednesday, October 30th 10:00 a.m.-1:00 p.m.

November
Wednesday, November 6th 10:00 a.m.-1:00 p.m.
Wednesday, November 13th 10:00 a.m.-1:00 p.m.
Wednesday, November 20th 10:00 a.m.-1:00 p.m.

December
Wednesday, December 4th 10:00 a.m.-1:00 p.m.
Last Day Fall Semester, Wednesday, December 11th 10:00 a.m.-1:00 p.m.
(revised 8-3-13)
WITC-ASHLAND CAMPUS GED/HSED SCHEDULE

GED/HSED ORIENTATION

Attendance at a GED/HSED orientation is required before beginning the GED/HSED exams. Orientations are scheduled throughout the year. Please call or stop in to make an appointment. Part of the orientation includes administration and interpretation of the TABE test to find out test readiness.

GED/HSED TESTING DATES

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DATE</th>
<th>DAY</th>
<th>TIME*</th>
</tr>
</thead>
<tbody>
<tr>
<td>September, 2013</td>
<td>12</td>
<td>Thursday</td>
<td>12:30 pm - 5:00 pm</td>
</tr>
<tr>
<td>October, 2013</td>
<td>3</td>
<td>Thursday</td>
<td>5:00 pm - 8:30 pm</td>
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<td></td>
<td>10</td>
<td>Thursday</td>
<td>12:30 pm - 5:00 pm</td>
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<tr>
<td></td>
<td>24</td>
<td>Thursday</td>
<td>5:00 pm - 8:30 pm</td>
</tr>
<tr>
<td>November, 2013</td>
<td>7</td>
<td>Thursday</td>
<td>12:30 pm - 5:00 pm</td>
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<tr>
<td></td>
<td>21</td>
<td>Thursday</td>
<td>5:00 pm - 8:30 pm</td>
</tr>
<tr>
<td>December, 2013</td>
<td>5</td>
<td>Thursday</td>
<td>12:30 pm - 5:00 pm</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Thursday</td>
<td>5:00 pm - 8:30 pm</td>
</tr>
</tbody>
</table>

*please plan to come ½ hour early your first time to fill out paperwork

CAREER ASSESSMENT

A career assessment is required for either GED or HSED. During the school year career assessments are available by appointment during Student Success Center hours:

Monday 12:00 a.m. to 7:00 p.m.
Tuesday & Wednesday 12:00 a.m. to 4:00 p.m.
Thursday 9:00 a.m. to 4:00 p.m.

During the summer they are offered by appointment.

Please call Sue Hopkins at 682-4591 ext. 3118 or 1-800-243-WITC ext. 3118 to sign up for a GED/HSED orientation, career assessment or GED/HSED testing.

L:\asc\sh\ged schedule; revised 8/16/13
Topic: Darkness to Light (3 Hours)

Darkness to Light’s Stewards of Children is a revolutionary sexual abuse prevention training program that educates adults to prevent, recognize, and react responsibly to child sexual abuse. The program believes that child safety is an adult’s job. Stewards of Children is designed to educate adults who care for children.

Hours: 3

Registry Tier Level: Tier 2 Training

Quality Area: Health and Wellness

Learning Objectives:
- To identify examples of child maltreatment (primarily sexual abuse)
- Learn how to implement all of the fundamental mechanics necessary in creating organizational policies and procedures that keep children safe
- Learn how to use the “7 Steps to Protecting our Children,” Darkness to Light’s core, evidence-based educational tool for sexual abuse prevention.

Call Kim Gordon for more information
715-779-5630 ext 251

youngstar
Wisconsin’s Child Care Rating Program

To Register Contact Regional Consortium Partner via phone or e-mail at:

Northwest Connection Family Resources
15896 West 3rd Street, Hayward, WI 54843
800-733-5437 Fax: 715-634-8743
Email: nwchild@cheqnet.net
Website: www.wisconsinchild.org
Early Childhood Developmental Milestones

No two children develop, grow or learn in the same way or do things at the same pace. However, they do develop in predictable ways. The following is a list of a few things that children do by certain ages and some things that families can do to help their child grow, learn and keep them healthy and safe. If you are concerned about your child’s growth, development or learning, we encourage you to contact your child’s health care provider or our program at 1-866-689-GROW (4769).

