

# Red Cliff Early Childhood Center Newsletter



**BOOZHOO  
ECC  
FAMILIES!**



A new school year is about to begin and we can't wait to welcome back our returning families and meet our new ones!



The ECC will begin the new school year with virtual learning. Classroom teachers will be contacting families with further information.

We do not currently

have a set date for face to face services due to the pandemic. We are working with our entities to ensure we have everything in place to keep everyone healthy before moving forward.

If you have any questions or concerns, please contact: 715-779-5030

Jamie Goodlet-King, Ext. 2527 or Jennifer Leask, Ext. 2561

## OJIBWE LANGUAGE

Sunday	Anama'e-gilzhigad	Prayer Day
Monday	Iskwaa-anama'e-gilzhigad	After Prayer Day
Tuesday	Niizho-gilzhigad	Second Day
Wednesday	Aabitoose	Halfway
Thursday	Niio-gilzhigad	Fourth Day
Friday	Naano-gilzhigad	Fifth Day
Saturday	Gizliblilsaginige-gilzhigad	Floor Scrubbing Day



SEPTEMBER

WAATEBAGAA-GIIZIS  
(LEAVES CHANGING COLOR MOON)

S M T W T F S

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**UPCOMING  
EVENTS:**

**ECC/TRIBE**

4	EMPLOYEE APPRECIATION DAY
7	LABOR DAY
30	TREATY DAY

## Lead Your Child to GOOD HEALTH



**GOOD SLEEP HABITS**  
by having a regular bedtime routine and  
enforcing a reasonable "lights out" time.  
No TV in the bedroom, please!



**GET OUTSIDE** with your child.  
Take a walk in the neighborhood, go  
fishing, go cycling, play a recreational  
sport, plant a garden.

Teach and practice  
**HEALTHFUL FAMILY EATING  
HABITS**. Limit fast food, serve vegetables  
and fruit at meals and snacks daily.  
Model healthful eating yourself.

Model an **ACTIVE LIFE STYLE**.  
Walk around the house, exercise regularly,  
and don't be a "couch potato."  
(Limit your screen time as well.)

Develop the **FAMILY TABLE**. Eat  
together as a family, turn TV off, stay at the  
table until everyone finishes eating, and  
encourage conversation. Don't miss the  
opportunity to get to know each other.



**BE INVOLVED** in your child's  
life. Coach a team, drive car pool, be  
a room mom or dad, teach Sunday  
School, get to know his/her friends.

Don't hesitate to  
**DISCIPLINE YOUR CHILD**  
with both encouragement and correction.  
Start early and less will be needed later.

**PROTECT YOUR CHILD'S MIND**.  
Monitor TV programs, scrutinize movies  
(even at a friend's home), and place an  
Internet filter on your computer.

Turn the **TELEVISION OFF** often and  
limit total screen time (TV, video games,  
computer) to no more than 1-2 hours per  
day. You'll be pleased with the  
conversations that develop.



**MONITOR** your child's activities,  
regardless of age. Your oversight and  
wise advice are greatly needed!

Strengthen your family by **Nurturing Your Marriage**.  
Invest TIME with your spouse: dates, walks, talk time, etc. Your child will benefit.

# September

## 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Library Card Sign-Up Week	Good Manners Month	1 Go to your local library and sign up for a library card!	2 Read a new book every week to celebrate National Literacy Month!	3 National Skyscraper Day! Use blocks to see how big of a skyscraper you can build!	4 National Wildlife Day! Draw a picture of your favorite wild animal!	5 Read and sing along to the story "Humpty Dumpty"
6 National Read A Book Day! Read a new book together!	7 Labor Day	8 International Literacy Day! Explore new worlds through reading!	9 Teddy Bear Day!	10 National Swap Ideas Day!	11 Make Your Bed Day! Start off the day by making your bed!	12 National Encouragement Day!
13 Grandparents Day!	14 National Coloring Day! Color a picture for a family member!	15 National Make A Hat Day!	16 National Play Dough Day! Make your own Play Dough! (See Activity)	17 How many words can you think of that rhyme with "play"	18 Make and eat a family breakfast together to celebrate Better Breakfast Month!	19 Talk Like A Pirate Day!
20 National Pepperoni Pizza Day! Eat a Pepperoni Pizza for Lunch!	21 World Gratitude Day!	22 Fall Begins!	23 Look for orange objects in and around your house!	24 Discuss good manners with your child for Good Manners Month!	25 Using dots, outline your child's name then have your child connect the dots!	26 Happy Birthday Johnny Appleseed! Make Your own Apple Tree (See Activity)
27 Take a walk outside and count how many leaves you pick up!	28 National Family Day! Eat a meal together as a family!	29 How many words can you come up with that start with the letter "e"	30 Look for square shaped objects! How many can you find?	National Literacy Month	Hispanic Heritage Month	Better Breakfast Month





9-15-20

**Boozhool** We hope that all our children and families are doing well. We are writing this letter to update you on what services will look like this fall. We know that things are challenging right now and we hope that we can alleviate some of your challenges by providing you an update on what you can expect from us at the ECC and also what you can do to make this a successful school year.

Our school year will begin on Tuesday September 22<sup>nd</sup> and will run Tuesday through Friday until further notice.

**What to expect from your classroom teachers:**

- Teachers will be reaching out to set up Home Visits. They will need at least 30 minutes of your time to ask questions about your child and to give you a tentative idea of how things will look for the upcoming school year. More paperwork will need to be completed a little later into the school year.
- A basket of supplies (markers, crayons, glue, scissor, paper, etc.) will be delivered to you the week of September 21<sup>st</sup>. These supplies are intended to be used for your child to be creative on their own and to supplement activities and lessons that will be provided by your child's teacher every two weeks. More details on activities and lessons will be given at a later date.
- Your child's teacher will be reaching out to you to explain the schedule that you will be receiving from them within the next week or two.
- You will be contacted by your child's teacher(s) weekly by phone or virtual face to face chat. These contacts are meant for you to stay constantly connected with your child's teacher and give them feedback on how things are going with lessons, activities, virtual meetings, home needs or anything else you need to discuss with them.
- Your child's classroom teacher will be inviting you to a family friendly version of Teaching Strategies Gold. This is the assessment and curriculum that the ECC uses for all students enrolled in the center. Inviting you to this version allows you to contact your teacher via chat, document your child's progress, take and upload pictures of the activities that they are doing or anything else that you as a parent feel is relevant to share with your child's teacher.
- Home Base families can expect to receive weekly virtual visits with their teacher.

**What is expected from our families:**

- Be available for scheduled home visits and give yourself enough time to share all information needed with the teachers. Complete and return all paperwork that is sent to you. We will be installing a mailbox close to the Memengwaa trailer for afterhours drop-off.
- Basket materials are for use during school hours to ensure that your child doesn't run low on supplies before the activities start. When your supplies run low, please let your child's teacher know so that they can replenish it. A lot of time and thought will be put into the activities so please put some time aside to complete these activities with your child(ren).
- Once you receive your child's schedule please try every attempt to join classroom activities. This will help strengthen your child's relationship with their class and their teacher(s), will help your child progress developmentally and will assist with their transition back into school when we are able to return.

- We understand that weekly contacts can be a little overwhelming, but they help our program provide the best service possible. We want to ensure that we are meeting the needs of all children and families and meeting all program requirements. If there is a time or day that is more convenient for you, please let your child's teacher(s) know. If you have more than one child in the center, the ECC will do its best to not overwhelm you with teacher contacts.
- Please provide a current email to your child's teacher so that they can invite you into the Teaching Strategies family version. Once you receive that email, you will need to accept the invitation to ensure that you are able to access the program and its resources. If you have any questions or concerns, please contact Kathy Haskins at 715-779-5030 ext. 2530. We are encouraging you to use this program to its fullest extent and take advantage of the opportunity to create a strong relationship with your child's teacher.
- Home Base families should set regular visit times with their teacher that will work for them.

**What you can expect from the ECC:**

- At the beginning of the school year, breakfast and lunch will be provided by your local school district. If you live outside of the Bayfield School District, you will need to contact your local school district and ask about meals that they are providing. If they are not providing meals, please contact Cindy Garrity at 715-779-5030 ext. 2551. The ECC will be providing four snacks a week for each enrolled child, including Home Base children. These snacks will be delivered beginning the week of September 28<sup>th</sup>.
- The Red Cliff Tribal Council and Bayfield School District purchased enough IPADs for each family to receive one. These IPADs are meant to be used during virtual class times and will be delivered as soon as the order arrives. Certain APPs will be preinstalled to ensure that every family has access to necessary programs. We hope that this will make your virtual experience successful. If you have any technical difficulties, you can reach out to your child's teacher(s) or Jennifer Defoe at 715-779-5030 ext. 2533.
- You can expect regular contacts from the Family Service and Health Offices. These contacts will help us ensure that we are meeting needs of the children, families and program requirements.

We can't express enough how much we wish that we were opening under different circumstances. We know that we are all ready to return to services that we had prior to COVID-19. We are going to get there but, in the meantime, we need to show ourselves and each other patience and understanding. This is new for everyone and it will take some time to get familiar with the changes. There will be bumps in the road but together we will get through them! Please watch our ECC Facebook page and visit <https://www.redcliff-nsn.gov/> (under departments and services-education) for videos to make you smile and for program updates.

Miigwech for being so patient and understanding as we work through this new way of teaching and learning!! We are excited to start this journey with all of you and your children!!

This letter will also be mailed out to all enrolled families.



