It's pretty cool to go to school

Red Cliff Education Newsletter
Waatebagaa-Giizis
(Leaves changing color Moon)

RED CLIFF EARLY CHILDHOOD CENTER

September 2014

BOOZHOO/Welcome

The ECC would like to welcome everyone back for the 2014-2015 school years. We look forward to seeing all of our returning families and meeting all of our new families.

We hope everyone is as excited as the Staff at the ECC to begin working with your children as they begin their journey into a great new world of development, language, culture, storytelling crafts and activities of all kinds.

Paper work plays a big part of what we do here at the ECC so we would like to thank the families for cooperating with us to make sure that we complete what is needed and for allowing us to meet with you in your homes or at the center. If at any time you may have any questions or concerns you can contact one of the Directors (Nicole or LaVonne) or any support staff at 715-779-5030. We look forward to having a wonderful fun filled year..

Class drop off 8:00 a.m.

Class pick up time: 2:00 p.m.

Pick up and drop off times can be very busy in our parking lot so please watch out for our little ones.

Please try to get your child to school every day, Attendance will be monitored and if you can not make it please call your child's teacher and let them know.

2014-2015 Policy Council

The ECC is seeking interested parent to serve on the Policy Council for the upcoming school year. Elections will take place at the family night on

September 24th from 5-7p.m.

Interested parents should contact Cindy Garrity at 715-779-5030 ext. 253.

The policy Council includes 2 home base parent reps, 1 EHS center based parent rep,

2 head start parent reps,

2 community reps and

1 Tribal Council liaison.

Representatives can not be immediately related to any ECC employee or have served a total of 3 years as a policy council member.

Inside this issue

*Events Calendar

*Classroom News

*ECC upcoming events

*Community Announcements

*Nutrition Education

*Literacy

*Health

*Job Openings

*September Menu

Special Points of interest:

*Opening Ceremony
September 2nd

*Policy Council
Searching for Reps
Election September 24th

*ECC and Tribe Closed:
September 1st
September 30th

*GED Classes Start:
September 10th

*Language Table
Thursdays

*K-5 Open House @ Bayfield school Sept. 2

*Family Night
September 24th @ 5pm

September 2014
Waatebagaa-Giizis
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Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 ECC/Tribe Closed *Tribal Council Meeting	2 Open Ceremony 11 a.m. *WIC pickup	3 1st Child Day of School *JOM Mtg. @ 3:30	4	5	6
7	8 Bayfield School Board MTG 6:00 On the Island. *WIC pickup	9 *WIC pickup*	10 GED Classes 9-12	11 *Policy Council Mtg. *Ojibwe Language Table 4:30-7	12	13
14	15	16	17 GED Classes *Parent Committee Mtg. 5 p.m. *Housing Mtg. 5 p.m.	18 Ojibwe Language Table 4:30-7	19	20
21	22	23 Tribal Council Mtg.	24 GED Classes *ECC Family Night 5 pm.	25 *Ojibwe Language Table 4:30-7pm	26	27
28	29	30 ECC/Tribe Closed	October 1 GED Classes 9-12pm	October 2 Ojibwe Language Table 4:30-7	October 3	October 4 APPLEFEST
October 5 APPLEFEST	October 6 *WIC pickup	October 7 *WIC pickup	October 8 GED Classes	October 9 Ojibwe Language Table 4:30-7	October 10	October 11

Agongos Home Base

We are sorry to see Cindy go!
She will be missed, but she will do great
in her new position as Family Service Manager.
Congratualations Cindy!

Congratulations
Amaris Andrews
She is the new Home Based
Teacher

Home Base Socialization
and Family Night
September 24th
5:00 to 7:00

Eugena ext. 236
Amber ext. 237
Amaris ext. 238

September Birthday's

Kashus
Sept. 4th

Delia
Sept. 4th

Katelynn
Sept. 13th

Christian
Sept. 3rd

Gavin
Sept. 18th

Serenity
Sept. 27th

Waabooz Room

Welcome new families!!! We are so excited to have you in our classroom!! This month will be full of transitions! You all should have received a transition calendar for your little one. If not, please let us know and we can get one for you.

During this month we will be looking forward to getting to know your child! We know that it can be hard to leave your little one, but please know that you are more than welcome to come in and visit at anytime!

Just a reminder to please make sure and bring your child at least two extra pairs of clothes and please have them marked with his/her name. Also, please make sure to dress your child according to the weather. It is fall and we may not be able to predict what the day will bring so please make sure that your child has a sweater or light jacket because we will be going outside on a daily basis.

Mino Dibishkan Lola!
9/15

Reminder:

No School on September 30th for Treaty Day

If you have any questions or concerns please feel free to contact us at 715-779-5030 ext. 224

Miigwech,
Ms. Jamie, Ms. Caitlin, Mr. Fred & Ms. Maddie

Amik Room

Manoominke Giizis

This year is going to be a busy year, we are all one year olds with lots of energy. We are still encouraging you to communicate with us whenever you feel the need to, we would love to have your input, suggestions, and opinions.

Stuff that hasn't change, try to be here at 8:00 a.m. or close to so we can all have a little transition time before the day begins. Breakfast is still at 8:30 a.m. and it is nice for them to have a little time to play before breakfast starts.

Extra clothes are still important we still will be doing many activities and a lot of them will be messy.

Yaaahhhh, we are going to have so much fun.

Pick up is still promptly at 2:00 p.m. unless you have daycare schedule for here. We do have meeting and such and are suppose to attend many of them.

I know this is going to be a great year filled with fun and many learning experiences.

Miigwech,
Beth and Corky

Phone number: (715) 779-5030 ext. 225

Makwa

Waatebagaa-Giizis
(leaves changing color moon)
NEWSLETTER

REMINDER TO ALL PARENTS

1. Label all items.
2. Send in 2 extra sets clothes that can stay at school.
3. Please make sure you check your childs mailbox daily for important papers/forms.
4. Our Classroom ext is 244 .
5. Please sign in and out every day you drop off and pick up

Our Ojibwa words

Makwa	Bear
Ozawaa	Yellow
Wabishka	White
Makadewa	Black

Language Table

They will be starting back on September 11th at 4:30pm and ends at 7:00pm
For more info Call Reggie @ (715) 779-5030 ext 233

Boohoo:

Mino-Gigizheb Makwadoog Wiiwiib

The school year is here we are all happy to see you guys come back in your terrific twos. We cant wait to see all of you and how far you have come. What you are doing that has changed over the past two to three months.
Thanks for being the number one parents we know and love.

Teresa and Shenna

ESIBAN ABIWIN

GIDANAMIKAAGOO to all our families and especially to *Kenyon, Manuel, Brandy, David, Layla, Nicholas, Hazel and Jordyn!* We are looking forward to teaching your child this year. We will be doing different activities through out the year so have your child in clothes they can get dirty/messy in. ALSO, send in **2 extra sets of clothes for your child at school and the appropriate outdoor wear because we are outside daily.**

For the month of **September** we will be working on transitions from home to school. We will do our best to make sure your child is comfortable with us and if there is anything to help that out please let us know! All new children will have their own transitions for the first month but the carry over children will begin with regular school days on September 3rd.

We will be introduce and use Ojibwe language into our daily routines and activities.

IF you have any concerns or questions please give us a call at 779-5030 x 242 (office) or classroom at x 241.

MIIGWECH for entrusting us with your child. We are looking forward to a great year!!

Karen and Nadine

Mashkodebizhiki Class

Boozhoo! It's time to begin another exciting and fun-filled school year. We are so happy to say "Welcome" to all of our new classmates. Watching new friendships form and bonds strengthen makes us know that the children are growing and learning how they are an important part of other people's lives.

Just a few reminders for the start of the year...

*Please bring extra clothes to stay at school.

*Our office extension is 247.

*If you haven't had your home visit please call us to schedule one.

Thank you for sharing your children with us. We are excited to watch them grow, learn and explore the world around them.

Ms. J and Ms. Jenn

September 2014

Miiangian Room

Boozhoo,

The Ma'iingan Teachers are every excited to begin a new year. We welcome all the children and their parents.

For the first couple of weeks our classroom children will be getting to know their teachers, classmates, explore their classroom and outdoor environment, enjoy large and small circle-time with greetings, stories, music,& movement and some table activities.

Miigwech,

Ms. Alicia & Ms. Patsy

Boozhoo! Welcome to the Migizi Classroom!

We hope everyone had a safe and fun Summer! We would like to welcome back our returning kids/families and we would also like to welcome our new kids/families! We are so glad to have you in our classroom!

Thanks to all the parents for letting us make our first home visit these past few weeks and filling out all the paper work!

We have a few reminders.....