<table>
<thead>
<tr>
<th>Age</th>
<th>I can...</th>
<th>My family can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 3 Months</td>
<td>- Follow movement by turning head</td>
<td>- Give me interesting things to look at</td>
</tr>
<tr>
<td></td>
<td>- Watch objects pulled by a string</td>
<td>- Give me big, soft and safe toys</td>
</tr>
<tr>
<td></td>
<td>- Move arms and legs easily</td>
<td>- Sing and read to me</td>
</tr>
<tr>
<td></td>
<td>- Coo or gurgle</td>
<td>- Breast or bottle feed on demand</td>
</tr>
<tr>
<td></td>
<td>- Raise head when lying on tummy</td>
<td>- Hold me to feed me</td>
</tr>
<tr>
<td></td>
<td>- Quiet when a familiar voice is heard</td>
<td>- Throw away leftover breast milk/formula</td>
</tr>
<tr>
<td></td>
<td>- Startle at loud noises</td>
<td>- Comfort me by talking in a soft and soothing voice</td>
</tr>
<tr>
<td></td>
<td>- Enjoy being hugged, soothed and cuddled</td>
<td>- Put me to sleep on my back</td>
</tr>
<tr>
<td></td>
<td>- Cry when hungry or uncomfortable</td>
<td>- Introduce infant juice in a cup not a bottle</td>
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<tr>
<td></td>
<td>- Smile back at people</td>
<td>- Look at colorful books with me</td>
</tr>
<tr>
<td>At 6 Months</td>
<td>- Enjoy quiet / soothing sometimes and talking/ playing at other times</td>
<td>- Talk to and play with me</td>
</tr>
<tr>
<td></td>
<td>- Roll over</td>
<td>- Offer mashed or solid food as soon I show signs of chewing motion</td>
</tr>
<tr>
<td></td>
<td>- Try putting everything in mouth</td>
<td>- Put me to sleep on my back</td>
</tr>
<tr>
<td></td>
<td>- Turn head toward sounds</td>
<td>- Baby proof everything</td>
</tr>
<tr>
<td></td>
<td>- Reach for and hold objects</td>
<td>- Let me sleep 2 to 3 times a day</td>
</tr>
<tr>
<td></td>
<td>- Coo, Babble, squeal, laugh</td>
<td>- Talk and play with me</td>
</tr>
<tr>
<td></td>
<td>- Be soothed and love to be touched and held close</td>
<td>- Play games with me like &quot;pat-a-cake&quot;, &quot;so big&quot; 'peek a boo&quot; and ball games</td>
</tr>
<tr>
<td>At 9 Months</td>
<td>- Creep or crawl</td>
<td>- Sing and read to me</td>
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<tr>
<td></td>
<td>- Respond to my name</td>
<td>- Offer small amounts of well cut up slightly cooked food</td>
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<tr>
<td></td>
<td>- Know caregivers from strangers</td>
<td>- Put me to bed without a bottle</td>
</tr>
<tr>
<td></td>
<td>- Say &quot;MAMA or DADA&quot;</td>
<td>- Avoid foods that may cause choking</td>
</tr>
<tr>
<td></td>
<td>- Imitate sounds</td>
<td>- Talk to me about what I am seeing or doing</td>
</tr>
<tr>
<td></td>
<td>- Stand, holding onto a support</td>
<td>- Give me a safe place to move around</td>
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<tr>
<td></td>
<td>- Hit two objects together</td>
<td>- Switch from formula to whole milk</td>
</tr>
<tr>
<td></td>
<td>- Understand common words like &quot;no, bye, all gone, nighty-night&quot;</td>
<td>- Serve liquids only in a cup</td>
</tr>
<tr>
<td></td>
<td>- Sit without help</td>
<td>- Include me at family meals</td>
</tr>
<tr>
<td></td>
<td>- Turn pages of a book</td>
<td>- Let me turn the pages of a book we are looking at</td>
</tr>
<tr>
<td>At 12 Months</td>
<td>- Wave &quot;bye-bye&quot;</td>
<td>- Play with me, read to me, sing to me, and talk to me.</td>
</tr>
<tr>
<td></td>
<td>- Show affection</td>
<td>- Help me learn what I shouldn't do by saying 'no&quot; in a firm quiet voice.</td>
</tr>
<tr>
<td></td>
<td>- Say a few words besides &quot;mama or dada&quot;</td>
<td>- Stay within eyesight</td>
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<tr>
<td></td>
<td>- Walk with one hand held</td>
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<tr>
<td></td>
<td>- Show many emotions such as happiness, sadness, discomfort, and anger</td>
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</tr>
<tr>
<td></td>
<td>- Be interested in other children</td>
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<tr>
<td></td>
<td>- Feed myself with a spoon/ fingers/ cup</td>
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<tr>
<td></td>
<td>- Want caregivers to be where I can see them</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>I can...</td>
<td>My family can...</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>At 18 Months</td>
<td>- Try putting on own shoes&lt;br&gt;- Let you know what I want&lt;br&gt;- Point to familiar things when named&lt;br&gt;- Walk without help&lt;br&gt;- Speak 10 to 20 words&lt;br&gt;- Show different emotions such as happiness, fear, sympathy, modesty, guilt, or embarrassment&lt;br&gt;- Bring objects to show you&lt;br&gt;- Imitate your behavior&lt;br&gt;- Show interest in other children&lt;br&gt;- Look at something pointed to from across room</td>
<td>- Offer variety of foods and allow me to choose amount and type of food as my growth is slower now&lt;br&gt;- Match toys to my age with no small pieces&lt;br&gt;- Avoid using food as a reward or punishment&lt;br&gt;- Show me what I can do and use simple, one-step directions&lt;br&gt;- Hold me and read simple stories&lt;br&gt;- Teach me simple songs&lt;br&gt;- Divert me from things I should not do</td>
</tr>
<tr>
<td>At 2 Years</td>
<td>- Jump, Run and climb stairs&lt;br&gt;- Sometimes use 2 word sentences&lt;br&gt;- Often do opposite of what’s asked&lt;br&gt;- Refer to myself by my own name&lt;br&gt;- Learn about rules but not able to remember the rules&lt;br&gt;- Try new things and explore new places but want to know that you are nearby&lt;br&gt;- Show affection by returning a hug or kiss&lt;br&gt;- Pretend in my play</td>
<td>- Help me learn new words&lt;br&gt;- Watch milk/juice intake, too much can decrease appetite for solid foods&lt;br&gt;- Encourage water&lt;br&gt;- Remember portion sizes as 1 Tbsp per year of age&lt;br&gt;- Tell or read me short stories&lt;br&gt;- Talk to me about things I do and see.&lt;br&gt;- Help me learn new words&lt;br&gt;- Be calm and comforting after my temper outbursts, I need to know that you love me&lt;br&gt;- Be consistent with what I can and cannot do&lt;br&gt;- Offer lots of choices</td>
</tr>
<tr>
<td>At 3 Years</td>
<td>- Be toilet training during the day, usually dry during the night&lt;br&gt;- Talk and usually be understood&lt;br&gt;- Use three word sentences&lt;br&gt;- Pedal a trike&lt;br&gt;- Kick a ball&lt;br&gt;- Copy drawing a straight line&lt;br&gt;- Name 6 body parts&lt;br&gt;- Play briefly with other children&lt;br&gt;- Sometimes express feeling with words&lt;br&gt;- Think about feelings of others&lt;br&gt;- Use imagination to create stories and play activities&lt;br&gt;- Shift emotions quickly as I learn to handle emotions&lt;br&gt;- Pay attention longer now</td>
<td>- Contact my school district to schedule an appointment for Early Childhood Screening&lt;br&gt;- Take me to the public library and help me get my own library card.&lt;br&gt;- Let me help with simple household chores&lt;br&gt;- Schedule a dental visit and ask about sealants, thumb sucking or pacifier use&lt;br&gt;- Help me put my toys away&lt;br&gt;- Model when to say please, thank you and sorry</td>
</tr>
<tr>
<td>At 4 Years</td>
<td>- Ask questions&lt;br&gt;- Play make believe&lt;br&gt;- Dress myself, except for fasteners&lt;br&gt;- Put together 7-12 piece puzzle&lt;br&gt;- Climb up and down a slide&lt;br&gt;- Match or name some colors&lt;br&gt;- Love to retell my favorite stories&lt;br&gt;- Have favorite activities and playmates&lt;br&gt;- Understand simple home rules&lt;br&gt;- Share and take turns but am possessive of favorite toys&lt;br&gt;- Begin to control frustration&lt;br&gt;- Start to understand danger</td>
<td>- Read with me every day&lt;br&gt;- Let me make meaningful choices every day&lt;br&gt;- Respect my food dislikes&lt;br&gt;- Avoid giving me foods high in sugar or fat such, as candy, soft drinks or chip snacks&lt;br&gt;- Give me crayons, markers so that I can practice drawing&lt;br&gt;- Pay attention to me when I am talking&lt;br&gt;- Give me opportunities to play with other children</td>
</tr>
</tbody>
</table>
At 5 Years

I can...
- Play organized games
- Follow a 3 step direction
- Cut with a scissors
- Copy familiar shapes
- Draw a person with 6-8 body parts
- Catch a bounced ball
- Count to 10
- Can predict what might happen in books when you read to me
- Talk to familiar adults and children

My family can...
- Recognize that my appetite will vary from day to day
- Feed me foods from the basic food groups
- Read, Read, Read to me
- Sort and count all kinds of household things with me
- Let me help plan activities and events
- Catch me being good and encourage all the things I do
- Point out familiar symbols and words for me to know
- Show a variety of emotions

What can you do to protect the health of your child?
- Ask to have your child’s hearing screened at birth
- Clean your child's gums/teeth daily (Use a wet cloth for infants)
- Use sunscreen
- Provide healthy food and snacks
- See your child’s doctor on schedule
- Keep your child’s shots up to date
- Have your child screened by 3½ by your school district

How can I keep my child safe?
- Never shake a child
- Baby proof your home
- Watch children in and around water
- Match toys to age of child
- Teach about street/farm safety
- Teach how to deal with strangers
- Use a bike/trike helmet
- Have home fire drills and check smoke detectors
- Supervise at all times in playgrounds, malls, etc.
- Use an approved car seat in the back seat
- Keep matches, lighters, guns and poisons out of reach

What signs should I watch for that requires immediate evaluation? (Contact your primary health care provider or call 1-866-693-4769.)
- No babbling, or pointing or other gesture by 12 months
- No single words by 16 months
- No 2 word spontaneous phrases by 24 months
- ANY loss of ANY language or social skills at any age

This document has been developed by the MN Department of Health, Minnesota Children and Youth with Special Health Needs section for duplication purposes. The content of this document is also available in a developmental wheel format: http://www.health.state.mn.us/dlvs/cfh/mcsrn/ecip/orderform/. For more information, please call 1-800-728-5420.
Feel better.
Be in control.
Do the things
You want to do.

Join Us

Red Cliff Elderly Nutrition Center
10/09-11/13/13 2-4:30 PM

South Shore School, Port Wing
10/21-11/25/13 3:30-6PM

Cable Community Center
10/28-12/02/13 9:30-12N

Open to All!