*The Red Cliff Early Childhood Center is seeking members  
to sit on the  
2020-2021 Policy Council*



**Policy Council Board:**

This council is comprised of (2) Head Start parents, (2) Early Head Start Home Based Parents, (1) EHS center-based Parent, 2) Community Representatives and (1) Tribal Liaison.

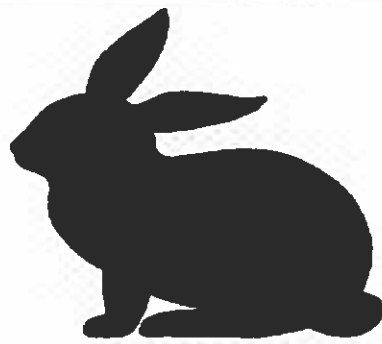
**Duties:**

- The Policy Council has important decision-making responsibilities for the overall operations of the ECC Programs such as hiring of staff, grant applications/budgets, termination of staff, parent activity fund purchases, ECC policies etc.
- The Policy Council will meet monthly.
- There are circumstances that come when special meetings are needed throughout the program year.

**Election Voting:**

Policy Council elections are held at the first family night in September, but due to COVID 19 and the stay at home order we will be doing a virtual survey to all the ECC families.

If you are interested, please contact Cindy Garrity @ 779-5030 ex 2551 or email her at [cindy.garrity@redcliff-nsn.gov](mailto:cindy.garrity@redcliff-nsn.gov)



WABOOZ ROOM

### Boozhoo Red Cliff Families of the ECC

I hope you have been doing well and enjoying time with your families while school has not been in session. Our summer is winding down, and with that means that our 2020-2021 school year is about to begin at the Red Cliff Early Childhood Center.

With the Covid-19 epidemic happening, things are going to be different at the ECC. We are planning to begin our year virtually on September 14<sup>th</sup>. (This is subject to change).

I am excited to be back to working with the kids. I am planning many fun and interesting activities to do with the children. I will be reaching out to families with children in the Waabooz Room soon.

-Miss Maggie

# **Amik News**

## **September 2020**

### **Boozhoo Families!!**

We are looking forward to starting a new school year, we do hope that we get to see everyone soon!! Currently we are working on getting things set up to begin the school year. Summer has flown by, did you get the opportunity to get out and enjoy some fresh air and soak up the sun? We hope you were able to take a walk, play in the yard, and go to the beach! We can't wait to hear all about it!

We will have more details to soon about this upcoming school year, until then, if you have any questions or concerns please feel free to reach out to us at anytime!

Miigwech,  
Miss Tiff & Miss Judy  
**715-779-5030 x 2525**





# MAKWA NEWS!



**Boozhoo everybody!**

**We are excited to start off the beginning of the new school year. We have been really missing the children and are excited to see how much they have all grown. We are busy settling into our new room and getting things in place and will be contacting families soon! If you have questions or concerns pertaining to the upcoming school year you can contact our center Director Jamie Goodlet or Administrator Jennifer Leask at (715)779-5030**

**Below are two activity ideas that you could do at home.**

**-Ms. Lulu & Ms. Kelsey**

## Easy No Cook Playdough

### Ingredients:

- 2 c. flour
- 1 c. salt
- 3 tablespoons cream of tartar (powder)
- 2 tablespoons oil
- 2 c. boiling water
- 1 tsp. Peppermint extract (optional)
- Food coloring (optional)



No cooking required! Put all ingredients in a bowl and stir! Knead until smooth. Easy right?!? (Note: You cannot mess this one up!)

[www.spendwithpennies.com](http://www.spendwithpennies.com)

### Edible Pudding Slime

Edible slime made with pudding! Only 3 ingredients!

Prep Time: 5 mins

Cook Time: 0 mins

Total Time: 5 mins

Servings: 1 batch

Author: Stacey aka the Soccer

### Ingredients

\*1/4 cup instant pudding mix any flavor

\*1 cup corn starch

\*1/3 cup warm water

### Instructions

Add instant pudding mix and half of your cornstarch to a mixing bowl. Add 1/3 cup water and stir until slime begins to form.

Slowly add the rest of your cornstarch, stirring as you go.

When slime becomes difficult to stir with a spoon, finish mixing by hand.

If slime is still sticky, add more cornstarch. If slime is too thick, add more liquid - until you have the perfect texture.



# Esiban News

## September 2020

Boozhoo from Esiban! Ms. Melissa and Ms. Lacie would like to welcome everyone to a new school year!

We are so excited to start our new year with you and your family. We are busy preparing for a fun and exciting school year! If you have any questions or concerns, please feel free to contact us at 715-779-5030 ext 2541.

Thank you for sharing your little ones with us!

-Ms. Melissa & Ms. Lacie



**September 2020**



# **Agongos Newsletter**

**Boozhoo,**

Here we go, it's a new year. I know everything is changing and we are all wondering what this year is going to look like.

For us the Home Base folks we are looking at mainly being virtual in the beginning. I know this is different and may feel a little uneasy but we will try to make this as smooth and as easy as we can. We are all trying to the best for all the children in the community.

We will be sending home activities or guidance on activities that will help your child's development keeping growing.

Along with these suggestion and ideas we will be focusing on more Ojibwe being involved; this will look different for every teacher and family since we are all at different stages of learning as well.

Our goal is to incorporate the seven teaching into our activities and throughout our program, *Respect, Love, Honesty, Courage, Truth, and Humility.*

As we embark in this new territory for all of us please understand we will do our best to keep you updated on what this year will look like and we all want the best of our community and children.

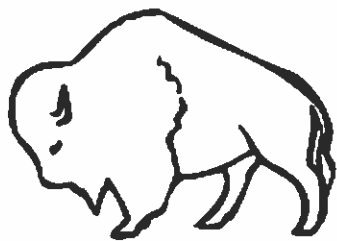
**ANY QUESTIONS WE WILL DO OUR BEST TO ANSWER THEM OR POINT YOU IN THE DIRECTION OF SOMEONE THAT MAY.**



**Miigwech,  
Corky and Patrice**

**`CORKY WORK PHONE (715) 779-5030 EXT.2538` CELL (715) 292-9154**

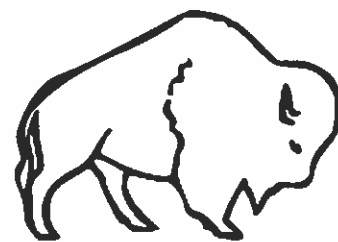
**`PATRICE WORK PHONE (715) 779-5030 EXT. 2537**



# MASHKODE-BIZHIKI

## NEWS

SEPTEMBER 2020



Boozhoo Mashkode-bizhiki families. We would like to wish a warm welcome to all our new families this year and a welcome back to our returning families!!!

We would like the families to know that this is our monthly newsletter which contains important information so please read them as often as you can. We also provide a weekly note each Thursday that notifies you of what we are learning in the classroom, reminders, and information for up in coming activities.

As we gear up for the new school year, we will be contacting you to schedule a home visit. This visit will follow the safety guidelines to prevent the spread of COVID-19.

Chi-Miigwech for sharing your child with us. We are looking forward to a very exciting and fulfilling year. If you need to contact us, please reach us at 779-5030 ext:2547

Ms. Nadine, Ms. Gina, Ms. Becca



### OJIBWE PHRASES

Biindigen! - Come inside!

Giziibiigininjiin! – wash your hands!

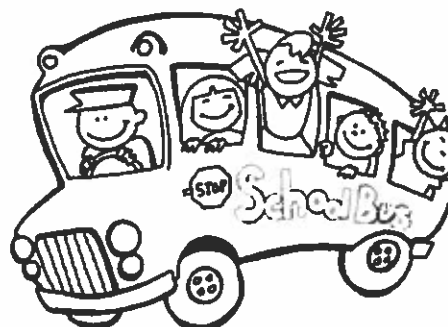
Ozhigaabawin!- Line up!

Namadabin!- Sit!

Namadabin anaakaning! Sit at the rug!

Bimosedaa!- lets walk

**Gidanamikaagoo!**  
**(we welcome you)**





# Waatebagaa Giizis

Boozhoo Ma'iingan Families! We hope you all had a great SUMMER!! We have missed you all so much! We are all still in this together, and thinking of you all through these challenging moments in our world. We want you to continue making strong connections with you all, we have some changes to our teaching team, and we would like to welcome Ms. Donna Miller, and Ms. Gerri Gordon to the Ma'iingan Room. So we all will be getting reintroduced to one another as this new school year begins. We are so excited to have the new school year and see all the familiar little faces and all of our new little faces!! We have missed the kiddos so much and our families! Friendly reminder our classroom phone number is 715-779-5030 EXT. 2545 is Ma'iingan Room. Please don't hesitate to call us at anytime! We look forward to hearing from you all! Miigwech for ALL the patience and understanding you all have shown through this new way of learning. Miigwech,  
Ms. Alicia, Ms. Donna and Ms. Gerri







## **Donna Miller joining the Ma'iingan Room as 4K Teacher**

**Elementary Teaching Degree: Western Michigan University**

**20 Years of Early Childhood Experience**

Happy to be back in the Red Cliff Community and so excited to be joining the Ma'iingan Teaching Team and look forward to a great year with you and your child!

