



MANIDOO-GIIZISOONS-LITTLE SPIRIT MOON

# RED CLIFF EDUCATION NEWSLETTER DECEMBER 2017



## **\*\* Attendance Matters \*\***



### **Special points of**

#### **interest:**

- ECC Holiday party Dec 21st 10am
- ECC Closed Dec 21st-Jan 1st
- Read to your child every day!!
- Bedtime routines are the best!!
- Budgeting workshop Dec 12at at New Hope 10am
- Please call the ECC if your child is absent. We will contact you if the school isn't contacted—we do worry because we love each and every child!
- Monday December 11th—HNDAC meeting 3:00 pm

Miigwech to all the families that strive to have their child at school every day possible!! We will continue to support families and do our best in getting children to school. We apologize about the school bus situation and appreciate all the cooperation and hard work in getting your child here. The ECC will cover the cost of getting your child to and from school on the Red Cliff Transit. Call (715) 682-9664, dial 0 for dispatch and indicate you need a ride to the ECC, your ride will be directly billed. The bus has been extremely helpful and the drivers enjoy the kiddos.

Illness continues to be our number one absence reason. We have had many viruses pass through the school such as hand-foot-mouth, fever, cough, whooping cough, strep throat, pink eye and the many that just don't feel well enough to be at school. We all appreciate families keeping their children home when they are ill.

As a reminder illness prevention includes:

- \* Hand washing and healthy hygiene
- \* Plenty of water and no sugary beverages
- \* Good nutrition (low in sugar, high in vegetables, good protein and good fats)
- \* Plenty of sleep (see chart below)
- \* Preventative health care such as well child visits and WIC check-ups
- \* Dental care and follow up. We have a fantastic new pediatric dentist at Red Cliff Dental—call 779-3707 to schedule an appointment.

### **How much sleep does my child need?**

<u>Age</u>	<u>Recommended</u>
Newborns 0-3 months	14 to 17 hours
Infants 4-11 months	12 to 15 hours
Toddlers 1-2 years	11 to 14 hours
Preschoolers 3-5 years	10 to 13 hours

### **Average Daily**

<u>Attendance</u>	<u>OCT.</u>	<u>NOV.</u>
Waabooz	80%	87.5%
Amik	78%	84%
Esiban	78%	87%
Makwa	89.5%	90%
Migizi	80.5%	81%
Maiingan	80%	80%
Mashkodebizhiki	84%	84%





# Manidoo- Giizisoons (Little Spirit Moon)



Sun

Mon

Tue

Wed

Thu

Fri

Sat

**School held Monday through Friday from 7:45am-3:00pm unless otherwise indicated **						1	2
3	4	5	6	7	8	Home Base Social	9
10	11 3:00 pm HNDAC meeting at ECC MM Trailer	12 9:00 am Policy council Meeting	13 Middle/High school-Band/ Choir Concert 6:30 pm	14 Elementary Holiday Performance 1:30 pm	15	<div>ECC CLOSED WITH NO KIDS</div> <div>December 21st- January 1st.</div> <div>Classes resume January 2nd.</div>	
17	18	19	20 Last day of classes be- fore Winter break	21 ECC HOLIDAY PARTY Home Base Social *No School	22 NO SCHOOL DAY Bayfield Closed		
24 31	25 ECC/TRIBE CLOSED Christmas Bayfield Closed	26 ECC CLOSED Winter Break Bayfield Closed	27 ECC CLOSED Winter Break Bayfield Closed	28 ECC CLOSED Winter Break Bayfield Closed	29 ECC CLOSED Winter Break Bayfield Closed		





**Red Cliff Early Childhood Center**  
**Early Head Start and Head Start Annual Program Report**  
***Program Year 2016-2017***  
***November 2017***

Submitted by Nicole Boyd, Head Start Director

*Nicole Boyd*

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 on Early Head Start (EHS) and Head Start (HS) fiscal and program information in response to the Head Start Act requirements. Pertinent data was obtained from the following management staff within the Early Childhood Center: Nicole Boyd, Head Start Director, LaVonne Goslin, Early Head Start Director, Jenny Defoe, Family Services Enrollment Specialist, Jamie Goodlet-King, Education & Abilities Manager, Patt Kenote-DePerry, Health Manager, and the Red Cliff Tribal Finance Department.

**Program Name:** Red Cliff Early Childhood Center (Head Start & Early Head Start)

**Program Personnel:** During 2016-2017 the EHS and HS had a total of 34 paid staff plus our wonderful amazing volunteer Grandmother Audrey Gordon who was recognized at the 2017 Graduation ceremony.

**Funding Agencies:** Head Start and Early Head Start is federally funded by the Office of Head Start (OHS) through the Department of Health and Human Services (DHHS) under the Administration for Children and Families (ACF).

OHS requires comprehensive 5-year grant applications for HS and EHS with an abbreviated, continuation application during the 4 years in between.

WI State Head Start funding by WI Department of Public Instruction.

<b>Operating year:</b>	Head Start (Fed & State)	July 1, 2016 – June 30, 2017
	Early Head Start	July 1, 2016 – June 30, 2017
	State of WI B-3	Oct. 1, 2016 – Sept. 30, 2017

**Program Budgets:** EHS and HS funding levels for 2016-2017 were:

Head Start-47 children (base funding, pro-rated extended services & 1.8% COLA)	\$832,768
Head Start State-3 children	\$17,325
Early Head Start-68 slots (base funding, pro-rated extended services & 1.8% COLA)	\$933,781
OHS one-time Supplemental – Telephones	\$40,000
CACFP food reimb. (based on attendance)	\$64,955
State of WI Birth-to-Three	\$10,000
<b>TOTAL FUNDING</b>	<b>\$1,898,829</b>

## Budgetary expenditures for EHS and HS in 2016-2017:

Wages	47%
Benefits	22%
Administrative Fee & Facility Maintenance Fee	12%
Supplies & Activities	9%
Equipment (telephone system replaced and vision machine)	3%
Food costs for center-based & home base socials	3%
Training-local travel, staff development	2%
Utilities & Operating Costs	1%
Transportation Operation and Maintenance	1%

In addition to the federal budgets, we are required to contribute a 20% non-federal (in-kind) match for Head Start and Early Head Start. Every year it becomes increasingly difficult for Head Start and Early Head Start to attain the minimum required and a waiver was obtained to reduce the non-federal match to 7.25% (\$141,284). We want to say *chi-miigwech* to all of our parents, community members, and collaborative partners who volunteered (and thereby contributed toward in-kind) this past year—we were able to collect a total of \$146,755.90 in donated time, goods and services!

### Reporting Requirements to funding agencies:

Head Start & Early HS	Quarterly SF 425 Financial Reports Due 30 days after each qtr Plus Final 425 due 90 days Semi-annual Program Reports Due 30 days after 2 <sup>nd</sup> & 4 <sup>th</sup> qtr plus Final Program Report Program Information Report (PIR) Annually due Aug. 31 <i>Annual Report</i> – 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.
State of WI Birth-to-Three	Semi-Annual Program Reports Quarterly Financial Reports
CACFP	Annual Financial Report

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

The ECC Policy Council has legislatively-mandated shared governance responsibilities along with the Red Cliff Tribal Council. Both governing bodies must be involved in the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees. We are eternally grateful to our Policy Council members who work very hard throughout the year to ensure we provide comprehensive, culturally responsive services of the highest quality for our children.

**Description of your program goals and objectives, activities and target population**

Attached is a summary of the 2016-2017 ECC Strategic Goals to this report. There are four goals listed and five objectives, with a status update for each action as of June 30, 2017. Out of 28 actions, 24 (86%) actions were identified as **MET**, and 8 (29%) actions were considered to be **MET/ONGOING**. 100% of objectives were either met and/or ongoing.

**Early Childhood Center Early and Head Start Enrollment**

Total number of children and families served, eligibility and average monthly enrollment:

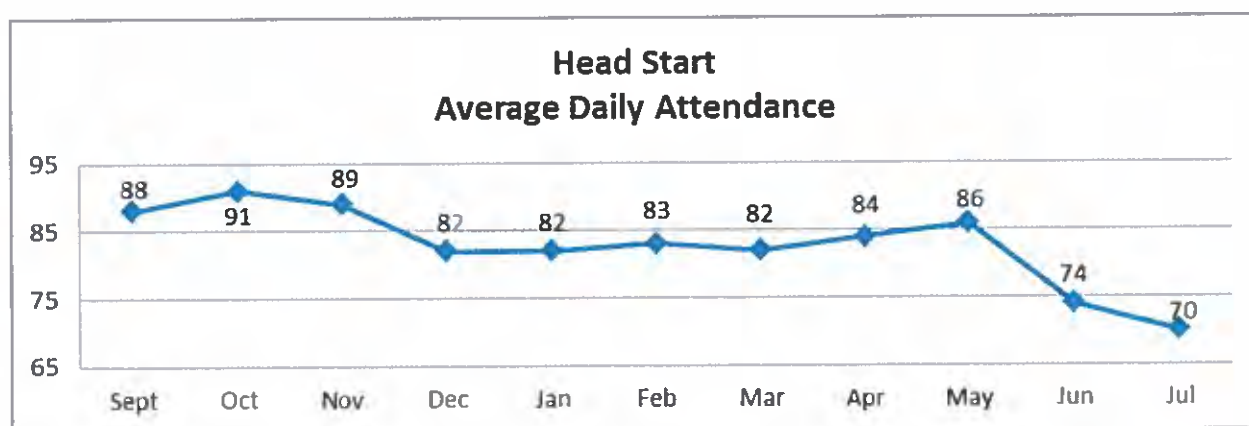
<b>Enrollment Data 2016-2017</b>					
	<b>Total # of children served</b>	<b>Total # of families served</b>	<b>% of eligible children served</b>	<b>Funded enrollment</b>	<b>Average Monthly enrollment</b>
<b>Head Start</b>	53	56	70% categorically or income eligible	50 total= 47 federal+ 3state	50
<b>Early HS</b>	86 total= 78 children+ 8 prenatal	67	79% categorically or income eligible	68	66



### **Red Cliff Early Childhood Center 2016-2017 Center-Based Attendance**

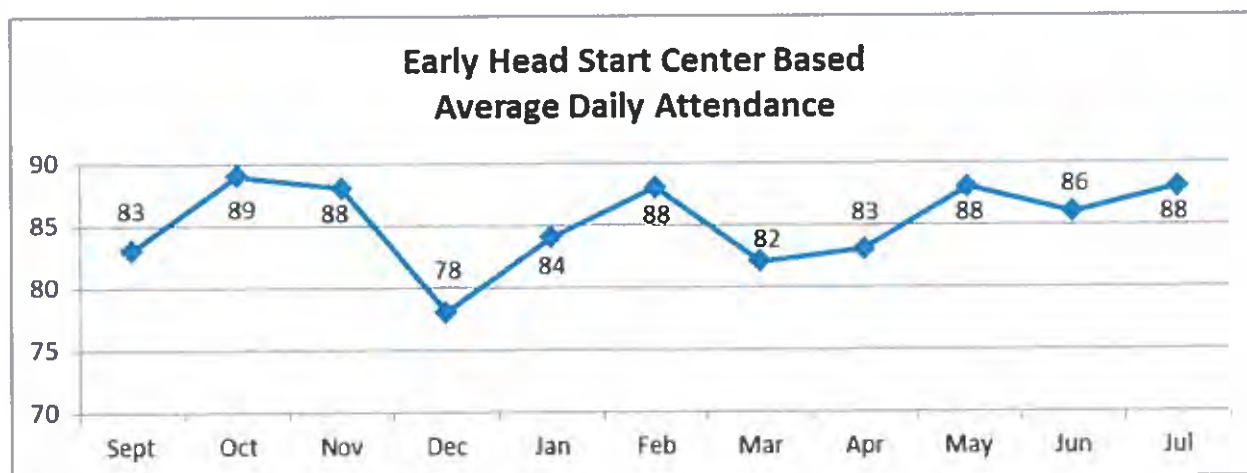
Research shows that chronic absence (missing 10% or more of school either excused or unexcused) in preschool ads up to lower academic success! This is especially true for children from low-income families. Excused absences are often tied to health factors like asthma and dental problems or to learning disabilities and mental health issues related to trauma and community violence. For many others the program simply doesn't hear from guardians why a child is absent-which is even more alarming.

The following chart provides the average daily attendance percentage for Early Head Start (EHS) and Head Start (HS) Center-based:



Absence reasons for Head Start:

Illness	31%
Family Time	28%
No Call	22%
Appointments	7%
Other (weather, parents sick, siblings home, transportation)	12%

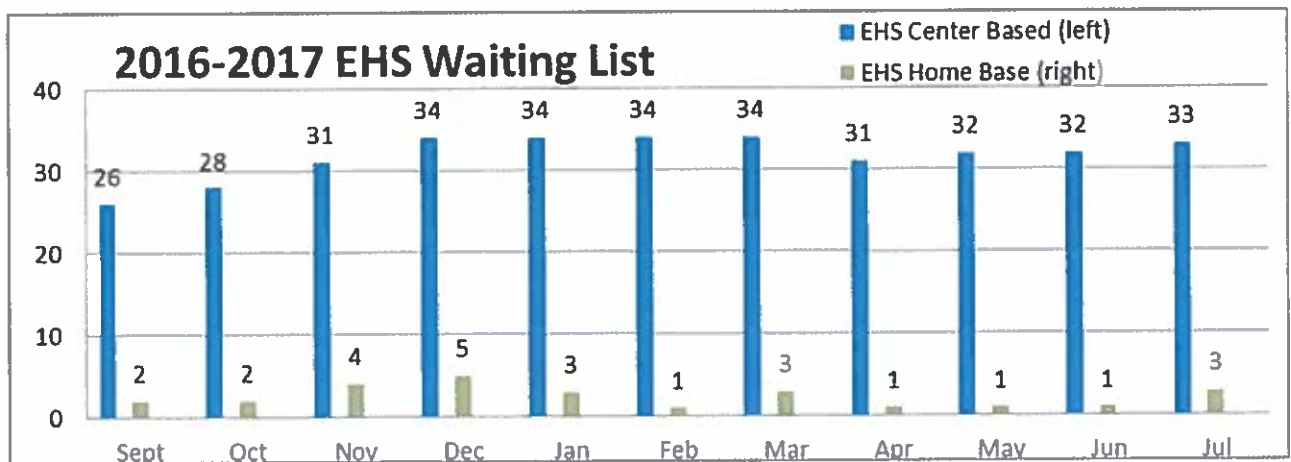


#### Absence reasons for Early Head Start:

Illness	37%
Family Time	28%
No Call	23%
Appointments	9%
Other (weather, parents sick, siblings home, transportation)	3%

The ECC is making efforts to educate families, community partners and leadership that every day of school counts and absences cannot be made up. We continue to work with our health partners to address the chronic acute illness epidemic that at times takes over the school, classrooms and community. Children must be in school to prepare for Kindergarten and lifelong learning. Improvement of attendance continues to be an ECC program goal.

#### ECC Waiting List September 2016-July 2017



Head Start averages 2 children a month on the waiting list.

The Early Childhood Center waiting list continues to identify a need for additional Early Head Start center-based services. Almost all families served in Home Based identify that center-based is their preference. This year we submitted for an EHS expansion grant through the OHS and the application was not funded. The funding would have included a renovation to the existing facility and the addition of 3 classrooms (24 center-based spots) for children ages 18-36 months.

In January of 2017 the school began 'extended services'. School extended from 8-2 Monday through Thursday to 7:45-3:15 Monday through Thursday and has further been adjusted into the 2017-2018 school year to meet the newly passed requirements of the Office of Head Start.

## **Red Cliff Early Childhood Center Health and Dental**

Percentage of enrolled children that received medical and dental exams:

<b>Health &amp; Dental Data 2016-2017</b>				
	<b>Number and percent of children with Health Exams</b>		<b>Number and percent of children with Dental Exams</b>	
<b>Head Start</b>	51/53	96%	45/53	85%
<b>Early HS</b>	44/78	46%	64/78	82%

The Early Childhood Center also facilitated a total of 12 mental health referrals for children in Head Start during the 2016-2017 school year.

## **Parent, Family and Community Engagement Activities**

Parents and community are engaged in a wide array of activities throughout the year. The following activities have occurred in part or whole by the ECC staff and community partners:

- Opening Ceremony/Open House/New Family Orientation
- Parent Policy Council & Parent Committee Meetings
- Weekly Ojibwe Language Tables
- Family Sugar Bush/following with Pancake feast
- Family Fishing/Water Week/Tour local Hatchery's
- Fall Festival Activities
- Annual Family/Community Social Pow-Wow
- Family Picture days
- Weekly Pow-Wows
- Annual Winter Holiday Party
- Traditional Native American Storytelling Family Night
- ECC Winter Festival (variety of physical family activities)
- ECC Career /Education Fair
- Spirit Tree Celebration
- ECC Summer Gathering
- ECC sponsored community Family Dance
- Family Day at Little Sand Bay Park
- HS & EHS Graduation
- Car Seat Clinics
- Collaboration with Red Cliff Clinic on Community Health Fair & Fall Festival
- Family Resource Coordination (home visits)
- Field Trips: Bayfield Library, Local Orchard, Bayfield School, Local Public Parks, Community Garden, Kindergarten Bound Hayward Wilderness Walk, Raspberry (Tribal) Campground, Ojibwe Language Camp, Local Fish Hatchery's, Frog Bay National Park,



### **Early Head Start and Head Start 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 public school where they attend a kindergarten class, eat a snack 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 Food Service staff 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 with the phrases in Ojibwe.
- Family socialization events at public school include pizza dinner and preschool breakfast. The ECC promoted these activities with phone call invitations to families, flyers sent home, posted in the hallways, and included in newsletters
- Annual meeting with school to discuss and plan the April Kindergarten Enrollment and Experience Days attended by the Education Manager and Head Start Director
- Kindergarten Teachers attended the ECC for a couple hours to see the children interact in their current environment.
- In order to provide children and families with a familiar person to interact with, the Family Resource Coordinators attended Kindergarten Enrollment and Experience Day with parents and Bayfield School staff
- ECC staff promoted the Bayfield School 2017 Summer K-Readiness Program, contacting families and making sure children were registered for the program in August.
- ECC School Readiness Goals created with input from ECC staff, parents, Policy Council, and Bayfield School staff (**a copy of our School Readiness Goals and Progress Monitoring for 2016-2017 is attached to this report**)
- ECC School Readiness Leadership Team met quarterly to analyze and respond to Progress Monitoring data, update the ECC family School Readiness Goals, and create informational displays for families during parent/teacher conferences
- Ongoing Specialist/Teacher Team meetings to facilitate communication and collaboration with the Bayfield School District, including kindergarten teaching staff

### **Results of the most recent federal on-site review:**

The ECC's most recent federal review occurred April 14-17, 2014. Out of thousands of Head Start Performance Standards, laws, regulations and policy requirements, we are pleased to report that we had only one finding. The review team determined that we did not ensure that Health staff visited each newborn within two weeks of the infant's birth to ensure the well-being of both the mother and the child. In collaboration with the clinic, we developed and submitted a corrective action plan to address this finding within the required 120 days of the review.