- Please have your child to school NO later than 9 am, most of our learning is right away in the morning.
- If your child will not be attending school please notify your child's teacher by 9 am.
- Please send extra clothes to school so that we can keep just in case of spills, accidents, and having fun
- Please have your child dressed accordingly to the weather.
- Please call the classroom early if you know there is going to be a different bus pick up and drop off place.

The next couple of weeks we will be getting to know your child and they will be getting to know the room. We will start our normal lesson plans and learning about numbers, alphabets, Second Step, and Talking about Touching at that point.

Linda & Diann

Child care Openings

We have limited openings this year in Child Care.

If you are interested

Please contact:

Kim Gordon @ ext 251

Or

Amber LaGrew @ ext 235

Child Care Hours

2:00pm to 5:00pm

Monday thru Thursday

Welcome to the Red Cliff Early Childhood Center's

2014-2015 School Year !!!!!

Welcome to a new school year. We are happy to see new little ones and welcome back to the returning children. Health is a big part of our school. Health exams and immunizations is a major part of our State Licensing and HeadStart Performance Standards. Just to remind you that I will be requesting this information to monitor our regulations and guidelines. Listed below are the recommended dates for Immunizations:

HEP B ...given at birth, 2 months, & 6 months (total of 3 vaccines)
DTaP ... given at 2, 4, 6 & 15-18 months and 4-6yrs (total 5 vaccines)
Hib ....given at 2, 4, 6 and 12-15 months (total of 4 vaccines)
PCV ... given at 2, 4, 6 and 12-15 months (Total of 4 vaccines)
IPV .... Given at 2, 4, 6 months and 4-6 yrs (Total of 4 vaccines)
Influenza ....Given first time at 6 months or older (then yearly)
MMR ... Given at 12-15 months and 4-6 yrs. (Total of 2 vaccines)
Varicella .... Given at 12-15 months and 4-6 yrs. (Total of 2 vaccines)
HEP A ... Given at 12 & 18 months (2 Vaccines given 6 months apart)

Well Child Checks, Physical Exams and Immunizations will be paid by MA, Badgercare, etc. I may be contacting you throughout the school year regarding your child's health information. If you have any questions please call me.

Patt Kenote-DePerry @ 715-779-5030 ext. 256.

9/2/14

ECC Americorp Member

Please join us in welcoming Madeline Robitille (Maddie)

to the ECC staff as our full time Tribal Americorp Member.

Maddie joins our staff after being with our child care program for the last two years and subbing in several classrooms.

She will be joining the Waabooz Room

and the Family Service Team.

We look forward to the families getting to know Maddie better and are excited to have her join our team at the ECC!!

ECC Opening Ceremony and Open House

RED CLIFF EARLY CHILDHOOD CENTER

Tuesday, September 2nd, 2014

BACK to SCHOOL

11:00am

Red Cliff Early Childhood Center

Please join us for our annual opening ceremony, classroom visits and a special feast to start the 2014-2015 school year off in a good way! Community welcome!!

Red Cliff Education Department will be here with all the higher education resources they provide.

Children's first day of school is September 3rd

Do you have a cell phone? Do you have email?

Remind 101

The Red Cliff ECC will be using Remind as another tool to send out reminders such as school closings, upcoming events or classroom reminders. To sign up, please ask your child's teacher for a Remind classroom sign-up instruction sheet or contact Jennifer Bresette @ 779-5030 ext 257. It's fast and easy to sign up and it will be very useful in staying updated in what is happening at the ECC.

What is Remind?

WHAT IS IT?

Remind provides a safe way for teachers to text message students and stay in touch with parents for free. Teachers use remind.com, the Android app or the iOS app to send texts to students and parents phones without ever having to share their own phone number. Students and parents also never have to share their phone number with teachers. Ever. It uses mass text messages or emails to send reminders to others in a safe and confidential way. ***Data rates may apply.***

WHAT MAKES IT SAFE?

Teachers never see parents phone numbers or email addresses. A teacher never has access to a parents personal information. There is no individual messaging and it is a one– way so parents can not reply to teachers.

The Red Cliff ECC

Language Tables will be starting September 11th!

Agenda:

Social Drumming and Dancing	*4:30 – 5:00*
Pot luck Feast	*5:00 – 5:30*
Introductions / Review	*5:30 – 6:00*
Ojibwe Language Practice	*6:00 – 7:00*

- Every Thursday at the ECC!
- Open to all levels of learners!
- Limited Child Care is available (under 6 years old)!

For more information call:
Reggie Cadotte @ 715-779-5030 ext. 233

New Fall Hours Wed: 9:00 am-12:00 pm Starts: Wed. Sept. 10th

September 2014

WITC - Red Cliff GED/HSED & Adult Education Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10 Fall Semester Starts Today Class 9:00-12:00	11	12	13
14	15	16	17 Class Today 9:00-12:00	18	19	20
21	22	23	24 Class Today 9:00-12:00	25	26	27
28	29	30	30 Class Today 9:00-12:00			

Open Enrollment:
Students can enroll in class anytime throughout semester. Call Sue Hopkins for more information.

All GED/HSED Students MUST Register & Complete GED Orientation Before Official GED Testing is Allowed Please Contact Sue Hopkins at WITC Ashland CALL 715-682-4591 Ext. 3118 - Sue Hopkins or Ext. 3430 - Theresa Ottman (Red Cliff Instructor)

SCHOOL DISTRICT *of* BAYFIELD

Press Release

For Immediate Release
July 16, 2014

Contact: Randi Johnson
Finance Manager
715-779-3201 Ext . 111

Bayfield to Offer Free Lunch to All Students

Bayfield, WI – The School District of Bayfield was selected for the Community Eligibility Provision of the Federal School Lunch Program. This means that 100% of the District's students will receive the lunch meal at no cost beginning in the fall. This program is similar to the current breakfast program where students receive a free meal and the District is reimbursed for the cost.

According to Randi Johnson, Finance Manager, participation in the program will be a great benefit for students and their families by providing more accessible and creative meal options. In addition, Bayfield families will not have to fill out lunch applications also reducing administrative costs and paperwork.

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Recovery Celebration!

Substance Abuse • Mental Disorders

Saturday, September 6
10 am - 4 pm
Prentice Park, Ashland

10 am: Recovery Walk
Celebrating those in recovery from substance abuse and mental disorders

11 am: Proclamation & Guest Speaker Chester Marcol
Former Green Bay Packer kicker shares his story and invites others to share their story of recovery

Noon: Picnic Lunch
Suggested donation of $5

Noon - 4 pm: Music by The Lords of Baltimore
Games and Networking

Hosted by:

MEMORIAL MEDICAL CENTER

UW-Extension and Washburn Elementary School Present

Raising a Thinking Child

Are you the parent of a 4-7 year-old?

Are you looking for new ways to handle common problems like...

- Temper tantrums?
- Conflicts with siblings, friends, or classmates?
- Interrupting or impulsive behavior?
- Listening problems?

Raising a Thinking Child can help reduce household stress as you guide your child to handle common issues through communication and problem-solving. Teach your kids to stop and think about the consequences of their actions, understand the feelings of others and manage conflicts at home, at school and in other settings.

Thursdays, September 25—November 13 ■ Washburn Elementary School

5:00-6:30 PM ■ FREE! ■ Refreshments & Child Care Included

Space is limited. Registration is required. To register, call 715-373-6199 by Sept. 19.

UW Extension
University of Wisconsin-Extension

Washburn Elementary School

Sponsored in part by a grant from
The Washburn Community Education Foundation

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Requests will be kept confidential.