-Stay safe, Stay Loved, Stay Connected

## **Migizi News**

**Here we are looking at beginning September already, where has the summer gone?**

**Everyone is trying to make plans for the next few weeks but with so many things being uncertain it's hard to do. We will be sure to update you as we know.**

**We just want everything to go back to normal so we can see the children's smiling faces.**

**The Migizi classroom will be excited to meet our two new teachers, Ms. Haley and Ms. Megan.**

**They both are excited to meet everyone and say "Hi".**

**We will be getting the classroom set up so it will be all ready whenever we can meet back in person.**

**The fish are still doing good and they have grown during our time off from school!**

**Take care everyone and stay safe!**

**Ms. Diann, Ms. Haley, Ms. Megan**

# OJIBWEMOWIN PHRASES



**Biindigen! -Come inside!**



**Ozhigaabawin! Line up!**



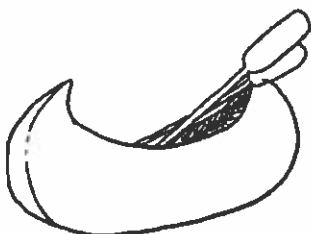
**Namadabin!  
Sit down!**



**Giziibiigininjin!  
wash your hands!**



**Bimosen! – Walk!**



**Jiimaan  
canoe**



**Manoomin  
Wild rice**

**Bawa'iganaak  
Rice knockers**



## Ricing Song

<b>Biindaakoojige</b>	<b>- offer your tobacco</b>
<b>Gaandakii'ige</b>	<b>- the long pole</b>
<b>Bawa'am</b>	<b>- in the canoe knocking the rice</b>
<b>Bawa'am</b>	<b>- in the canoe knocking the rice</b>
<b>Gidasigan</b>	<b>- parching the wild rice</b>
<b>Mimigoshkam</b>	<b>- jig the rice</b>
<b>Mimigoshkam</b>	<b>- jig the rice</b>
<b>Nooshkaachige</b>	<b>- winnow it</b>
<b>Nooshkaachige</b>	<b>- winnow it</b>

## VAI COMMANDS

YOU	YOU ALL	LET'S
Verb N!	Verb G!	Verb daa!
Bimosen!	Bimoseg!	Bimosedaa!

## Waatebagaa-giizis

### SEPTEMBER

**(Leaves turning color  
Moon)**

- 1- Bezhig- One
- 2-Niizh- Two
- 3-Niswi- Three
- 4-Niiwin- Four
- 5-Naanan- Five
- 6-Ningodwaaswi- Six
- 7-Niizhwaaswi-Seven
- 8-Ishwaaswi- Eight
- 9-Zhaangaswi- Nine
- 10- Midaaswi- Ten

# Reasons to Call the Doctor Now



**Any** time you have a sick child in your arms, feeling anxious is inevitable. But remember this: Even if it's long past midnight, it's always better to call the doctor if you're worried about your little one.

Pediatricians expect to be awakened in the middle of the night. In fact, doctors say that many parents don't recognize some of the most serious medical situations.

Not sure it's time to pick up the phone? We got your back, Mom. Here are the symptoms pediatricians want you to call about right away.

## Fever in a young baby

If your infant is 2 months or younger and has a rectal temperature of 100.4 degrees F. or higher, he could be sicker than he seems. (One exception to this rule is if your 2-month-old just got his vaccinations and runs a low-grade fever within 36 hours.)

Young babies usually don't show a lot of symptoms, but they can quickly develop a serious bacterial infection because their immune system is still immature, says Sue Hubbard, MD, a pediatrician in Dallas. Parents often assume their baby just has a cold, but colds usually don't cause a fever at this age. A doctor will see an infant with a fever as soon as possible, but if it's the middle of the night, your pediatrician may send you to the ER.



# Constant coughing

When your child starts to cough so hard that she's wheezing or simply can't stop, she's probably having an asthma attack and will need medication to treat it. "A viral illness can cause asthmatic symptoms in any child, even if it's just for a short time," says Mary Ellen Renna, MD, a pediatrician in Woodbury, New York.

Of course, if your child has already been diagnosed with asthma, you'll have an inhaler or a nebulizer at home. "But you should call the doctor if she's used her rescue medication and her coughing hasn't lightened up within 20 to 30 minutes," says Dr. Renna.

**RELATED:** [How to Decode Your Baby's Cough](#)

If your child wakes up during the night with a cough that sounds like a seal barking, she has croup, an illness you can usually treat yourself. Take her into the bathroom, turn on a hot shower, and sit together in the steam. If she's still barking, cool air can help, so take her outside on a chilly night -- or even stand in front of your freezer with the door open. Chances are, one of these steps will ease her coughing, but you should call the doctor immediately if she looks like she's struggling to breathe (her ribs are pulling in and out with each breath, her nose is flaring, or she's grunting when she tries to take in air).

"These are signs of respiratory distress, and the doctor may tell you to go to the hospital," says Dr. Renna. If she's coughing so hard that she's turning blue, call 911.



Taken from: Parents Magazine \* Daily Tips 9/01/20

# Nutrition Nuggets™

Food and Fitness for a Healthy Child

September 2020

## BEST BITES

### Nutritious and on sale

Each time you get a new grocery advertising circular, let your child cut out pictures of healthy foods he wants to eat that week. He could glue them on paper to make an illustrated grocery list. Then, he can use his list when you go to the store or shop online together.

### Be an example

Your youngster watches what you do. So if you go for a run or a bike ride, mention it to her. Or better yet, invite her to join you! Take walks with her after dinner, follow along with a yoga video, or announce that it's time for morning stretches. You'll put her on the path toward developing a lifelong fitness habit.

### DID YOU KNOW?

Many beans and other legumes are "two-fers"—they belong to both the protein and vegetable food groups. To add more legumes to your child's diet, use pinto beans in tacos, toss chickpeas into salads, and stir lentils into soups. *Note:* Green beans, green lima beans, and green peas count only as vegetables.

### Just for fun

**Q:** Why do you go to bed every night?

**A:** Because your bed won't come to you.



## A healthy start

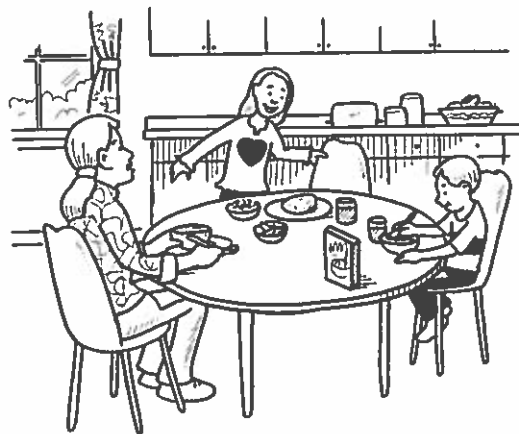
Many things may have changed in your youngster's world this year, but here's one that remains the same: She needs a balanced diet to stay healthy. Here are answers to questions you might have as the new school year gets in full swing.

**Q:** My daughter says she's not hungry for breakfast when she wakes up. What can I do?

**A:** A complete breakfast gives your child energy and helps her focus in school. Have her do the rest of her morning routine before she eats, or let her eat in school if that's an option. Also, she may be more interested if she gets to eat something other than breakfast foods. You could heat up last night's leftovers, or microwave a baked potato and let her pick the toppings.

**Q:** My child wants to snack all day when she's home. How can I encourage good habits?

**A:** Your daughter may not be eating enough at meals if she's hungry soon afterward. Discourage snacking 1–2 hours before each meal so she comes to



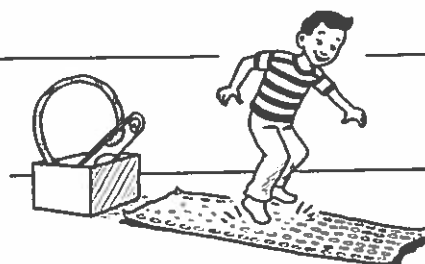
the table with a healthy appetite. When she does snack, suggest healthy options like snap peas or pumpkin seeds.

**Q:** We've been eating at home a lot more lately. Any tips for making family meals more interesting?

**A:** Ask your youngster to think of fun themes, such as Macaroni Monday or Souper Saturday. Or if you normally like going out for Thai or Mexican food, look up recipes for your favorite dishes and make them together. When the weather is nice, you might find a nice spot and eat outdoors. 🍴

## Gym-in-a-box

Encourage your child to get more physical activity with a portable "gym." Let him fill a big box or bin with fun equipment, then find creative ways to use it. Share these ideas to get him started.



● **Bubble wrap.** See how fast you can pop all the bubbles with your feet.

● **Twister mat.** Starting with each hand or foot on separate circles, do cartwheels or crab walks (walking on all fours—but upside down).

● **Hula-hoop.** Lay the hoop on the floor, and jump in and out of it 10 times. 🍷

## Creative cooking for kids

Want to boost the odds that your child will eat healthy foods? Do kid-friendly activities like these.

**Play with shapes.** Let your youngster use cookie cutters to make shapes from food. He might be more apt to eat spinach and mushroom quesadillas if they're shaped like dinosaurs. Or maybe he'll try cucumber and cream cheese sandwiches if he gets to cut them into star shapes.

**Add color.** Does your child hesitate over whole grains? Try this. Ask him to squish



raspberries or blueberries in a colander and strain the juice into a bowl. Now let him stir the berry pieces, along with some whole berries, into batter for whole-grain pancakes or muffins. Be sure to save the "dye" so he can use a pastry brush to paint his cooked treat with the fruit juice!