The review team determined we were in compliance with all other areas, including:

- Program Governance
- Management Systems
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Child Health & Safety
- Family & Community Engagement
- Child Development and Education

The reviewers were highly complementary regarding all of the above service areas. We are pleased to let the community know that the results of our Head Start CLASS Observations scores (which look at three domains and ten dimensions of teacher-child interactions) were among the top 5% in the country. So shout out to our awesome teachers and staff! And folks....when you see them, they would love to hear a little word of appreciation for their hard work! Miigwech!

### **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, 2016. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program. The award period reviewed was September 1, 2015- August 31<sup>st</sup>, 2016. The audit determined the following:

#### **Internal Control over Compliance**

Deficiencies identified in Part B of the Schedule of Findings and Question Costs that are applicable as findings to this major program are as follows:

2016-001	Financial Statement Reconciliation/Tie-In Procedures
2016-002	Equipment & Real Property Management
2016-003	Procurement

#### **Compliance**

None noted.

Total U.S. Department of Health and Human Services FY16 Questioned Costs \$0

# Red Cliff Early Childhood Center 2016-2017 Program Purpose, Goals and Objectives

## Annual Report Update

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

SPIRITUAL WELLNESS (A Belief in the Interconnectedness of All Things) Izhitchige Bezhigh: MANIDOOWAADIZI MINOCHIGEWINAN (Debweyendam da binjiaanikoosidoong akina gegoo)	
<b>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.</b>	
<b>Objective/Outcome 1.1: ECC will promote age-appropriate comprehension and use of the Ojibwe language to all center and home based children as measured by on-going assessment of children's language acquisition.</b>	
<b>Actions:</b>	
-ECC will provide training and resources to staff to support the building of their Ojibwe language through staff language tables and supplemental learning opportunities. -Met	
-EHS/HS Directors will enact regular reflective practice to provide staff self-assessment of language proficiency. -On Going	
-ECC staff will develop a long-term plan to sustain language assessments, language tables, supplemental learning and professional development opportunities after September 30, 2016. -On Going	
-Teacher exerted effort into increasing expressive language of children. -Met	
-ECC will collaborate with Tribal and other Programs to provide training and resources to families to support the building of their Ojibwe language through weekly language tables and supplemental learning opportunities. -Met and On Going	
-ECC will provide resources to families through the monthly newsletters, send home notices, trainings, and electronic options. -Met and On Going	
-ECC will provide cultural rich activities for children and families throughout the year during monthly family activities; Summer Gathering, Sugar Bush rice demonstration and traditional Ojibwe story telling. -Met	

<p align="center"><b>EMOTIONAL WELLNESS (Balancing All Of Our Emotions)</b></p> <p align="center"><b>Izhitchige Niizh: MAMAAJIWIN MINOCHIGEWINAN (Dibaabishkodjigaade akina gimamaajiwinan)</b></p>	
<p><b>Goal Two: ECC will work collaboratively and intentionally to identify children and families that may have mental wellness concerns and connect them with appropriate culturally, responsive services.</b></p>	
<p><b>Objective/Outcome 2.1: ECC will implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.</b></p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>-ECC staff will analyze <i>Ages and Stages Questionnaire (ASQ-3 and SE-2)</i> data to identify and support areas of need identified. -Met</li> <li>-ECC staff will actively be involved in the planning of the Circles of Care project. -Met</li> <li>-ECC staff will ensure all expectant and newly delivered EHS Home-Based mothers receive a maternal depression screen and are referred for follow up if appropriate. -Met</li> <li>-All newly enrolled ECC children will receive developmental and health screenings within 45 days of enrollment to identify any areas of concern, especially in the area of social emotional development; all screen results will be aggregated and analyzed by the ECC screen team and shared with parents by teachers. -Met</li> <li>-ECC staff will work collaboratively with community partners to develop an easily accessible and timely referral system for families and community members to access mental health services. -Met and On Going</li> <li>-ECC will aggregate and analyze data from Mental Health services provided on-site to potentially engage additional or modify services. -Met</li> </ul>	
<p align="center"><b>PHYSICAL WELLNESS (Attending To Our Physical Selves-Our Bodies)</b></p> <p align="center"><b>Izhitchige Niswi: ZOONGIZIWIN MINOCHIGEWINAN (Ayaa omaa giinawind i'iw zoongiziwin giinawind gii niiyawminan)</b></p>	
<p><b>Goal Three: ECC will implement physical wellness programming that promotes physical health resulting in healthy children, parents, staff and community.</b></p>	
<p><b>Objective 3.1: ECC will engage staff, children and families in physical wellness programming with the outcome of improving knowledge and the long-term physical health of staff, children and families.</b></p>	
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>-ECC will provide opportunities and individualized options for staff to participate in physical health and wellness programming to better serve children and families. -Met</li> <li>-ECC will provide opportunities for families and community to engage in events such as family nights/days and special trainings that include physical health and nutrition. -Met</li> <li>-ECC will identify and refer prenatal mothers experiencing substance use (alcohol, drugs and tobacco). ECC will work with collaborative partners to implement culturally responsive interventions and resources/services to address prenatal substance use. -Met</li> <li>-ECC teachers will implement age-appropriate lesson plans that include intentional teaching and maximum use of the outdoor and indoor gross motor play spaces. -Met</li> </ul>	

**COGNITIVE WELLNESS (Having Clear Thoughts)**

**Izhitchige Niiwin: GIKENDAMOWIN MINOCHIGEWINAN (Ayaang biiniteg inendamowinan)**

**Goal Four:** To promote programming and services focused on cognitive development of children ages 0-5.

**Objective 4.1:** ECC will improve child attendance through program awareness, family engagement, data analysis and data sharing.

**Actions:**

- ECC management will empower staff to create a program-wide campaign focused on improving attendance, including revisions and regular review of the attendance policy to ensure all staff is in agreement and adhering to the policy. –Met and On Going
- ECC management will track attendance and analyze data. –Met
- ECC staff will follow current attendance policy in an effort to improve attendance: daily contact with any absent child/family that doesn't contact school, referral to Family Services after two days of absence with no contact to provide interventions, referral to Director after two weeks of intervention efforts, attendance plans will be arranged. –Met
- Share research, resources and data with staff, families, governing body and Policy Council regarding the connection of attendance and school readiness. –Met

**Objective 4.2:** ECC will use cultural practices to support school readiness across all domains by implementing *Making It Work!*

**Actions:**

- ECC Education Manager will schedule specific dates for EHS/HS collective planning for *Making it Work! (MIW!)* Units: wild ricing, dream catchers, and sugar bush –Met
- ECC staff will collaborate with Bayfield School videography class to make a video of ECC children and families during cultural activities. –Met
- ECC staff will schedule program-wide start dates for individual *MIW!* units, integrating *MIW!* into Creative Curriculum. –Met
- ECC staff will develop ECC Ojibwemowin books based on *MIW!* activities and share with community. –On Going
- ECC staff will invite community members or community partners to lead cultural activities –Met
- ECC staff, including School Readiness Leadership Team, will create ECC-to-home informational fliers that demonstrate how *MIW!* activities meet – school readiness goals across all domains. –Met
- ECC staff will invite Bayfield School staff (local LEA) to informational meetings about how cultural practices meet Wisconsin and Common Core Standards for kindergarten. –On Going

## **\*\*ATTACHMENT to Annual Report\*\***

### **Red Cliff Early Childhood Center**

### **School Readiness Goals 2016-2017**

#### **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.

Ojibwe language, cultural knowledge, and teachings are imbedded throughout our curriculum; lesson planning, and assessment processes. Since spring 2014, the ECC staff have been engaged in an effort called Making It Work!, a framework designed by the Office of Head Start National Center on Cultural and Linguistic Responsiveness. The framework provides a written context to document and connect cultural activities to the OHS Child Development and Early Learning domains of learning. OHS has posted extensive information on Culturally and Linguistically Responsive Research and Evidence-Based Practice on their website:

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ecd/early-childhood-development-learning.html>

The ECC School Readiness Goals are aligned with the Head Start Early Learning Outcomes Framework (HSELOF).



## I. Social Emotional Development

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond Action Plans
<p><b>Children will regulate their own emotions at age appropriate levels.</b> HSELOF Alignment: IT-SE 9, P-SE 8</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the area of:</p> <ul style="list-style-type: none"> <li>Manages feelings (1a)</li> </ul> <p><b>Children will establish and sustain positive relationships at age appropriate levels.</b> HSELOF Alignment: IT-SE 1, IT-SE 2, IT-SE 4, IT-SE 5, P-SE 1, P-SE 2, P-SE 3, P-SE 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the area of:</p> <ul style="list-style-type: none"> <li>Forms relationships with adults (2a)</li> <li>Interacts with peers (2c)</li> </ul>	<p><u>Education and Child Development:</u> Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children.</p> <p><u>Health and Mental Health:</u> Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness. Head Start classrooms implement the <i>Second Step</i> curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements <i>Talking About Touching</i>, a personal safety curriculum.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides information to the community, Policy Council and Tribal Council regarding the planning, implementation and progress of the ECC School Readiness Goals.</p> <p>The Family Resources Team provides resources in the area of social emotional development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources</p>	<p>Some of the children identified as below widely held expectations are due to poor attendance, IFSP or IEPs, and staff turnover.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>Parent trainings</li> <li>Race to the Top Grant resources</li> <li>Mental Health consultants schedules for EHS/HB/HS weekly</li> <li>ASQ-SE is utilized every three/six months</li> <li>-Monitoring and for referring</li> <li>MH watch list has been created</li> <li>Second step Curriculum continues to be used</li> </ul>

# I. Social Emotional Development

## Progress Monitoring by Checkpoint Season

Fall Checkpoint Data				Winter Checkpoint Data				Spring Checkpoint Data			
Kindergarten Bound Pre-K 4 Blue Color Band				Kindergarten Bound Pre-K 4 Blue Color Band				Kindergarten Bound Pre-K 4 Blue Color Band			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1a	4	24	0	1a	3	27	0	1a	0	28	2
2a	10	18	0	2a	7	23	0	2a	3	21	6
2c	5	21	2	2c	3	18	9	2c	2	13	15
Head Start Preschool 3 Green Color Band				Head Start Preschool 3 Green Color Band				Head Start Preschool 3 Green Color Band			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1a	2	22	0	1a	0	28	0	1a	0	20	0
2a	9	15	0	2a	8	20	0	2a	6	14	0
2c	2	21	1	2c	1	17	10	2c	0	13	7
Early Head Start (Home Base) Birth to 3 Years				Early Head Start (Home Base) Birth to 3 Years				Early Head Start (Home Base) Birth to 3 Years			
Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1a	1	18	0	1a	2	24	1	1a	0	22	0
2a	2	17	0	2a	3	24	0	2a	3	19	0
2c	1	18	0	2c	0	25	2	2c	0	22	0
Early Head Start (Center Base) Birth to 3 Years				Early Head Start (Center Base) Birth to 3 Years				Early Head Start (Center Base) Birth to 3 Years			
Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1a	1	29	1	1a	1	30	1	1a	1	25	2
2a	5	25	1	2a	11	21	0	2a	6	22	0
2c	2	28	1	2c	2	27	3	2c	1	22	5
Below widely held expectations											
Meets widely held expectations											
Exceeds widely held expectations											

## II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will demonstrate positive approaches to learning at age appropriate levels.</p> <p>HSELOF Alignment: IT-ATL 3, IT-ATL 4, IT-C 6, IT-C 7, P-ATL 6, P-ATL 7, P-ATL 9</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>• Attends and engages (11a)</li> <li>• Persists (11b)</li> <li>• Solves problems (11c)</li> </ul>	<p>Education and Child Development: Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation.</p> <p>Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences.</p> <p>Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others.</p> <p><u>Health and Mental Health:</u> Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities. These environments foster the development of curiosity and persistence.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of approaches to learning in the monthly newsletter or on an individual basis per the family request or staff referral. The Family Service Team is also involved in all Coordinated Service Team efforts as a bridge between home and school.</p>	<p>Data indicates that most children are meeting expectations. Teachers have increased their knowledge through training and incorporating a variety of challenging tasks, intentional teaching with intentional outcomes, and encouraging children to attend, problem solve, cooperate and persist through many activities throughout the day.</p> <p>EHS center based children not meeting expectations are those with chronic absenteeism.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>• Individual, group and intentional lesson planning</li> <li>• Intentional follow through with intentional teaching and outcomes, modifications as needed</li> <li>• Home and school as partners</li> <li>• Monitor attendance</li> </ul>

## II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data				Winter Checkpoint Data				Spring Checkpoint Data																																																			
<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>3</td><td>25</td><td>0</td></tr><tr><td>11b</td><td>7</td><td>20</td><td>1</td></tr><tr><td>11c</td><td>6</td><td>22</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	3	25	0	11b	7	20	1	11c	6	22	0	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>4</td><td>22</td><td>4</td></tr><tr><td>11b</td><td>4</td><td>20</td><td>6</td></tr><tr><td>11c</td><td>6</td><td>22</td><td>2</td></tr></table>					Below	Meets	Exceeds	11a	4	22	4	11b	4	20	6	11c	6	22	2	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>1</td><td>20</td><td>9</td></tr><tr><td>11b</td><td>1</td><td>16</td><td>13</td></tr><tr><td>11c</td><td>3</td><td>22</td><td>5</td></tr></table>					Below	Meets	Exceeds	11a	1	20	9	11b	1	16	13	11c	3	22	5
	Below	Meets	Exceeds																																																								
11a	3	25	0																																																								
11b	7	20	1																																																								
11c	6	22	0																																																								
	Below	Meets	Exceeds																																																								
11a	4	22	4																																																								
11b	4	20	6																																																								
11c	6	22	2																																																								
	Below	Meets	Exceeds																																																								
11a	1	20	9																																																								
11b	1	16	13																																																								
11c	3	22	5																																																								
<div>Head Start Preschool 3 Green Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>3</td><td>20</td><td>1</td></tr><tr><td>11b</td><td>10</td><td>14</td><td>0</td></tr><tr><td>11c</td><td>10</td><td>14</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	3	20	1	11b	10	14	0	11c	10	14	0	<div>Head Start Preschool 3 Green Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>3</td><td>24</td><td>1</td></tr><tr><td>11b</td><td>3</td><td>25</td><td>0</td></tr><tr><td>11c</td><td>3</td><td>25</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	3	24	1	11b	3	25	0	11c	3	25	0	<div>Head Start Preschool 3 Green Color Band</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>1</td><td>15</td><td>4</td></tr><tr><td>11b</td><td>1</td><td>19</td><td>0</td></tr><tr><td>11c</td><td>0</td><td>20</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	1	15	4	11b	1	19	0	11c	0	20	0
	Below	Meets	Exceeds																																																								
11a	3	20	1																																																								
11b	10	14	0																																																								
11c	10	14	0																																																								
	Below	Meets	Exceeds																																																								
11a	3	24	1																																																								
11b	3	25	0																																																								
11c	3	25	0																																																								
	Below	Meets	Exceeds																																																								
11a	1	15	4																																																								
11b	1	19	0																																																								
11c	0	20	0																																																								
<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>1</td><td>18</td><td>0</td></tr><tr><td>11b</td><td>1</td><td>18</td><td>0</td></tr><tr><td>11c</td><td>2</td><td>17</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	1	18	0	11b	1	18	0	11c	2	17	0	<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>2</td><td>25</td><td>0</td></tr><tr><td>11b</td><td>3</td><td>23</td><td>1</td></tr><tr><td>11c</td><td>2</td><td>25</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	2	25	0	11b	3	23	1	11c	2	25	0	<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>1</td><td>21</td><td>0</td></tr><tr><td>11b</td><td>3</td><td>19</td><td>0</td></tr><tr><td>11c</td><td>4</td><td>17</td><td>1</td></tr></table>					Below	Meets	Exceeds	11a	1	21	0	11b	3	19	0	11c	4	17	1
	Below	Meets	Exceeds																																																								
11a	1	18	0																																																								
11b	1	18	0																																																								
11c	2	17	0																																																								
	Below	Meets	Exceeds																																																								
11a	2	25	0																																																								
11b	3	23	1																																																								
11c	2	25	0																																																								
	Below	Meets	Exceeds																																																								
11a	1	21	0																																																								
11b	3	19	0																																																								
11c	4	17	1																																																								
<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>4</td><td>26</td><td>1</td></tr><tr><td>11b</td><td>3</td><td>28</td><td>0</td></tr><tr><td>11c</td><td>5</td><td>26</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	4	26	1	11b	3	28	0	11c	5	26	0	<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>3</td><td>29</td><td>0</td></tr><tr><td>11b</td><td>5</td><td>27</td><td>0</td></tr><tr><td>11c</td><td>4</td><td>28</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	3	29	0	11b	5	27	0	11c	4	28	0	<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><td></td><td>Below</td><td>Meets</td><td>Exceeds</td></tr><tr><td>11a</td><td>4</td><td>23</td><td>1</td></tr><tr><td>11b</td><td>3</td><td>25</td><td>0</td></tr><tr><td>11c</td><td>5</td><td>23</td><td>0</td></tr></table>					Below	Meets	Exceeds	11a	4	23	1	11b	3	25	0	11c	5	23	0
	Below	Meets	Exceeds																																																								
11a	4	26	1																																																								
11b	3	28	0																																																								
11c	5	26	0																																																								
	Below	Meets	Exceeds																																																								
11a	3	29	0																																																								
11b	5	27	0																																																								
11c	4	28	0																																																								
	Below	Meets	Exceeds																																																								
11a	4	23	1																																																								
11b	3	25	0																																																								
11c	5	23	0																																																								
Below widely held expectations Meets widely held expectations Exceeds widely held expectations																																																											