UW-Extension Ashland/Bayfield County Family Living Programs

Parenting & Relationship Education

Program Schedule July 2014 – December 2014

UW Extension
University of Wisconsin-Extension

Program	Program Dates	Time	# of Sessions	Location	# of Students	Cost
Successful Co-Parenting	Thursday, August 14	3:00-6:00	1	Bayfield County Courthouse	4-10	$30
Relations Matter: PREP Relationship Education	Wednesdays (every other week, starting Aug 13)	4:00-5:30	6 (repeating)	Bayfield County Courthouse	6-12	$10
Successful Co-Parenting	Monday, September 8	12:00-3:00	1	Ashland County Courthouse	4-10	$30
Raising a Thinking Child	Thursdays, Sept 25-Nov 13	5:00-6:30	8	Washburn Elementary School	8-15	none
Successful Co-Parenting	Tuesday, Oct. 14	6:00-9:00	1	Bayfield County Courthouse	4-10	$30
Successful Co-Parenting	Monday, Nov 17	3:00-6:00	1	Ashland County Courthouse	4-10	$30
Successful Co-Parenting	Tuesday, Dec 16	12:00-3:00	1	Bayfield County Courthouse	4-10	$30
Parenting Wisely	By appointment		3-5	Bayfield or Ashland County Courthouse	1-5	$10
Parenting Your One-to-Four- Year Old	By appointment		4	Bayfield County	1-5	$10

Notes:

1. Pre-registration is required for all classes. Classes may be cancelled if minimum class size is not met.
2. Costs cover course materials and are subject to change.
3. *Parenting Wisely* is also offered through Red Cliff Family Services. Contact: 715-779-3204
4. Additional programming may be added based on need. **Contact your Family Living Educator for information: Ashland County – 715-682-7017; Bayfield County – 715-373-6104**

See next page for class descriptions

Class Descriptions

If you'd like information on any classes below that are not currently scheduled, please contact your Family Living Educator (see front)

Class Name	Summary	Suitable For	Sessions
Building Strong Families	Through activities, discussion and journaling, this class examines traits shown by research to be important to healthy families, including communication, commitment, respect, time together, connections with community and more. Participants explore current strengths within their family and focus on strategies for building new ones.	-Parents and other adults who would like to learn ways to strengthen their family, especially in times of stress and transition	6 sessions
Parenting Your One-to-Four Year Old	This research-based program for individuals or small groups focuses on care, nutrition, attachment, routines and play for children ages one-four along with positive discipline for young children over age 2	- Parent or caregiver of a one-to-four year old -Participants should be able to complete workbook assignments independently	4 sessions (individually paced)
Parenting Wisely (Workbook cost: $10)	This evidence-based program demonstrates practical strategies for handling common parenting challenges. Focus is on gaining cooperation through positive discipline and relationship-building. The program is provided to individuals or small groups and uses a video series to illustrate parenting challenges and effective strategies.	-Parents/caregivers of children 3-18 who would like to learn tools for positive discipline, family communication and strengthening relationships	3 to 5 sessions (individually paced)
Relationships Matter: Within My Reach	This program is designed to improve the chances for participants to attain success in relationships. It covers communication, relationship expectations, decision-making, stress, and challenges of step-parenting and blended families. Core concepts are applicable to other areas of life in addition to romantic relationships, including parenting and work life. From the PREP evidence-based relationship series.	-Those already in viable relationships, to help cultivate, protect and stabilize their unions -Those in damaging relationships, to help them make decisions and/or leave safely -Those not currently in relationships, to help them choose future partners wisely	7 sessions
Successful Co-Parenting	Children of divorced, separated, or never-married parents are often caught in the middle of ongoing parental disputes. These children are at risk for behavioral and emotional problems. This class offers practical strategies for communicating peacefully with the other parent, reducing the child's exposure to conflict and supporting emotional well-being.	- Divorcing or separated parents of children under 18 -Other co-parents (parents who are not living together), especially when conflict with the other parent is an issue	1 three-hour session Includes to follow-up newsletter
Using Technology to Co-Parent Effectively	This newly designed two-hour workshop is for parents who are co-parenting because of divorce/separation. It is not necessary for both parents to attend. The focus of the program is to help participants see how digital media can help them in their role as parents (whose co-parents live elsewhere). It is developed with the knowledge that people in the workshop may have children from birth to age 18.	-Parents or caregivers that live apart from one another due to divorce or separation	1 session

Red Cliff Family Violence Prevention Program

Women's Empowerment Group

Open to those interested in joining

Every Wednesday 5:30pm until 7pm

Beginning July 9th, 2014

Where: Red Cliff Family Services Building

Feel free to bring a dish to pass for this informal get together.

For questions, please call Lorna Gamble at 715 779-3706 x 1259

Native American Land Environmental Mitigation Program

LOGO CONTEST

We are looking for local artists and photographers to help us create the NALEMP-Lake Superior Barrels Project logo. Ideas for logo should consist of, Gitchee Gami (Lake Superior), Spiritual and Cultural, Water, Wildlife, Environment. Red Cliff NALEMP Program should be incorporated in art or drawing however deemed necessary by artist.

- 1st Place-$100 gift card from Walmart
- 2nd Place-$75 gift card from Walmart
- 3rd Place-$50 gift card from Walmart
- Plus your art will symbolize and individualize the Red Cliff NALEMP Program for years to come!

DEADLINE for submissions is Friday September 19, 2014.

Please bring your submissions to the Tribal EPA office or email.

WNEP

WISCONSIN NUTRITION EDUCATION PROGRAM

What is WNEP?

WNEP is the University of Wisconsin-Extension's nutrition education program that helps families and individuals choose, purchase and prepare healthy food, handle it safely, and make the most of their food dollars. We also help find ways for families to increase physical activity in their busy lives.

Dear Parent or Caregiver:

WNEP educators are looking forward to working with your children for another year. We use hands-on activities in the classroom to encourage children to eat nutritious foods and balance the food they eat with physical activity. Some of the topics may include: choosing healthier snacks, choosing bone building drinks and snacks, eating plenty of fruits and veggies, and more.

We are here as a resource for you. We will provide you with simple kid friendly recipes, ideas to make it easier to be physically active as a family, and latest information on the current *Dietary Guidelines for Americans*. Ask your child about our program or contact the teacher about joining us on the days we are in the classroom.

WNEP will be teaching a series of food and nutrition lessons in your child's classroom during this school year. As part of the classroom lessons we may use an evaluation or survey to see what the children have learned. The evaluations help us determine whether our lessons have been successful and identify areas that might need improvement. We will not use the children's names on any of our forms or records. The information the children provide will be kept confidential. Children do not have to participate in the survey or evaluation if they do not want to.

Additionally, we may take photos in the classrooms to share our work with the community. When this is done, we may identify the name of the school, teacher and/or grade level, but we do not identify children by name.

If you have any questions please feel free to call our office at 715-682-7017 and speak to the staff for WNEP Ashland & Bayfield Counties:

- Kathy Beeksma, WNEP Program Coordinator
- Ann Christensen, Nutrition Educator
- Donna Ganson, Nutrition Educator
- Jenn Dietrich, Office Assistant

University of Wisconsin, U.S Department of Agriculture and Wisconsin counties cooperating. An equal Opportunity/Affirmative Action employer, the University of Wisconsin Extension provides equal opportunities in employment and programming including ADA and Title IX requirements.

UW Extension University of Wisconsin-Extension

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

Please complete the form below and return it to your child's teacher **only if** you do not want your child to participate in an evaluation and/or have their photos used.

I, _____, am the

parent/guardian of _____
(name of child)

that attends _____
(school) (teachers name)

Check all that apply

☐ I do not want my child participating in the University of Wisconsin-Extension surveys/evaluations.

☐ I do not want my child appearing in any photos.

Signature _____

Date _____

Swimmer's Itch FAQs

What is swimmer's itch?

Swimmer's itch, also called cercarial dermatitis, appears as a skin rash caused by an allergic reaction to certain microscopic parasites that infect some birds and mammals. These parasites are released from infected snails into fresh and salt water (such as lakes, ponds, and oceans). While the parasite's preferred host is the specific bird or mammal, if the parasite comes into contact with a swimmer, it burrows into the skin causing an allergic reaction and rash. Swimmer's itch is found throughout the world and is more frequent during summer months.

How does water become infested with the parasite?

The adult parasite lives in the blood of infected animals such as ducks, geese, gulls, swans, and certain mammals such as muskrats and raccoons. The parasites produce eggs that are passed in the feces of infected birds or mammals.

If the eggs land in or are washed into the water, the eggs hatch, releasing small, free-swimming microscopic larvae. These larvae swim in the water in search of a certain species of aquatic snail.

If the larvae find one of these snails, they infect the snail, multiply and undergo further development. Infected snails release a different type of microscopic larvae (or cercariae, hence the name cercarial dermatitis) into the water. This larval form then swims about searching for a suitable host (bird, muskrat) to continue the lifecycle. Although humans are not suitable hosts, the microscopic larvae burrow into the swimmer's skin, and may cause an allergic reaction and rash. Because these larvae cannot develop inside a human, they soon die.

What are the signs and symptoms of swimmer's itch?

Symptoms of swimmer's itch may include:

- tingling, burning, or itching of the skin
- small reddish pimples
- small blisters

Within minutes to days after swimming in contaminated water, you may experience tingling, burning, or itching of the skin. Small reddish pimples appear within twelve hours. Pimples may develop into small blisters. Scratching the areas may result in secondary bacterial infections. Itching may last up to a week or more, but will gradually go away.

Because swimmer's itch is caused by an allergic reaction to infection, the more often you swim or wade in contaminated water, the more likely you are to develop more serious symptoms. The greater the number of exposures to contaminated water, the more intense and immediate symptoms of swimmer's itch will be.

Be aware that swimmer's itch is not the only rash that may occur after swimming in fresh or salt water.

Do I need to see my health care provider for treatment?