**Make pictures.** Suggest that your youngster create a masterpiece on his plate. Offer a few healthy foods—including some he enjoys and others he's not as keen on. He might make low-fat cottage cheese "clouds" and a pineapple "sun" shining down on a field of "flowers" with green bean "stems" and strawberry "petals." ●

### PARENT TO PARENT

#### Smart swaps

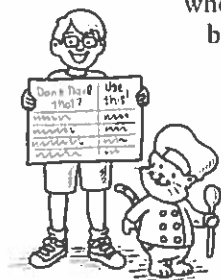
During the spring and summer, we took fewer trips to the grocery store, which meant we didn't always have the ingredients we needed. The good news is, I learned to swap in different ingredients, and sharing my discoveries with my son Blake has helped him be more flexible about what he eats.

I asked Blake to make a chart labeled "Don't have that? Use this!" For example, when we ran out of butter to bake oatmeal raisin cookies,

I used an equal amount of mashed over-ripe bananas instead. When we didn't have

pasta or ground beef, I made couscous, stirred in pasta sauce, and heated up frozen turkey meatballs to put on top.

Each time we substitute an ingredient, Blake adds it to the chart so we remember for next time. We often discover that foods taste just as good—and sometimes even better—with a creative swap. ●



### ACTIVITY CORNER

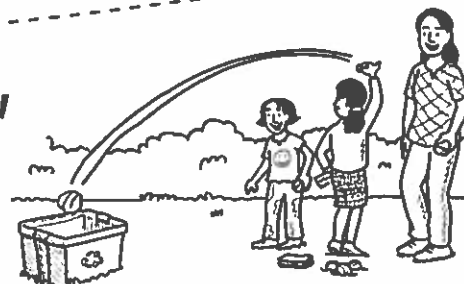
#### Aim and throw

Help your youngster get exercise and improve her throwing skills with these backyard games.

**Materials:** 10 beanbags (or balled-up pairs of socks), empty recycling bin or other large container

**1. Underhand, overhand.** Have your child stand 10 feet from the bin, and set a timer while she throws the beanbags underhanded into it. Throw back to her any that land on the ground. She must catch them and throw them into the bin—this time throwing overhanded. How quickly can she sink all 10 bags?

**2. Throwing challenges.** Ask your youngster to write five challenges on separate index cards. Examples: "Use the hand you don't normally throw with." "Lift one leg and throw under it." "Throw backward over your shoulder." Take turns selecting a card and using that motion to throw a beanbag into the bin (from 10 feet away). The first person to complete all of the throws wins. ●



### IN THE KITCHEN

#### Rice bowls

For an easy, healthy approach to dinner, get the whole family involved. Just cook a batch of brown rice, and try these build-your-own rice bowls.

##### Put an egg on it

**Add:** raw vegetables (shredded carrots, baby kale leaves, diced cucumbers, thinly sliced scallions) and a sunny-side-up egg

**Top with:** sesame seeds and a drizzle of low-sodium soy sauce



##### Burrito in a bowl

**Add:** cooked black beans, halved pitted black olives, and low-fat shredded cheddar cheese

**Top with:** avocado chunks and salsa

##### How about some hummus?

**Add:** mixed oven-roasted vegetables, such as brussels sprouts, broccoli, butter-nut squash, and sweet potatoes

**Top with:** hummus sauce (slowly whisk warm water into hummus until it's the consistency of salad dressing) ●

### 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  
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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

# Picky Eater? Not Me!

Looking to add variety to your children's diets so they get all the nutrients they need? Tap into their sense of adventure and creativity to guide them toward trying new foods. They may find that eating more foods can be tasty—and fun!



## Start small

Approaching your youngster with a small amount of a new food may work better than giving her a full serving. If she only sees a little on her plate, she's more likely to give it a taste. Let her see you eating the food that you want her to try—your example will mean the most to her. *Idea:* Many children are sensitive to new foods touching the rest of their meal. Try putting small pieces of the new item in a little bowl on your child's plate.

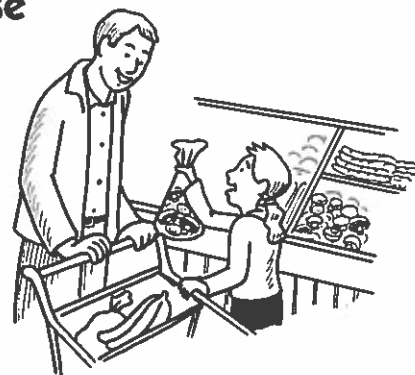
## Make it familiar

Think about foods your youngster already enjoys. Then, look for some that are similar. For instance, if he likes green Granny Smith apples, bring home green Bartlett pears for him to try one day. If he loves cheeseburgers, experiment with turkey or veggie burgers. Or if he's a fast-food chicken nugget fan, make baked chicken nuggets (and even baked fish sticks) at home. *Idea:* Serve new foods with something your child already likes. Maybe you can add chopped, steamed broccoli to macaroni and cheese or put a tomato slice in his grilled cheese.



## Let her choose

Your youngster is more apt to sample a new food if she picks it out. At the grocery store, have her decide on a new food each trip. She might select something interesting in the produce section, like avocado, eggplant, or pomegranate. Or ask her to



choose a new variety of beans, such as cannellini or garbanzo. *Idea:* Let your child come up with a chart to mark her food explorations. For example, she could draw a picture of each new food item and then add a face for her reaction—maybe a half-smile or a full smile.

## Try, try again

Did you know it can take 10–12 tries before your youngster decides he likes a new food? That's okay—the key is to get him to keep trying it. Consider preparing a food several different ways until you hit upon one he will eat. With carrots, for instance, try serving them raw; slicing and microwaving them until they're softer but still have a crunch; or cutting them into chunks, drizzling with olive oil, and roasting at 400° until tender. *Idea:* Ask your child to look through cookbooks and find a recipe or picture of a carrot dish that looks good to him. Then, make it together.

*continued*

## Nutrition Nuggets™





## Dip it!

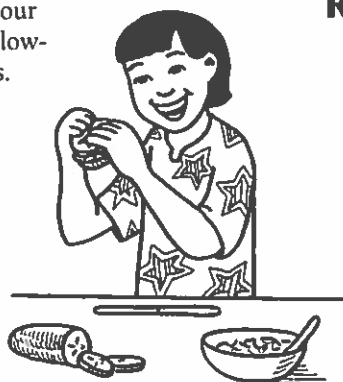
Kids have more fun eating when they get to dip their food. Try sneaking in a few foods your youngster doesn't normally eat by pairing them with a dip. You might give her zucchini spears, sliced radishes, or snap peas along with low-fat ranch or Italian salad dressing. Or consider this: A small dipping bowl of ketchup can make an egg-avoider into an egg-eater. *Idea:* Use small cookie cutters to make dippable shapes out of melon, cheese, or other foods.

## Go half and half

To help your child develop a taste for whole grains, think about ways to use them in foods that he already eats. You could make his favorite sandwich with one piece of white bread and another of whole wheat. Or put meatballs over a combination of whole-wheat and regular spaghetti (cooking times may vary). As your youngster gets used to whole grains, you can phase out the white products. *Idea:* Use whole-grain pita bread for a quick pizza snack or meal. Have your child top the pita with pizza sauce, toppings, and low-fat mozzarella cheese. Bake at 375° for 15 minutes.

## Have a tasting party

Use the power of positive peer pressure to your advantage! Let your child invite several friends over for a tasting party. She can select foods to sample, some that she already eats and others that are new to her. *Examples:* almonds, bean sprouts, firm tofu, olives, and mandarin oranges. Then, she could help you make up sample trays. You might use muffin tins and place a different food in each cup. Or put the foods in separate muffin liners, and give each youngster a plate with a few tastes. *Idea:* Ask the kids to vote on their top three choices.



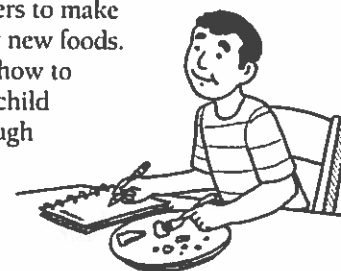
## What's that flavor?

Make tasting food into a fun family discussion with this suggestion.

Explain to your youngster that there are five tastes—bitter, sour, sweet, salty, and umami (a rich, savory taste typical in soy sauce and mushrooms, for example). Then, as you sample different foods, discuss which category—or categories—they fit into. For instance, you might say, "This lemon chicken tastes tart with hints of sweetness."

Encourage family members to make "tasting notes" as you try new foods.

Once he understands how to describe the tastes, your child might enjoy talking through the experience of trying foods. And that can lead him to sampling even more new foods!



## Stick to it

Let your child use craft sticks or lollipop sticks to create fun-to-eat kebabs with healthy foods. You could set out fruit like blackberries, grapes, and melon chunks. Or give him cooked chicken cubes, pieces of cheese, and grape tomatoes. *Idea:* Suggest that he make a fruit or vegetable sculpture with his kebabs. Cut a cantaloupe in half, and scoop out most of the inside. Turn the half upside down so he can stick the fruit kebabs into the melon rind. Or he might put vegetable kebabs into a baked potato.

## Reinvent sandwiches

Who says sandwiches have to be on bread? Use vegetables and fruits in its place. Put tuna fish salad (made with light mayonnaise) between cucumber slices. Try peanut butter between banana halves sliced lengthwise. Or have your youngster wrap turkey and cheese slices in a romaine lettuce leaf. *Idea:* Challenge her to come up with three new sandwich ideas using fruits and vegetables.

## Drink new foods

Instead of eating new fruits and vegetables, what about drinking them? Your child might realize he likes mangoes, passion fruit, or even spinach when they're blended and put in a cup. *Idea:* In a blender, puree 1 cup fresh baby spinach with 1 cup no sugar added applesauce, 3 cups berries, and 1½ cups orange juice for a tasty treat.