Please call to preregister prior to workshop

COST is free for workshop
$10 for optional book

Sponsored by ADRC of the North and Bayfield County Health Dept.

"The workshops put me back in charge of my life, and I feel great. I only wish I had done this sooner."

For More Information or To Register Call:
715-373-6109
Bayfield Co Health Dept.
Or
1-877-782-9006
Essentia Health
Chequamegon Bay Area Breastfeeding Coalition

Improving the health of our community through breastfeeding support, education and advocacy.

Our Activities

- M2M Mama to Mama Breastfeeding Parent Support Group
- Meets one Friday a month - see posters for times and locations

Chequamegon Bay Area Breastfeeding Coalition meeting.
The last Thursday of every month at 1:30PM

Everyone is welcome!

Breastfeeding & Vaccinations
Sara Mackiewicz, RN, PHN

Many moms wonder whether it is safe to get the flu shot or other vaccinations while still breastfeeding their child. In general, breastfeeding does not affect the safety of vaccinations for mom or baby. Although breastfeeding has many positive benefits and passes many immune factors from mom to baby, breastfeeding should not be considered a substitute for having your child vaccinated against childhood illnesses. Research suggests that when breastfed babies are vaccinated, they produce higher levels of antibodies compared to formula fed babies, making their immune response even greater.

And as far as breastfeeding moms and vaccinations? Most immunizations are safe to get while still nursing and pose little risk to the breastfed baby. According to the Center for Disease Control, inactivated vaccines pose no risk for mothers who are breastfeeding their baby. Although live vaccines multiply within the mother’s body, most are not excreted through human milk. In the few live vaccines that are excreted in human milk, the virus does not typically infect the infant. However, it is always good to check with your provider first and let them know that you are a breastfeeding mom. Your doctor might offer you an inactivated vaccine in place of a live vaccine as an extra precaution. For example, the influenza vaccine comes in both inactivated and live form.

Oftentimes mothers are so preoccupied with getting their child up-to-date for routine vaccinations, they often overlook making sure that they are current themselves. Make sure that you are immunized against illnesses such as pertussis (whooping cough) and influenza. If you and your family are all vaccinated, you decrease the likelihood of bringing illnesses home with you that might affect your infant before they can be fully vaccinated against it. Have a safe and healthy autumn!
Can I breastfeed my baby if I am sick?

In most cases, YES! Mothers have breastfed their babies through a variety of illnesses, from colds and infections to chronic conditions including asthma and diabetes. Your baby is exposed to any illness you have before you know you are sick. One of the beauties of human milk is that when your body makes antibodies to combat an illness, these antibodies are passed directly into your milk, giving protection and disease-fighting abilities to your baby, too.

My Baby Is Sick!
Should I continue to breastfeed my baby?

Absolutely!

Anytime a sick baby is able to take anything by mouth, it should be his or her mother’s milk.

Mom’s milk provides antibodies specifically tailored to fight baby’s illness, and is quickly and easily digested.

Temporary weaning, besides depriving baby of antibodies to fight the illness and the most easily digestible food source available, can make life miserable for both mother and baby.

Nursing is extremely comforting to an ill baby and a major part of the healing process.

Source: LLL International and Kelly Bonyata from Kellymom

Breast Cancer risk reduced with breastfeeding

A recent study suggests that breastfeeding for six months or longer can delay or reduce the risk of breast cancer. New research has found that breastfeeding can delay the onset of cancer by 10 years, as long as women do so for more than six months and don’t smoke.
Yes, I'd like to help support The BRICK with a tax-deductible donation. Please make your check payable to:

The BRICK
420 Ellis Avenue
Ashland, WI 54806

Name: __________________________
Address: ________________________
Phone: __________________________
Email: __________________________

For information on volunteer opportunities, call 715-682-7425

The BRICK Ministries is an ecumenical, faith-based nonprofit, with the support of churches, community groups, businesses, and individuals. Over 100 volunteers share their time, energy, and kindness, helping over 1,700 people every month.

Building a wall against hunger and need

Our Mission is to address hunger and suffering in the Ashland and Bayfield County communities. Through the work of The BRICK, we endeavor to live Christ's message of love, compassion, and respect for our neighbors, especially those in need.

THE BRICK MINISTRIES
420 ELLIS AVENUE
ASHLAND, WI 54806
715-682-7425
www.thebrickministries.com
The BRICK Ministries receives funding from 17 supporting churches, 16 additional congregations, local businesses and community groups, many generous individuals, and grants. Food is provided through the Federal Commodities Program, 2nd Harvest Food Bank, Wal-Mart’s Feed America Program, local food drives, and The BRICK’s purchases.

Food Shelves
Provide emergency food for Ashland and Bayfield counties. Area residents who meet the federal commodity income guidelines may receive supplies once every 30 days.

Benevolence Office
Offers aid and referrals to other community services. The BRICK assists with utility disconnections, evictions, medical costs, and other emergencies. The Benevolence Manager meets with clients by appointment, in the Ashland office.

Locations & Hours
- Ashland, 420 Ellis Ave., Mondays-Thursdays, 9 a.m. to 3:30 p.m.
- Cable Area Food Shelf, 13380 Spruce St., 4th Thursday, 11 a.m. to 6 p.m.
- South Shore Food Shelf, Cornucopia, Bell Community Ctr., 1st and 3rd Thursdays, 10-4.
- Helping Hands Food Shelf, Mellen City Hall, 3rd Thursday, 11 a.m. to 5 p.m.
What you can do

1. Have your child tested for lead.

   Most children with lead poisoning don't look sick. The only way to know if a child is lead poisoned is to have a blood test. You can ask your clinic or doctor to give your child a blood test for lead, or your local health department can assist you. If the lead level is high, your child will need more tests to make sure the lead level is coming down.

2. Look out for lead in your home

   If your home was built before 1978, it most likely has lead paint. If your home was built before 1950, the paint contains more lead. Lead paint is a danger to your children if the paint is chipping, peeling, cracking or chalking. Lead can sometimes be found in vinyl mini-blinds, soil, water, hobby supplies, toys, dishes and pottery.

   Look inside to see the most common areas where lead can be found. Protect your children by following the steps described inside.

   Contact your local health department for more information about testing your home for lead. If lead is found, steps will need to be taken right away to prevent further problems.

3. Clean up the lead!

   Once you know where the lead is, you can do something about it. You don't have to solve this problem by yourself. Your local health department knows about additional steps to clean up lead and resources for financial assistance to complete the work.

What you should know

The law

If you have renovation work done on your home, the person hired to do the work is required to give you information about lead poisoning.

If you are buying a home, before you purchase the owner or realtor must tell you (if known) if the home has lead hazards.

If you rent your home from someone else:

✓ Your landlord is required to tell you if the property has lead hazards before you sign a lease. Under federal law, property owners are required to provide tenants a copy of the U.S. government booklet Protect Your Family From Lead in Your Home, and to provide tenants the results of lead tests that have been done on the property.

✓ It is against the law for your landlord to evict, harass or threaten you because of complaints made about a housing condition such as lead.

For more information:

Call your local health department or the Wisconsin Childhood Lead Poisoning Prevention Program at 608/266-5817.

Why you should care about lead

Many homes and apartments built before 1978 have lead paint or varnish on the walls, woodwork, windows and floors. In homes built before 1950 there is a greater chance the paint contains lead. Lead can harm children.

Children under six years old can easily be poisoned by dust or chips from lead paint. If they play near windows and other places with worn-out or damaged paint, they can get lead dust on their fingers and toys.

When they swallow lead dust it can cause illness. It can also cause problems with learning, growth, behaviors that can affect the entire life. Even small amounts of lead can be harmful.

PARENTS

LOOK OUT FOR LEAD

Was your house or apartment

• Built before 1950?
• Built before 1978 and having renovation or repainting done?