### III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond Action Plans
<p>Children will use appropriate conversational and other communication skills at age appropriate levels.</p> <p>HSELOF Alignment: IT-LC 5, P-LC 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>Engages in conversations (10a)</li> </ul>	<p>Education and Child Development: Teachers provide developmentally appropriate pre-writing activities to support emerging literacy development. The <i>Handwriting Without Tears Get Set for School</i> curriculum is used in Head Start classrooms. Literacy is promoted as a source of enjoyment through real alouds, daily book discussions, and encouraging oral traditions through storytelling.</p> <p>Toys and experiences in the infant/toddler environment are designed to build children's understanding and appreciation of language and print.</p> <p><u>Health and Mental Health:</u> Children with healthy teeth are better able to eat, speak, and focus on learning. The ECC schedules regular dental varnishes, educates the community about the importance of oral health, and supports parents' dental appointments.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of family literacy development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources. The ECC provides language activities include weekly staff and community Ojibwemowin language tables, Head Start trips to the Bayfield library, book donations, and Scholastic book orders. In addition, the ECC provides on-site Adult Basic Education classes to support literacy and educational goals of families as lifelong learners.</p>	<p>This area is monitored extensively by teachers, education manager, EHS/HS directors, and school readiness team. We are aware of the need to improve and have done so but need to keep promoting and supporting this development.</p>
<p>Children will demonstrate knowledge of print and its uses at age appropriate levels.</p> <p>HSELOF Alignment: IT-LC 10, IT-LC 11, IT-LC 12, P-LIT 2, P-LIT 4, P-LIT 5</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>Uses and appreciates books (17a)</li> <li>Uses emergent reading skills (18b)</li> </ul>		<p><u>Recommendations</u></p> <ul style="list-style-type: none"> <li>Continue Scholastic Book orders</li> <li>Home/School connections and education materials in newsletters</li> <li>Book giveaways and partnerships about literacy</li> <li>Field trips to the library for experience and exposure</li> <li>Age appropriate training for staff and strategies to use in the classrooms and home setting</li> <li>Mighty Minutes</li> <li>Increase book and letter exposure</li> </ul>

### III. Literacy and Language Development Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																																																																
<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>5</td><td>23</td><td>0</td></tr><tr><td>17a</td><td>2</td><td>26</td><td>0</td></tr><tr><td>18b</td><td>5</td><td>22</td><td>1</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>9</td><td>14</td><td>1</td></tr><tr><td>17a</td><td>4</td><td>20</td><td>0</td></tr><tr><td>18b</td><td>4</td><td>20</td><td>0</td></tr></table> <div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>6</td><td>13</td><td>0</td></tr><tr><td>17a</td><td>3</td><td>15</td><td>1</td></tr><tr><td>18b</td><td>4</td><td>15</td><td>0</td></tr></table> <div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>16</td><td>15</td><td>0</td></tr><tr><td>17a</td><td>5</td><td>26</td><td>0</td></tr><tr><td>18b</td><td>4</td><td>26</td><td>1</td></tr></table> <div>Below widely held expectations Meets widely held expectations Exceeds widely held expectations</div>		Below	Meets	Exceeds	10a	5	23	0	17a	2	26	0	18b	5	22	1		Below	Meets	Exceeds	10a	9	14	1	17a	4	20	0	18b	4	20	0		Below	Meets	Exceeds	10a	6	13	0	17a	3	15	1	18b	4	15	0		Below	Meets	Exceeds	10a	16	15	0	17a	5	26	0	18b	4	26	1	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>5</td><td>20</td><td>5</td></tr><tr><td>17a</td><td>3</td><td>26</td><td>1</td></tr><tr><td>18b</td><td>3</td><td>24</td><td>3</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>4</td><td>23</td><td>1</td></tr><tr><td>17a</td><td>2</td><td>26</td><td>0</td></tr><tr><td>18b</td><td>5</td><td>20</td><td>3</td></tr></table> <div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>10</td><td>17</td><td>0</td></tr><tr><td>17a</td><td>2</td><td>24</td><td>1</td></tr><tr><td>18b</td><td>4</td><td>20</td><td>3</td></tr></table> <div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>15</td><td>16</td><td>1</td></tr><tr><td>17a</td><td>2</td><td>30</td><td>0</td></tr><tr><td>18b</td><td>5</td><td>22</td><td>5</td></tr></table>		Below	Meets	Exceeds	10a	5	20	5	17a	3	26	1	18b	3	24	3		Below	Meets	Exceeds	10a	4	23	1	17a	2	26	0	18b	5	20	3		Below	Meets	Exceeds	10a	10	17	0	17a	2	24	1	18b	4	20	3		Below	Meets	Exceeds	10a	15	16	1	17a	2	30	0	18b	5	22	5	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>4</td><td>14</td><td>12</td></tr><tr><td>17a</td><td>0</td><td>28</td><td>2</td></tr><tr><td>18b</td><td>1</td><td>25</td><td>4</td></tr></table> <div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>3</td><td>15</td><td>2</td></tr><tr><td>17a</td><td>1</td><td>19</td><td>0</td></tr><tr><td>18b</td><td>1</td><td>13</td><td>6</td></tr></table> <div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>10</td><td>12</td><td>0</td></tr><tr><td>17a</td><td>1</td><td>21</td><td>0</td></tr><tr><td>18b</td><td>4</td><td>17</td><td>1</td></tr></table> <div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>10a</td><td>14</td><td>13</td><td>1</td></tr><tr><td>17a</td><td>2</td><td>22</td><td>1</td></tr><tr><td>18b</td><td>7</td><td>24</td><td>0</td></tr></table>		Below	Meets	Exceeds	10a	4	14	12	17a	0	28	2	18b	1	25	4		Below	Meets	Exceeds	10a	3	15	2	17a	1	19	0	18b	1	13	6		Below	Meets	Exceeds	10a	10	12	0	17a	1	21	0	18b	4	17	1		Below	Meets	Exceeds	10a	14	13	1	17a	2	22	1	18b	7	24	0
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	5	23	0																																																																																																																																																																																															
17a	2	26	0																																																																																																																																																																																															
18b	5	22	1																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	9	14	1																																																																																																																																																																																															
17a	4	20	0																																																																																																																																																																																															
18b	4	20	0																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	6	13	0																																																																																																																																																																																															
17a	3	15	1																																																																																																																																																																																															
18b	4	15	0																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	16	15	0																																																																																																																																																																																															
17a	5	26	0																																																																																																																																																																																															
18b	4	26	1																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	5	20	5																																																																																																																																																																																															
17a	3	26	1																																																																																																																																																																																															
18b	3	24	3																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	4	23	1																																																																																																																																																																																															
17a	2	26	0																																																																																																																																																																																															
18b	5	20	3																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	10	17	0																																																																																																																																																																																															
17a	2	24	1																																																																																																																																																																																															
18b	4	20	3																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	15	16	1																																																																																																																																																																																															
17a	2	30	0																																																																																																																																																																																															
18b	5	22	5																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	4	14	12																																																																																																																																																																																															
17a	0	28	2																																																																																																																																																																																															
18b	1	25	4																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	3	15	2																																																																																																																																																																																															
17a	1	19	0																																																																																																																																																																																															
18b	1	13	6																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	10	12	0																																																																																																																																																																																															
17a	1	21	0																																																																																																																																																																																															
18b	4	17	1																																																																																																																																																																																															
	Below	Meets	Exceeds																																																																																																																																																																																															
10a	14	13	1																																																																																																																																																																																															
17a	2	22	1																																																																																																																																																																																															
18b	7	24	0																																																																																																																																																																																															



IV. Physical Development and Health	IV. Physical Development and Health	Analyze and Respond Action Plans
<p><b>Children will demonstrate self-help skills at age appropriate levels.</b> HSELOF Alignment: IT-PMP 9, P-PMP 4</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>• Takes care of own needs appropriately (1c)</li> </ul>	<p><u>Education and Child Development:</u> 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. 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.</p>	<p>Overall this area has increased in all seasons. Self-helps skills are widely observed in all of the classrooms.</p>
<p><b>Children will demonstrate traveling skills, gross-motor manipulative skills, and fine-motor strength and coordination at age appropriate levels.</b> HSELOF Alignment: IT-PMP 3, IT-PMP 4, IT-PMP 7, IT-PMP 8, P-PMP 1, P-PMP 2, P-PMP 3</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>• Demonstrates traveling skills (4)</li> <li>• Demonstrates gross motor manipulative skills (6)</li> <li>• Uses fingers and hands (7a)</li> </ul>	<p><u>Health and Mental Health:</u> Activities that get children moving build large and small muscles, which support later reading, writing, and math skills. Large motor time is scheduled daily. As much as possible, this time is spent outdoors. Classrooms implement the <i>I Am Moving I Am Learning</i> program.</p> <p>Health screens make use of technologically advanced screening tools such as an otoacoustic emissions screener (OAE) and SureSight autorefractor vision screener. These tools enable early identification of children for further evaluation for hearing and vision concerns. This supports children's learning and development across all domains.</p>	<p>Gross motor skills are widely observed in both the indoor and outdoor settings.</p> <p>Fine motor activities are captured in observations throughout a variety of classroom activities.</p>
	<p><u>Community and Family Engagement:</u> The Family Resources Team schedules, plans and provides direct service/resources/events/activities and in the area of physical development and health on a regular basis (scheduled events can be found in the monthly newsletter and annual calendar). The annual ECC Family Health and Wellness Fair features a wide variety of providers in the Chequamegon Bay area ranging in services from dental to mental wellness, providing screenings and valuable information; other family events featuring strong physical health focus include Family Swim Days, Winter Carnival Day and the annual sugar bush season. In addition to ECC events, the Family Service team facilitates individual family referrals and resource coordination to health and development resources.</p>	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>-Activities can be sent home to do over long breaks from school</li> <li>-Set goals with families to increase fine motor development</li> <li>-Send out information regarding fine motor through the newsletter along with activities they can do at home</li> <li>-Consult with specialist to discuss possible environment changes</li> </ul>

# IV. Physical Development and Health

## Progress Monitoring by Checkpoint Season

Fall Checkpoint Data				Winter Checkpoint Data				Spring Checkpoint Data			
Kindergarten Bound Pre-K 4 Blue Color Band				Kindergarten Bound Pre-K 4 Blue Color Band				Kindergarten Bound Pre-K 4 Blue Color Band			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1c	2	26	0	1c	2	28	0	1c	1	23	6
4	2	26	0	4	4	26	0	4	1	23	6
6	6	22	0	6	3	27	0	6	1	25	4
7a	5	23	0	7a	3	27	0	7a	1	26	3
Head Start				Head Start				Head Start			
Preschool 3 Green Color Band				Preschool 3 Green Color Band				Preschool 3 Green Color Band			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1c	7	17	0	1c	3	25	0	1c	1	19	0
4	3	20	1	4	0	26	2	4	0	16	4
6	7	17	0	6	1	27	0	6	0	19	1
7a	6	18	0	7a	1	27	0	7a	0	20	0
Early Head Start (Home Base) Birth to 3 Years				Early Head Start (Home Base) Birth to 3 Years				Early Head Start (Home Base) Birth to 3 Years			
Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1c	2	17	0	1c	6	21	0	1c	3	19	0
4	3	16	0	4	4	23		4	3	19	0
6	2	17	0	6	3	24	0	6	1	21	0
7a	3	16	0	7a	2	25	0	7a	1	21	0
Early Head Start (Center Base) Birth to 3 Years				Early Head Start (Center Base) Birth to 3 Years				Early Head Start (Center Base) Birth to 3 Years			
Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands				Red, Orange, Yellow Color Bands			
	Below	Meets	Exceeds		Below	Meets	Exceeds		Below	Meets	Exceeds
1c	14	17	0	1c	7	25	0	1c	5	23	0
4	4	25	2	4	3	26	3	4	3	21	4
6	4	27	0	6	3	29	0	6	4	21	3
7a	4	27	0	7a	4	28	0	7a	7	20	1
Below widely held expectations Meets widely held expectations Exceeds widely held expectations											

## V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond Action Plans
<p><b>Children will use number concepts and operations at age appropriate levels.</b>  HSELOF Alignment: IT-C 8, P-MATH 1, P-MATH</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>• Counts (20a)</li> <li>• Connects numerals with their quantities (20c)</li> </ul> <p><b>Children will demonstrate knowledge of patterns at age appropriate levels.</b>  HSELOF Alignment: IT-C 10, P-MATH 7</p> <p>Children will demonstrate progress as measured by Teaching Strategies Gold assessments in the areas of:</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of patterns (23)</li> </ul>	<p><u>Education and Child Development:</u> Teachers use everyday situations to develop math and reasoning skills. Children build connections and remember experiences when they are in the context of daily routines, new experiences, and guided investigations. Children are able to demonstrate an understanding of concepts such as shapes, sorting, patterning, number sense, counting, number recognition, positional words (on, under, between) and music (beats, tempo).</p> <p><u>Health and Mental Health:</u> When children get a good night's sleep, they can pay attention, remember what they learn, and manage their feelings. Information about healthy sleep patterns and sleep requirements is sent home and included in monthly newsletters.</p> <p><u>Community and Family Engagement:</u> The Family Resources Team provides resources in the area of child development in the monthly newsletter. In addition, each ECC family is provided the annual family resource guide, which links families to local and regional medical and social-economical resources. All ECC activities and events take into consideration the need to involve and improve general knowledge in families and children; collaboration with community partners is vital in responding to and implementing needed services for the community.</p>	<p>Data analysis shows us that many of the children not meeting expectations are chronically absent from school, have IEPs or IFSPs.</p> <p><u>Recommendations:</u></p> <ul style="list-style-type: none"> <li>-Teachers: Intentional teaching and outcomes</li> <li>-Math trainings for teachers</li> <li>-School to home activities and resources to improve in math.</li> </ul>

# V. Cognition and General Knowledge

## Progress Monitoring by Checkpoint Season

Fall Checkpoint Data				Winter Checkpoint Data				Spring Checkpoint Data																																																			
<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>14</td><td>14</td><td>0</td></tr><tr><td>20c</td><td>10</td><td>17</td><td>1</td></tr><tr><td>23</td><td>6</td><td>22</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	14	14	0	20c	10	17	1	23	6	22	0	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>9</td><td>18</td><td>3</td></tr><tr><td>20c</td><td>7</td><td>19</td><td>4</td></tr><tr><td>23</td><td>5</td><td>25</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	9	18	3	20c	7	19	4	23	5	25	0	<div>Kindergarten Bound Pre-K 4 Blue Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>17</td><td>6</td></tr><tr><td>20c</td><td>2</td><td>21</td><td>7</td></tr><tr><td>23</td><td>1</td><td>28</td><td>1</td></tr></table>					Below	Meets	Exceeds	20a	7	17	6	20c	2	21	7	23	1	28	1
	Below	Meets	Exceeds																																																								
20a	14	14	0																																																								
20c	10	17	1																																																								
23	6	22	0																																																								
	Below	Meets	Exceeds																																																								
20a	9	18	3																																																								
20c	7	19	4																																																								
23	5	25	0																																																								
	Below	Meets	Exceeds																																																								
20a	7	17	6																																																								
20c	2	21	7																																																								
23	1	28	1																																																								
<div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>14</td><td>10</td><td>0</td></tr><tr><td>20c</td><td>18</td><td>6</td><td>0</td></tr><tr><td>23</td><td>10</td><td>14</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	14	10	0	20c	18	6	0	23	10	14	0	<div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>21</td><td>0</td></tr><tr><td>20c</td><td>12</td><td>16</td><td>0</td></tr><tr><td>23</td><td>6</td><td>22</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	7	21	0	20c	12	16	0	23	6	22	0	<div>Head Start Preschool 3 Green Color Band</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>2</td><td>18</td><td>0</td></tr><tr><td>20c</td><td>3</td><td>17</td><td>0</td></tr><tr><td>23</td><td>2</td><td>18</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	2	18	0	20c	3	17	0	23	2	18	0
	Below	Meets	Exceeds																																																								
20a	14	10	0																																																								
20c	18	6	0																																																								
23	10	14	0																																																								
	Below	Meets	Exceeds																																																								
20a	7	21	0																																																								
20c	12	16	0																																																								
23	6	22	0																																																								
	Below	Meets	Exceeds																																																								
20a	2	18	0																																																								
20c	3	17	0																																																								
23	2	18	0																																																								
<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>10</td><td>9</td><td>0</td></tr><tr><td>20c</td><td>5</td><td>14</td><td>0</td></tr><tr><td>23</td><td>3</td><td>16</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	10	9	0	20c	5	14	0	23	3	16	0	<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>3</td><td>24</td><td>0</td></tr><tr><td>20c</td><td>6</td><td>20</td><td>0</td></tr><tr><td>23</td><td>4</td><td>23</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	3	24	0	20c	6	20	0	23	4	23	0	<div>Early Head Start (Home Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>15</td><td>0</td></tr><tr><td>20c</td><td>4</td><td>17</td><td>1</td></tr><tr><td>23</td><td>4</td><td>18</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	7	15	0	20c	4	17	1	23	4	18	0
	Below	Meets	Exceeds																																																								
20a	10	9	0																																																								
20c	5	14	0																																																								
23	3	16	0																																																								
	Below	Meets	Exceeds																																																								
20a	3	24	0																																																								
20c	6	20	0																																																								
23	4	23	0																																																								
	Below	Meets	Exceeds																																																								
20a	7	15	0																																																								
20c	4	17	1																																																								
23	4	18	0																																																								
<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>12</td><td>19</td><td>0</td></tr><tr><td>20c</td><td>11</td><td>20</td><td>0</td></tr><tr><td>23</td><td>10</td><td>21</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	12	19	0	20c	11	20	0	23	10	21	0	<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>12</td><td>19</td><td>1</td></tr><tr><td>20c</td><td>12</td><td>19</td><td>1</td></tr><tr><td>23</td><td>13</td><td>19</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	12	19	1	20c	12	19	1	23	13	19	0	<div>Early Head Start (Center Base) Birth to 3 Years Red, Orange, Yellow Color Bands</div> <table><tr><th></th><th>Below</th><th>Meets</th><th>Exceeds</th></tr><tr><td>20a</td><td>7</td><td>16</td><td>1</td></tr><tr><td>20c</td><td>15</td><td>8</td><td>1</td></tr><tr><td>23</td><td>8</td><td>16</td><td>0</td></tr></table>					Below	Meets	Exceeds	20a	7	16	1	20c	15	8	1	23	8	16	0
	Below	Meets	Exceeds																																																								
20a	12	19	0																																																								
20c	11	20	0																																																								
23	10	21	0																																																								
	Below	Meets	Exceeds																																																								
20a	12	19	1																																																								
20c	12	19	1																																																								
23	13	19	0																																																								
	Below	Meets	Exceeds																																																								
20a	7	16	1																																																								
20c	15	8	1																																																								
23	8	16	0																																																								
<div>Below widely held expectations Meets widely held expectations Exceeds widely held expectation</div>																																																											





## 2017 November Monthly Attendance

Head Start: Ivy Matos  
Early Head Start: Nathaniel Basina

In the Early Head Start we had a total of 13 out of 32 students  
that met the perfect attendance requirement.

Waabooz	2 Children
Amik	2 Children
Makwa	5 Children
Esiban	4 Children

In the Head Start we had a total of 18 out of 50 students  
that met the perfect attendance requirement.

Migizi	5 Children
Maiingan	6 Children
Mashkodebizhiki	7 Children



**No Excuses**  
  
**Go to School**  
*Learn, play, explore.*



## **Waabooz**

**December 2017**

**Dear Parents,**

**November seemed to fly by. We very much enjoyed our parent/teacher conferences with you. It's wonderful to see how your children have grown and developed since school started.**

**Some of your children are walking. Some are working on tummy time. Some are working on sitting up. Some are crawling. It's an honor to be part of whatever their stage of development might be.**

**All of your children seem to enjoy all that we do; especially reading books, singing and playing with their friends. We look forward to another great month!**

**Miss Maggie and Mr. Fred**





# December

## Manidoo-Giizisoons (Little Spirit Moon)

Ms. Tiff & Ms. Lacie



### Amik News

Wow!! 2017 is almost over and the new year will be here before we know it. The time just flew by.