*Editor's Note:* Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

# Nutrition Nuggets™

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# Screen-Free & Active

Phones, tablets, TVs, computers, video games ... youngsters are easily drawn into anything with a screen. Try these suggestions for limiting screen time and encouraging active fun for the whole family.



## Less screen time

Experts recommend that children move more and sit less. Here are ways to help your youngster cut down on screen time.

**TV Journal.** Keep a notebook by the TV. Each time your child watches a program, have her write down the title, the time, and a one-sentence summary. She'll get writing practice, and you'll have a way to track how much—and what—she's watching.

**Activity scale.** Does your youngster spend more time in front of a screen, or more time being active? Help him make a scale to find out. He can use a permanent marker to label two sandwich bags: "Screen Time" and "Active Time." Clip the bags to opposite ends of a coat hanger, and hang it on a door-knob. For each 15 minutes he spends in front of a screen or being active, he drops a nickel in the appropriate bag. At the end of a week, have him see which bag weighs the most.



**Button jar.** Consider setting a screen-time limit (say, an hour a day). On Sunday nights, set out a jar with 14 buttons, an empty jar, and a timer. Each button is good for a half hour of TV, video game, or computer play time. Tell your child she can use 2 buttons per day. When she watches a show or plays a video or computer game, help her set the timer for 30

minutes. When it rings, she moves a button into the screen-time jar. This system lets your youngster know when her time is up and also tracks her daily screen time.

**Limited access.** Make screen time a little less convenient, and you may find your child naturally cuts back. For example, stash the remotes. Don't put a TV in his room—bedroom TVs are linked with a higher risk of obesity. And consider cutting down on the number of sets in your house. (Idea: Donate an extra TV to a homeless shelter or youth center.) If you have a laptop, keep it in one location. Open it when you use it, and close it when you finish so it's not constantly in use.

**Talk time.** Have meals at the table, not in front of the TV, and turn the set off while you're eating. Also, you might make it a rule that no one brings handheld games or cell phones to the table. Instead, build family bonds by using mealtime for discussions. Ask each person to tell the best or funniest thing that happened that day. Or put a "conversation salad bowl" on the table. On slips of paper, write conversation starters such as "If I could live at any time in history, it would be \_\_\_\_\_. Here's why," or "My favorite animal is \_\_\_\_\_ because \_\_\_\_\_." Take turns picking a slip, and get the conversation rolling!



*continued*

## Nutrition Nuggets™

# More active time

Kids need at least 60 minutes of exercise a day. Use these ideas to boost active time.

**Family sports.** Does your child like to watch sports on TV or play sports-themed video games? Suggest these games instead:

- Set up a bowling alley in your basement or outside. Try to knock down 10 filled water bottles with a ball.
- Head to the driving range, or play a round of miniature golf.



You can also make your own indoor or backyard course. Help your youngster make "holes" by laying empty boxes and cans on their sides. Using a broom as a golf club, gently sweep a small ball toward the holes.

- Have a race. How many ways can your child think of to cross a yard or a room? Brainstorm ideas, such as hopping, skipping, walking backward, or jumping like a frog. Then, take turns picking one of those ways to race.

**Active volunteering.** Make your active time even more worthwhile by using it to help others. Contact your local United Way, Red Cross, or place of worship to find out what you can do. You might take wheelchair-bound seniors on walks, volunteer with Special Olympics, or participate in walk-a-thons to raise money for good causes. Also, find out how you can help



busy parents with babies or sick neighbors (walk dogs, do yard work).

**Stay-fit field trips.** It's harder to watch TV if you're not home, so get everyone out of the house for an active family day and leave your phones at home. You might pick peaches or berries at a nearby orchard or go rock climbing at an indoor center or a sporting goods store. Play Ping-Pong, air hockey, or foosball at a community center game room.

**New ways to exercise.** At the library, have each family member check out a how-to book about a different type of physical activity (martial arts, yoga, swing dancing). Together, learn a few basics of each one. When you find something everyone enjoys, consider signing up for a class at the YMCA or through your parks and recreation department.

**After-dinner walks.** The end of the day is a "danger zone" for too much screen time—it's tempting to relax in front of the TV or be on your phones from dinnertime until bedtime. Instead, leave the screens behind, and head out for a family walk. Vary the routine by mapping out different routes in your neighborhood. *Idea:* Take a "left-turn walk," where you can only make left turns until you get back home.

**Home projects.** Keep everyone busy, and they won't even think about turning on a screen. You might clean out a closet and use it for balls and other sports equipment. Register at [freecycle.org](http://freecycle.org) for free items to add to your family's collection (badminton set, tennis rackets). *Other ideas:* wash and wax the car, paint a room, flip your mattresses, wash all the windows in your house.

## Five-minute fitness

Try these five alternatives to screen time that can be done faster than you can say "commercial break":

1. Choose a poem from a volume of children's poetry and act it out.
2. Take turns calling out addition problems ( $2 + 3$ ,  $5 + 1$ ). Everyone does a combination of exercises based on the equation (2 sit-ups + 3 push-ups; 5 toe touches + 1 lunge).

3. Put on upbeat music, push back the furniture, and dance.

4. Have a headstand or handstand contest. See who can stay up the longest.

5. Press down a line of packing tape on your basement floor or on the sidewalk, and pretend it's a balance beam. Play follow the leader: the first person does a move, and everyone else copies it (turn, kick, jump, leap).



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# smart shopping for veggies and fruits



## 10 tips for affordable vegetables and fruits

**It is possible to fit vegetables and fruits into any budget.** Making nutritious choices does not have to hurt your wallet. Getting enough of these foods promotes health and can reduce your risk of certain diseases. There are many low-cost ways to meet your fruit and vegetable needs.

### 1 celebrate the season

Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmer's market is a great source of seasonal produce.



### 2 why pay full price?

Check the local newspaper, online, and at the store for sales, coupons, and specials that will cut food costs. Often, you can get more for less by visiting larger grocery stores (discount grocers if available).

### 3 stick to your list

Plan out your meals ahead of time and make a grocery list. You will save money by buying only what you need. Don't shop when you're hungry. Shopping after eating will make it easier to pass on the tempting snack foods. You'll have more of your food budget for vegetables and fruits.

### 4 try canned or frozen

Compare the price and the number of servings from fresh, canned, and frozen forms of the same veggie or fruit. Canned and frozen items may be less expensive than fresh. For canned items, choose fruit canned in 100% fruit juice and vegetables with "low sodium" or "no salt added" on the label.



### 5 buy small amounts frequently

Some fresh vegetables and fruits don't last long. Buy small amounts more often to ensure you can eat the foods without throwing any away.

### 6 buy in bulk when items are on sale

For fresh vegetables or fruits you use often, a large size bag is the better buy. Canned or frozen fruits or vegetables can be bought in large quantities when they are on sale, since they last much longer.

### 7 store brands = savings

Opt for store brands when possible. You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.

### 8 keep it simple

Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.



### 9 plant your own

Start a garden—in the yard or a pot on the deck—for fresh, inexpensive, flavorful additions to meals. Herbs, cucumbers, peppers, or tomatoes are good options for beginners. Browse through a local library or online for more information on starting a garden.



### 10 plan and cook smart

Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.



**Good nutrition today means a stronger tomorrow!**

# **Building for the Future with CACFP**

This day care receives support from the Child and Adult Care Food Program to serve healthy meals to your children.



**Meals served here must meet USDA's nutrition standards.**

## **Questions? Concerns?**

<b><u>Participating Agency Contact Information</u></b>	<b><u>State Agency Contact Information</u></b>
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Bayfield WI 54814	P.O. Box 7841 Madison WI 53707-7841
715-779-5030	1-608-267-9129

Learn more about CACFP at USDA's website:

<https://www.fns.usda.gov/>

USDA is an equal opportunity provider, employer and lender.

United States Department of Agriculture  
Food and Nutrition Service FNS-317  
November 2019

### How does CACFP work?

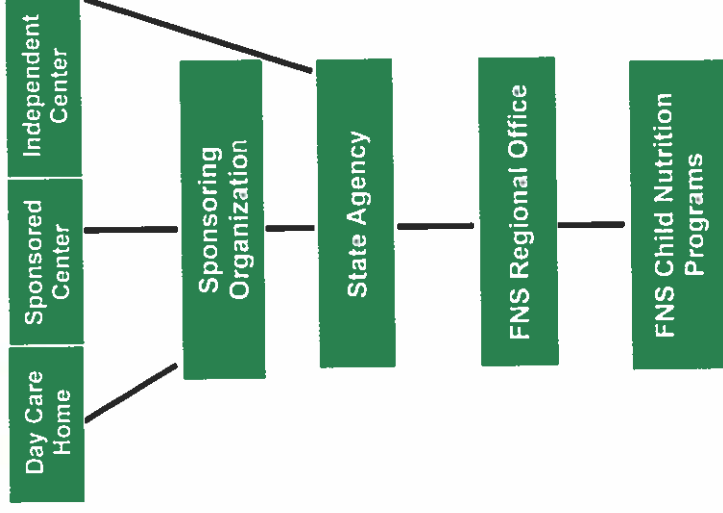
Day care homes and centers receive money for serving nutritious meals. The Food and Nutrition Service (FNS), an agency of the U.S. Department of Agriculture (USDA) oversees CACFP.

States approve sponsors and centers to operate the program. States also monitor and provide training and guidance to make sure CACFP runs right.

Sponsoring organizations support day care homes and centers with training and monitoring. All day care homes participate in CACFP through a sponsor.