Do you have children under the age of 6?

Call your local health department or the Wisconsin Childhood Lead Poisoning Prevention Program at 608/266-5817.
WHERE TO LOOK:
Lead is commonly found in homes built before 1978. Look in these areas.

- Old paint and varnish on doors and windows
- Vinyl window blinds that are not marked "lead-free"
- Dust and paint chips on window wells and sills
- Old painted furniture and toys
- Chips and dust from outside paint, including siding
- Bare dirt in the yard
- Baseboards, woodwork and floors
- Lead in paint on walls
- Lead in paint on windows
- Lead in paint on furniture and toys
- Food and drinks prepared or served in pottery and ceramics
- Dust on rugs and carpets
- Old paint on porches, railings and steps
- Food and drink

Lead paint is often found inside a house on surfaces that rub together or get bumped like windows, floors, stairs and doors. Damage to paint on these surfaces can create lead dust and paint chips. Lead is also commonly found in kitchen and bathroom walls, woodwork and ceilings. Outside walls, porches, columns, railings, windows and doors are often covered with lead paint.

Lead cleaning tips
Regular cleaning can keep lead in your home at low levels. Focus on areas where your children spend the most time.

- Use a wet rag or wet mop to clean lead dust and paint chips from bare or vinyl flooring. Vacuum carpets often to control lead dust or remove the carpets. Wash used rags/mops separately from other laundry or throw them away.
- Use paper towels with soap and warm water to wash dust and paint chips from window wells, sills and woodwork. Rinse well.
- If mini-blinds in windows are not marked "lead-free," replace them with other window coverings.
- If you can, use a HEPA vacuum (with special filters) to clean up lead dust and paint chips. Vacuums with HEPA filters that pick up lead can be purchased or rented from hardware stores. Or your local health department may know where you can find one on loan.

How to protect your children

- Only cook and drink water from the cold water tap. Run for a couple of minutes before using.
- Keep your children out of bare soil unless you have it tested and know it is safe.
- Keep children away from peeling paint. Place furniture in front to block the area or cover it with contact paper, duct tape, or cardboard.
- Wash your children's hands after play or before eating, napping and bedtime.
- Some foods can help keep lead out of your child's body, especially foods high in calcium and iron. This includes milk, cheese, yogurt, lean beef, chicken, turkey, green leafy vegetables (like spinach or lettuce), beans and beans.
- Foods high in fat can cause lead to stay in the body longer. Avoid foods like red meat, cheese, refined breads and bakery goods (donuts, cakes, cookies).
- Do not dry scraped, powdery and or burn old lead paint. These methods can cause greater problems than you had before. Mix surface with muriatic acid as you scrape flaking paint to keep dust down.
- If someone in your home works with lead, have them shower and change into clean clothes before entering the car or your home. If they don't, they can expose your children to lead dust.
What Are Sealants?
Sealants are a safe, painless, and low-cost way to help protect your child's back teeth from decay. Sealants have been used on children's teeth for more than 20 years. A thin, plastic, tooth-colored or clear coating (sealant) is bonded to the chewing surfaces of the molars and premolars. This forms a hard shield that keeps food and bacteria from getting into the tiny grooves in the teeth and causing decay.

Why Should Children Have Sealants?
The chewing surfaces of the back teeth have tiny grooves that form as each tooth develops. This is where most decay occurs in children. That's because the bristles of a toothbrush can't get down into the grooves to remove the food and bacteria that get trapped there.

Which Teeth Should Be Sealed?
Usually the molars and premolars are sealed. Fluoride helps protect the smooth surfaces on the front teeth and on the sides of the back teeth. But only sealants can keep food and bacteria from getting into the grooves on the chewing surfaces of the back teeth.

When Should Children Get Sealants?
Sealants should be applied as soon as the first permanent molars (6-year molars) erupt (come in). This occurs between 5 and 7 years of age. The second molars (12-year molars) and the premolars should be sealed as soon as they erupt, between 11 and 14 years of age. That's because the greatest chance of decay occurs during the first year after the teeth erupt. However, it's never too late to apply sealants, as long as the teeth are free of decay and fillings.

What About Baby Teeth?
The baby molars often don't need to be sealed. However, your dentist may recommend sealing the baby molars if there is a high risk of decay. Since baby teeth are "space holders," losing baby molars from decay can cause crowding when the permanent teeth come in.

How Long Does Sealing Take?
Generally, all the back teeth can be sealed in one 30-to 60-minute office visit.

Will Insurance Cover Sealants?
Many dental insurance plans cover all or part of the cost of sealants for children. Check with your insurance company for details.
How Are Sealants Applied?
The dentist or other trained staff person in the dentist's office applies the sealants. There's no numbing and no pain. The treatment is done in three steps.

1. The teeth are cleaned, dried, and etched so the sealant will adhere. Any plaque (bacterial film) is first removed from the teeth. Cotton rolls are placed around the teeth to keep them dry. Then each tooth is treated with a mild etching solution to kill any bacteria and make the surface slightly rough. A rough surface helps the sealant adhere better.

2. The sealant is painted on and hardened. The chewing surface of each tooth is painted with liquid sealant, using a small brush or applicator. Spaces between the teeth are not painted, so your child can still floss between each tooth. The sealant is then hardened, usually with a special light.

3. The sealant is carefully checked. Each tooth is examined to be sure that the grooves are fully covered and that the sealant won't interfere with chewing. The sealant bonds to the tooth as it hardens, so your child can eat normally right away.

Follow Up
The dentist or hygienist will look at the sealants at each regular dental checkup. Problems are rare and can almost always be corrected. Call the dentist if the sealants interfere with chewing or cause any sensitivity in your child's mouth.

How Long Do Sealants Last?
Sealants can last for 3 to 5 years. If they chip or come off, they can easily be replaced. Any problems can be detected and corrected at your child's regular dental checkups. As long as the sealants are in place, decay is less likely to develop in the grooves. You can help the sealants last by encouraging your child not to chew on ice cubes or hard or sticky candy.

Tips for Healthy Teeth
Sealants protect the chewing surfaces of the back teeth, but they don't take the place of brushing and other steps to prevent decay. Help your child do the following:

- Brush and floss daily to remove bacteria and plaque and help keep the gums healthy.
- Get regular fluoride treatments. Along with fluoride toothpaste and fluoridated drinking water, fluoride treatments help protect the smooth surfaces of your child's teeth from decay.
- See the dentist regularly. Checkups every 6 months help detect any problems early.
- Eat a good diet. Your child needs plenty of protein, whole grains, vegetables, and fruits. Limiting foods that are high in sugar (such as soft drinks, cookies, juices, and sweetened cereals) reduces the risk of tooth decay.
The Patient Protection and Affordable Care Act passed in 2010. It is also known as the Affordable Care Act (ACA) or ObamaCare.

This assures all Americans have access to affordable health care coverage.

**What is your coverage?**

Health care coverage pays for you to go to the doctor, hospital, therapy, medical tests and prescriptions. We have many types of health care coverage available to us- Medicare, Medicaid, Indian Health Service and Private Health Insurance.

**What is Health Insurance?**

Health Insurance is like car insurance. You pay a premium for car insurance and they pay a portion of the costs when your car is wrecked. If you have health insurance, the insurance plan will pay for a portion of your medical care costs. 😊

IF YOU HAVE QUESTIONS OR NEED ASSISTANCE PLEASE CONTACT STAFF AT THE RED CLIFF COMMUNITY HEALTH CENTER (715) 779-3707
What are the benefits of enrolling in Health Insurance?

- Health care needs will be met.
- More CHS funds available to help tribal members.
- Your clinic will receive more resources for turn there will be insurance and in clinic can be billed to.
- Your clinic more instead of pay instead of CHS instead of insurance will.