For the month of December we will be exploring the wonderful world of winter and the holidays. We will also be doing some fun art activities. :) Along with discovering more sensory activities.

We will be working on picking up our toys when we are done playing with them.

In November we have been working on using crayons, dabbers, and using glue sticks. We enjoyed trying these new materials. Also, we've been enjoying our new teacher Ms. Lacie.



What we like to do in the Amik Room!!

Mason-loves to count and sing her ABC's.

Felix- likes playing with toy trucks.

Cynthia-Loves reading books in the rocking chair. Her favorite book is about colors.

Layne-Enjoys reading books and playing with blocks.

Violet-Likes to play on

the climber.

Ezmae-Likes playing with the baby dolls and rocking them.

Alexander-likes playing with toy trucks.

Mathias-Loves to drum and sing. Also likes to throw the ball around the room.

### Ojibwemowin

Hat-wiiwakwaan

Mitten-  
minjikaawan

Winter-baboon

Jacket-  
babiinzikawaagan

Mason

turns 2 on  
December 8th

#### Important Dates:

- ☺ Dec 20th- Last Day of classes before winter break
- ☺ Dec 21-Jan 1st ECC CLOSED WINTER BREAK
- ☺ Dec 21st- ECC Winter Holiday Party
- ☺ Dec 24th- Christmas eve
- ☺ Dec 25th- Christmas Day
- ☺ Dec 31st- New Years Eve
- ☺ Jan 1st- Happy New Year!



### Parent Reminders

Please make sure you have weather appropriate extra clothing for your child in their cubbies. :) Also, please make sure your child has snow pants, hat, mittens, and a winter jacket because we will be going outside when the weather is appropriate.

Make sure all clothing is labeled with your child's name.

Attendance is very important your child school is Monday-Friday 7:45am-3:00pm. If you know your child will not be coming to school please call Tiffanie or Lacie at 715-779-5030

ext 2525 if no one answers please leave a message. Or call the office and leave a message with Ashley. Thank you!

Please check your child's folders by the door daily! Also, please remember to sign your child in at drop off and sign out at pick up!

Miigwech





Makwa newsletter We are little elves making lot of projects for our families Shhhhhhhhhhhh having fun with our glitter and sensory table sorry Toby, learning how to bead, cut and serve ourselves we are getting good on the potty maybe santa will help us out! We are learning how to be a good friend and clean up! Take a peek what we have been doing? Thanks for coming in our room . Health and happiness for 2018 Kelsey and Teresa



# ESIBAN NEWS



## News and PLANS

December is here already! Crazy how time fly's by. For this month we will be working on holiday crafts, word of the week, creating with art and tasting and preparing food.

Please make sure to send your children with warm clothing with the cold weather approaching us.

-Ms. Melissa & Ms.Amber

## REMINDERS

12/20- Last Day of classes  
before Winter Break

12/21- ECC Holiday Party

12/21-01/01- ECC Closed

12/25 Christmas

01/02- Classes Resume

## What we are doing

Layla- enjoys playing with the animals in the doll house.

Nathaniel- likes the sensory table

Javoni- likes to look at books

Isaac- enjoys playing in the science area

Takodah- working on sharing with others

Delilah- works on sharing with others

Danielle- works on interacting with peers

## Ojibwemowin

Christmas: Niibaa-Anama'e-Giizhigad

Pie: Biitoosijigan

Reindeer: Adik

*Merry Christmas*





## MANIDOO GIIZISOONS

2017

### Agongos

#### Home Base December News

It's already December! This month will be focused on getting holiday projects done as well as continuing activities in the curriculum.

There will be a Home Base Social on Friday Dec. 8th from 9-11am in the Large Motor room at the ECC. We will be decorating cookies and other fun activities!

The ECC Winter Holiday Party/Home Base Social will take place at the Red Cliff Youth Center on December 21st from 10-noon.

*As always, we are thankful for each of our families letting us into their homes and being a part of their child's learning. Miigwech!*



### Aaniin ezhiwebak!

*What's happening!*

- \* Home Base Social: Dec. 8th, 9-11am Large Motor Room
- \* ECC Winter/Holiday Party/Home Base Social: Dec. 21st
- \* ECC CLOSED: Dec. 21st-Jan. 1st

"Apane ji-mikwendamang gaa piimiinigooyang Anishinaabe bimaadiziwin!"

*"Always remember our teachings"*

### December Ojibwemowin

- *Zoogipon: It snows*
- *Bakwezhighaans(ag): Cookie(s)*
- *Agoojigan: A present*
- *Mikwam: Ice*
- *Gisinaa: Cold Weather*

### Parenting Pro Tip!

Try to set a side time on a regular basis to do fun things with your child/ren.

Some ideas:

- ⇒ Going for a walk
- ⇒ Baking goodies
- ⇒ Learn new games
- ⇒ Art projects
- ⇒ Visit the park

*Miigwech!*

Miss Haley ext. 236



# CHRISTMAS IS COMING!!!

Red Cliff Early  
Childhood Center  
Red Cliff, WI

December 2017  
Mashkodebizhiki Room

## Mashkodebizhiki Classroom Newsletter

### Manidoo-Giizisoons (Little Spirit Moon) Christmas Time!

We have a magical fun filled month planned. Our students will be learning all about Clothing, Winter season, Christmas/Santa/Elf on the Shelf and many more fun exciting Christmas ideas. We will also be working on Asking for What you need or want and Identifying Feelings.



### ELF Surveillance

It is about that time of year where Santa is watching and checking his list twice. Our students will be doing a Secret Santa in the classroom and making their Christmas Wish List.

Please be aware that the Christmas Wish Lists will be sent home by Friday, December 8<sup>th</sup>.

### Crafty Students

First, our students will get the opportunity to draw a friend's name for secret Santa, pick a gift and wrap it for their Secret Santa.

Second, they will get the opportunity to create many different Christmas crafts throughout the month.

Finally, they will get to frost some delicious Christmas cookie.

### This Month's Highlights

Last Day of Classes Before Winter  
Break- Wednesday, December 20<sup>th</sup>  
2017

ECC HOLIDAY PARTY/**NO SCHOOL**-  
Thursday, December 21<sup>st</sup> 2017

**NO SCHOOL**- Friday, December 22<sup>nd</sup>  
2017-January 2<sup>nd</sup> 2018

Christmas Day- Monday, December 25<sup>th</sup>  
2017

New Years Day- Monday, January 1<sup>st</sup>  
2018





# Mai'ingan Room



Boozhoo! It is that time of year again when the weather turns bitterly cold and the kids want to be outside all the time. Please remember to send appropriate gear to school so your child can get the most out of their outdoor experience. Snow pants, hats, warm jackets, winter boots and warm gloves are all necessary for your child to be comfortable outside. Also, remember to check on their extra clothes. There are many times that pants and socks get really wet from the snow and the kids are much more comfortable when they can change.

Thank you to everyone for making the parent / teacher conferences so productive. We appreciate you and your willingness to give us time to share the wonderful things that your child does at school. Your participation and input are so beneficial to your child's success now and in the future.



As with everything we do we welcome any thoughts or ideas on how to make this season of giving a great one.

**DON'T FORGET...**the ECC Christmas party is on Thursday, December 21st at 10:00 at the Red Cliff Youth Center. School will be closed starting the 22nd of December and will resume the 2nd of January. We hope you enjoy the time with your child and remember that it isn't how much money you spend or how many gifts are under the tree but how many special memories are made!!



Ms. Alicia and Ms. J





# **MIGIZI NEWS**

**WOW! THIS YEAR HAS FLOWN BY WAY TOO FAST. THIS MONTH WE WILL BE WORKING ON THE NUMBERS 6-10, BIG WORDS LIKE (COMMUNICATION, RESPONSIBILITY, AND INTERESTING), DOING A CLOTHES STUDY, CHRISTMAS PROJECTS, HOW TO GIVE TO OTHERS, HOW TO IDENTIFY OUR FEELINGS, AND HOW TO ASK FOR THINGS WE WANT.**

**PLEASE SEND YOUR CHILD TO SCHOOL WITH THE PROPER GEAR FOR OUTSIDE! WE GO OUTSIDE EVERYDAY PLEASE MAKE SURE THEY HAVE A WINTER JACKET, SNOW BOOTS, HAT, WARM GLOVES, AND SO ON FOR WINTER. WE MAY NOT HAVE SNOW ON THE GROUND RIGHT NOW, BUT IT IS COLD OUTSIDE DRESS THEM APPROPRIATELY!**

**WE WOULD LIKE TO THANK ALL THE FAMILIES WHO PARTICIPATED IN THE PARENT TEACHER CONFERENCES AND IF YOU HAVEN'T MADE AN APPOINTMENT YET PLEASE MAKE AN APPOINTMENT.**

## **REMINDERS...**

**LAST DAY OF SCHOOL FOR THE MONTH IS WEDNESDAY DECEMBER 20, 2017**

**CHRISTMAS PARTY IS THURSDAY DECEMBER 21, 2017**

**CHRISTMAS BREAK IS DECEMBER 21, 2017 THRU MONDAY JANUARY 1, 2018.**

**FIRST DAY BACK IS TUESDAY JANUARY 2, 2017.**

**MISS LINDA, MISS KATHY, & MISS DIANN**





**Red Cliff Early Childhood Center  
Policy Council Meeting Minutes  
Tuesday September 26<sup>th</sup> 2017 @ 11:00 pm  
Memengwaa Trailer**



**Meeting called to order by Nicci Newago at 11:14 am**

**Policy Council members present:** Cheri Defoe, Stephanie Haskins, Nicole (Nicci) Newago and Misty Nordin by Phone.

**Absent:** Clarissa Bressette, Johanna Wilson and Amanda Teschner,

**Others present:** Nicole Boyd, Head Start Director; LaVonne Goslin, Early Head Start Director and Cindy Garrity, Family Service Manager.

**Approval of Agenda-**Cheri motion to approved agenda, Stephanie seconded, all in favor, motion carried.

**Approval of Minutes -**Cheri motioned to approve minutes for July 18th, 2017, Stephanie seconded, all in favor, motion carried.

**Financial reports-**Nicole updated Policy Council that she has no concerns with current financials; however, she is monitoring the wages as we do have some vacancies. LaVonne reported that there are still 5 positions open, Head Start Bus Driver/Teacher Support, EHS Center-Based Teacher, EHS Assistant Teacher, Mental Health Manager position and Family Service Worker position. Nicole added that there is a long-term sub in Head Start for the HS bus driver/Teacher Support position until it is filled.

**Approval of Menu-**Cheri motioned to approve the menu for October 2017, Stephanie seconded, all in favor, motion carried.

**Program Summary-**Nicole reported that at this time she is still waiting for health information for July's program summary.

**Ratify poll Vote-**Policy Council approves the selection committee's recommendation of the ECC Mental Health Manager.

Cheri motioned to approve the selection committee's recommendation for the ECC Mental Health Manager position, seconded by Misty, all in favor, motion carried.

**Other-** PIR for Head Start and Early Head Start for 2016-2017 was distributed. Nicole asked the policy council to look over and if they have questions to contact her.

**Executive-Motion** by Cheri to go into executive session at 11:34 am, seconded by Misty, all in favor, motion carried.

Motion by Cheri to come out of executive session at 11:45am, seconded by Misty, all in favor, motion carried.

Motion by Misty to approve disciplinary action presented by EHS director, seconded by Stephanie, all in favor, motion carried.

**Adjourn**

Motion by Misty to adjourn at 11:46 am, seconded by Cheri, all in favor, motion carried.

---

Policy Council Chair

---

Date



**The Red Cliff ECC Will Be**

**Closed**

**Thursday December 21<sup>st</sup> thru Monday January 1<sup>st</sup>**

**Classes will resume**

**Tuesday January 2<sup>nd</sup> 2018**





***2017 ECC***

***WINTER HOLIDAY PARTY***

***DECEMBER 21<sup>ST</sup>***

***10-12***

***RED CLIFF YOUTH CENTER***

**Lunch will be provided**

**For more information contact**

**Cindy Garrity or Jenny Defoe**

**715-779-5030**

**Ext. 2551 or 2533**



## HNDAC MEETING

### HEALTH NUTRITION AND DISABILITIES ADVISORY COMMITTEE



## **ATTENTION: ALL PARENTS/COMMUNITY**

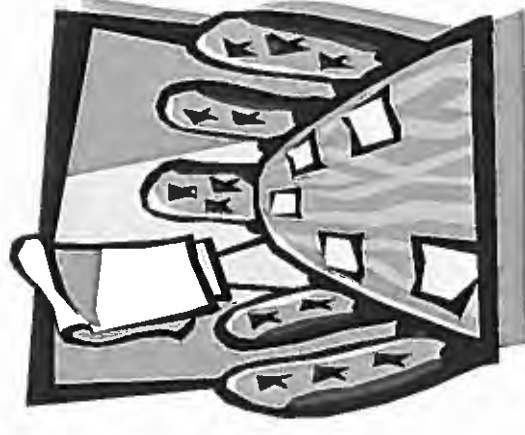
You are invited to attend the Health Nutrition and Disabilities Advisory Committee (HNDAC) Meeting.

This Committee meets twice a year to address ways to improve the care and safety of the children, staff, our community and visitors that enter the doors of the Red Cliff Early Childhood Center.

This invitation is open to you as a Parent, Guardian and Community member to join us. **Fun, input, laughter is enjoyed by all.**

**Join us: Monday, Dec. 11th - 3:00 pm @ the ECC Mememgwaa Trailer**

**FOR MORE INFORMATION CALL PATT @ 715-779-5030 EXT. 2556**





# Red Cliff Community Health Center

## Hat and Mitten Drive

(Handmade or new items please)



If you would like to donate  
please drop off at the Clinic  
Registration desk. Your  
donation is greatly appreciated.  
Thank you!

# 2017 Toys for Tots

Give away

**Ages: New born through age 12**

**Call between November 15<sup>th</sup> and December 13<sup>th</sup>**

**Monday thru Friday**

**8:00 am to 4:00 pm**

**Phone Number 715-292-6400**

**ext. 1 or 2**

**Toy Pick Up Date: December 19<sup>th</sup>**

**10:00am to 6:00 pm**

**At Brettings Community Center**

**400 4<sup>th</sup> Ave W.**

**Ashland Wisconsin**





# St. Francis Bazaar

Dec. 3rd, 2017 86th 86th

Starting at 10:00 A.M.

@Legendary Waters Casino

Join us for a filled day!



Games 50/50 Raffle



Food and Bakery items





# *Holiday Boutique*

2017

**FRI DEC 8 SAT DEC 9 10AM-5PM**



**CONTACT Deb Topping (715) 779-5173  
LEGENDARY WATERS RESORT & CASINO**

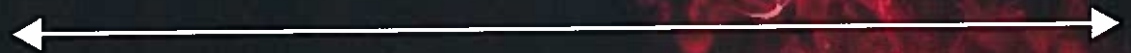
**Located 3 Miles North of Bayfield on Highway 13 | (800) 226-8478**

or Contact Sarah Defoe-Gordon @ (715) 779 5902



Red Cliff Family Violence Prevention Program

# WOMEN'S EMPOWERMENT GROUP



Presents

## SELF-DEFENSE CLASS

December 6th

4:30 pm - 6:30 pm

Family Services Building

88385 Pike Rd, Hwy 13

Bayfield, WI

Red Cliff Family Violence Prevention invites you to join us for our Women's Empowerment Group.

Knowing how to protect yourself & spot a potentially dangerous situation is key in avoiding trouble. This 2 hour self-defense class will offer simple techniques to avoid assault. There will be hands-on training, so be sure to dress comfortably in workout wear.

For more Information or  
to RSVP, please contact  
RCFVPP: 715-779-3706



# Basic Budgeting Workshop

**Basic Budgeting** is a free workshop designed to help people learn skills and strategies to plan for monthly household expenses and build savings. Participants will learn to develop a spending and saving plan, discuss goal setting and identify community resources.

Basic Budgeting is offered monthly at alternating locations in Ashland and Bayfield Counties. The next upcoming workshop is on:



**Tuesday, December 12, 2017**

**10:00-11:30 a.m.**

**New Hope Housing  
Commons, Building A  
Red Cliff, Wisconsin**

(from Casino, go North on Blueberry Rd.  
Turn right on Pageant Road. Left into lot.)



**Registration is Required for this  
free workshop. To register call:**

**715-779-3340**

**Sponsored by: Red Cliff Housing Authority  
and Red Cliff Early Childhood Center.**







## ***Kids Christmas Party***

***Saturday, December 16, 2017***

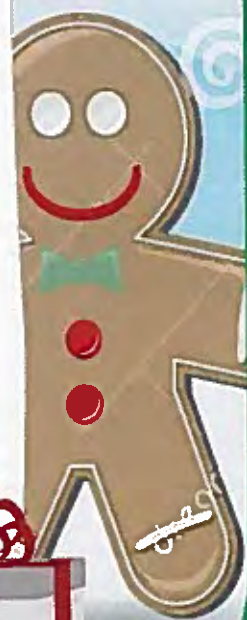
**11:00 a.m. – 3:00 p.m.**

**Legendary Waters Resort & Casino**

Ages for gifts Infant to 12 years old

Punch & Cookies will be served.

If you would like to volunteer to help wrap presents or assist at the party, please contact: Julie Gordon or Jeanne Gordon @ the Tribal Administration office @ 715-779-3700.





# Red Cliff Comprehensive Community Services

## WHAT IS CCS?

Comprehensive Community Services is a voluntary program that provides services to children and adults who have mental health or substance abuse issues. Services are in-

dividualized offering an array of Red Cliff Tribal and Bayfield County services. Services are client directed, recovery oriented and strengths based.

The Red Cliff CCS program provides services to Red Cliff Tribal members and Red Cliff Community Members within reservation boundaries and surrounding communities. Services are covered by Medical Assistance through Wisconsin's Comprehensive Community Services. Services are not time limited. It is the vision of CCS to support, participants to achieve maximum independence, ultimately resulting in discharge from CCS. Individualized criteria will identify what circumstance discharged should occur.

*On any journey,  
we must find  
out where we  
are before we  
can plan the  
first step...*

Growth is never by  
mere chance; It is the  
result of forces  
working together

### CCS Eligibility

- Red Cliff Community Member
- Eligible Medical Assistance
- Mental health and/or AODA Diagnoses
- Prescription by Physician
- Have a need for psychosocial rehabilitation services
- Eligible as determined by a Wisconsin Functional Screen

**Red Cliff CCS Program  
contact information:**

**Mishomis Wellness Center  
at 715-779-3741 Ext: 2405  
or 2406.**

daughter thought Shea was "There is no need to stress — like dropping a trail of ward, and give her treats for experience for both of you.