Most cases of swimmer's itch do not require medical attention. If you have a rash, you may try the following for relief:

- Use corticosteroid cream
- Apply cool compresses to the affected areas
- Bathe in Epsom salts or baking soda
- Soak in colloidal oatmeal baths
- Apply baking soda paste to the rash (made by stirring water into baking soda until it reaches a paste-like consistency)
- Use an anti-itch lotion

Though difficult, try not to scratch. Scratching may cause the rash to become infected. If itching is severe, your health care provider may suggest prescription-strength lotions or creams to lessen your symptoms.

Can swimmer's itch be spread from person-to-person?

Swimmer's itch is not contagious and cannot be spread from one person to another.

Who is at risk for swimmer's itch?

Anyone who swims or wades in infested water may be at risk. Larvae are more likely to be present in shallow water by the shoreline. Children are most often affected because they tend to swim, wade, and play in the shallow water more than adults. Also, they are less likely to towel dry themselves when leaving the water.

Once an outbreak of swimmer's itch has occurred in water, will the water always be unsafe?

No. Many factors must be present for swimmer's itch to become a problem in water. Since these factors change (sometimes within a swim season), swimmer's itch will not always be a problem. However, there is no way to know how long water may be unsafe. Larvae generally survive for 24 hours once they are released from the snail. However, an infected snail will continue to produce cercariae throughout the remainder of its life. For future snails to become infected, migratory birds or mammals in the area must also be infected so the lifecycle can continue.

Is it safe to swim in my swimming pool?

Yes. As long as your swimming pool is well maintained and chlorinated, there is no risk of swimmer's itch. The appropriate snails must be present in order for swimmer's itch to occur.

What can be done to reduce the risk of swimmer's itch?

To reduce the likelihood of developing swimmer's itch

- Do not swim in areas where swimmer's itch is a known problem or where signs have been posted warning of unsafe water.
- Do not swim near or wade in marshy areas where snails are commonly found.
- Towel dry or shower immediately after leaving the water.
- Do not attract birds (e.g., by feeding them) to areas where people are swimming.
- Encourage health officials to post signs on shorelines where swimmer's itch is a current problem.

More on: Protecting Yourself from Recreational Water Illnesses (/healthyswimming/index.htm)

Oral Health and Learning

When Children's Oral Health Suffers, So Does Their Ability to Learn

Poor oral health can have a detrimental effect on children's quality of life, their performance at school, and their success later in life.[1] The daily reality for millions of children is persistent dental pain, endurance of dental abscesses, inability to chew foods well, embarrassment about discolored and damaged teeth, and distraction from play and learning.[2]

Impact of Oral Health on Overall Health and Well-Being

Although is it no longer unusual to see children smiling with a full set of unmarred teeth, millions of other children have little to smile about. For them, the daily reality is persistent dental pain, endurance of dental abscesses (infection in the mouth), inability to chew foods well, embarrassment about discolored and damaged teeth, and distraction from play and learning.[2]

Acute pain caused by dental caries has a strong effect on children, families, and systems that is often equal to and sometimes greater than the effect of asthma.[3]

Children and adolescents with oral health problems are more likely to feel worthless and inferior, shy, unhappy, sad, or depressed and are less likely to be friendly compared with those without oral health problems.[4]

Early tooth loss caused by tooth decay can result in failure to thrive, impaired speech development, and reduced self-esteem.[5]

Dental injuries, which occur among 1 in 14 children and adolescents ages 5–14 annually, can cause aesthetic, psychological, social, and therapeutic problems.[6]

Adolescents ages 12–14 with fractured teeth experience more impact on their daily living than adolescents with no traumatic injury. Adolescents with fractured teeth are more likely to report an impact on eating and enjoying food; smiling, laughing, and showing teeth without embarrassment; maintaining usual emotional state without being irritable; and enjoying contact with people, compared to those without such injury.[7]

Impact of Poor Oral Health on Learning

Poor oral health can lead to decreased school performance, poor social relationships, and less success later in life. Children experiencing oral pain are distracted and unable to concentrate on schoolwork.[10]

Children are often unable to verbalize their oral pain. Teachers may notice a child who is having difficulty attending to tasks or who is demonstrating the effects of pain—anxiety, fatigue, irritability, depression, and withdrawal from normal activities. However, teachers may not understand the cause of such behavior if they are unaware that a child has an oral health problem.[8]

Oral disease can cause decreased appetite and depression and increased inattention and distractibility, which in turn may negatively impact self-esteem and may lead to school failure.[9]

Left untreated, the pain and infection caused by tooth decay can result in problems with eating, speaking, and learning.[10]

Inadequate nutrition during childhood can have detrimental effects on children's cognitive development and on productivity in adulthood. Nutritional deficiencies also

negatively affect children's school performance, their ability to concentrate and perform complex tasks, and their behavior.[11]

Children and adolescents with oral health problems are more likely to have problems at school and less likely to do all homework, compared to those without oral health problems.[4]

Among elementary and high school students from families with low incomes, those with toothaches in the last 6 months are almost four times as likely as those without toothaches in the last 6 months to have a grade point average below 2.8.[12]

When children's acute oral health problems are treated and they are not experiencing pain, their learning and school-attendance records improve.[13]

School Attendance and Learning

The worse oral health status that a child has, the greater the likelihood that the child will miss school as a result of oral pain or infection.[14]

Missing school as a result of oral pain or infection negatively affects children's school performance.[14]

Children and adolescents with poorer oral health status are more likely to experience oral pain, miss school, and perform poorly in school compared with their counterparts with better oral health status.[14]

"You cannot educate a child who is not healthy, and you cannot keep a child healthy who is not educated."
—Joycelyn Elders, M.D., Former U.S. Surgeon General

On average, children and adolescents with oral health problems miss almost 1 school day per year more than other children and adolescents.[4]

Among elementary and high school students from families with low incomes, those with toothaches in the last 6 months are almost six times as likely to miss school days because of oral health problems as are those without toothaches in the last 6 months.[12]

Elementary and high school students from families with low incomes who could not access needed oral health care in the last 12 months are three times as likely to miss school because of oral health problems as those who could access needed care.[12]

Programs and Policies for Improving Oral Health

Head Start is a federal program that promotes school readiness for families with low incomes and their infants and children from birth through age 5. Head Start programs provide comprehensive services, including health, nutrition, oral health, and social services, in addition to education and cognitive-development services.[15]

One proven strategy for reaching children and adolescents at high risk for oral disease is through school-based programs supporting linkages with oral health professionals and other health professionals in the community. These programs serve as models for improving access to oral health education, prevention, and treatment services for children and adolescents at high risk for oral disease.[16]

School-based oral health services can increase access to preventive services such as fluoride and dental sealant application for children and adolescents from families with low incomes. Services should include screening, referral, and case management to ensure the timely receipt of oral health care from health professionals in the community.[5]

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National Maternal & Child Oral Health RESOURCE CENTER

Red Cliff Early Childhood Center
School Readiness Goals 2013-2014
Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

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

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1a. Manages feelings 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 3a. Balances the rights and needs of others 3b. Solves social problems	Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children. Head Start, Early Head Start, and Home Base teachers and classrooms implement the Second Step curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements Talking About Touching, a personal safety curriculum.	*A high number of children who are below widely held expectations also have had low attendance. Attendance impacts a child's progress in ALL domain areas. We have been working to educate and inform the community about the importance of attendance. We still have work to do in this area. The importance of attendance will be a major theme again this coming 2014-2015 school year.*

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	2	48	0
2a	10	40	0
2b	3	43	4
2c	7	35	8
3a	8	33	9
3b	12	38	0

Early Head Start

	Below	Meets	Exceeds
1a	1	60	1
2a	6	56	0
2b	0	62	0
2c	0	51	2
3a	3	48	2
3b	14	37	2

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

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	54	0
2a	11	42	1
2b	1	41	12
2c	3	31	20
3a	2	32	20
3b	8	45	1

Early Head Start

	Below	Meets	Exceeds
1a	1	54	1
2a	7	49	0
2b	0	55	1
2c	2	37	8
3a	5	42	0
3b	10	34	3

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1a	0	61	1
2a	7	50	4
2b	0	40	21
2c	2	29	29
3a	3	29	28
3b	8	42	10

Early Head Start

	Below	Meets	Exceeds
1a	3	49	1
2a	4	42	3
2b	0	45	4
2c	5	26	11
3a	5	35	2
3b	12	29	1

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation 12b. Makes connections	Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation. Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences. Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others. Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities	*The ECC is exploring the feasibility of the LAUNCH program purchasing additional Creative Curriculum resources for five center base classrooms. These resources would be used to support all areas of development and learning.*

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	8	39	3
11b	11	33	6
11c	12	37	1
11d	7	42	1
12b	12	37	1