Contract Health Services (CHS) instead of insurance will.
Marketplace Application Checklist

When you apply for coverage in the Health Insurance Marketplace, you’ll need to provide some information about you and your household, including income, any insurance you currently have, and some additional items.

Use the checklist below to help you gather what you need to apply for coverage. Open enrollment starts October 1, 2013 for coverage starting as early as January 1, 2014. Open enrollment ends March 31, 2014.

☑ Social Security Numbers (or document numbers for legal immigrants)

☑ Employer and income information for every member of your household who needs coverage (for example, from pay stubs or W-2 forms—Wage and Tax Statements)

☑ Policy numbers for any current health insurance plans covering members of your household

☑ A completed Employer Coverage Tool (see page 2 of this checklist) for every job-based plan you or someone in your household is eligible for. (You’ll need to fill out this form even for coverage you’re eligible for but don’t enroll in.)

Stay up-to-date about the Marketplace. Visit HealthCare.gov/subscribe to get email or text updates that will help you get ready to apply.
# EMPLOYER COVERAGE TOOL

Use this tool to gather answers about any employer health coverage that you're eligible for (even if it's from another person's job, like a parent or spouse). You'll need this information even if you don't accept the employer insurance you're eligible for. Write your name and Social Security number in boxes 1 and 2 and ask the employer to fill out the rest of the form. Complete one tool for each employer that offers health coverage that you're eligible for.

## EMPLOYEE information

The employee needs to fill out this section.

1. Employee name (First, Middle, Last)  
2. Social Security Number

## EMPLOYER information

Ask the employer for this information.

3. Employer name  
4. Employer Identification Number (EIN)

5. Employer address (the Marketplace will send notices to this address)  
6. Employer phone number

7. City  
8. State  
9. ZIP code

10. Who can we contact about employee health coverage at this job?

11. Phone number (if different from above)  
12. Email address

13. Is the employee currently eligible for coverage offered by this employer, or will the employee be eligible in the next 3 months?

- [ ] Yes (Go to question 13a.)

  13a. If the employee is not eligible today, including as a result of a waiting or probationary period, when is the employee eligible for coverage?  (mm/dd/yyyy) (Go to next question)

- [ ] No (STOP and return this form to employer)

Tell us about the health plan offered by this employer.

Does the employer offer a health plan that covers an employee's spouse or dependent?

- [ ] Yes. Which people?  [ ] Spouse  [ ] Dependent(s)

- [ ] No  

  (Go to question 14)

14. Does the employer offer a health plan that meets the minimum value standard?

- [ ] Yes (Go to question 15)  

  - [ ] No (STOP and return this form to employer)

15. For the lowest cost plan that meets the minimum value standard* offered only to the employee (don't include family plans): If the employer has wellness programs, provide the premium that the employee would pay if he/she received the maximum discount for any tobacco cessation programs, and didn't receive any other discounts based on wellness programs.

  a. How much would the employee have to pay in premiums for this plan? $  

  b. How often?  [ ] Weekly  [ ] Every 2 weeks  [ ] Twice a month  [ ] Once a month  [ ] Quarterly  [ ] Yearly  

If the plan year will end soon and you know that the health plans offered will change, go to question 16. If you don't know, STOP and return this form to employee.

16. What change will the employer make for the new plan year?

- [ ] Employer won't offer health coverage  

- [ ] Employer will start offering health coverage to employees or change the premium for the lowest-cost plan that meets the minimum value standard* and is available to the employee only. (Premium should reflect the discount for wellness programs. See question 15.)

  a. How much will the employee have to pay in premiums for that plan? $  

  b. How often?  [ ] Weekly  [ ] Every 2 weeks  [ ] Twice a month  [ ] Once a month  [ ] Quarterly  [ ] Yearly  

  Date of change (mm/dd/yyyy):

*An employer-sponsored health plan meets the "minimum value standard" if the plan's share of the total allowed benefit costs covered by the plan is not less than 60 percent of such costs (Section 363(c)(2)(C)(ii) of the Internal Revenue Code of 1986).

### NEED HELP WITH YOUR APPLICATION?

Visit [HealthCare.gov](https://www.HealthCare.gov) or call the Marketplace Call Center at 1-800-318-2596. Para obtener una copia de este formulario en Español, llame 1-800-318-2596. If you need help in a language other than English, call 1-800-318-2596 and tell the customer service representative the language you need. We'll get you help at no cost to you. TTY users should call 1-855-889-4325.
MONEY SELF ASSESSMENT

1) I feel comfortable talking with others about their finances. True False

2) I feel comfortable talking with others about my finances. True False

3) Something that stops me from talking about money is _______________________.

4) I pay all my bills on time. True False

5) I have never bounced a check. True False

6) I know what my credit score is. True False

7) I am willing to track my expenses for 3 months and see what I can give up. Yes No

8) One thing that is hard for me to give up is _______________________.

9) When it comes to money, I want to learn more about _______________________.

10) When I think about saving, I feel _______________________.

11) Someone that I think could benefit from learning more about how money works is _______________________.

12) Something I would like (my) children to know about money is _______________________.

13) I think I could save more than what I do. True False.

14) A dream I have that involves money is _______________________.

15) One good thing that could result from creating a budget is _______________________.
Burn and Scald Prevention Tips

Everything you need to know to keep your kids safe from burns and scalds.

The smell of cookies baking in the oven or tasty sauces simmering on the stovetop is hard to resist for adults and kids alike. Here are a few simple steps to keep your little chef safe from potential burns, whether in the kitchen, around a fireplace or in any other part of your home.

Childproof Your Electrical Outlets and Appliances

- Keep appliance cords out of children’s reach, especially if the appliances produce a lot of heat.
- Cover electrical outlets so that children are unable to insert metal objects, such as forks or keys.
- Keep an eye on appliances such as irons, curling irons or hair dryers that can heat up quickly or stay warm after use. Unplug these items after you’re done.
- Don’t carry or hold a child while cooking on the stove. Instead, move a high chair in the kitchen within reach or sight before you start. Then talk to your children so they know what’s going on. It’s a great way to spend time together.

Check to Make Sure the Water Temperature Is Just Right

- With everything going on, we know the water heater is the last thing on your mind. But a small adjustment can give you one less thing to worry about. To prevent accidental scalding, set your water heater to 120 degrees Fahrenheit or the manufacturer’s recommended setting.
- Consider installing anti-scald devices in water faucets and showerheads to avoid potential burns.
- Check the water with your wrist or elbow before giving your baby a bath.

Use the Back Burner and Oven Mitts

- Kids love to reach, so to prevent hot food or liquid spills, simply use the back burner of your stove and turn pot handles away from the edge. Keep hot foods away from the edge of your counters.
- Use oven mitts or potholders and keep hot foods and liquids away from table and counter edges. Be careful if your oven mitt is hot; when combined with heat, the moisture can cause scalds.
- Slowly open containers that have been in the microwave, as steam can burn little fingers and faces.

In 2010, nearly 128,500 children ages 19 and under were injured due to a fire or burn, while more than 50,400 children ages 4 and under were treated in emergency rooms across the country.
Engage Older Kids in Cooking

- Teach older responsible kids how to cook safely. It will make your life easier if your kids can cook some of their own meals (and maybe yours, too). Teach them never to leave the kitchen while they are using the stove or oven. Don’t forget that the number one cause of home fires is unattended cooking.

- Don’t allow children to use a microwave by themselves until they are both tall enough to reach it safely and able to understand that steam can cause burns.

- Instruct older kids to use oven mitts or potholders to remove items from the oven or stove and teach them how to use a microwave safely.

Be Careful With the Microwave

- Microwaves can heat unevenly and create hot spots, so avoid using them to heat baby formula or baby milk.

- Heat bottles by placing them in warm water, and make sure they have cooled to the appropriate temperature before feeding your baby.