## Money > Everyday Cheapskate

# 25 ways to save \$1,000 a month and become debt-free

Several years ago, I met Kathryn and Galen, who live in the St. Louis area. At the time, they were drowning in debt, and Galen was dealing with his recent job layoff. Their financial situation appeared grim.

I agreed to work with them to set up a plan that, if followed diligently, would get them out of debt and on their way to financial freedom.

Together, we determined that given their current lifestyle and financial commitments, they were \$1,000 short every month, an amount they would have to find somewhere, somehow, for this plan to work.

Never have I seen a couple so committed to getting out of debt! They didn't complain or expect any pity. Instead, they adopted a scorched-earth attitude as they became committed to doing anything and everything possible to reach the goal.

Here's Kathryn's list of the 25 things they did to find the



Mary Hunt

\$1,000 they needed every month to stay on track to get out of debt:

1. We joined The Grocery Game (an online program that is no longer in business; an excellent alternative is the CouponMom website) to slash our grocery bill.
2. We accepted help from community food-distribution ministries and ended up working as volunteers once we were back on our feet.
3. We replaced our oven and sofa with gently used items we found on Craigslist.
4. I made my own laundry detergent.
5. Our daughter withdrew from private college and moved home to attend a local community college for a fraction of the cost.
6. We re-evaluated our insurance needs and reduced premiums by more than \$200 a month.
7. We quit salons in favor of beauty schools for haircuts.
8. We stopped eating out, except for very special occasions.
9. We started paying bills online, saving on the cost of postage, envelopes and time.
10. We borrowed movies from the library for free, instead of renting or buying.
11. We enjoyed entertainment opportunities that were free and local (open houses, festivals, fairs) and found them by looking in the paper.
12. We required our kids to pay for things we used to cover (cellphone, gasoline and clothes). We held family meetings to update ourselves on where we were and what we could do as a family to do better and save more.
13. We were committed to thinking long and hard together before we bought anything.
14. We did not use credit cards or any kind of "free financing." Period. We continue to pay for it now, or we don't buy it.
15. I did a lot more cooking from scratch by using stuff I had on hand and learning all I could to keep doing better.
16. We made stuff last as long as we could and then determined to go for as long as possible before having to replace it.
17. I gave up my lunchtime Pilates class.
18. We drove less and walked more. I continue to walk a half-mile to work.
19. I got a second job, where I worked nights and weekends, which was also within walking distance of my house and daytime job.
20. We cut back all phone services (cell and landline) to bare bones.
21. We canceled maintenance contracts on everything but our computer.
22. We all gave up soda and replaced it with water.
23. We made our own Christmas gifts: baskets

with homemade bean-soup mix and cornbread, with other goodies tucked in as well.

24. We brought our lunches from home all the time.

25. We sold stuff we didn't need at yard sales and resale shops and on Craigslist. We gave lots to charity, taking full advantage of the receipt to reduce our taxes.

It took four years, but Kathryn and Galen made it all the way to being debt-free. In that time, Galen became gainfully employed, which turbocharged their plan.

It was a thrill for me to watch Kathryn and Galen cross that finish line. Their commitment to living debt-free continues to be so inspiring.

Write to Mary Hunt at [mary@everydaycheapskate.com](mailto:mary@everydaycheapskate.com), or c/o Everyday Cheapskate, 12340 Seal Beach Blvd., Suite B-416, Seal Beach, CA 90740.

children who could use a mentor's help.

First name: Jacob

Age: 10

Interests: He likes reading and math in school. After school, he likes to play basketball, go to the skate park and play video games.

Personality and

characteristics: He lives with his grandma and older brother. He is talkative and

active. He loves to play games and hang out with his older brother.

Goals and dreams: Jacob wants to learn how to play hockey

For more information: Jacob is waiting for a mentor

through Kids n' Kinship in Dakota County. To learn more about this agency, contact

Kids n' Kinship at

[kidsnkinship.org](http://kidsnkinship.org) or 952-892-

6368. For more information

about mentoring, contact

MENTOR MN at 612-399-

0222 or check its online list of

mentoring programs at

[mnpnn.org](http://mnpnn.org) by clicking "Get

Involved" and scrolling down

to "Find a Program" in the drop-down menu.

## Get Dental Care for Your Child

- Check your child's teeth and gums once a month. Look for white spots. If you see white spots, take your child to a dentist right away.
- If your child has not been to the dentist, make an appointment.
- Continue to visit the dentist to have your child's teeth and gums checked. The dentist will tell you when you need to come back.

## Keep Your Own Mouth Healthy

- Brush your teeth with a soft toothbrush and toothpaste with fluoride, twice a day, after breakfast and before bed.
- Floss once a day before bedtime.
- Eat healthy foods, like whole-grain products, dairy products, fruits, vegetables, meat, fish, chicken, eggs, beans, and nuts.
- Eat fewer sweets like candy, cookies, or cake. Drink fewer sugary drinks like fruit-flavored drinks or pop (soda). Eat sweets or drink sugary drinks at mealtimes only.
- Get dental care.



## A Healthy Smile for Your Young Child

### Tips to Keep Your Child Healthy



## Resources

### Finding a Dentist

- <http://www.aapd.org/finddentist>
- <http://www.ada.org/ada/findadentist/advancedsearch.aspx>
- <http://www.knowyourteeth.com/findadentist>

### Finding Low-Cost Dental Care

- <http://www.nidcr.nih.gov/FindingDentalCare/ReducedCost/FLCDC.htm>

### Finding Dental Insurance Coverage

- <https://www.insurekidsnow.gov>

Cite as: Holt K, Barzal R. 2014. *A Healthy Smile for Your Young Child: Tips to Keep Your Child Healthy* (rev.). Washington, DC: National Maternal and Child Oral Health Resource Center.

*A Healthy Smile for Your Young Child: Tips to Keep Your Child Healthy* (rev.) © 2014 by the National Maternal and Child Oral Health Resource Center, Georgetown University.

This publication was made possible by grant number H47MC00048 from the Maternal and Child Health Bureau (MCHB), Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services (DHHS). Permission is given to photocopy this publication or to forward it, in its entirety, to others. Requests for permission to use all or part of the information contained in this publication in other ways should be sent to the address below.

National Maternal and Child Oral Health Resource Center  
Georgetown University

Phone: (202) 784-9771

E-mail: [OHRInfo@georgetown.edu](mailto:OHRInfo@georgetown.edu)

Website: <http://www.mchoralhealth.org>



Taking care of your young child's teeth and gums is important.

Brush your child's teeth, give your child healthy foods, and take your child to the dentist. If you take care of your teeth, it will help your child's teeth stay healthy, too.



Children need healthy teeth.

Healthy teeth help them to chew and to speak clearly. Baby teeth also make space for adult teeth. Young children want to brush their own teeth, but they need help. Until your child is about 7 or 8, you should brush her teeth.

Give your child a healthy start! Here are tips to keep your child's teeth and gums healthy.



## Take Care of Your Child's Mouth

- Brush your child's teeth with toothpaste with fluoride (floor-ide) twice a day, after breakfast and before bed. Use a soft toothbrush made for young children.
- For children under age 3, use a small smear of toothpaste. For children ages 3 to 6, use toothpaste the size of a pea.



Smear

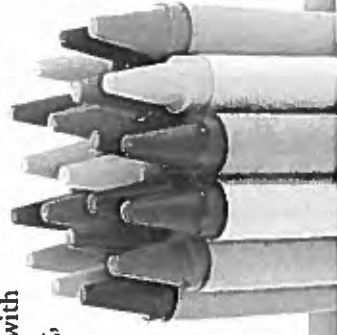


Pea-size

- Brush the front and back of your child's teeth. Lift his lips to brush at the gum line of his front teeth.
- Make sure your child spits out the toothpaste after brushing. Do not have your child rinse with water. The toothpaste that stays in your child's mouth is good for his teeth.
- Floss your child's teeth if they touch each other. Ask dental office staff for help.
- If your child has sore gums from a tooth coming in, give him a cold teething ring, cool spoon, or cold wet washcloth. Or you can rub your child's gums with a clean finger.
- Germs can pass from your mouth to your child's mouth. Use a different spoon to taste your child's food. If your child's pacifier falls on the floor, clean it with water.
- Do not dip pacifiers in sweet foods like sugar, honey, or syrup.

## Give Your Child Healthy Foods

- Give your child healthy foods. Give her foods like fruits, vegetables, whole-grain products like bread or crackers, and dairy products like milk, yogurt, or cheese. Lean meats, fish, chicken, eggs, and beans are also good for your child.
- Wean your child from a bottle to a cup by age 12 to 14 months.
- Do not put your child to sleep with a bottle filled with milk, juice, or sugary drinks like fruit-flavored drinks or pop (soda).
- Serve juice in a cup with no lid, not a bottle. For children ages 1 to 3, offer no more than 4 ounces of juice each day. For children ages 4 to 6, offer no more than 4 to 6 ounces of juice each day. Give your child 100-percent fruit juice only. It is even better to give your child fruit instead of juice.
- Give your child water several times a day. The water should have fluoride.
- Give your child fewer sweets like candy, cookies, or cake. And give your child fewer sugary drinks. If you give your child sweets or sugary drinks, give them at mealtimes only.
- Reward your child with a big smile or a hug, not with food.



# PARENTING | THE | PRESCHOOLER

*Because kids don't come with an instruction manual*

## Parenting Styles

[fyi.uwex.edu/parentingthepreschooler/](http://fyi.uwex.edu/parentingthepreschooler/)

### Practical Tips for Parenting

- ♦ Give your child choices such as what color socks to wear or choosing between two vegetables for a snack.
- ♦ Accept your child's feelings when she is angry, sad, or frustrated. Saying "I can see you're upset" doesn't mean giving in; it helps identify emotions and tells the child you understand.
- ♦ Use words like "good" or "bad" to describe behavior, not to describe the child.
- ♦ Clearly explain the behavior you expect in advance. For example, before a shopping trip say "You must stay in the cart and we won't be buying anything that's not on the list. Would you like to add one item to the list before we get there?"
- ♦ Set limits based on your child's development and consistently follow through by providing consequences that relate to the behavior.
- ♦ Praise positive behavior and always reaffirm love for your child.



Photograph by Paula Cartwright



Photograph by Mai Yia Thao

### Balancing Care, Discipline, and Respect

By giving your child freedom of thought and expression, enforcing limits, and practicing positive communication, you can solve problems and promote responsibility in your child.



## Parenting Styles

Identifying your style—as a parent, do you relate more to A, B or C?

### A

I know what's best for my child because I am the parent.

My child should obey me and be punished if they do not.

When my child misbehaves, I yell and threaten.

### B

I give my child choices and their own sense of individuality.

I have high standards and enforce the rules consistently.

I serve as a role model for my child by modeling the respect that I expect them to give me.

### C

I do as much as I can for my child because he/she is only a child for a short time.

If I discipline my child, I'm afraid he/she won't love me.

I typically let my child do what he/she wants because I dislike conflict.

Although you may have identified with more than one group, based on the one to which you related most closely, your parenting style is likely:

The Enforcer

The Negotiator

The Yielder

## Using Your Strengths

Many parents use a mixture of styles at various times, but striving to be a Negotiator parent (type B) is best to help children develop inner discipline.

Enforcer parents (Type A) often use strict punishment and allow very little freedom. Yielder parents (Type C) often view their children as friends and have few limits or demands for their children. If you relate to either of these parenting styles, don't feel bad! You have great strengths as a parent, but remember that balance is important for children.

Yielder parents' strength is love and acceptance but it's important to think how giving in might

affect the child long term. Will your child feel entitled? Or learn patience?

Enforcer parents have the strength of clarity and high expectations. However, showing sensitivity to your child will be key in helping your child understand that "tough love" is rooted in "love" and not just "tough."

Negotiator parents combine love, limits, and respect with consistent, fair expectations. Research shows that the Negotiator produces the best outcomes for children's health and well-being, including: responsibility, compassion, problem-solving skills, self-control, and acceptance of self and others.

## UW-Extension Family Living Programs

"Raising Kids, Eating Right, Spending Smart, Living Well"



University of Wisconsin-Extension  
<http://bayfield.uwex.edu/>

[Link To References](#)

711 for Wisconsin Relay (TDD)

For more information, please contact your county UW-Extension office:

UW-Extension Family Living Programs

UW-Extension Bayfield County Courthouse,

PO Box 218 ~ Washburn, WI 54891

715- 373-6104, ext. 252 ~ [liz.lexau@ces.uwex.edu](mailto:liz.lexau@ces.uwex.edu)

Copyright © 2014 by the Board of Regents of the University of Wisconsin System doing business as the division of Cooperative Extension of the University of Wisconsin-Extension. All rights reserved.

An EEO/Affirmative Action employer, the University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.

# EXTREME



A Prevention Guide to Promote Your Personal Health and Safety



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



# W

hen winter temperatures drop significantly below normal, staying warm and safe can become a challenge. Extremely cold temperatures often accompany a winter storm, so you may have to cope with power failures and

icy roads. Although staying indoors as much as possible can help reduce the risk of car crashes and falls on the ice, you may also face indoor hazards. Many homes will be too cold—either due to a power failure or because the heating system isn't adequate for the weather. When people must use space heaters and fireplaces to stay warm, the risk of household fires increases, as well as the risk of carbon monoxide poisoning.

Exposure to cold temperatures, whether indoors or outside, can cause other serious or life-threatening health problems. Infants and the elderly are particularly at risk, but anyone can be affected. To keep yourself and your family safe, you should know how to prevent cold-related health problems and what to do if a cold-weather health emergency arises.

The emergency procedures outlined here are not a substitute for training in first aid. However, these procedures will help you to know when to seek medical care and what to do until help becomes available.

## What Is Extreme Cold?

What constitutes extreme cold and its effects can vary across different areas of the country. In regions relatively unaccustomed to winter weather, near freezing temperatures are considered “extreme cold.” Whenever temperatures drop decidedly below normal and as wind speed increases, heat can leave your body more rapidly. These weather-related conditions may lead to serious health problems. Extreme cold is a dangerous situation that can bring on health emergencies in susceptible people, such as those without shelter or who are stranded, or who live in a home that is poorly insulated or without heat.

# Plan Ahead

Prepare for extremely cold weather every winter—it's always a possibility. There are steps you can take in advance for greater wintertime safety in your home and in your car.

## Winter Survival Kit for Your Home

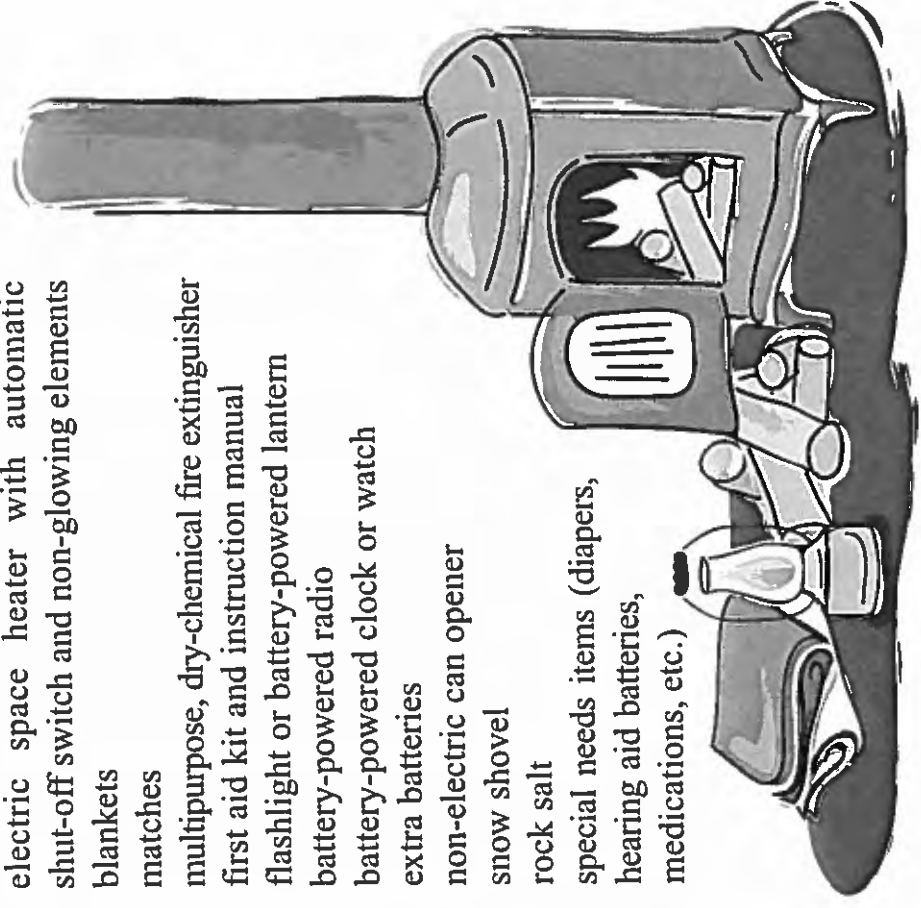
Keep several days' supply of these items:

- **Food** that needs no cooking or refrigeration, such as bread, crackers, cereal, canned foods, and dried fruits. Remember baby food and formula if you have young children.
- **Water** stored in clean containers, or purchased bottled water (5 gallons per person) in case your water pipes freeze and rupture.
- **Medicines** that any family member may need.

If your area is prone to long periods of cold temperatures, or if your home is isolated, stock additional amounts of food, water, and medicine.

## Emergency Supplies List:

- an alternate way to heat your home during a power failure:
  - dry firewood for a fireplace or wood stove, or
  - kerosene for a kerosene heater
- furnace fuel (coal, propane, or oil)
- electric space heater with automatic shut-off switch and non-glowing elements
- blankets
- matches
- multipurpose, dry-chemical fire extinguisher
- first aid kit and instruction manual
- flashlight or battery-powered lantern
- battery-powered radio
- battery-powered clock or watch
- extra batteries
- non-electric can opener
- snow shovel
- rock salt
- special needs items (diapers, hearing aid batteries, medications, etc.)



## Prepare Your Home for Winter

Although periods of extreme cold cannot always be predicted far in advance, weather forecasts can sometimes provide you with several days' notice. Listen to weather forecasts regularly, and check your emergency supplies whenever a period of extreme cold is predicted.