Early Head Start

	Below	Meets	Exceeds
11a	2	57	3
11b	1	61	0
11c	5	57	0
11d	3	59	0
12b	1	61	0

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

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	4	43	7
11b	6	39	9
11c	12	40	2
11d	4	49	1
12b	6	47	1

Early Head Start

	Below	Meets	Exceeds
11a	4	51	1
11b	4	52	0
11c	8	48	0
11d	7	48	1
12b	2	54	0

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
11a	0	45	16
11b	1	48	12
11c	6	49	6
11d	1	51	9
12b	4	49	8

Early Head Start

	Below	Meets	Exceeds
11a	5	40	4
11b	8	41	0
11c	6	43	0
11d	6	48	5
12b	1	47	1

III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 10a. Engages in conversations 16a. Identifies and names letters 16b. Uses letter-sound knowledge 17a. Uses and appreciates books. 17b. Uses print concepts 18b. Uses emergent reading skills 19a. Writes name	Through developmentally appropriate materials and activities, teachers provide pre-writing activities to support emerging literacy development. Teachers promote literacy as a source of enjoyment by reading and discussing stories daily, providing accessible reading and writing materials, and encouraging oral traditions through storytelling. Teachers provide books and stories with repetitive verses, words, or sounds, and books in which the pictures closely follow the text, allowing children to make the connection between what they hear and what they see. Toys and experiences in the infant/toddler environment are designed to build children's understanding of language and print. *Handwriting Without Tears will be implemented in all HS classrooms starting fall of 2013.*	*Our assessment data shows large numbers of children, both EHS and HS, below widely held expectations in this domain. Several factors may be at work here:* 1. *Head Start classrooms going from three teachers to two* 2. *Two Early Head Start classrooms in transition and under stress* 3. *A long, cold winter with no time to play outside* 4. *Staff hours at 38 per week* 5. *Low staff morale* 6. *This can be a difficult area to observe and document, leading to inaccurate assessment.* *As a result of CLASS observations conducted with Sheryl Hammock, T/TA, our action plan includes two strategies to strengthen teaching practice:* 1. *Implement a program wide plan of developing 5 how, 5 why, and 5 vocabulary words and definitions for each book – to be typed up and taped in the front cover* 2. *Building a solid foundation as teaching teams start off the 2014-2015 program year using a coaching and mentoring plan with each teaching team.*

III. Literacy and Language Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	11	38	1
9a	9	38	3
10a	15	33	2
16a	17	30	3
16b	13	37	0
17a	5	44	1
17b	10	37	3
18b	7	42	1
19a	13	35	2

Early Head Start

	Below	Meets	Exceeds
8a	3	58	1
9a	14	48	0
10a	16	46	0
16a	10	51	1
16b	3	58	1
17a	10	52	0
17b	15	40	7
18b	6	53	3
19a	5	57	0

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

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	43	3
9a	7	44	3
10a	13	33	8
16a	13	34	7
16b	12	40	2
17a	2	51	1
17b	9	42	3
18b	10	36	5
19a	6	45	3

Early Head Start

	Below	Meets	Exceeds
8a	4	48	4
9a	16	40	0
10a	18	37	1
16a	17	39	0
16b	0	55	1
17a	10	46	0
17b	8	45	3
18b	9	46	1
19a	4	51	1

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	47	6
9a	6	46	9
10a	11	31	18
16a	13	38	10
16b	16	39	6
17a	2	52	7
17b	14	33	14
18b	9	36	16
19a	7	51	3

Early Head Start

	Below	Meets	Exceeds
8a	4	43	2
9a	11	38	0
10a	17	31	1
16a	10	38	0
16b	0	47	1
17a	5	42	1
17b	7	41	0
18b	7	40	1
19a	0	48	0

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 1c. Takes care of own needs appropriately 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7a. Uses fingers and hands 7b. Uses writing and drawing tools	Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. A gross motor room, with interesting, challenging, age appropriate, equipment is available for all children. Large motor areas are designated in each classroom for use during inclement weather and choice times. Teachers provide activities to develop fine motor skills and eye-hand coordination, such as tracing, drawing, and cutting shapes using a variety of writing, drawing, and art tools. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.	*Many Early Head Start children are below widely held expectations in this domain. A long, cold winter with no time to play outside has had a negative effect on our children's physical development. Even with the use of our large motor room, our children did not get the sustained high level activity that developing bodies and brains require.* *Head Start children were able to use the Youth Center twice a week during inclement weather. While this was not the ideal, teachers reported a marked difference in their children's behavior, ability to concentrate, and sleep on days when classes played at the Youth Center.*

IV. Physical Development and Health

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	7	43	0
4	3	40	7
5	5	45	0
6	8	38	4
7a	10	40	0
7b	2	45	3

Early Head Start

	Below	Meets	Exceeds
1c	7	55	0
4	12	50	0
5	13	49	0
6	7	55	0
7a	10	51	1
7b	1	56	5

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

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	6	48	0
4	2	46	6
5	4	50	0
6	4	46	4
7a	5	45	1
7b	0	45	9

Early Head Start

	Below	Meets	Exceeds
1c	10	46	0
4	10	45	1
5	9	47	0
6	12	41	3
7a	10	45	1
7b	2	49	5

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
1c	1	60	0
4	2	50	9
5	1	60	0
6	3	54	4
7a	5	57	1
7b	0	45	16

Early Start

	Below	Meets	Exceeds
1c	10	39	0
4	11	32	6
5	9	39	1
6	10	37	2
7a	7	42	0
7b	1	40	8

V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond
Children will demonstrate progress in the areas of: 20a. Counts 20b. Quantifies 20c. Connects numerals with their quantities 22. Compares and measures 23. Demonstrates knowledge of patterns	Teachers use and encourage everyday situations to count, sort, create patterns, compare, and measure. Variety of manipulatives and materials offer multiple opportunities to explore mathematical concepts such as measurement, size, quantity, and estimation. Teachers model and encourage use of positional and concept words, including: over, under, behind, more, less, most, fewer, least, same as, equal, nearly, almost, approximate. Teachers use self and parallel talk to describe problem-solving strategies.	*Many Early Head Start children are below widely held expectations in this domain. Again, several factors may be at work here.* *Because Teaching Strategies Gold assessment is observation based, our assessment is only as good as our observations. We will be working with Sheryl Hammock, T/TA, to improve the quality of our observations and ensure that we are capturing appropriate data for our assessments. In order to streamline the documentation process, the LAUNCH program is purchasing iPad Minis for the classrooms. Teaching Strategies has an app that will make uploading photos, videos, and written documentation faster and easier. We have been unable to use this process with the technology that we currently have available.*

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	14	35	1
33	17	33	0
20c	22	27	1
22	6	44	0
23	14	34	2

Early Head Start

	Below	Meets	Exceeds
20a	15	46	0
20b	26	36	0
20c	14	47	1
22	13	49	0
23	15	47	0

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

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	10	41	3
20b	15	37	2
20c	13	35	6
22	5	49	0
23	9	43	2

Early Head Start

	Below	Meets	Exceeds
20a	18	38	0
20b	25	31	0
20c	15	41	0
22	16	38	2
23	13	41	2

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
20a	5	46	10
20b	15	38	8
20c	17	32	12
22	2	57	2
23	8	48	6

Early Head Start

	Below	Meets	Exceeds
20a	16	33	0
20b	20	29	0
20c	9	40	0
22	12	35	2
23	7	41	1

ATTENDANCE AWARENESS MONTH

SEPTEMBER

Attend Today

Achieve Tomorrow

Strawberry Cucumber Salsa

Serves: 5 (1 cup each)
INGREDIENTS

- 1 cup chopped strawberries
- ½ cup chopped cucumber
- 1 tablespoon chopped red onion
- 1 tablespoon chopped fresh cilantro
- Juice of one lime

DIRECTIONS

1. Combine all ingredients in a bowl and mix.
2. Serve with whole-grain crackers and baked tortilla chips as an appetizer, or with baked chicken or turkey tacos as the perfect relish for your main dish!

Baked Apple-Cinnamon Raisin Oatmeal

Serves: 8
INGREDIENTS

- 2.5 cups old fashioned oats
- ½ cup of raisins
- 4 cups low fat milk (water can be used also)
- 2 tablespoons brown sugar
- 1 tablespoon of softened butter
- 1 teaspoon ground cinnamon
- 2 medium apples, chopped (2 cups)
- ⅓ cup chopped walnuts

DIRECTIONS

1. Heat oven to 350 degrees Fahrenheit and spray a two-quart casserole dish with non-stick cooking spray.
2. Mix all ingredients in 1-quart casserole dish except walnuts.
3. Bake dish for 40-45 minutes or until most liquid is absorbed; top dish with walnuts.