Install Smoke Alarms and Carbon Monoxide Alarms

- Fire and burns go together. Prevent them both by installing smoke alarms and carbon monoxide alarms.

Keep Flammable Materials Away From Space Heaters

- Remember to keep space heaters at least three feet away from anything that can burn.

- Make sure you turn them off when you leave the room.

Install Barriers Such as Safety Gates Around Fireplaces, Ovens and Furnaces

- Make sure your fireplace is protected by a sturdy screen. Remember that glass screens can take a long time to cool down.

- If you are using a fireplace or wood stove, burn only seasoned hardwood such as oak, ash or maple.

- If small children live in or visit your home, use a safety gate around your fireplace or wood stove.

Blow Out Candles and Store Matches Out of Reach

- Keep candles at least 12 inches away from anything that can burn, and always blow them out when you leave the room or before you go to sleep.

- Make a habit of placing matches, gasoline and lighters in a safe place, out of children’s reach. Avoid novelty lighters or lighters that look like toys.

- Teach kids never to play with matches, lighters or fireworks. Depending on the age and maturity level of your child, it may be reasonable to use the items with the supervision of an adult. Just be sure that a fire extinguisher and a phone are close by in case of an emergency.

- Unplug and safely store irons, flatirons and other appliances that might be hot to the touch.
Halloween Health and Safety Tips

For many people, autumn events like Halloween and Harvest Day are fun times to dress up in costumes, go trick-or-treating, attend parties, and eat yummy treats. These events are also opportunities to provide nutritious snacks, get physical activity, and focus on safety.

Check out these tips to help make the festivities fun and safe for trick-or-treaters and party guests.

Going trick-or-treating?

**S**words, knives, and similar costume accessories should be short, soft, and flexible.

**A**void trick-or-treating alone. Walk in groups or with a trusted adult.

**F**asten reflective tape to costumes and bags to help drivers see you.

**E**xamine all treats for choking hazards and tampering before eating them. Limit the amount of treats you eat.

**H**old a flashlight while trick-or-treating to help you see and others see you. Always WALK and don't run from house to house.

**A**lways test make-up. (http://www.fda.gov/Cosmetics/ProductandIngredientSafety/ProductInformation/jcn143055.htm) in a small area first. Remove it before bedtime to prevent possible skin and eye irritation.

**L**ook both ways before crossing the street. Use established crosswalks wherever possible.

**O**pen your risk for serious eye injury by not wearing decorative contact lenses. (http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/HomeHealthandConsumer/ConsumerProducts/ContactLenses/jcn270953.htm)

**W**ear well-fitting masks, costumes, and shoes to avoid blocked vision, trips, and falls.

**E**at only factory-wrapped treats. Avoid eating homemade treats made by strangers.

**E**nter homes only if you're with a trusted adult. Only visit well-lit houses. Don't stop at dark houses. Never accept rides from strangers.
Expecting trick-or-treaters or party guests?

- Provide healthier treats for trick-or-treaters such as low-calorie treats and drinks. For party guests, offer a variety of fruits, vegetables, and cheeses.
- Use party games and trick-or-treat time as an opportunity for kids to get their daily dose of 60 minutes of physical activity.
- Be sure walking areas and stairs are well-lit and free of obstacles that could result in falls.
- Keep candle-lit jack o'lanterns and klinaries away from doorsteps, walkways, landings, and curbsides. Place them on sturdy tables, keep them out of the reach of pets and small children, and never leave them unattended.
- Remind drivers to watch out for trick-or-treaters and to drive safely.

Follow these tips to help make the festivities fun and safe for everyone!

For more information on Halloween safety

- Halloween Food Safety (http://www.fsis.usda.gov/News_Events/Script_Halloween_FS/)
  Party food safety advice from the manager of the U.S. Department of Agriculture Meat and Poultry Hotline.
- Halloween Food Safety Tips (http://www.fda.gov/Food/ResourcesForYouConsumers/consumer187021.htm)
  Steps to help your children have a safe Halloween, and tips for Halloween parties, from the U.S. Food and Drug Administration.
- Halloween Safety Tips (http://www.cpsc.gov/cpsc/pubs/100.pdf)
  Stay safe this Halloween with safety tips from the U.S. Consumer Product Safety Commission.

This site contains documents in PDF format. You will need Adobe Acrobat Reader to access the file. If you do not have the Acrobat Reader, you may download a free copy from the Adobe web site (http://www.adobe.com/products/acrobat/readstep2.html).

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Page located on the web at http://www.cdc.gov/family/halloween/
JOB ANNOUNCEMENT

Title: CONSERVATION OFFICER(S)

Department: DIVISION OF CONSERVATION ENFORCEMENT

Starting Date: December 2013

Location(s): A pool of qualified candidates will be created to fill anticipated openings in the Enforcement Division to cover Wisconsin, Michigan, and Minnesota ceded territories, and any other openings that may become available in any of the Commission’s service areas within the next six (6) months.

Classification: PERMANENT, FULL-TIME (2 year initial probationary period)

Closing Date: October 31, 2013

DUTIES AND RESPONSIBILITIES

The Great Lakes Indian Fish and Wildlife Commission is a natural resource agency of eleven Indian Tribes that retain treaty fishing, hunting, and gathering rights in Michigan, Wisconsin, and Minnesota. The Commission oversees a staff of biological and public information specialists, enforcement, administrative, and support personnel.

Responsible for reporting to his/her immediate supervisor on a regular basis and completing other duties as assigned by his/her immediate supervisor. Monitor hunting, fishing and gathering activities by tribal members. Issues any and all required permits for hunting, fishing and gathering activities. Issues citations to violators of tribal hunting, fishing and gathering regulations and, if determined necessary, the seizure of equipment and catch. Testifies in tribal court concerning issued citations. Patrols, maintains daily logs and records, vehicle reports, monthly reports, and attends meetings as assigned.
Salary and Benefits

Starting salary for a GLIFWC officer with no law enforcement experience is $29,645. In addition increases will be given upon successful completion of 520 law enforcement academy and post academy training. Note: The position is classified as 50% tax exempt for qualified tribal members under Internal Revenue Code 7873-Tax Exempt.

Compensation

- Category II employees, all Conservation Enforcement Officers will earn compensatory leave for hours worked over 86 hours in a 14 day work.
- There is a one month lag in a salaried employee's first paycheck.

Health Insurance

- Employees are eligible for Health benefits the 1st of the month following 30 days. Health Benefits include: Medical, Dental, and Vision benefits.
- Medical benefits are provided through the Federal Employees Health Benefits (FEHB).
- Eligible employees have the opportunity to choose their own FEHB benefits.
- Dental benefits are covered by Delta Dental. This is a policy which allows you to choose the Dentist of your choice. Deductibles are very low. Many services such as exams and X-rays are covered 100% with no deductible. Services such as fillings, extractions, surgery, and root canals are covered 80% after $25 deductible. Orthodontic treatment is covered 50% up to a maximum of $2,000 per year.
- Vision benefits are covered by Reliance Standard. The vision plan is $250.00 per person per year.

Long-term Disability

- Long-term disability is covered by Reliance Standard and is covered 100% by GLIFWC.

Term Life Insurance

- Insurance starts the 1st of the month following 30 day waiting period.
- Term Life insurance is covered by UNUM. GLIFWC pays the first $10,000 of life insurance.
- The employee can opt to buy additional insurance for self, spouse, or children.

Cafeteria Plan

- We also offer the Flexible benefit plan that allows you to deduct your premiums and if you elect dependent care expenses and unreimbursed medical expenses pre-taxed to the federal allowable limits.
QUALIFICATIONS AND STANDARDS

- Education
  - Have completed 60 credits from an accredited college or university or have 3 years' experience as a certified law enforcement officer or Military police officer performing law and order duties.