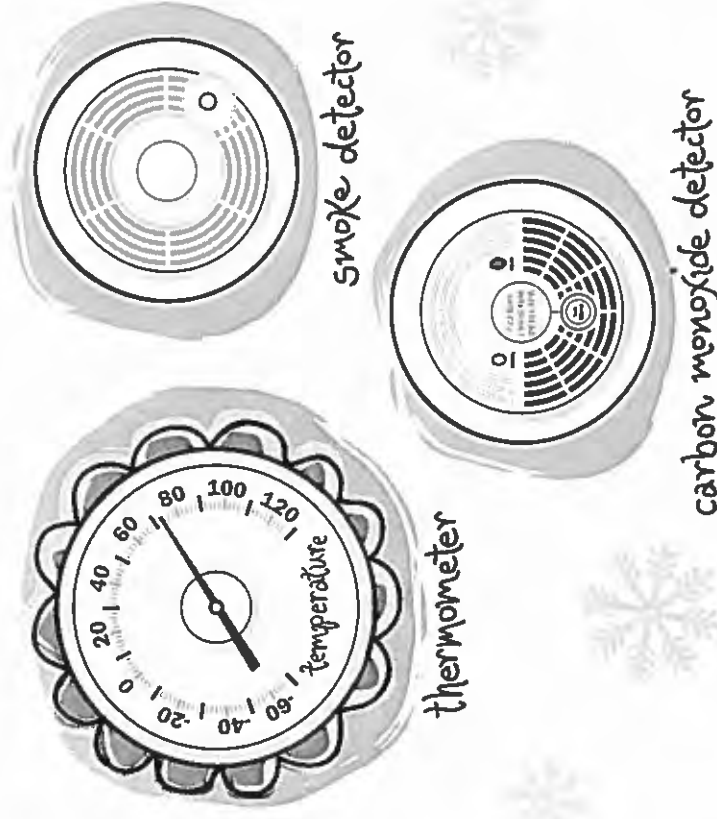
If you plan to use a fireplace or wood stove for emergency heating, have your chimney or flue inspected each year. Ask your local fire department to recommend an inspector, or find one in the yellow pages of your telephone directory under "chimney cleaning."

Also, if you'll be using a fireplace, wood stove, or kerosene heater, install a smoke detector and a battery-operated carbon monoxide detector near the area to be heated. Test them monthly, and replace batteries twice yearly.

Your ability to feel a change in temperature decreases with age, and older people are more susceptible to health problems caused by cold. If you are over 65 years old, place an easy-to-read thermometer in an indoor location where you will see it frequently, and check the temperature of your home often during the winter months.

Insulate any water lines that run along exterior walls so your water supply will be less likely to freeze. To the extent possible, weatherproof your home by adding weatherstripping, insulation, insulated doors and storm windows, or thermal-pane windows.

If you have pets, bring them indoors. If you cannot bring them inside, provide adequate shelter to keep them warm and make sure that they have access to unfrozen water.



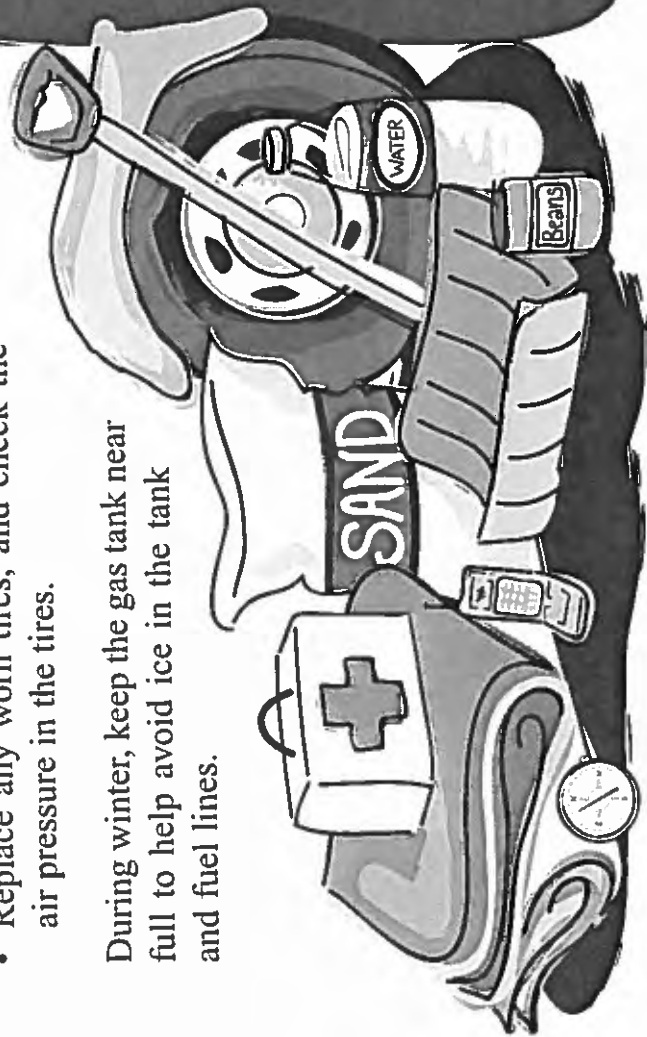


## Prepare Your Car for Winter

You can avoid many dangerous winter travel problems by planning ahead. Have maintenance service on your vehicle as often as the manufacturer recommends. In addition, every fall:

- Have the radiator system serviced, or check the antifreeze level yourself with an antifreeze tester.
- Add antifreeze, as needed.
- Replace windshield-wiper fluid with a wintertime mixture.
- Replace any worn tires, and check the air pressure in the tires.

During winter, keep the gas tank near full to help avoid ice in the tank and fuel lines.



## Winter Survival Kit for Your Car

Equip your car with these items:

- blankets
- first aid kit
- a can and waterproof matches (to melt snow for water)
- windshield scraper
- booster cables
- road maps
- mobile phone
- compass
- tool kit
- paper towels
- bag of sand or cat litter (to pour on ice or snow for added traction)
- tow rope
- tire chains (in areas with heavy snow)
- collapsible shovel
- container of water and high-calorie canned or dried foods and a can opener
- flashlight and extra batteries
- canned compressed air with sealant (for emergency tire repair)
- brightly colored cloth

# Indoor Safety

## Heat Your Home Safely

If you plan to use a wood stove, fireplace, or space heater, be extremely careful. Follow the manufacturer's instructions as well as the home safety measures on page 3, and remember these safety tips:

- Use fireplace, wood stoves, or other combustion heaters only if they are properly vented to the outside and do not leak flue gas into the indoor air space.
- Do not burn paper in a fireplace.
- Ensure adequate ventilation if you must use a kerosene heater.
- Use only the type of fuel your heater is designed to use—don't substitute.
- Do not place a space heater within 3 feet of anything that may catch on fire, such as drapes, furniture, or bedding, and never cover your space heater.
- Never place a space heater on top of furniture or near water.
- Never leave children unattended near a space heater.
- Make sure that the cord of an electric space heater is not a tripping hazard but do not run the cord under carpets or rugs.
- Avoid using extension cords to plug in your space heater.

- If your space heater has a damaged electrical cord or produces sparks, do not use it.
- Store a multipurpose, dry-chemical fire extinguisher near the area to be heated.
- Protect yourself from carbon monoxide (CO) poisoning by installing a battery-operated CO detector and never using generators, grills, camp stoves, or similar devices indoors.

## Light and Cook Safely

If there is a power failure:

- Use battery-powered flashlights or lanterns rather than candles, if possible.
- Never leave lit candles unattended.
- Never use a charcoal or gas grill indoors—the fumes are deadly.



Never use an electric generator indoors, inside the garage, or near the air intake of your house because of the risk of carbon monoxide poisoning:

- Plug in appliances to the generator using individual heavy-duty, outdoor-rated cords.
- Do not use the generator or appliances if they are wet because of the risk of electrocution.
- Do not store gasoline indoors where the fumes could ignite.



## Conserve Heat

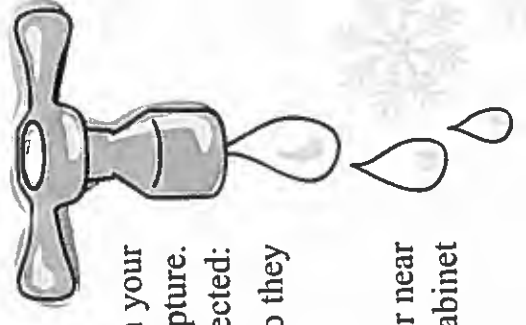
You may need fresh air coming in for your heater or for emergency cooking arrangements. However, if you don't need extra ventilation, keep as much heat as possible inside your home. Avoid unnecessary opening of doors or windows. Close off unneeded rooms, stuff towels or rags in cracks under doors, and close draperies or cover windows with blankets at night.

## Monitor Body Temperature

Infants less than one year old should never sleep in a cold room because (1) infants lose body heat more easily than adults; and (2) unlike adults, infants can't make enough body heat by shivering. Provide warm clothing for infants and try to maintain a warm indoor temperature. If the temperature cannot be maintained, make temporary arrangements to stay elsewhere. In an emergency, you can keep an infant warm using your own body heat. If you must sleep, take precautions to prevent rolling on the baby. Pillows and other soft bedding can also present a risk of smothering; remove them from the area near the baby.

Older adults often make less body heat because of a slower metabolism and less physical activity. If you are over 65

years of age, check the temperature in your home often during severely cold weather. Also, check on elderly friends and neighbors frequently to ensure that their homes are adequately heated.



## Keep a Water Supply

Extreme cold can cause water pipes in your home to freeze and sometimes rupture. When very cold temperatures are expected:

- Leave all water taps slightly open so they drip continuously.
- Keep the indoor temperature warm.
- Improve the circulation of heated air near pipes. For example, open kitchen cabinet doors beneath the kitchen sink.

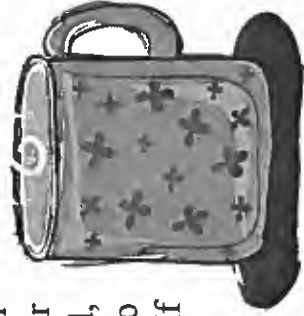
If your pipes do freeze, do not thaw them with a torch. Instead, thaw them slowly by directing the warm air from an electric hair dryer onto the pipes.

If you cannot thaw your pipes, or the pipes are ruptured, use bottled water or get water from a neighbor's home. As an emergency measure—if no other water is available—snow can be melted for water. Bringing water to a rolling

boil for one minute will kill most microorganisms or parasites that may be present, but won't remove chemical pollutants sometimes found in snow.

## Eat and Drink Wisely

Eating well-balanced meals will help you stay warmer. Do not drink alcoholic or caffeinated beverages—they cause your body to lose heat more rapidly. Instead, drink warm, sweet beverages or broth to help maintain your body temperature. If you have any dietary restrictions, ask your doctor.



## Outdoor Safety

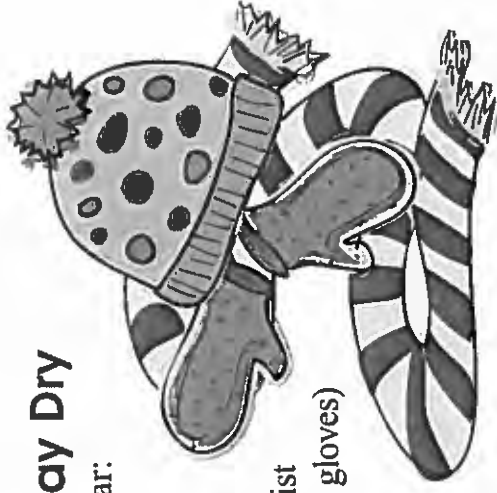
When the weather is extremely cold, and especially if there are high winds, try to stay indoors. Make any trips outside as brief as possible, and remember these tips to protect your health and safety:

*Shiver...*

## Dress Warmly and Stay Dry

Adults and children should wear:

- a hat
- a scarf or knit mask to cover face and mouth
- sleeves that are snug at the wrist
- mittens (they are warmer than gloves)
- water-resistant coat and boots
- several layers of loose-fitting clothing



Be sure the outer layer of your clothing is tightly woven, preferably wind resistant, to reduce body-heat loss caused by wind. Wool, silk, or polypropylene inner layers of clothing will hold more body heat than cotton. Stay dry—wet clothing chills the body rapidly. Excess perspiration will increase heat loss, so remove extra layers of clothing whenever you feel too warm. Also, avoid getting gasoline or alcohol on your skin while de-icing and fueling your car or using a snow blower. These materials in contact with the skin greatly increase heat loss from the body. Do not ignore shivering. It's an important first sign that the body is losing heat. Persistent shivering is a signal to return indoors.

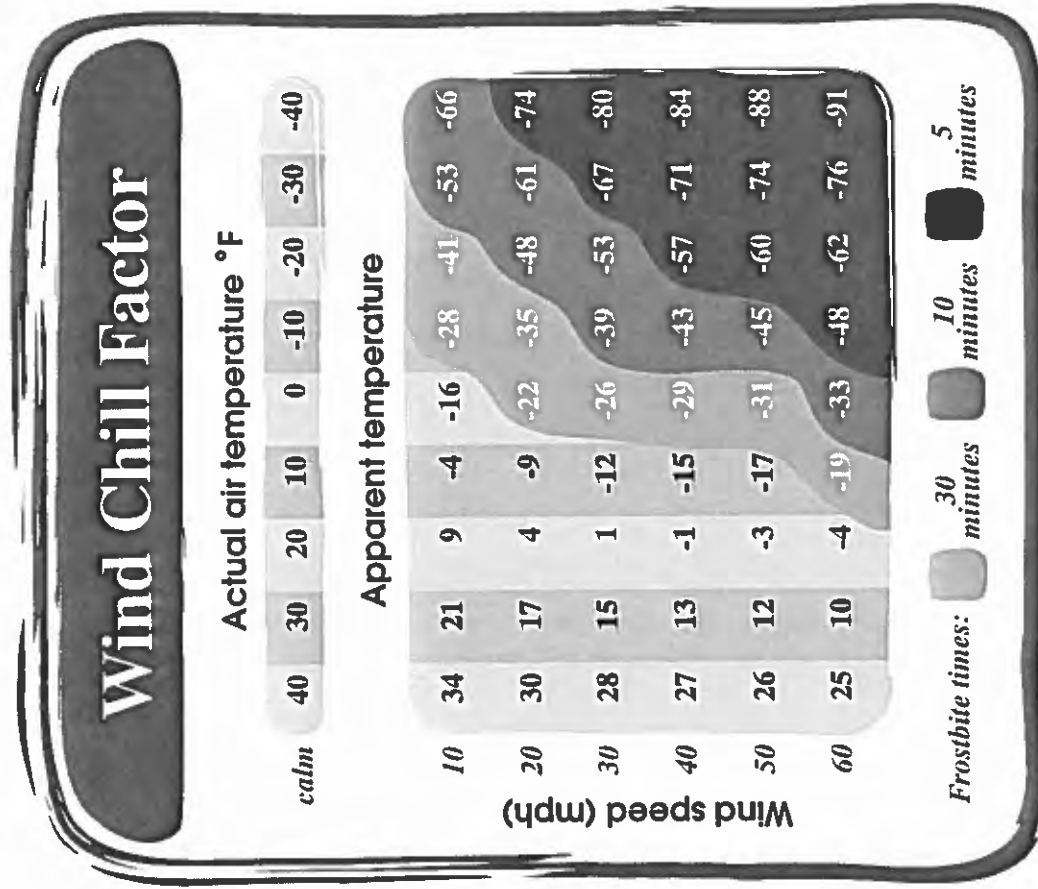
## Avoid Exertion

Cold weather puts an extra strain on the heart. If you have heart disease or high blood pressure, follow your doctor's advice about shoveling snow or performing other hard work in the cold. Otherwise, if you have to do heavy outdoor chores, dress warmly and work slowly. Remember, your body is already working hard just to stay warm, so don't overdo it.

## Understand Wind Chill

The Wind Chill index is the temperature your body feels when the air temperature is combined with the wind speed. It is based on the rate of heat loss from exposed skin caused by the effects of wind and cold. As the speed of the wind increases, it can carry heat away from your body much more quickly, causing skin temperature to drop. When there are high winds, serious weather-related health problems are more likely, even when temperatures are only cool.

The Wind Chill Chart to the right shows the difference between actual air temperature and perceived temperature, and amount of time until frostbite occurs.



National Weather Service (NWS) Wind Chill Chart adapted May 2004 from  
<http://www.nws.noaa.gov/om/windchill/>



## Avoid Ice

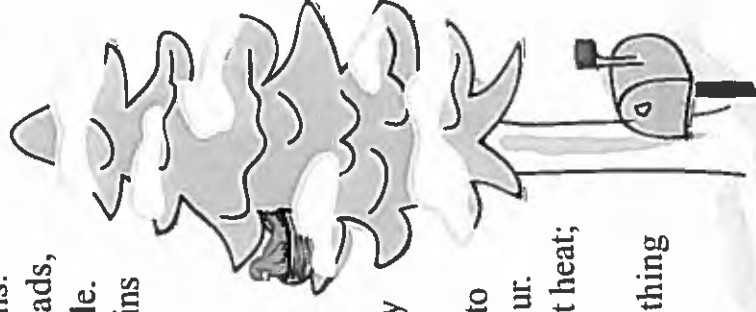
Walking on ice is extremely dangerous. Many cold-weather injuries result from falls on ice-covered sidewalks, steps, driveways, and porches. Keep your steps and walkways as free of ice as possible by using rock salt or another chemical de-icing compound. Sand may also be used on walkways to reduce the risk of slipping.

## Be Safe During Recreation

Notify friends and family where you will be before you go hiking, camping, or skiing. Do not leave areas of the skin exposed to the cold. Avoid perspiring or becoming overtired. Be prepared to take emergency shelter. Pack dry clothing, a two-wave radio, waterproof matches and paraffin fire starters with you. Do not use alcohol and other mood altering substances, and avoid caffeinated beverages. Avoid walking on ice or getting wet. Carefully watch for signs of cold-weather health problems.

## Be Cautious About Travel

- Listen for radio or television reports of travel advisories issued by the National Weather Service.
- Do not travel in low visibility conditions.
- Avoid traveling on ice-covered roads, overpasses, and bridges if at all possible.
- If you must travel by car, use tire chains and take a mobile phone with you.
- If you must travel, let someone know your destination and when you expect to arrive. Ask them to notify authorities if you are late.
- Check and restock the winter emergency supplies in your car before you leave.
- Never pour water on your windshield to remove ice or snow; shattering may occur.
- Don't rely on a car to provide sufficient heat; the car may break down.
- Always carry additional warm clothing appropriate for the winter conditions.



## What to Do if You Get Stranded

Staying in your vehicle when stranded is often the safest choice if winter storms create poor visibility or if roadways are ice covered. These steps will increase your safety when stranded:

- Tie a brightly colored cloth to the antenna as a signal to rescuers and raise the hood of the car (if it is not snowing).
- Move anything you need from the trunk into the passenger area.
- Wrap your entire body, including your head, in extra clothing, blankets, or newspapers.
- Stay awake. You will be less vulnerable to cold-related health problems.
- Run the motor (and heater) for about 10 minutes per hour, opening one window slightly to let in air. Make sure that snow is not blocking the exhaust pipe—this will reduce the risk of carbon monoxide poisoning.
- As you sit, keep moving your arms and legs to improve your circulation and stay warmer.
- Do not eat unmelted snow because it will lower your body temperature.
- Huddle with other people for warmth.