Banana Pops

Serves: 4
INGREDIENTS

- 4 popsicle sticks
- 2 bananas
- 1 cup low-fat yogurt (try raspberry or blueberry)
- 1 cup dry cereal, like crisped rice or crushed corn flakes

http://www.strong4life.com/pages/eatmovelive/recipes/ArticleDetails.aspx?articleid=FamilyFavorites&sectionid=FruitSalsaAndCinnamonToastedTortillas

DIRECTIONS

1. Have an adult cut bananas in half, and insert popsicle stick into the cut side of each half.
2. Pour yogurt into a cup, and allow the children to dip the banana into yogurt, then roll in cereal.
3. Place on a wax paper-lined baking sheet and freeze for two hours.

Fruit Salsa & Cinnamon Toasted Tortillas

Serves: 12 (1/2 cup servings)
FRUIT SALSA INGREDIENTS

1 Granny Smith apple, cored, diced and quartered

- 2 kiwis, skinless and quartered
- 3 cups strawberries, tops removed

FRUIT SALSA DIRECTIONS

1. Add all ingredients to a food processor or blender and pulse for 10-15 seconds, or just until mixed. If you do not have a food processor, you may dice all ingredients and mix by hand for a chunkier salsa. Enjoy with yogurt, oatmeal, whole grain cereal or cinnamon toasted tortillas (see below for ingredients and cooking directions).

CINNAMON TOASTED TORTILLAS INGREDIENTS

- 4 whole grain corn tortillas
- 1/4 tsp cinnamon
- Non-stick cooking spray

CINNAMON TOASTED TORTILLAS DIRECTIONS

1. Preheat oven to 400˚F. Cut each tortilla into quarters with a pizza cutter. Place tortillas on baking sheet and spray with cooking spray. Sprinkle with cinnamon and bake for 8-10 minutes until lightly browned.

JOB DESCRIPTION

POSITION: Fishery Data Technician LTE

LOCATION: Red Cliff Fisheries Department at the Tribal Fish Hatchery,
Bayfield, WI.

WAGE: $13/hr. 40 hours per week.

THIS IS A LIMITED TERM EMPLOYMENT (LTE) POSITION WITH A MAXIMUM EMPLOYMENT OF 90 DAYS FROM DATE OF HIRE. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON THE APPLICATION FORM AND RESUME ONLY. THERE WILL BE NO INTERVIEWS FOR THIS POSITION.

SUPERVISOR(S): Division Administrator

JOB SUMMARY: Technician will assist Fisheries staff during the fall assessment season on Lake Superior. Technician will catch up on aging scales and otoliths in the lab from current backlog that exists. The person hired may also be asked to monitor Red Cliff Commercial Fishermen on Lake Superior observing and recording fish harvested at times if needed. Collect biological data including, species, length, weight, and ageing structures for analysis.

DUTIES AND RESPONSIBILITIES:

1. Organize, prepare, examine, and record aging structures of fish.
2. Use age data gathered to help catch up on previous fishery reports.
3. Conduct Joint Monitoring of the Red Cliff Commercial Fishery recording catches of all species netted.
4. Collect biological data on fish through commercial sampling, monitoring, and assessment.
5. Organize, prepare, examine, and record aging structures of fish.
6. Assist in maintenance of assessment nets and other sampling equipment during the closed fishing season.
7. Assist with routine fishery assessments on the Department's research boat.
8. Perform other duties as assigned.

KNOWLEDGE: Previous experience aging otoliths using an electron microscope is required. Experience in commercial fishing operations is desired, for example knowledge of identifying common Lake Superior commercial caught fish species or the operation of net lifting gear. Familiarity of various standard computer software programs is a plus. Knowledge of Native American tribes and the uniqueness of the Red Cliff community are beneficial.

QUALIFICATIONS: Must have a valid **Wisconsin driver's license** and reliable transportation to work. The applicant must be able to follow oral and written instructions, and to work independently or in small teams responsibly, dependably, and safely. The applicant should be in good physical condition and have the ability to work long hours on Lake Superior, often in rough weather conditions during early morning hours and occasional weekends.

PERSONAL CONTACTS: Treaty Natural Resource Division staff, especially in the Fisheries Department. Individual may have occasional contact with tribal commercial fishermen, and may also work with personnel from the Wisconsin Department of Natural Resources.

PHYSICAL REQUIREMENTS: Work when on the lake can be vigorous with extensive exposure to the elements; lifting, bending, and walking under wet and slippery conditions. Must be able to bend and lift 50 lbs. and not succumb to sea sickness. A majority of the work will be in a lab setting however. As such, applicants must be able to look in a microscope for continuous long periods.

WORK ENVIRONMENT: Mostly lab work with occasional work expected on Lake Superior.

TRAVEL REQUIREMENTS: Travel will generally be limited to movement between home, the Red Cliff Hatchery Complex, and boat docks in Red Cliff and Bayfield.

TO APPLY: Applicants must submit a completed Red Cliff job application to be considered for the position.

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

POSTED: August 28, 2014
DEADLINE: September 8, 2014 @ 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3700 ext. 4267 or 4268

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JOB DESCRIPTION

POSITION: Air Quality Project Manager/Technician

LOCATION: Red Cliff Environmental Office

SALARY: $11.00-$13.00 per hour, dependent upon qualifications

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION THAT IS CONTINGENT UPON FUTURE FUNDING

SUPERVISOR(S): Environmental Director and Division Administrator

JOB SUMMARY: The Air Quality Project Manager/Technician will operate and maintain the Tribal Air program by providing direct oversight and management of funding for the Tribal Air program. This includes budget management and procurement of additional funding. Additional specific activities are listed below under duties and responsibilities which will support the air program by conducting work related to air quality on the Tribal lands and at times within Ceded Territory. The information gathered will be used to protect the health and environment of both Tribal and non-Tribal members.

DUTIES AND RESPONSIBILITIES: The Air Quality Project Manager/Technician will carry out assessments of indoor air quality in homes and offices. Moisture control issues, ventilation, and insulation problems will be identified. Checklists will be used to assess each building and the results of each will be added into a database. A report will be written for the homeowner, office manager, and/or other pertinent parties containing the results of the assessment, including things that can be done to improve indoor air quality. Tasks relating to ambient air will be updating of the basic source survey and updating of the air emissions inventory preparation using Tribal Emissions Inventory Software Solution *(*TEISS*)*. Establish baseline data for air pollution sources on Tribal lands. The data will provide the Tribe with knowledge of the quantifiable effects on air quality and will enable the Tribe to prioritize efforts in lessening local emissions. Carry out necessary activities for the Tribe to submit an eligibility application under the Clean Air Act Tribal Authority Rule for Section 505 (a)(2). As needed, review and draft comments on permits relating to ambient air in collaboration with other tribal staff. Education regarding air quality will also be provided to home owners, tribal programs, and as opportunities arise. Other duties as assigned.

SUPERVISORY AUTHORITY: none

KNOWLEDGE:
Must have proficient knowledge of computers, computer programs such as Word and Excel. Must have knowledge of building construction. Must have basic knowledge of air quality.

QUALIFICATIONS:
Technical or Associates degree in a scientific or related discipline and 2+ years air quality experience is required. Bachelor's Degree preferred. Good communication skills, both oral and written. Applicant must have experience with narrative report writing and be able to type ~40 words per minute. Must be able to attend

training, at times out of town. Must be able to work independently. Applicant must be able to work in various weather conditions. Valid driver's license and at least liability insurance is mandatory. If no insurance, you must get within three weeks of hire date. Native American preference will be applied in the case of equally qualified applicants but all qualified applicants will be considered. Experience in working with tribal communities preferred.

PERSONAL CONTACTS: Tribal Administration and community members.

PHYSICAL REQUIREMENTS:
Ability to carry light equipment and walk through buildings and maneuver in crawl spaces and attics. Be able to walk through uneven terrain in various weather conditions, bend and lift up to 50 lbs.

WORK ENVIRONMENT:
Office and outdoor setting with a willingness to work outside the normal 8 to 5 hours, with potential for meetings to be after 4:30 p.m. Also various homes and buildings throughout the community. All tribal offices are smoke-free.

TRAVEL REQUIREMENTS:
May be required to travel to and from various project sites. Be required to attend training and meetings both in state and out of state. Attend Tribal Council meetings as directed by supervisor.

POSTING: August 26, 2014
DEADLINE: September 10, 2014 at 4:00 p.m. OR until filled

FOR FUTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources
88385 Pike Road
Highway 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwgonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779- 3700 ext. 4267 or 4268

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Only applicants who have submitted a full application package will be considered for an interview.