- Must possess a valid driver's license and be insurable under GLIFWC's insurance policy.

- Must be at least 21 years of age.

- Successfully pass the minimum entrance level fitness test.

- Must be able to tread water for 15min with all duty gear on.

- Be of good moral character, as determined from the results of a background investigation.

- Be free of any physical, emotional, or mental condition which might adversely affect law enforcement performance.

- Demonstrate skill in understanding oral and written instructions as well as skill in report writing and other written or oral communications.

- Must be able to perform physical, mental and sometimes strenuous duties conducted at odd times and locations.

- Must be willing to live near assigned area and/or be willing to relocate to assigned area within 30 day of assigned station.

- Indian preference is granted in accordance with P.L. 93-638.

TRAINING

- All candidates will be mandated to complete GLIFWC sponsored (520) Basic Recruit Training.
- Complete one year field training officer program.
- Pass all specialized training programs as it relates to firearms qualifications, simulation training, and field training officer program tests etc.

The Great Lakes Indian Fish and Wildlife Commission Law Enforcement Division policies prohibit the hiring of a conservation officer or any person for the following:
• Convicted of a felony.
• Convicted of a misdemeanor crime of dishonesty, moral turpitude, or other crime resulting in serious physical injury to another within the preceding 10 years.
• Must be a State certified law enforcement officer where stationed or qualified to be certified and have demonstrated experience in tribal employment; including familiarity in tribal government operations, tribal sovereignty or similar experience in tribal operations.
• Convicted of driving while intoxicated offenses, within 10 years.
• Who has illegally used, transported, manufactured or sold a controlled substance.
• Who falsely applies for certification, lies or omits information on the Great Lakes Indian Fish and Wildlife Commission application.

APPLICATION PROCEDURE:

*All applications MUST be on a GLIFWC Conservation Enforcement Application or they will not be accepted. Applications can be picked up from and returned (in person, or by mail only) to Kimberly Campy, Contract Compliance Administrator. Enforcement Division Applications are also available at www.glifwc.org under the career section.

In addition applicants must submit any college and/or technical school transcripts, and any law enforcement/training/and emergency response certifications currently held.

ATTN: Kimberly Campy, Contract Compliance Administrator
Great Lakes Indian Fish and Wildlife Commission
71682 Maple Street, PO Box 9
Odanah, Wisconsin 54861

(715)685-2114 (Phone)
keampy@glifwc.org
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 a general or medical leave, or extended operations based on need and conditions. Selected individuals will be 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. Shovels 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
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

(715) 779-3700 ext. 267 or 268

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

ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE ARE SUBJECTED TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY
JOB DESCRIPTION

POSITION: Associate Judge

LOCATION: Judicial Branch, Red Cliff Tribal Court

SALARY: Contractual

THIS IS A REGULAR PART-TIME EXEMPT POSITION

APPLICANTS MUST ATTACH A LETTER EXPLAINING WHY THEY WISH TO BE AN ASSOCIATE JUDGE.

SUPERVISOR(S): Chief Judge

JOB SUMMARY:

DUTIES AND RESPONSIBILITIES:
A. Serve as an Associate Judge. To promulgate and enforce ordinances governing the conduct of persons subject to the jurisdiction of the Tribe, and providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and powers.
B. Prepare and issue written orders, judgments, search arrest warrants.
C. Assist and provide legal research and writing when necessary for the decision in a case in a timely manner.
D. Assist in the development and implementation of policy and procedures that are complimentary to current court policies and where the court has not determined standards of policy, consistent with the Tribe’s needs and Tribal Law.
E. Keep accurate records of cases and hearings, communicate needs of courts, and provide quarterly and annually reporting to the Chief Judge.
F. Assist in facilitating development of Tribal Case Law and alternative dispute resolution.
G. Must maintain confidentiality due to nature of certain cases such as ICW matters.

SUPERVISORY AUTHORITY:

KNOWLEDGE: Must be familiar with courtroom procedures, constitution and laws of the Red Cliff Band of Lake Superior Chippewas.

QUALIFICATIONS:
1. Must be of legal age; never convicted of a felony, unless pardoned.
2. Must be a Red Cliff Tribal Member.
3. Must be of good character and reputation.
4. Must provide three (3) letters of reference.
5. Must be able to travel to attend training, and meetings as required.
6. A background investigation will be performed.
7. Must complete a writing sample.
8. Must be thoroughly familiar with the Constitution and laws of the Red Cliff Band of Lake Superior Chippewas; must be familiar with the Indian Civil Rights Act; courtroom procedures; trust responsibilities of the Federal Government; civil and criminal law concepts; and the cultures, traditions and values of the Red Cliff Reservation. Must pass the Red Cliff Bar exam.

PERSONAL CONTACTS: Tribal court personnel, ICW, Law Enforcement and community members.

PHYSICAL REQUIREMENTS  None

WORK ENVIRONMENT: Mainly sedentary position but may require bending, lifting, and reaching.

TRAVEL REQUIREMENTS: Attend training in and out of state as required. May do weddings at various locations.

POSTING:  JULY 8, 2011
DEADLINE:  AUGUST 5, 2011 AT 4:00 PM or UNTIL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Personnel Office
88385 Pike Road
Hwy 13
Bayfield, WI 54814
rwygonik@redcliff-nsn.gov
(715) 779-3700 ext. 267 or 268

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JOB DESCRIPTION

TITLE: Hotel Night Auditor
DEPARTMENT: Hotel
SUPERVISOR: Hotel Manager
WAGE: Dependent on Qualifications
SHIFT: Nights/Weekends/Holidays or as needed
CLASSIFICATION: Non Gaming
POSITION: FULLTIME

JOB SUMMARY: Under the direction of the Hotel Manager, the Night Auditor is responsible for posting and balancing rooms. Maintain files and reset systems for the next days operations. Greets and assists with late guest arrivals and departures by handling guest check-ins and check-outs while providing prompt and courteous service. Applicants should be advised that the Tribe reserves the right to disqualify applicants whose prior activities pose a threat to the public interest. Friendly, professional attitude required at all times. Must be willing to work nights, weekends, and holidays. Neat clean appearance is a must. Red Cliff Tribal member preferred but all qualified applicants will be considered.

JOB QUALIFICATIONS:
• Previous customer service experience required.
• Previous cash handling experience preferred.
• Computer experience essential.
• Good organizational and administration skill required.
• Ability to work in a team environment.
• Excellent customer service skills.
• High standards of personal hygiene.
• The ability to remain calm under pressure.
• Must possess excellent interpersonal and employee relation skills.
• Ability to respond calmly and make rational decisions in stressful situations.
• Ability to multi task.

DUTIES AND RESPONSIBILITIES:
• Must adhere to Legendary Waters Resort & Casino’s policies and procedures.
• Must adhere to all appearance and uniform standards.
• Run audit reports/journals from front office systems.
• Prepares daily revenue reports by auditing system accounts.
• Makes corrections and adjustments and handles all computer problems that might occur throughout the shift.
• Input all revenue, expenses, and allowances to generate the daily reports.
• Balances all revenue and settlement accounts nightly, maintain files and reset the system for the next day operations.
• Check-in and check-out of the guests.
• Administer wake up calls.
- Maintain all related records.
- Makes reservations and handles cancellations.
- Receives and directs phone calls and messages.
- Handles all guest interactions in a courteous and friendly manner.
- Maintains a clean and orderly working environment.
- Must be able to sit, stand, and/or walk for long periods of time.
- Ability to lift 25-30 lbs.
- Perform other duties as assigned.

Not a smoke free environment.

The Red Cliff Tribal Council has a drug free workplace policy and adheres to the intent of the drug free workplace act. All new hires are subject to a drug test prior to starting.