### CACFP Partners



### Contacts

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# Building for The Future



## In the Child and Adult Care Food Program (CACFP)



FNS-319  
October 2019  
USDA is an equal  
opportunity provider,  
employer and lender.

# Building for the Future in the CACFP

## What is CACFP?

CACFP is the Child and Adult Care Food Program. It is a Federal program that pays for healthy meals and snacks for children and adults in day care.

CACFP improves the quality of day care. It makes the cost of day care cheaper for many low-income families.

Besides providing meals in day care, CACFP makes afterschool programs more appealing to at-risk children and youth. Serving afterschool meals and snacks attracts students to learning activities that are safe and fun.

Children and youth who are homeless can also receive meals at shelters that participate in CACFP.

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## Who is eligible for CACFP meals?

- Children under age 13,
- Migrant children under age 16,
- Children and youth under age 19 in afterschool programs in low-income areas,
- Children and youth under age 19 who live in homeless shelters, and
- Adults who are impaired or over age 60 and enrolled in adult day care

## What kinds of meals are served?

CACFP meals follow USDA nutrition standards.

- Breakfast consists of milk, fruits or vegetables, and grains.
- Lunch and Supper require milk, grains, meat or other proteins, fruits, and vegetables.
- Snacks include two different servings from the five components: milk, fruits, vegetables, grains, or meat or other proteins.

## Where are CACFP meals served?

Many types of facilities participate in CACFP.

### Child Care Centers:

Licensed child care centers and Head Start programs provide day care with meals and snacks to large numbers of children.

### Outside-School-Hours Care Centers:

Licensed centers offer before or afterschool care with meals and snacks to large numbers of school-aged children.

### Family Day Care Homes:

Licensed providers offer family child care with free meals and snacks to small groups of children in private homes.

### "At-Risk" Afterschool Care Programs:

Centers in low-income areas provide learning activities with free meals and snacks to school-age children and youth.

### Emergency Shelters:

Homeless, domestic violence, and runaway youth shelters provide places to live with free meals for children and youth.

### Adult Day Care Centers:

Licensed centers provide day care with meals and snacks to enrolled adults.



## Mosquitoes

# Mosquito Bite Symptoms and Treatment

Female mosquitoes bite people and animals to get a blood meal. Most female mosquitoes cannot produce eggs without a blood meal. Male mosquitoes do not bite people and animals.

## What Happens When a Mosquito Bites You

When a mosquito bites you, it pierces the skin using a special mouthpart (proboscis) to suck up blood. As the mosquito is feeding, it injects saliva into your skin. Your body reacts to the saliva resulting in a bump and itching.

Some people have only a mild reaction to a bite or bites. Other people react more strongly, and a large area of swelling, soreness, and redness can occur.

## Symptoms

Mosquito bite signs include:

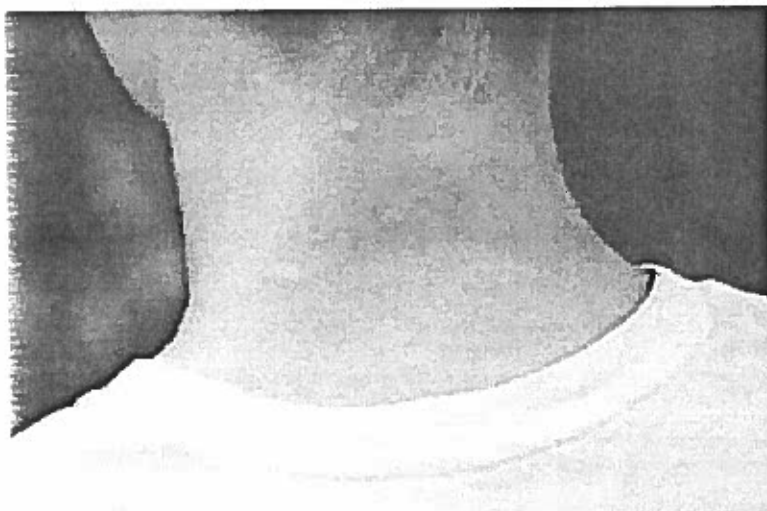
- A puffy and reddish bump appearing a few minutes after the bite
- A hard, itchy, reddish-brown bump, or multiple bumps appearing a day or so after the bite or bites
- Small blisters instead of hard bumps
- Dark spots that look like bruises

More severe reactions can occur in:

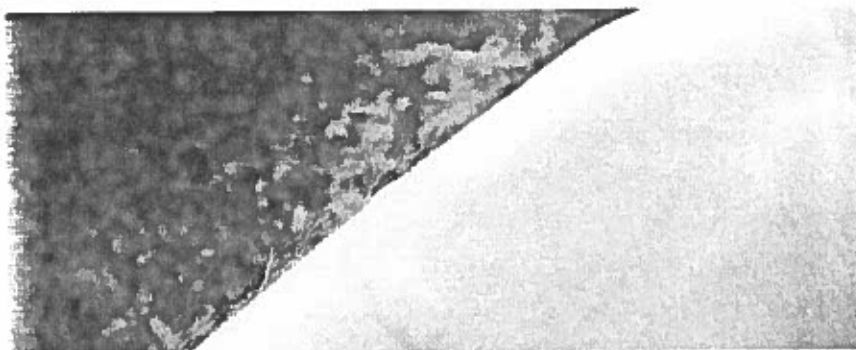
- Children
- Adults bitten by a mosquito species they haven't been exposed to previously
- People with immune system disorders

People experiencing more severe reactions may have the following signs:

- A large area of swelling and redness
- Low-grade fever
- Hives
- Swollen lymph nodes

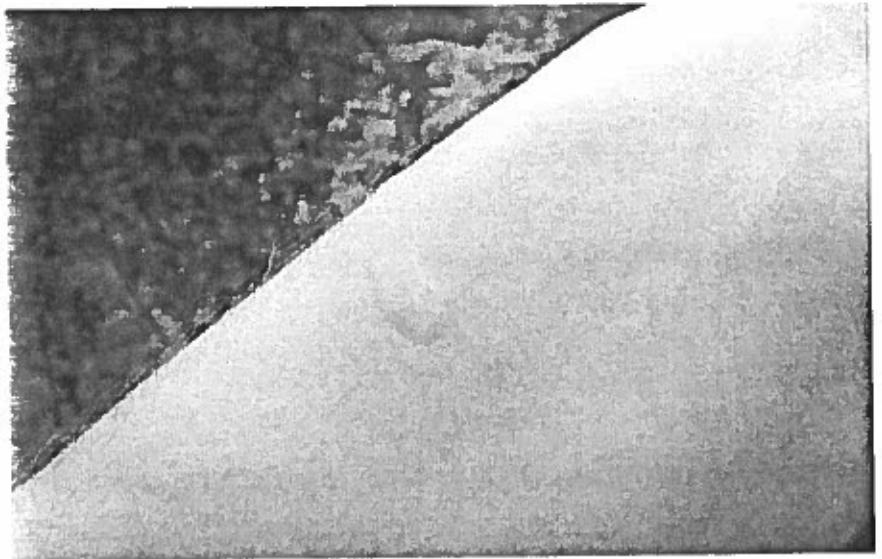


Mosquito bite on the back of a boy's neck. Credit: Getty Images.



# Treatment

- Wash the area with soap and water.
- Apply an ice pack for 10 minutes to reduce swelling and itching. Reapply ice pack as needed.
- Apply a mixture of baking soda and water, which can help reduce the itch response.
  - Mix 1 tablespoon baking soda with just enough water to create a paste.
  - Apply the paste to the mosquito bite.
  - Wait 10 minutes.
  - Wash off the paste.
- Use an over-the-counter anti-itch or antihistamine cream to help relieve the itch. Follow the product label directions.



Mosquito bite on the inside of a person's forearm. Credit: Getty Images.



Anti-itch cream for a mosquito bite. Credit: Getty Images.

## Complications

### Infected bite

- Do not scratch bites. They can become infected.
- An infected bite may appear red, feel warm, or a red streak will spread outward from the bite.
- See a healthcare provider if symptoms worsen.



## Mosquito-borne diseases

- Mosquitoes spread germs through bites. Viruses like West Nile and dengue and parasites like malaria can make you sick.
- A mosquito gets infected with a virus or parasite when it bites a person or animal that is infected. The infected mosquito can spread germs to other people or animals through bites.
- Not everyone infected with a mosquito-borne germ gets sick.

## Prevent Mosquito Bites

You can protect yourself and your family from mosquito bites.



Treat clothing and gear with permethrin.

Use **Environmental Protection Agency (EPA)**-registered insect repellents [↗](#).

- Wear long-sleeved shirts and long pants.
- Treat clothing and gear with permethrin.
- Control mosquitoes inside and outside.
- Prevent mosquito bites when traveling overseas.

## Resources

Activity Book for Kids – Mosquito Bites are Bad!

## Play Dough

### Ingredients Needed:

- 1 Cup Flour
- 1/3 Cup Salt
- 2 Teaspoons Cream of Tartar
- 1 Cup Boiling Water
- 1 Tablespoon Oil
- Food Coloring (if desired)



### Directions:

- Combine Flour, Salt and Cream of Tartar in a large container.
- Add the Boiling Water and Oil to the mixture. Stir until mixture becomes sticky/combined dough
- Wait for dough to cool, then knead dough until the stickiness is gone
- If dough is still sticky add a little more flour
- If desired add food coloring to the dough- before you knead it

Double the recipe for more Play Dough!