JOB DESCRIPTION

Position: Inventory/Property Clerk

Location: Tribal Administration Office, Red Cliff Reservation

Salary: $11.00 - $13.00 per hour (Depending on experience),

THIS IS A FULL-TIME NON-EXEMPT POSITION

Supervisor: Property & Procurement Officer

Job Summary: Perform annual inventory, shipping/receiving, Under the supervision of the Property & Procurement Officer ensure annual inventory, shipping/receiving, and account payable processes are conducted in accordance with Red Cliff Property Management & Procurement System Manual, Red Cliff Financial Policies and Procedures, Federal/State/Local regulations, and within Generally Accepted Accounting Principles.

Qualifications:

1. Must have High School Diploma or equivalent.
2. Two years Clerical, bookkeeping experience or a combination of training or experience.
3. Should have working knowledge of auto, property and general liability insurance policies.
4. Must have considerable working knowledge & experience with computers.
5. Must have working knowledge of Microsoft Excel & Generally Accepted Accounting Principles.
6. Must exhibit good communication skills, oral and written.
7. Must be able to operate standard office equipment.
8. Must have a valid driver's license.
9. Must have a vehicle with liability insurance.
10. Must be able to be placed on the Tribe's drivers list.
11. Must be able to communicate effectively with a variety of people.
12. Knowledgeable of Native American Tribes and the uniqueness of the Red Cliff community.

Duties and Responsibilities:

1. Perform annual inventory of all Tribal Property.
2. Prepare shipping documents for outgoing packages using common carriers.
3. Receive all incoming packages and distribute accordingly.
4. Track usage and order supplies as requested by administrative and program staff.
5. Process insurance billing.
6. Assist in processing approved requisitions/purchase orders.
7. Assist in processing insurance claims.
8. Assist in processing accounts payable.
9. Assist in obtaining bids/proposals from vendors/contractors.
10. Assist in the implementation of the Red Cliff Property Management & Procurement System Manual.

Personal Contacts: Person will have daily contact with Tribal Department and Program staff along with vendors.

Work Environment: All Tribal Office are smoke free.

Physical Requirements: Position is mainly sitting with some walking, stooping, and bending required. Must be able to lift up to 50 pounds.

Travel Requirements: Person will be required to attend trainings or meeting locally or out of the area.

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

Posting: August 27, 2014
Deadline: September 11, 2014 at 4:00 p.m.

For Further Information Contact:

Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88385 Pike Road, Hwy 13
Bayfield, WI 54814
(715) 779-3700 ext. 4267 or 4268

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

The Red Cliff Tribal Council has a Drug Free Workplace Policy and adheres to the intent of the Drug Free Workplace Act. The Tribal Council does have a Drug Testing Policy and all new employees will be tested prior to start of employment.

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

JOB DESCRIPTION

POSITION: Indian Child Welfare Director

LOCATION: Red Cliff Reservation

SALARY: $17.00 per hour

THIS IS A REGULAR FULL-TIME EXEMPT POSITION

SUPERVISOR(S): Tribal Attorney

JOB SUMMARY: The primary goal of the Indian Child Welfare Department is to prevent the breakup of Red Cliff families and to prevent the permanent removal of Tribal Children from the custody of their parents, by improving individual and family functioning. The successful candidate will be responsible for the overall administration of the ICW Department which will include but not be limited to financial/budgetary planning and reporting, program progress reporting, developing and implementing service sustainability and supervision of staff. The person will also be responsible for assurance of department to respond, report, investigate and follow through on allegations of child abuse/neglect.

DUTIES AND RESPONSIBILITIES:

1. To accept referrals regarding minors alleged to be in need of care.
2. To investigate the circumstances of a minor alleged to be in need of care and to seek the assistance of Tribal or the Law Enforcement Officer's, if necessary.
3. To make such other investigations as ordered and authorized by the Red Cliff Tribal Court.
4. To develop case plans concerning any minor, when the determination is made in both cases/ informally or if an investigation supports an administrative or judicial finding that the minor is in need of care.
5. To make reports to the Red Cliff Tribal Court and to provide information or referrals to recognized child welfare agencies having an interest or service role concerning a Tribal child.
6. To maintain a confidential system of records, subject to disclosure to a non-party only upon order of the Children's Court.
7. Subject to the approval of the Tribal Council, negotiate service agreements with other recognized child welfare agencies.
8. Pending a determination of the minor's status to prevent risk of immediate harm by or to the minor, take into emergency custody and provide emergency placements.
9. Will be responsible for development and management of the ICW Department budget in conjunction with the Family Services Division Administrator. Comply with all reporting requirements for funding sources as well as required internal reporting requirements.
10. Conduct home visits on a regular basis, and make provisions for visits for children in care outside of the area.
11. Meet with Family Service Staff and other Tribal/County Programs and providers to provide case management for clients.
12. Attend and participate staff and other meetings, Child Protection Team meetings, CST meetings, in-service, training and other events as directed by supervisor.
13. Provide or refer to appropriate agency individual/family counseling services for youth and their families

involved with the Indian Child Welfare Department.

14. Work closely with the prosecutor/presenting officer and with filing petitions; conduct investigations and case studies as necessary.
15. Assist families in whatever way possible to carry out their court ordered plans, informal plans as developed by family and department and work cooperatively with county and other social service agencies to ensure that services provided are appropriate and culturally relevant.
16. Present a professional, caring image to clients of the Indian Child Welfare Program and Family Services Programs, working with compassion.
17. Promote a working environment noted for effective cooperation and collaboration between programs, services and co-workers.
18. Incorporate into ICW service delivery methods family conferencing as a means of developing effective planning for individual and family functioning improvement and focus as much effort in program service delivery theories and methods on preventative measures as possible and whenever possible.
19. Must be available for on-call emergency and/or crisis intervention.

SUPERVISORY AUTHORITY: Indian Child Welfare Worker and support staff

KNOWLEDGE: Knowledge of Red Cliff Families, kinship networks, the culture and traditions of our community. Tribal, County service providers and Family systems theories as well as the practical application of the theories of systems. Indian Child Welfare Act, the Red Cliff Code of laws Chapter 26 and the uniqueness of the Red Cliff Community. Knowledge of Native American Indian Tribes and the uniqueness of the Red Cliff Community.

QUALIFICATIONS:

1. A Bachelor's Degree in Social Work or closely related field and have minimum of three years experience working in a human/family service field working directly with families; or an Associates Degree in Social Work or closely related field with a minimum of five years working in a Family service field working directly with families Required, Masters Degree in Human Services related field and experience working with Red Cliff Tribal Families preferred
2. Must have basic understanding of the extended family system as it exists in Red Cliff
3. The experience/ability to take an active role in the grant and budget development process.
4. Experience working closely with families, performing home visits, performing needs assessments.
5. Knowledge and understanding of the Indian Child Welfare Act.
6. In-depth knowledge of Tribal and County Service Providers.
7. Must have knowledge of Red Cliff code of laws Chapter 26, and other relevant tribal laws.
8. Experience in presenting contested matters in court setting preferred but not required.
9. Experience working with families, individuals in group settings.
10. Knowledge of family systems theories as it relates to Tribal families and improved individual and family functioning.
11. Must have reliable transportation with a valid driver's licenses with at least liability insurance, if no insurance must provide proof within 3 weeks of hire date.
12. Must be eligible to be placed on the Tribe's vehicle insurance policy.

PERSONAL CONTACTS: Daily contact with clients, visitors, other Tribal staff, Bayfield County staff, Local

Police Department, other Tribal ICW programs and other county and state social service programs.

SPECIAL REQUIREMENTS: All applicants must fill out and return a Background Information Disclosure with their application or resume before the interviewing process is complete. All applicants will receive a background check prior to interviewing. If you have already received one please inform us as to what agency performed it.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting, over head lifting and carrying items no more than 50 pounds.

WORK ENVIRONMENT:

1. Indian Child Welfare Office
2. Appearances in Tribal Court
3. Residences in the Tribal Service Area.

TRAVEL REQUIREMENTS: Will be required to transport clients, attend trainings and meetings locally and out of the area; will require overnight & air travel. Home visits to clients in the Red Cliff Service Area.

POSTED: August 27, 2014
DEADLINE: September 11, 2014 @ 4:00 p.m.

FOR FURTHER INFORMATION:

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Human Resource Department
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JOB DESCRIPTION

POSITION: Fish and Wildlife Technician

LOCATION: Red Cliff Fisheries Department at the Tribal Fish Hatchery,
Bayfield, WI.

WAGE: $12/hr. 40 hours per week.

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR(S): Division Administrator and Hatchery Manager

JOB SUMMARY: Perform various fish, wildlife, and land management duties related to all aspects of natural resource management. Conduct timber stand inventory and be directly involved with land restoration activities.