## Cold-Weather Health Emergencies

Serious health problems can result from prolonged exposure to the cold. The most common cold-related problems are hypothermia and frostbite.

### Hypothermia

When exposed to cold temperatures, your body begins to lose heat faster than it can be produced. Prolonged exposure to cold will eventually use up your body's stored energy. The result is hypothermia, or abnormally low body temperature. Body temperature that is too low affects the brain, making the victim unable to think clearly or move well. This makes hypothermia particularly dangerous because a person may not know it is happening and won't be able to do anything about it.

Hypothermia is most likely at very cold temperatures, but it can occur even at cool temperatures (above 40°F) if a person becomes chilled from rain, sweat, or submersion in cold water.



Victims of hypothermia are often (1) elderly people with inadequate food, clothing, or heating; (2) babies sleeping in cold bedrooms; (3) people who remain outdoors for long periods—the homeless, hikers, hunters, etc.; and (4) people who drink alcohol or use illicit drugs.

### ***Recognizing Hypothermia***

Warnings signs of hypothermia:

Adults:

- shivering, exhaustion
- confusion, fumbling hands
- memory loss, slurred speech
- drowsiness

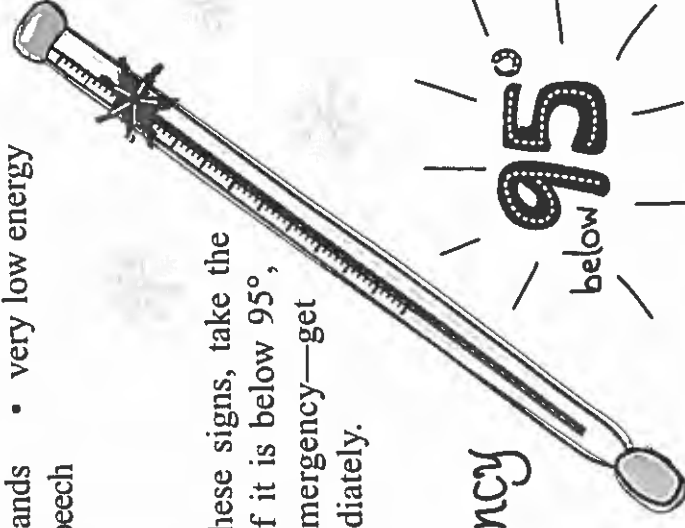
Infants:

- bright red, cold skin
- very low energy

### ***What to Do***

If you notice any of these signs, take the person's temperature. If it is below 95°, the situation is an emergency—get medical attention immediately.

emergency



If medical care is not available, begin warming the person, as follows:

- Get the victim into a warm room or shelter.
- If the victim has on any wet clothing, remove it.
- Warm the center of the body first—chest, neck, head, and groin—using an electric blanket, if available. Or use skin-to-skin contact under loose, dry layers of blankets, clothing, towels, or sheets.
- Warm beverages can help increase the body temperature, but do not give alcoholic beverages. Do not try to give beverages to an unconscious person.
- After body temperature has increased, keep the person dry and wrapped in a warm blanket, including the head and neck.
- Get medical attention as soon as possible.

A person with severe hypothermia may be unconscious and may not seem to have a pulse or to be breathing. In this case, handle the victim gently, and get emergency assistance immediately. Even if the victim appears dead, CPR should be provided. CPR should continue while the victim is being warmed, until the victim responds or medical aid becomes available. In some cases, hypothermia victims who appear to be dead can be successfully resuscitated.

## **Frostbite**

Frostbite is an injury to the body that is caused by freezing. Frostbite causes a loss of feeling and color in affected areas. It most often affects the nose, ears, cheeks, chin, fingers, or toes. Frostbite can permanently damage the body, and severe cases can lead to amputation. The risk of frostbite is increased in people with reduced blood circulation and among people who are not dressed properly for extremely cold temperatures.

### ***Recognizing Frostbite***

At the first signs of redness or pain in any skin area, get out of the cold or protect any exposed skin—frostbite may be beginning. Any of the following signs may indicate frostbite:

- a white or grayish-yellow skin area
- skin that feels unusually firm or waxy
- numbness

A victim is often unaware of frostbite until someone else points it out because the frozen tissues are numb.

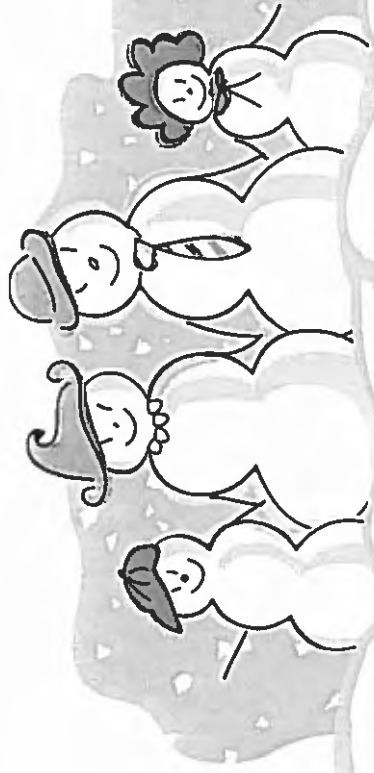
### ***What to Do***

If you detect symptoms of frostbite, seek medical care. Because frostbite and hypothermia both result from exposure, first determine whether the victim also shows signs of hypothermia, as described previously. Hypothermia is a more serious medical condition and requires emergency medical assistance.

If (1) there is frostbite but no sign of hypothermia and (2) immediate medical care is not available, proceed as follows:

- Get into a warm room as soon as possible.
- Unless absolutely necessary, do not walk on frostbitten feet or toes—this increases the damage.
- Immerse the affected area in warm—not hot—water (the temperature should be comfortable to the touch for unaffected parts of the body).
- Or, warm the affected area using body heat. For example, the heat of an armpit can be used to warm frostbitten fingers.
- Do not rub the frostbitten area with snow or massage it at all. This can cause more damage.
- Don't use a heating pad, heat lamp, or the heat of a stove, fireplace, or radiator for warming. Affected areas are numb and can be easily burned.

These procedures are not substitutes for proper medical care. Hypothermia is a medical emergency and frostbite should be evaluated by a health care provider. It is a good idea to take a first aid and emergency resuscitation (CPR) course to prepare for cold-weather health problems. Knowing what to do is an important part of protecting your health and the health of others.



## One Last Cool Tip...

Taking preventive action is your best defense against having to deal with extreme cold-weather conditions. By preparing your home and car in advance for winter emergencies, and by observing safety precautions during times of extremely cold weather, you can reduce the risk of weather-related health problems.



# Nutrition Nuggets™

Food and Fitness for a Healthy Child

December 2017

## BEST BITES

### Cookbooks for free

Find healthy new recipes for your family and encourage your child to read at the same time. How? Visit the library together to check out cookbooks. You could explore healthy dessert ideas, winter favorites, or recipes from different countries. At home, take turns reading recipes aloud to each other, and choose a few to make for dinner this week.

### Wake up, warm up

Start your day with physical activity—and help your sleepyhead wake up!



Ask your youngster to create an active morning routine. For example, she might do 10 shoulder shrugs, 10 big arm circles, 6 lunges, and 5 toe

touches before getting dressed. In the kitchen, she could do 10 jumping jacks and run in place for 1 minute before breakfast.

### DID YOU KNOW?

If your child eats just one medium sweet potato, he gets more than enough vitamin A and about half of the vitamin C he needs for the entire day. Substitute sweet potatoes for white ones in his favorite potato dishes like mashed potatoes and french fries. This is one sweet you can happily say yes to.

### Just for fun

**Q:** What did the banana say to the monkey?

**A:** Nothing. Bananas can't talk!



## Now starring...vegetables!

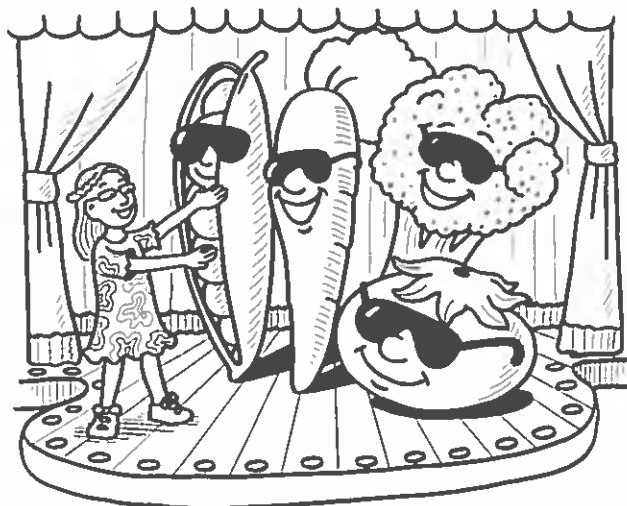
Many meals feature meat as the main attraction, with vegetables playing a "supporting role." Why not switch things up? By letting veggies take center stage, you can encourage your youngster to eat more of them. Try these ideas.

### Plan around a vegetable

Ask your child, "What vegetable should we have for dinner?" Then, build your entire meal around her choice. Say your youngster picks carrots as the main attraction. Talk about how to prepare them (slices or sticks, roasted or steamed) and what would taste good with them (noodles and tofu).

### Put vegetables front and center

The way you serve dinner can give vegetables the spotlight. Have your child place a big bowl of veggies in the middle of the table, perhaps fajita vegetables (green peppers, onions), with side dishes like corn tortillas, black beans, and brown



rice. **Tip** Encourage family members to take a bigger portion of veggies and smaller amounts of everything else.

### Add vegetables to favorites

Serve burgers on lettuce leaves instead of buns. Stir cooked peas and diced tomatoes into macaroni and cheese. While you eat these creations, brainstorm fun names for them. Who knows—maybe "leaf-burgers" or "polka-dot mac" will become famous household names. ●

## An outdoor treasure hunt

Get a workout while searching for hidden "treasure" in your yard.

Number 10 sticky notes, and write an active clue on each, telling family members where to find the next one—and how they will move to get to it. To begin, you might stick a note on the front door that says, "Gallop to the place we get letters and cards" (mailbox). Then on the mailbox, you could put a clue that says, "Run to the tree that we see when we are eating" (outside the kitchen window).

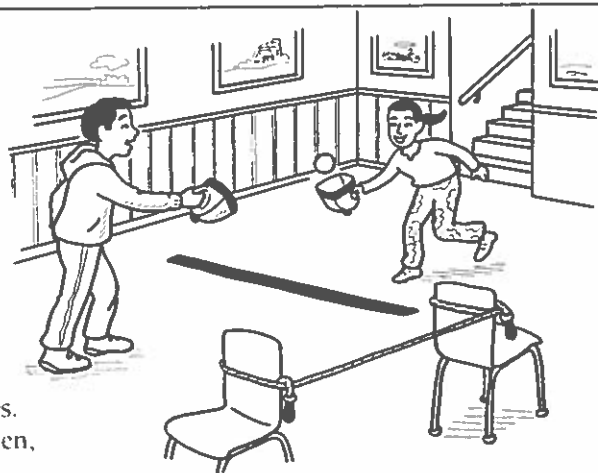
The last note should tell players where to find the "treasure"—perhaps a container of syrup with a note that says, "Head indoors for a pancake brunch!" ●



# Make your own fitness gear

Your family doesn't need expensive gym equipment to exercise indoors. Use these common household items for fun workouts.

**Catcher's scoop.** Wash two empty plastic milk jugs and cut each in half, keeping the top parts with the handles. Cover sharp edges with duct tape. Then, play catch using a foam ball.



**Balance beam.** Ask your youngster to stick a line of duct tape or masking tape on the floor. Family members can walk forward and backward, tumble, and hop along the "beam."

**Hockey goal.** Turn a laundry basket on its side, and place it against a wall. Players use a pool noodle to shoot crumpled waste-paper into the goal.

**Limbo.** Tie opposite ends of a jump rope to two chairs, and separate the chairs so the rope is stretched tight. Play "limbo" by going under the rope without touching it. Slide the rope down a little on each round—how low can you go? ●

## ACTIVITY CORNER

## Graph family favorites

What kind of bagel is most popular in your house? Which fruit or nut do family members like best? Your child can find out by taking a survey and graphing the results.



Have your youngster choose three foods for family members to sample—at least one should be unfamiliar. Examples: grapefruit, pear, persimmon. Then, he could conduct a blind taste test by having everyone try each food without looking.

Encourage your child to graph everyone's favorites. He can list choices on the left side of a sheet of paper, write each person's name across the bottom, and draw one piece of fruit to represent each vote. Let him share his findings at dinner. Do this activity regularly, and you've got an easy way to motivate your youngster to taste different foods and practice creating graphs. ●

### OUR PURPOSE

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

Resources for Educators,  
a division of CCH Incorporated  
128 N. Royal Avenue • Front Royal, VA 22630  
800-394-5052 • rfeustomer@wolterskluwer.com  
www.rfeonline.com

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

ISSN 1935-4630

## Q&A Healthier holiday baking

**Q:** I love baking holiday treats with my daughter, but I'd like to make them more nutritious this year. Any ideas?

**A:** You can boost the nutrition simply by swapping in some healthier ingredients.

Try using unsweetened applesauce in place of sugar or butter in recipes for muffins and cakes. For every cup of sugar, substitute 1 cup applesauce. Or replace half of the butter with applesauce. For cookies, dried cranberries and chopped dried apricots are colorful alternatives to chocolate chips (choose varieties with no added sugar).

Your treats will still taste delicious, and you'll feel better about enjoying them together! ●



## IN THE KITCHEN

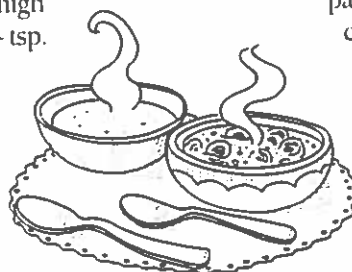
## "Souper" recipes

A bowl of hearty yet healthy soup makes a perfect winter dinner.

● **Creamy broccoli.** Sauté 1 tbsp. crushed garlic in 1 tbsp. olive oil in a large pot over medium-high heat. Add  $\frac{1}{2}$  tsp. salt and  $\frac{1}{4}$  tsp. pepper. Cook until soft, stirring constantly. Add 4 cups vegetable broth, 2 lbs. chopped broccoli, and 1 cup fat-free evaporated milk. Simmer 20 minutes or

until the broccoli is tender. Transfer to a blender, and puree until thick.

● **Chicken and spinach tortellini.** In a large pot, bring 28 oz. low-sodium chicken broth to a boil. Add a 9-oz. package of refrigerated cheese tortellini, and cook 7–9 minutes. Reduce heat to medium, and stir in 3 cups shredded cooked chicken and 6 oz. fresh baby spinach. Cook until spinach is wilted. ●





**June 6, 2017**

## **Maple Walnut Granola**

**Sponsored by California Walnut Commission**



This easy granola packs healthy oats, crunchy walnuts and a touch of sweet maple syrup. Oats contain cancer-preventing fiber and contain essential minerals and vitamins. Walnuts contain high amounts of polyphenols, phytochemicals that have antioxidant properties. Make them anytime for an easy go-to breakfast or snack.

### **Ingredients:**

- Nonstick cooking spray
- 3 cups old fashioned oats
- 1/4 cup whole-wheat flour
- 1/4 cup chopped English walnuts
- 1/2 tsp. cinnamon
- Pinch of salt
- 1/3 cup maple syrup
- 1/3 cup canola oil
- 1 tsp. vanilla extract

### **Directions:**

1. Preheat oven to 300 degrees F. Lightly coat baking sheet with cooking spray.
2. In large bowl, combine oats, flour, walnuts, cinnamon and salt. In separate bowl whisk together maple syrup, oil and vanilla. Add to oat mixture, stirring well to coat.
3. On large baking sheet, evenly spread mixture. Bake 30 minutes. Remove tray from oven and stir granola, breaking up any lumps. Return to oven and bake an additional 20 minutes.
4. Remove from oven and allow granola to cool completely. Store in airtight container.

**Makes 10 servings.** Yield: About 5 cups (1/2 cup per serving)

**Per Serving :** 260 calories, 15 g total fat (1 g saturated fat), 27 g carbohydrate, 6 g protein, 3 g dietary fiber, 30 mg sodium.

**Prep Time:** 10 minutes

**Cook Time:** 50 minutes

\*Sponsors of the Health-e-Recipe program play no role in AICR recipe development; all AICR Health-e-Recipes are developed according to AICR guidelines and tested by AICR staff experts. If you're interested in becoming a corporate sponsor, contact Jodi Street, Director of Corporate and Foundation Relations, [j.street@aicr.org](mailto:j.street@aicr.org).



AMIK





Waabooz

Makwa



## RED CLIFF BAND

## of Lake Superior Chippewa

[Home](#) :: [Planning](#) :: [Heritage and Culture](#) :: [Tourism](#) :: [Current Events](#) :: [Tribal Government](#) :: [Newsletters](#) ::  
[Red Cliff Mail Login](#) :: [Council Meetings](#) :: [Divisions](#) :: [Employment Opportunities](#) :: [Request for Proposals](#) :: [Resources](#) ::

■ Employment Opportunities

■ Job Openings

■ Job Application

■ Law Enforcement Job Application

■ Background Information Disclosure Form (HFS-64)

■ Tribal Benefits Sheet

:: Job Openings ::

Current Openings

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

All jobs require that you use the Job Application posted on this site and require a Background Information Disclosure (also posted).