## Make Your Own Apple Tree

### Materials Needed:

- Brown Construction Paper
- White Costruction Paper
- Green and Red Paint or Markers or Crayons
- Pencil
- Scissors
- Glue



### Instructions:

- Trace and cut your hand/arm (halfway to the elbow) on Brown Construction Paper- this will be the trunk of the tree.
- Glue your arm tracing (trunk of the tree) to a piece of white construction paper
- Using either paint, markers, or crayons, decorate the leaves of the tree and add apples to the tree.
- Write your name on the trunk of the tree
- If desired, decorate the construction paper to add a sky!



## MATH – ABC - FUN WITH BALOONS



### Set It Up:

1. Sandwich **skewers** within folded lengths of duct tape to make four or five flags. With a **permanent marker**, write numbers (these will be the solutions to the problems, so choose them based on your kids' math skill levels).
2. Lay **hula hoops** or circles of rope on the ground and insert the flags, as shown.
3. Fill **balloons** with water (big box stores sell kits with a hose attachment, making this step really easy). On the balloons, write problems with answers that match the flag numbers.

### Two Ways to Play:

#### **1. Bomb the Test**

Players pick a balloon, then, standing a few feet back, toss it at the target marked with the correct solution. A hit scores a point. The player with the most points wins.



## 2. Splash Math

Have kids play catch, tossing each balloon the number of times equal to the problem's solution (if the balloon reads "2 + 3," toss it 5 times). Players who drop the balloon get a point (and get wet). The player with the fewest points wins.

**Take it Further:** Use this idea to practice ABC'S too. Label the target flags with parts of speech/ABC's Name an object, animal, person that begins with the letter -- and write Letter or Word on the balloons.



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*Originally published in the September 2015 issue of FamilyFun magazine.*



# Job Openings

Here you can view our current job openings and apply for positions online. You'll also find links to various employment listings for the surrounding area and tribes.

Please note all jobs with the Red Cliff Tribe require:

1. Completed Tribal Application (online or in person); available next to each posting or on the left-hand side of this page.
2. Completed Tribal Background Investigation Disclosure; available next to each posting or on the left-hand side of this page.
3. Cover letter and resume (you will be asked to upload during the online application).
4. Post-secondary transcripts or certifications; if applicable (you will be able to upload during online application).

The Red Cliff Tribal Council has a Drug Free Work Place Policy and adheres to the intent of the Drug Free Work Place Act.

## CURRENT OPENINGS FOR THE RED CLIFF TRIBE

### Clinic Nurse PRN

DEADLINE: September 14, 2020 at 4:00 PM - [Apply Online](#)

### Program Planner and Grant Writer

DEADLINE: September 8, 2020 at 4:00 PM - [Apply Online](#)

### Water & Sewer Operator and Maintenance Worker

DEADLINE: September 8, 2020 at 4:00 PM - [Apply Online](#)

### Fish Company Manager

DEADLINE: September 2, 2020 at 4:00 PM - [Apply Online](#)

### Community Outreach Worker LTE

DEADLINE: Open Until Filled - [Apply Online](#)

### Phlebotomist

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Water and Sewer Operator and Maintenance Worker**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Custodian/Maintenance**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Dental Assistant**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**RCTree Youth Services Coordinator**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**ECC Child Care Assistant Teacher**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Clinic Nurse - LTE**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Medical Assistant**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**ECC Child Care Teacher**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Early Head Start Center Based Teacher**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Finance Manager**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Tribal Administration Liaison**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**Laboratory Technician OR Laboratory Medical Assistant**

**DEADLINE: Open Until Filled - [Apply Online](#)**

**[Tribal Aging and Disability Resource Specialist](#)**

**DEADLINE: Open Until Filled - [Apply Online](#)**

## **CURRENT OPENINGS FOR LEGENDARY WATERS RESORT & CASINO**

### **OTHER TRIBAL GOVERNMENT & ORGANIZATIONS EMPLOYMENT OPPORTUNITIES**

[Law Enforcement Job Application](#)

[Red Cliff Community Health Center](#)

[Bad River Band of Lake Superior Chippewa](#)

[Great Lakes Inter-Tribal Council](#)

[Lac Du Flambeau Band of Lake Superior Chippewa](#)

[Lac Courte Oreilles Band of Lake Superior Chippewa](#)

[Great Lakes Indian Fish & Wildlife Commission](#)

[US Dept of Interior, Bureau of Indian Affairs \(BIA\)](#)

[Wisconsin Tribal Conservation Advisory Council](#)

### **LOCAL & STATE EMPLOYMENT OPPORTUNITIES**

[Bayfield County](#)

[City of Washburn](#)

[City of Ashland](#)

[Bayfield School District](#)

[Job Center of Wisconsin](#)

[CESA 12](#)

### **OTHER EMPLOYMENT RESOURCES**

[Northwest WI CEP](#)

[Indeed](#)

[Craigslist](#)

[ZipRecruiter](#)



## *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)

### **JOB DESCRIPTION**

**POSITION:** Assistant Child Care Teacher

**LOCATION:** Red Cliff Early Childhood Center

**WAGE:** \$9.00 to \$11.00 per hour (depending on education & experience)

**SUPERVISOR:** Child Care Coordinator

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

**JOB SUMMARY:** Serve as full-time assistant teacher for a child care classroom. The assistant teacher will be responsible for planning and implementation of educational programs which reflect best practices and integration of Ojibwe language and culture into curriculum. Must always ensure the safety and well-being of all children.

### **DUTIES AND RESPONSIBILITIES:**

1. Maintain confidentiality of all child's and family information and records.
2. Promotion of safe, attractive and stimulating physical environment for children while establishing and maintaining consistency of rules.
3. Assist the teacher with preparing lesson plans and implement daily.
4. Reinforce positive self-image, pride and cultural identity with children during all activities.
5. Maintain accurate daily records on attendance, daily intake, medical log and children's eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
6. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
7. Positive child guidance techniques will be utilized by all staff when needed
8. Collaborate with other staff, parents and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
9. Must attend and participate in all staff meetings and any other meetings as requested and/or job-related trainings as required. In addition, must maintain continuing education as determined by the Center Director and State of Wisconsin.

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10. Work with county, tribal and community service providers in order to provide necessary service to the child and their parents.
11. Notify supervisor in advance of any known absences you will have. **You are responsible for arranging for your own qualified substitute in your absence.**
12. Adhere to all ECC policies and procedures and ensure the Federal Performance Standards and State of WI Group Child Care Licensing Regulations are being met.
13. Develop and maintain a professional relationship with parents of children enrolled in the center.
14. Must be able to work a flexible schedule to meet the needs of children, families and other staff.
15. Any program equipment, cameras, laptops or any other supplies purchased or obtained by the Child Care Program must remain with the Child Care offices and cannot be used outside of the Child Care Center unless you have prior express permission by the Child Care Coordinator to use outside the center.
16. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**SUPERVISORY AUTHORITY:** None

**KNOWLEDGE:**

1. Knowledge of the uniqueness of the Red Cliff community desired
2. Knowledge of Ojibwe culture and language desired
3. Must have knowledge and experience in child guidance and child development

**QUALIFICATIONS:**

1. Must be 18 year of age or older
2. Minimum of high school diploma, HSED or GED required.
3. Preferred associate's degree in Early Childhood Education or in the process of obtaining your associates degree in Early Childhood Education.
4. Additional training or education in early childhood development is highly desirable.
5. Coursework or any specialized training in Infant/Toddler development highly desirable.
6. Must complete the two following courses: **Introduction to Child Care Profession** and **\*Fundamentals of Infant and Toddler Care** (\*within the first six months of employment.)
7. Prior experience and or a strong desire to work with your children and their families required.
8. Ability to work effectively and cooperatively with staff, parents, community members and other support system in the best interest of the child is required.

**PERSONAL CONTACTS:** Considerable daily contact will be made with the general public, tribal leadership, Program Directors and staff, consultant(s), and the Tribal Community. Collaborative professional relationship with parents and extended families.

**PHYSICAL REQUIREMENTS:** The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage or shelving. Must be physically able to work with young children, including a minimum of **lifting 40 pounds**.

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**SPECIAL REQUIREMENTS:** FBI Fingerprinted at a Field Office, health exam, immunization including Hepatitis B (or sign waiver) Mumps vaccine (or waiver or proof of immunity). Attend required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, etc.

**WORK ENVIRONMENT:** Primary work environment is in the Child Care Classroom. All Tribal Buildings are smoke free.

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

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

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

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

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

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

**POSTING DATE:** July 24, 2020

**DEADLINE:** Open Until Filled

**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)**

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

**(715)779-3700**

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**Ashley Poch, Human Resources Director ext. 4268 or  
Diane Cooley, Human Resources Coordinator ext. 4267**

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

**All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement 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 2014-3, as of 12-31-16 all licensed child care center employees must complete a fingerprint-based background check prior to employment and repeated as required by the Department of Children & Families. 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.***



## *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)

### **JOB DESCRIPTION**

**POSITION:** Child Care Teacher

**LOCATION:** Red Cliff Early Childhood Center

**WAGE:** \$10.00 to \$14.00 per hour (depending on qualifications)

**SUPERVISOR:** Child Care Coordinator

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

**JOB SUMMARY:** Serve as primary teacher for a child care classroom. The teacher will be responsible for co-planning and implementation of educational programs with co-teacher for children which reflect best practices and integration of Ojibwe language and culture into curriculum. Must always ensure the safety and well-being of all children. Teachers are expected to share all responsibilities within their classroom and create an environment of nurturance and sharing with all children. Teachers must be able to have an open communication with co-teacher regarding daily operation of classroom and child/parent needs.