DUTIES AND RESPONSIBILITIES:

1. Conduct timber stand inventory on tribal forest lands.
2. Assist with maintenance of trails and infrastructure at Frog Bay Tribal National Park.
3. Assist with Lake Superior fishery assessments and commercial monitoring activities, as needed.
4. Assist with routine tasks in tribal hatchery.
5. Assist in maintenance of assessment nets and other sampling equipment during the closed fishing season.
6. Identify natural areas in need of restoration. Help advance proposals to restore areas and ensure project is satisfactorily completed.
7. Identify areas of noxious weed infestations and perform proper treatment, when needed.
8. Some data entry and recording.
9. Perform other duties as assigned.

KNOWLEDGE: Must know how to conduct timber stand inventories. Ability to ID common noxious weeds is beneficial for this position. Knowledge of basic hatchery principles and natural resource field techniques. Experience with safe use of ATV and chainsaws.

QUALIFICATIONS: Minimum of high school diploma required. Must have a valid driver's license and reliable transportation to work. The applicant must be able to follow oral and written instructions, and to work independently or in small teams responsibly, dependably, and safely. The applicant should be in good physical condition and have the ability to work long hours on Lake Superior, often in rough weather conditions during early morning hours and occasional weekends when needed.

PERSONAL CONTACTS: Individual will have frequent contact with Treaty Natural Resource Division staff, tribal administration and tribal membership. Occasional meetings with other natural resource agencies is expected.

PHYSICAL REQUIREMENTS AND WORK ENVIRONMENT: Primarily a vigorous field oriented position involving extensive exposure to the elements; lifting, bending, and walking under wet and slippery conditions. Must be able to bend and lift 50 lbs. The base of operations will be the Tribal Fish Hatchery Complex. Necessary field equipment, safety gear, and specialty clothing will be provided.

TRAVEL REQUIREMENTS: Very little travel is expected besides infrequent conference and training attendance. Use of personal vehicle will be compensated.

TO APPLY: Applicants must submit a completed Red Cliff job application to be considered for the position.

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

POSTED: August 28, 2014
DEADLINE: September 12, 2014 @ 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814
www.redcliff-nsn.gov
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JOB DESCRIPTION

POSITION: Fish Biologist

LOCATION: Red Cliff Fisheries Department at the Tribal Fish Hatchery,
Bayfield, WI.

WAGE: $18 – $22 / hour DOE. 40 hours per week.

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR(S): Division Administrator

JOB SUMMARY: Ensure the proper management of the Red Cliff commercial and subsistence fishery in Lake Superior through coordinated fisheries research, assessments, and quota management activities.

DUTIES AND RESPONSIBILITIES:

1. Conduct routine fish assessments in Michigan and Wisconsin Management Units of Lake Superior on the tribal research boat.
2. Recommend additional fish assessments to fill data gaps and/or evaluate new threats to sustainable fish stocks.
3. Analyze assessment data and produce reports.
4. Introduce new research initiatives.
5. Seek publication of research findings, when warranted.
6. Participate in SCAA modeling efforts for lake trout as part of tribal co-management authority of Lake Superior.
7. Serve as technical representative to Tribe on various committees and working groups.
8. Participate in commercial licensing and harvest quota management systems.
9. Develop management and regulatory recommendations to Fish Committee and Tribal Council.
10. Perform other duties as assigned.

KNOWLEDGE: The applicant must have specific knowledge of Great Lakes commercial fishery management and tools used to regulate these fisheries. Knowledge of fish population dynamic models, especially SCAA, is critical to the position. Experience working on the Great Lakes conducting fish stock assessments, knowledge of boat operation, and the operation of a variety of gear types including gill nets, trap nets and electrofishing gear is strongly preferred. Experience designing fisheries research that produces statistically relevant datasets for analysis and reporting will be highly beneficial. Knowledge of Native American Tribes and the uniqueness of the Red Cliff Community.

QUALIFICATIONS: M.S. highly preferred, especially applicants who conducted Great Lakes research as part of their graduate studies. Minimum of B.S. in Fisheries / Natural Resource Management is required. In lieu of a Master's Degree, 5+ years of relevant work experience and B.S. are required to be considered for the position.

All applicants must have a valid driver's license and reliable transportation to work. The applicant should be in good physical condition and have the ability to work long hours on Lake Superior, often in rough weather conditions during early morning hours. Weekend work will be infrequent. The applicant must be able to work as part of a comprehensive natural resources team with other biologists and personnel. Must be able to pass a background check.

PERSONAL CONTACTS:
Personnel from Red Cliff Treaty Natural Resources Division and other Divisions within the Red Cliff Tribal Government. Occasional contact with tribal commercial fishermen, the Red Cliff Fish Committee, and the tribal membership. Contacts with outside agencies, especially Wisconsin Department of Natural Resources.

PHYSICAL REQUIREMENTS: Must be able to lift and carry 50 lbs. Work on Lake Superior with minimal effects of sea sickness. Must be willing to work in occasionally adverse weather conditions. Must be able to sit behind a desk and work from a computer for prolonged periods.

TRAVEL REQUIREMENTS: Travel will be expected at times, though overnight travel will be generally limited to periodic conferences, trainings, and technical committee attendance.

TO APPLY: Applicants must submit a resume, cover letter, and unofficial transcripts of any educational background being used to satisfy qualifications for the position. A background check and Red Cliff job application (available on website) need to be included in application package.

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

POSTED: August 28, 2014
DEADLINE: September 12, 2014 @ 4:00 p.m.

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Legendary Waters RESORT & CASINO
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9 Miles N. of Bayfield, WI on HWY 13
1-800-226-6478
37800 Onigaming Drive
Red Cliff, WI 54814

Open Positions:

Accepting applications for all positions

-Accounts Payable Clerk

-Cage Cashier

-Casino Housekeeping

-Controller

-Facilities Worker

-Line Cook

JOB-APPLICATION- You can now fill out a job application and automatically submit it, or you can print it out.

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SEPTEMBER 2014

WAATEBAGAA-GIIZIS

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
ECC CLOSED TRIBAL HOLIDAY	OPENING CEREMONY	3B EGG BURRITOS, BERRIES, CC L PIZZA, VEG/DIP, YGRT, CANTALOUPE S FIRST DAY FLOAT, CRACKERS	4B RICE CHEX, BANANA, TOAST, PBJ L CHIX HD, PEAS, TROP FRUIT, CC S APPLE SMILES*	MENU SUBJECT TO CHANGE
8B PANCAKES, BLUEBERRIES, CC, TKY BACON L SALSBURY STK, M POT, CARROTS, BUN, SALAD, APPLES S GRAHAMS/PB	9B KIX, PEARS, YGT, MUFFIN L CRABBY PATTY, FRIES, GR BEANS, MANGO, S YOGURT PARFAIT	10B HB OATS, BANANA, TOAST, PB L CHIX WRICE SOUP, HAM SAND, HDEW, YGT, SALAD, S CAMPING BEARS *	11B CHEERIOS, APPLES, YGT, ENG MUFFIN, JELLY L SCALLOP PT/HAM, PEAS, CC, PINEAPPLE, BUN S FRUIT CUP/CRACKER	MILK SERVED WITH ALL MEALS
15B FR TST STIX, CANTALOUPE, CC L HAMB VEG SOUP, EGG SALAD, HONEYDEW, YGT S RICECAKES/MILK	16B CORNFLAKES, APPLES, PB, TOAST L CHIX ALFREDO, PEAS, TROP FRUIT, JELLO, SALAD S CHZ/CRACKER	17B WHEAT CHEX, STRAWBERRIES, BAGEL,CC, JELLY L HAM, CARROT, PINEAPPLE, BABY REDS, BUN S EASY APPLECRISP *	18B KIX, BANANA, MUFFIN, YGT L BEEF STIR FRY, RICE, VEG, MANGO, S NUTRIGRAIN/MLK	
B22 OATMEAL, BLUEBERRIES, YGT, TOAST L CHIX NUGGET, FRIES, APPLES, CC, BROCCOLI S NILLAWAFER/MLK	B23 CHEERIOS, PEARS, CC, BANANA BR. L BBEF STROGANOFF, PEA/CAR, PEACHES, S VEGGIES/DIP	B24 HBOATS, CANTALOUPE, TOAST, PBJ L PORK CHOP, GR BEAN, APPLESAUCE, R PILAF S PITA CHIPS/HUMMUS*	B25 CORN CHEX, MUFFIN, HONEYDEW, CC L CHEZ BRG, WATERMELON, VEG/DIP, SPRETZEL/APPLSAUCE	
B29 EGG, TOAST, TRK BACON, PBJ, ORANGES L TACOS W/FIXINS, HDEW, CORN, YGT S SNAIL SNACK*	30 ECC CLOSED TREATY DAY			