[Disclosures](#)



Current Openings for the Red Cliff Tribe

[Accounting Special Revenue Accountant II](#)  
 DEADLINE: November 28, 2017 at 4:00pm

[HS Teacher Support and Transportation Driver](#)  
 DEADLINE: November 29, 2017 at 4:00pm

[HC BH Outreach Specialist](#)  
 DEADLINE: November 29, 2017 at 4:00pm

[ICW Case Worker - 2 Positions](#)  
 DEADLINE: December 1, 2017 at 4:00pm

[ECC Family Services Worker](#)  
 DEADLINE: Open Until Filled

[Coordinated Service Team and Brighter Futures Initiative Coordinator](#)  
 DEADLINE: Open Until Filled

[Senior Accountant](#)  
 DEADLINE: Open Until Filled

[Tribal Law Enforcement Officer - Part Time](#)  
 DEADLINE: Until Filled

[Chief Financial Officer](#)  
 DEADLINE: Open Until Filled

[Tribal Administration Liaison](#)  
 DEADLINE: Open Until Filled

\* \* \* Current Openings for Legendary Waters Resort & Casino

[Click Here to view Current Legendary Waters Resort & Casino Job Openings](#)

[LW Slot Attendant](#)  
 DEADLINE: Open Until Filled

[LW Surveillance Operator](#)  
 DEADLINE: Open Until Filled

[LW Administrative Assistant](#)  
 DEADLINE: Open Until Filled

\* \* \* Current Openings for Milwaukee Indian Community School

[Culture Apprentices](#)  
[Culture Coordinator](#)

\* \* \* Current Openings for GLITC

[Great Lakes Inter Tribal Council Job Postings](#)

\* \* \* Current Openings for GLIFWC

[GLIFWC Website with Current Job Openings](#)

\* \* \* Current Openings for School District of Bayfield, WI

[Click here for Available Job Vacancies at Bayfield School](#)

[Substitutes Vacancies at Bayfield School](#)

\* \* \* Current Openings for Family Forum

[Family Forum Job Openings](#)

[Family Forum Head Start Bus Driver](#)

\* \* \* Current Openings for Bay Area Home Health

[Bay Area Home Health - Personal Care Workers / Supportive Home Care Workers / Certified Nursing Assistants](#)

\* \* \* Current Openings for the National Park Service

[National Park Service - Education Technician - Hot Springs, SD](#)  
**DEADLINE: 11/24/2017**

\* \* \* Current Openings for the BIA.gov

[BIA Fire & Forestry Job Openings](#)

\* \* \* Current Openings for the University of Wisconsin-Extension

[Current Opportunities for UW Extension Cooperative Extension Site](#)

[Current Opportunities for UW Extension](#)

\* \* \* Current Openings for the UMOs Job Openings

[Current Opportunities for UMOs](#)

---

::-----::

[Contact Us](#) : [Terms of Use](#) : [Privacy Statement](#)  
© Copyright 2004 Red Cliff Band of Lake Superior Chippewa





## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: redcliff@redcliff-nsn.gov

## *Red Cliff Tribal Council*

### **JOB DESCRIPTION**

**POSITION:** Transportation Driver and Teacher Support

**LOCATION:** Red Cliff Early Childhood Center

**PROGRAM:** Head Start and Early Head Start

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

**SUPERVISOR:** Head Start Director

**THIS IS A REGULAR NON-EXEMPT POSITION - up to 40 hours per week**

**JOB SUMMARY:** Provide safe transportation to children riding the school bus and support to the Early Childhood Center classrooms.

#### **JOB DUTIES & RESPONSIBILITIES:**

1. Responsible for developing and keeping a current schedule for the safe transportation of Head Start children to and from the Center.
2. Must maintain and observe all current safety standards with regard to the vehicle and conduct of the children entering, riding, and exiting the bus.
3. Must maintain accurate daily mileage reports, file reports monthly.
4. Must maintain daily attendance reports on all children riding the bus.
5. Responsible for general maintenance and up-keep of the Head Start vehicles using licensed mechanic service.
6. Responsible for reporting any problems, accidents, or concerns that may affect the smooth and safe transportation of the children. These must be documented in writing.
7. Must enforce Head Start policies on required use of seat belts for all passengers, including self; all children must be placed in child safety restraints.
8. Must conduct and document daily pre-trip safety check on Head Start vehicle.
9. Must maintain accurate, up-to-date emergency contact info on all children riding the bus, including current photo.
10. Must conduct and document all required training regulations including annual on-board observation, annual behind-the-wheel and refresher classroom training for bus drivers.
11. Must maintain an organized method of documenting that federal and state transportation requirements are being met.
12. Assist when needed with playground and building maintenance

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

## *Red Cliff Tribal Council*

13. Assist with attendance outreach.
14. Assist teachers in the classroom and outdoor learning environments with activities.
15. Must maintain staff file at ECC.
16. Responsible for obtaining a qualified substitute when absences are known ahead of time.
17. Attend monthly all-staff meetings

**SUPERVISORY AUTHORITY:** None

**KNOWLEDGE:** Knowledge of and ability to follow and apply the policies and procedures of the Red Cliff Band of Lake Superior Chippewa and Red Cliff Early Childhood Center.  
Knowledge of Red Cliff demographics, culture, history and lifestyles.

### **QUALIFICATIONS:**

#### **Qualifications Required**

1. Minimum of high school diploma, HSED or GED required.
2. Post-secondary training/education in early childhood development, OR willingness and ability to complete required early childhood courses as needed.
3. Must possess and maintain a current Commercial Driver's License/with a School Bus & Passenger Endorsement; CDL must meet minimum Class C License
4. Must provide consent for the ECC or Personnel Dept. to request a Driving Record from the WI Dept. of Transportation (form MV896) and pass the state driving record check EACH YEAR.
5. Must be 21 years of age or older.
6. Meet any physical, mental, and other requirements established under applicable law or regulations as necessary to perform job-related functions; and, must pass a physical exam and TB test performed by a licensed medical provider
7. Ability to manage and relate to preschool children.
8. Must have knowledge of vehicle maintenance.
9. Computer skills helpful; if computer training is needed, must be willing to learn.

**PERSONAL CONTACTS:** Daily interaction with Head Start parents, children and ECC staff; occasional contact with mechanics and community members.

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

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

## *Red Cliff Tribal Council*

**WORK ENVIRONMENT:** Primary work environment: Head Start classrooms, Head Start school busses and Early Childhood Center. Field Trips throughout school year. All Tribal buildings are smoke free.

**TRAVEL REQUIREMENTS:** Will be required to attend training and meetings both in state and out of state.

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

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

**APPLICATION SUBMITTAL REQUIRMENTS:** The following items are required for this position:

1. Completed Tribal Application, available on the Tribal website.
2. Signed Tribal Background Investigation Disclosure; available on the Tribal website.
3. Post-secondary transcripts or certifications; if applicable.

**POSTING DATE:** November 15, 2017

**DEADLINE:** November 29, 2017

### **FOR FURTHER INFORMATION CONTACT:**

**Red Cliff Band of Lake Superior Chippewa**

**Human Resources Department**

**88455 Pike Road**

**Bayfield, WI 54814**

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

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

**(715) 779-3700 ext. 4268**

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

### *Red Cliff Tribal Council*

**The Red Cliff Community Health Center is a Drug-Free Workplace in accord with the Drug-Free Workplace Act of 1988, P.L. 100-690, and has a Drug-Free Workplace Policy in effect.**

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

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

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

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

#### **FULL TIME EMPLOYEE BENEFITS PACKAGE**

##### **THE EMPLOYEE BENEFITS PACKAGE INCLUDES THE FOLLOWING:**

1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60 % of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of \$15,000 is included at no cost to all employees. Spouses are covered at \$7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.

*"The Hub of the Chippewa Nation"*





## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

### *Red Cliff Tribal Council*

5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee's wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 12 paid holidays.

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

## *Red Cliff Tribal Council*

### **JOB DESCRIPTION**

**POSITION:** ECC Family Services Worker

**LOCATION:** Red Cliff Early Childhood Center

**PROGRAM:** Head Start and Early Head Start

**SALARY:** 10.00-12.00/hour (DOQ), Plus Benefits

**SUPERVISOR:** Family Services Manager

### **THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION**

#### **JOB SUMMARY:**

Build relationships with families and community partners to ensure families' support in reaching their individual goals.

#### **DUTIES AND RESPONSIBILITIES:**

1. Maintain accurate and up-to-date files of all ECC families
2. Complete Family Assessment Forms with families, goal setting, follow up and referral to comply with Federal Head Start Performance Standards.
3. Provide information/resources to families/teachers as identified in family partnership agreement and ensure that Head Start family data is entered into the Child Plus data management system to track services and progress.
4. Work with Family Services Team to coordinate services with tribal, community, and county providers to meet specified health needed services.
5. Must maintain confidentiality regarding, children, families, and staff at all times.
6. Document contacts with parents
7. Outreach to families not connected to services. Identify barriers to receipt of services and problem-solve solutions.
8. Work closely with Family Services team, teachers and Director to monitor daily attendance and follow up on chronic absences.
9. Responsible to work closely with mental health professionals to assure children's unique behavioral needs are individually addressed and that staff are educated regarding children's needs.
10. Assist with tracking ongoing data for the completion of the annual Program Information Report (PIR).

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: redcliff@redcliff-nsn.gov

## *Red Cliff Tribal Council*

11. Assist with coordinating services including outreach and referral for general health and dental care for children birth to five years of age.
12. Attend ECC Family Services Team, all-staff, and other meetings as required.
13. Must have demonstrated ability to work well with a team.
14. Bus monitor as needed
15. Assist in classrooms as needed
16. Assist in main office as needed
17. Perform other duties as directed.

**KNOWLEDGE:** Knowledge of Ojibwe culture and language preferred, cultural sensitivity required. Understanding of the uniqueness and dynamics of the Red Cliff community highly desirable.

### **QUALIFICATIONS:**

1. Must be at least 18 years old.
2. High school diploma, HSED, or GED required.
3. AA degree in human services, early childhood or related field is preferred.
4. If no degree, staff must obtain a credential or certification in social work, human services, family services or related field within 18 months of hire.
5. Strong computer skills required.
6. Must have ability to work effectively as a team player in conjunction with ECC staff, parents, community members, and other tribal/county support systems in the best interest of the child /family.
7. Must have demonstrated positive experience working with tribal families.
8. Ability to maintain professional relationships with health care providers is required
9. Must have a valid driver's license, vehicle and appropriate vehicle coverage and maintain driver's eligibility as a condition of employment. Be eligible to be put on the tribe's vehicle insurance policy.
10. CPR and First Aid certification or willingness to obtain them is required.
11. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

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

*"The Hub of the Chippewa Nation"*



## *Red Cliff Band of Lake Superior Chippewa Indians*

88455 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

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

## *Red Cliff Tribal Council*

**PHYSICAL REQUIREMENTS:** Must be physically able to work with young children, pass an initial health exam with periodic health exams every five years thereafter.

**SPECIAL REQUIREMENTS:** Must obtain an initial TB test and complete additional TB screenings annually. Must obtain other recommended immunizations including Hepatitis B (or sign waiver). Must attend required trainings such as confidentiality, CPR, SIDS, Shaken Baby, etc. Must attend appropriate staff meetings, Policy Council, and parent meetings as required.

**WORK ENVIRONMENT:** Red Cliff Early Childhood Center office environment. All Tribal buildings are smoke free.

**TRAVEL REQUIREMENTS:** Will be required to attend training and meetings both in state and out of state. Home visits within ECC service area as needed.

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

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

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

**APPLICATION SUBMITTAL REQUIREMENTS:** The following items are required for this position:

1. Completed Tribal Application, to include work history and references; available on the tribal website.
2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume.
4. Post-secondary transcripts or certifications; if applicable

**POSTED:** November 1, 2017

**DEADLINE:** Open Until Filled

*"The Hub of the Chippewa Nation"*





## **JOB DESCRIPTION**

**TITLE:** Slot Attendant  
**DEPARTMENT:** Slots  
**SUPERVISOR:** Slot Supervisor/Slot Manager  
**WAGE:** DOQ  
**SHIFT:** Days/Nights/Weekends/Holidays as needed  
**POSITION:** Full-time  
**CLASSIFICATION:** Gaming License Required, non-exempt

**JOB SUMMARY:** Under the direction of the Slot Supervisor and/or Slot Manager, the Slot Attendant is responsible for monitoring the casino floor and ensuring all slot machines are secured and in good working order. Responsible for providing efficient service to all slot customers while maintaining priority customer 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. Native American preference but all qualified applicants will be considered.

### **JOB QUALIFICATIONS:**

- Knowledgeable of basic slot machine functions.
- Ability to read simple instructions.
- Ability to perform some troubleshooting.
- Ability to complete slot related paperwork with a minimum of errors.
- Knowledge of gaming laws and regulations.
- Good communication skills.
- Ability to deliver the highest level of guest friendly customer service.
- Cash handling experience.

**DUTIES AND RESPONSIBILITIES:**

- Must adhere to Legendary Waters Resort & Casino's policies and procedures.
- Must adhere to all appearance and uniform standards.
- Mechanically maintain all slot machines by replacing faulty parts and making adjustments.
- Record all machine maintenance and repair.
- Preventive maintenance to all machines.
- Responsible for the security and integrity of all machines and game play.
- Assist customers with machine information and change needs.
- Verify and pay on jackpots and hand pays.
- Responsible for guest service with energy and professionalism.
- Responsible for machine ticket fills.
- Responsible for maintaining the confidentiality of the department & casino operations.
- Stand and walk for long periods of time.
- Lifting more than 25 lbs.
- Performs other duties as required.

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](http://www.legendarywaters.com)

**Posted: 7/26/17**

**Deadline: Until filled**

**For further information contact:**

**LW Human Resources Department: 37600 Onigamiing Drive, Red Cliff WI**  
**[smorris@legendarywaters.com](mailto:smorris@legendarywaters.com) (715)779-9401**

# Job Opportunities



Sea Kayak Guides & Reservations

## Trek & Trail

*Sports and Recreation*

Trek & Trail is seeking to fill our staff for the 2018 season. Positions are available throughout the company. Paid...

(715) 779-3595

Website

Directions

Journeyman Level Painter

## Distinctive Painting, LLC

*Construction, Installation and Mechanical*

Distinctive Painting LLC is seeking an individual to fill a skilled position. We are a high end professional contracting Co....

(715) 209-0770

Website

Directions

B.R.B. RECYCLING AUTHORITY

## BRB Recycling Authority

*Government*

B.R.B. Recycling Authority is looking for a person to work on a part-time basis. We need to have help with Saturdays through the...

(715) 779-9720

Website

Directions



**Non-Profit and Social Services**  
About Big Top Lake Superior Big Top Chautauqua (BTC) is a non-profit arts organization with a mission to provide entertaining...

(715) 373-5552 | Website | Directions



**Reservations Assistant**  
**Lost Creek Adventures & Outfitter**  
*Administrative, Support & Clerical*  
Seasonal - Full & Part time These are our front line professionals! Responsible for all day to day tasks in...

(715) 953-2223 | Website | Directions



**Food Manager, Maintenance, and Repair Staff**  
**Lost Creek Adventures & Outfitter**  
*Sports and Recreation*  
The following positions are not full time, so we are either hiring staff part-time or will combine each with one...

STAY | DINE | LODGING  
53-2223 | AVAILABILITY



EXPERIENCE



**Sea Kayaking Guides Needed**  
**Lost Creek Adventures & Outfitter**  
*Sports and Recreation*  
Seasonal Full & Part-Time, Internships Available. We hire our guides based on who they are just as much as on what...

(715) 953-2223 | Website | Directions



**Backup Cleaning Person Needed**  
**Hauser's Bayfield Cabin**

# DECEMBER 2017

## MANIDOO-GIIZISOONS

NITAM ANOKI-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIYO-GIIZHIGAD	NAANO-GIIZHIGAD
				<b>1BHB OATS, BERRIES, YGT</b> <b>S CHEESE ITS/ MILK</b> <b>L CHIX CHOP SUEY, STIR</b> <b>FR, RICE, MANGO</b> <b>S PIZZA ROLL/ JUICE</b>

<b>4BPANCAKES, BLUE-BERRIES, CC</b> <b>S NUTRA BAR/MILK</b> <b>L CHIX, RICE, CARROT, TR FRUIT</b> <b>S CARROTS/CC DIP</b>	<b>5B OATMEAL SQUARES, ORANGES, YGT</b> <b>S GR CRACKER/PB</b> <b>L KIELBASA, PEAS, WGBUN KRAUT, MANGO</b> <b>S PEACHES/CC</b>	<b>6B RICE CRISPIES, BANA-NA, WGR TOAST, JELLY</b> <b>S PRETZELS/ JELL-O</b> <b>L SPAGHETTI, CORN, PEARS, SALAD</b> <b>S ANTS ON A LOG/ MILK</b>	<b>7B CORN CHEX, M OR-NAGES, YGT</b> <b>S GOLDFISH/FR CUP</b> <b>LBEEF/VEG SP, CHEEZ</b> <b>SND, GR BEANS, PEACHS</b> <b>S CRACKER/MILK</b>	<b>8B MALTO MEAL, WGR TOAST, APPLES</b> <b>S TOSTADA CHIPS/SALS</b> <b>L PORK CHOP,MAC/</b> <b>CHEESE, PEAS, BERRIES</b> <b>S PINEAPPLE/CC</b>
--	---	---	---	--

<b>11B BOILED EGG, ENG MUFFIN WG, M ORANGE</b> <b>SGOLDFISH/ JUICE</b> <b>L BURRITO, BR RICE, CORN, MANGO</b> <b>S CC/ BROCCOLI</b>	<b>12B LIFE, ORANGES, BA-GEL, PB</b> <b>S TEDDY GR/ MILK</b> <b>L CHIX WGHD, CAR-ROTS, FR COCKTAIL</b> <b>S BANANA/ MILK</b>	<b>13B KIX, CC, PEARS, MUFFIN</b> <b>S TRAIL MIX/ MILK</b> <b>LWGBEEF GOULASH, VEG/ DIP, BERRIES, YGT</b> <b>S WREATH/ BERREIS</b>	<b>14B CHEERIOS WG, TOAST, PB YGT, BANANA</b> <b>S MUFFIN/ MILK</b> <b>L TOMATO SOUP, GR</b> <b>CHEEZ, PINEAPPLE, CC</b> <b>S GR CRACKER/ MILK</b>	<b>15B WG FR TST STIX, BERRIES, YGT</b> <b>S GOLDFISH/FR CUP</b> <b>L HAM, WG NOODLE, PEAS, MANGO</b> <b>S PEARS/ CRACKERS</b>
--	---	---	--	---

<b>18B OATMEAL WG</b> <b>TOAST, JELLY, APPLES</b> <b>S CRACKER/CHEESE</b> <b>L PIZZA, MANGO, VEG/ DIP</b> <b>S TEDDY GR/ PEACHES</b>	<b>19B HB OATS, BERRIES, CC, ENG MUFFIN, JELLY</b> <b>S CHEX MIX/ JUICE</b> <b>L MOJ CHIX, BR RICE, PEAS, M ORANGES</b> <b>S MUFFIN/ MILK</b>	<b>20BRICE CRISPIES, BA-NANA, YGT</b> <b>S PEARS/ CHEESE</b> <b>L BBQ'S, WG BUN, FRIES, TR FRUIT, CC</b> <b>S APPLE ORANMENTS</b>	<b>ECC</b> <b>HOLIDAY PARTY</b>	<b>SKIM MILK SERVED WITH ALL MEALS</b> <b>1-2 YRS WHOLE</b>
--	--	--	------------------------------------	--

<b>ECC</b> <b>CLOSED</b> <b>NO CHILDREN</b>	<b>ECC</b> <b>CLOSED</b> <b>NO CHILDREN</b>	<b>ECC</b> <b>CLOSED</b> <b>NO CHILDREN</b>	<b>ECC</b> <b>CLOSED</b> <b>NO CHILDREN</b>	<b>MENU SUBJECT TO CHANGE</b>
---	---	---	---	-------------------------------