### **DUTIES AND RESPONSIBILITIES:**

1. Maintain confidentiality of all child's and family information and records.
2. Plan and implement age appropriate child development lesson plans which provide a variety of activities designed to enhance social, emotional, physical, cognitive and intellectual development.
3. Promotion of safe, attractive and stimulating physical environment for children while establishing and maintaining consistency of rules.
4. Reinforce positive self-imaging, pride and cultural identity with children during all activities.
5. Mealtimes with children will be in a family setting with at least one teacher, preferably both sitting at the table engaging in conversation with the children. Infants and toddlers are encouraged but not forced to eat or taste. Encourage older toddlers in self-help and independence skills by involving them in set up and cleanup activities.

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6. Maintain accurate daily records on attendance, daily intake, medical log and children's eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
7. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
8. Maintain weekly online documentation of your assigned children's developmental progress in ChildPlus as well as in Teaching Strategies Gold.
9. Assist the family, child and other relevant staff in developing an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) for special needs children.
10. Positive child guidance techniques will be utilized by all staff when needed.
11. Collaborate with other staff, parents and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
12. Must attend and participate in all staff meetings and any other meetings as requested and/or job-related trainings as required.
13. Work with county, tribal and community service providers in order to provide necessary service to the child and their parents.
14. Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging for your own qualified substitute in your absence.
15. Adhere to all ECC policies and procedures and ensure the Federal Performance Standards and State of WI Group Child Care Licensing Regulations are being met.
16. Must be able to work a flexible schedule to help meet the needs of children, families and other staff.
17. Any program equipment, cameras, laptops or any other supplies purchased or obtained by the Child Care Program must remain with the Child Care offices and cannot be used outside of the Child Care Center unless you have prior express permission by the Child Care Coordinator to use outside the center.
18. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**SUPERVISORY AUTHORITY:** None

**KNOWLEDGE:**

1. Knowledge of Microsoft Office.
2. Knowledge of the uniqueness of the Red Cliff Community, desired.
3. Knowledge of Ojibwe culture and language, desired.
4. Must have knowledge and experience in child guidance and child development.

**QUALIFICATIONS:**

1. Be at least 18 years old and have completed high school or equivalent as determined by the Wisconsin Department of Public Instruction
2. Have at least 320 hours of experience as an assistant child care teacher in a group child care center or other approved early childhood setting.
3. Must complete the two following courses: Introduction to Child Care Profession and Skills and Strategies for Child Care Teacher within the first six months of employment. Or have the

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required education as determined and set forth by the State of Wisconsin prior to being in this position. (See DCF-P-66 Child Care Teacher for a complete detailed list [here](#).)

4. A minimum of an Associate degree in Early Childhood Education is preferred. BA or BS degree in Early Childhood Education is ideal.
5. Ability to work effectively and cooperatively with staff, parents, community members and other support systems in the best interest of the child is required.
6. Cultural sensitivity is required.

**PERSONAL CONTACTS:** Considerable daily contact will be made with the general public, tribal leadership, Program Directors and staff, consultant(s), and the Tribal Community. Collaborative professional relationship with parents and extended families.

**PHYSICAL REQUIREMENTS:** The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage or shelving. Must be physically able to work with young children, including a minimum of lifting 40 pounds.

**SPECIAL REQUIREMENTS:** FBI Fingerprinted at a Field Print Office, health exam, immunizations including Hepatitis B (or sign waiver) Mumps vaccine (or sign or proof of immunity). Attend required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, etc. Must attend appropriate staff meetings, Policy Council and or Parent meetings as required.

**WORK ENVIRONMENT:** Primary work environment is in the Child Care Classroom. All Tribal Buildings are smoke free.

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

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

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

**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.

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2. Tribal Background Investigation Disclosure; available on the tribal website.
3. Cover letter and resume. 4. Post-secondary transcripts or certifications; if applicable.

**POSTING DATE:** June 30, 2020  
**DEADLINE:** Open Until Filled

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

**(715)779-3700**  
**Ashley Poch, Human Resources Director ext. 4268 or**  
**Diane Cooley, Human Resources Coordinator ext. 4267**

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

**All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and are under a continuing obligation to supplement 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 2014-3, as of 12-31-16 all licensed child care center employees must complete a fingerprint-based background check prior to employment and repeated as required by the Department of Children & Families. 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.**



## *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)

### **JOB DESCRIPTION**

**POSITION:** Early Head Start Center Based Teacher

**LOCATION:** Red Cliff Early Childhood Center

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

**SUPERVISOR:** Head Start-Early Head Start Director

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

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

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

### **DUTIES AND RESPONSIBILITIES:**

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

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8. Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.
9. Must collaborate with each child's parent/guardian and with parental consent, must complete or obtain a current developmental screening to identify concerns regarding a child's developmental behavioral, motor, language, social, cognitive, and emotional skills within 45 days of child's enrollment and then when needed.
10. Meal times with children are in a family setting with teachers sitting at the table and engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged, but not forced to eat or taste. Encourage toddlers with self-help and independence skills by involving them in set up and cleanup activities.
11. Maintain accurate daily records on attendance, daily intake, medical log, infant and toddler eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
12. Maintain weekly online documentation of your assigned children's' developmental progress in Teaching Strategies Gold and Child Plus as required.
13. Assist the family, child, and other relevant staff in developing an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) for special needs children.
14. Conduct two home visits and two parent-teacher conferences annually per family as stated in the Federal Performance Standards.
15. Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
16. Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
17. Work with county, tribal and community service providers in order to provide necessary services to the Early Head Start child and their parents.
18. Mandatory attendance at all ECC Coordinated Service Team and Mental Health Consult meetings for children in your care or must work with Education Manager/EHS director in advance.
19. Must attend and participate in EHS meetings, all staff meetings and any other meetings as requested.
20. Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging their own qualified substitute in your absence.
21. Must participate in coordinated coaching strategies to identify strengths and areas of need and support of professional development and quality improvement, including job related training as required.
22. EHS program equipment must remain within the ECC, and cannot be used outside of the ECC unless you have prior permission by your supervisor to use outside of the center. Violations of this policy will result in disciplinary action.
23. Adhere to all ECC policies and procedures and insure that Head Start Performance Standards are being met.
24. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.

**KNOWLEDGE:** Knowledge of Ojibwe culture and language.

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**QUALIFICATIONS:**

1. Minimum of associate degree in early childhood education is required. Related degrees may be considered based on coursework completed (transcript review required). **OR**
  - a. Applicants can be considered who are currently enrolled in an associate degree early childhood program or who have acquired a minimum of 15 early childhood credits.
  - b. Applicants can be considered if they have completed a Child Development Associate (CDA) credential or comparable credential and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.
2. Prefer a Bachelor's degree in early childhood education or closely related field (transcript review required if degree not in early childhood).
3. Mandatory infant/toddler course needed or immediate enrollment in online class during probationary period if hired.

**SPECIAL REQUIREMENTS:** Also required are: five year health exams, initial TB test and annual TB questionnaire, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunization) and required trainings such as confidentiality, CPR, Shaken Baby Syndrome, Sudden Infant Death (SIDS), etc.

**SUPERVISORY AUTHORITY:** None

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

**PHYSICAL REQUIREMENTS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions as long as the staff disability does not create an undue risk of injury to any enrolled children in the classroom.

Must be physically able to work with young children and must be able to regularly lift and/or move up to forty pounds; twenty pounds overhead and forty pounds from waist to shoulder; occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children. Required to use hands to finger, handle or feel objects, keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

**WORK ENVIRONMENT:** Primary work environment is in a 0-3 year old Early Head Start center-based classroom in the Red Cliff Early Childhood Center. All Tribal Buildings are smoke free.

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

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

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

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

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

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

**POSTING DATE:** July 31, 2020

**DEADLINE:** Open Until Filled

**FOR FURTHER INFORMATION:**

**Red Cliff Band of Lake Superior Chippewa**

**Human Resources**

**88455 Pike Road**

**Bayfield, WI 54814**

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

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

**(715)779-3700**

**Ashley Poch, Human Resources Director ext. 4268 or**

**Diane Cooley, Human Resources Coordinator ext. 4267**

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

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

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**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 by December 31, 2015. Every year thereafter, a name-based background check through the Department of Justice (DOJ) must be conducted annually or following any conviction occurring after commencement of employment.**

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

### **EMPLOYEE BENEFITS PACKAGE**

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

1. A Health Insurance Plan which is through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Employees considered to be full time status will be required to pay 12% of the premium for the plan selected.
2. The Dental package is through Delta Dental. This benefit is offered at no cost to the employees with single or family medical coverage.
3. Short Term Disability is offered to all employees at no cost and pays 60 % of weekly pay for a maximum of 90 days if you get sick or injured off the job.
4. Life insurance of \$15,000 is included at no cost to all employees. Spouses are covered at \$7,500.00 and children are prorated. Employees can purchase additional life insurance from the plan provider at their own cost.
5. Profit Sharing Plan with a 401(k) component is offered to employees after one year of work, with a minimum of 1000 hours. The Tribe puts 3% of employee's wages into the Profit Sharing Plan.
6. The Tribe also offers General Leave to Full time employees. Employees will accrue 16 hours of General Leave per month and can accumulate up to 192 hours per year. After 5 years of employment, General Leave goes up to 20 hours per month with a maximum of 240 hours.
7. The Tribe observes a total of 11 paid holidays.