Applications are available at the Cashier's window, the Personnel office of the casino, and on the website www.legendarywaters.com

**Deadline: 10/10/2013**

For further information contact:
LW Human Resources Department: 37600 Onigamling Drive, Red Cliff WI
smorris@legendarywaters.com (715) 779-9401
Red Cliff Johnson O’Malley Parent Committee
Meeting MINUTES
Wednesday, September 11\textsuperscript{th}, 2013 3:30pm
Lower Level Tribal Administration Building

Members Present: Nicole Boyd, Jennifer Bresette, Katy Butterfield, Dawn Deragon

Others Present: Carmen VanderVenter, Scott Stralka (in at 4:30pm)

Meeting called to order by Katy at 3:45pm

Roll Call Completed/Sign In Completed

Approval of the Agenda
Nicole motioned to approve the agenda, Dawn seconded, all in favor, motion carried.

Community Concerns
None

Meeting Minutes: August 7\textsuperscript{th}, 2013
Dawn motioned to approve, Jennifer seconded, all in favor, motion carried.

Announcements
Title I school recognition for BHS. Indian mascot and logo project respect-WIEA involved in this, they have a task force. Bayfield Community Education Foundation is seeking a member from Red Cliff, possibly a JOM member. Library board looking for committee members. GED at ECC every Wed from 10-1. Northland college pow wow 3-22-14. TAP at Bayfield starts Sept 30\textsuperscript{th}. Tribal elder appreciation day at Northland college on 10-14-13. LCO college-art class Monday 5:30-7 in Red Cliff elderly. Pump house construction to begin on Blueberry Rd.

Smudging Policy/Elder Committee
The policy has been approved and is braided into several various policies, not a policy of its own. A location is being verified for smudging.

School Supply Distribution
ICW donated $400, total of $2000 in donations. 2 boxes of extra glue will go to the ECC.

JOM/Title VII Annual Assessment
Carmen is working on compiling the results. These results will be for 2014-2015 school year.
Vari-quest Visual Learning Products
Carmen updated group; the Shakopee grant for the Library project is providing some funds and ANA is providing some funds. Shakopee has sent the funds ($10,000) and we are still waiting on the ANA funds. Carmen will work on some policies and procedures for use/prices and maybe Ashley Peterson could be of assistance.

WIEA Conference
Next planning meeting is September 16th. Website has the save the date with hotel information. Still working on slogan for event.

JOM Tutor Position
No fiscal year 13 funds have come in and we will not be able to fund the tutor position immediately. Carmen is still looking into the contract that the committee has agreed to. The committee would like to know if remaining Title VII money can be used for the tutor, we will ask at next meeting.

JOM 2013-2014 Education Plan
Workgroup following this meeting to complete the plan.

Other
Liz King verbally informed Nicole Boyd that she has resigned from the committee.
Carmen informed JOM committee of the joint Tribal Council and School Board meeting regarding the listening session is being scheduled soon.
MOU meeting is scheduled for September 24th at 6pm at Legendary Waters.
Carmen informed committee that she received a final report from Jim Pete for his contractual services and he has been paid. She is still waiting on the final report from Scooter for his second half of payment.

Next Meeting Date
Title VII-Wednesday, October 2nd at 3:30pm-Tribal Office.
JOM-Wednesday, October 2nd, 2013, immediately following the 3:30pm Title VII meeting.

Adjournment
Jennifer motioned to adjourn at 5:10pm, Dawn seconded, all in favor, meeting adjourned.

Minutes Submitted By JOM Secretary Nicole Boyd
# OCTOBER 2013

## BINAAKWII-GIIZIS

<table>
<thead>
<tr>
<th>Nitam Anoki-Giizhigad</th>
<th>Nizhoo-Giizhigad</th>
<th>Aabitoose</th>
<th>Niyo-Giizhigad</th>
<th>Naano-Giizhigad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1B Pancake, M Berries, CC</td>
<td>2B Kix, Toast, CC, Peaches, Jelly</td>
<td>3B Rice Crispies, Banana, Muffin, Pears, Yogurt</td>
<td>8B Oatmeal, Muffin, Cantaloupe</td>
<td>Milk served with all meals</td>
</tr>
<tr>
<td>L BBQ's, Watermelon, Fries, Yogurt, Carrot/Dip</td>
<td>L Chix Chop Suey, Rice, M Orange, M Veggie</td>
<td>L Scal Potato/Ham, Bun, Corn, Pineapple</td>
<td>S Nutra Bar/Milk</td>
<td></td>
</tr>
<tr>
<td>S Gr Cracker/PB</td>
<td>S Nutra Bar/Milk</td>
<td>S Pretzel/Juice</td>
<td></td>
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<tr>
<td>Ecc Closed</td>
<td>9B HB Oats, Toast, Apples, Yogurt</td>
<td>10B Rice Chex, Banana, Bagel, PB</td>
<td>14B Waffles, Oranges, CC</td>
<td>Menu Subject To Change</td>
</tr>
<tr>
<td>L Pizza, Salad, Gr Beans, Mangos, Pudding</td>
<td>L Pork Chop, Poatao, Peas, Bun, Trop Fruit</td>
<td>L Hamb HD, Corn, Salad, Fruit Cocktail</td>
<td>S Pep/DP</td>
<td></td>
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<tr>
<td>S Nutra Bar/Milk</td>
<td>S Cheese/Cracker</td>
<td>S Smoothie/Pretzel</td>
<td>S CC/Fruit Cup</td>
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<tr>
<td>15B Corn Chex, Muffin, Yogurt, Berries</td>
<td>16B Cheerios, Toast, Fruit Cocktail, PB</td>
<td>17B Kix, Banana, Yogurt, Eng Muffin</td>
<td>21B Malto Meal, Toast Apples, L Tomato Soup, Gr Cheez, Gr Bean, Mango</td>
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<tr>
<td>L Ham, Noodles, Corn, Mangos, CC</td>
<td>L Cheez Br, Fry, Cantaloupe, CC, Gr Bean</td>
<td>L Keilbasas, Mac/Chez, Peas, Trop Fruitt, CC, Salad</td>
<td>S PBJ/Milk</td>
<td></td>
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<tr>
<td>S PBJ/Milk</td>
<td>S Yogurt Pargait</td>
<td>S Goldfish Crk/Juice</td>
<td>S Sleepy Bear/Milk</td>
<td></td>
</tr>
<tr>
<td>22B Rice Crispies, Oranges, Bagel, PB</td>
<td>23B HB Oats, Berries, CC, Muffin</td>
<td>24B Kix, Blueberries, Yogurt, Toast</td>
<td>28B Pancake, Apple Sauce, Tky Bacon, CC</td>
<td>S Crackers/Cheese</td>
</tr>
<tr>
<td>L Pork Chop, Potato, Applesauce, Salad, S Sleepy Bear/Milk</td>
<td>L Hamb Rice Soup, PBJ, M Veggie, Cantaloupe</td>
<td>L M Orange Chix, Rice, Veggie, M Oranges</td>
<td>S Gr Cracker/PB</td>
<td></td>
</tr>
<tr>
<td>29B Corn Chex, Pear, Muffin, Yogurt</td>
<td>30B Rice Crispies, CC, Toast, Banana</td>
<td>31B Cheerios, Berries, Yogurt, Bagel</td>
<td>S Chip/Salsa</td>
<td></td>
</tr>
<tr>
<td>L Cheez Br, Fry, Mango, CC, Gr Bean</td>
<td>L Chix Veg Soup, Yogurt, Trop Fruit, Cracker</td>
<td>L Harvest Dinner</td>
<td>S Chip/Salsa</td>
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<tr>
<td>S PBJ/Milk</td>
<td>S Cookie/Milk</td>
<td>S Pumpkin Bar/Milk</td>
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</tbody>
</table>

*Menu Subject To Change*