

# Waabigwanii-Giizis (Flower Moon)

## Red Cliff Education Newsletter-May 2020

### Self Care: You Matter

Right now, we are living during a time where we place a high priority and focus on our physical health. The current pandemic has us wearing face masks, washing our hands more frequently, and staying home to protect our loved ones and fellow community members.

This sudden shift in our 'normal' has many emotional stressors and, often, leads to feeling overwhelmed by the uncertainty of what each day holds. It can be exceptionally difficult to function if you are not taking the time to check-in with yourself and step away for a break as needed.

You may feel like you don't have the time to; however, even taking a few minutes for yourself can be meaningful. Sesame Street has been actively updating a "Caring For Each Other" segment, a resource of support specific to COVID-19, on their website ([sesamestreet.org](https://sesamestreet.org)). Below are a few excerpts from their resource, Self Care for Parents, that may be helpful to you:

- ◆ **Fill Your Cup.** Get a nice big glass of water and find a comfy spot to sit. Let your child know, "I'm just going to sit and (read/think/breathe) while I drink this glass of water." Explain that you'll be available once the glass is empty. Children have difficulty keeping track of time—this is a concrete way to help them understand that you are taking a few minutes to yourself.
- ◆ **Get moving.** Taking movement breaks throughout the day can help alleviate stress and keep you well. Even if you're stuck inside, try a few small-space, body-weight exercises like squats, lunges, arm-raises or yoga.
- ◆ **Turn on the tunes!** Never underestimate the power of music to change the mood. Put together a playlist of songs that make you feel good. You might create different playlists for different moods (one to relax, one to energize, and so on).

Those are just a few of the small actions you can do for your self-care. Now that the weather is getting warmer and the sun is staying out longer, you might consider doing some more outdoor activities in your yard—you can garden, birdwatch, play games with your family, etc.

You matter. Do what you can to make sure your inside (emotions, mental health) is as healthy and happy as your outside (physically well). By doing the best that you can every day (and each day may look different), you are doing a great job!

### THE HEALTH BENEFITS OF GARDENING

<b>Stress Relief</b>  Gardening can help reduce the level of stress hormone Cortisol	<b>Immunity Booster</b>  Direct exposure to dirt and plants can help boost your immune system	<b>Work Out</b>  3 hours of moderate gardening could equal a 1 hour gym session
<b>Bacteria Friends</b>  Soil contains a natural antidepressant that can make us happier	<b>Green Diet</b>  Those who grow veggies are more conscious about having a healthy diet	<b>Brain Health</b>  One study revealed that daily gardening can reduce risk of dementia by 36%

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**ORGANICLESSON.COM**

ndsl.dnrc.nh.gov/pubmed/30522308  
ncsl.dnrc.nh.gov/pubmed/34-04821  
californiah.com  
heartmag.com

### A Alligator Breath

Open your arms wide like alligator jaws on the in-breath. Snap them shut on the out-breath.

**Credit:**  
**Mindful Schools**

### B Butterfly Breath

Spread your arms like beautiful butterfly wings on the in-breath, and let them flap gently on the out-breath.

**Credit:**  
**Mindful Schools**

# Waabigwanii-Giizis

## (Flower Moon)

### May 2020



School Hours-- 7:45 am. to 3:00 pm.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6		8	
10	11	12	13	14	15	16
17	18		20	21	22	23
24		26	27	28	29	30

No School until further notice Due to COVID 19  
Wishing all families well during this time



# Waabooz News

## **Boozhoo Families!**

We hope that you all are finding ways to keep busy, stay healthy and happy. We sure are missing seeing each and every one of the children learn and experience new things, hopefully the activity bags that are being sent out are helping. If you have any suggestions on items you would like to see in future activity bags, feel free to get ahold of either one of us at any time!

We are open to ideas to help those little ones learn and gain experience.

The month of May we will continue focusing on Spring (plants, flowers, bugs) and adding in community workers.

Be sure to get out and enjoy some of that fresh air. Some things that you can do while the “stay at home” order is still in place..

- Take a walk
- Work on learning new skills
- Plant something
- Read books!
- Art (paint, color, draw)



**Miigwech,**

**Miss Tiff & Ms Judy**



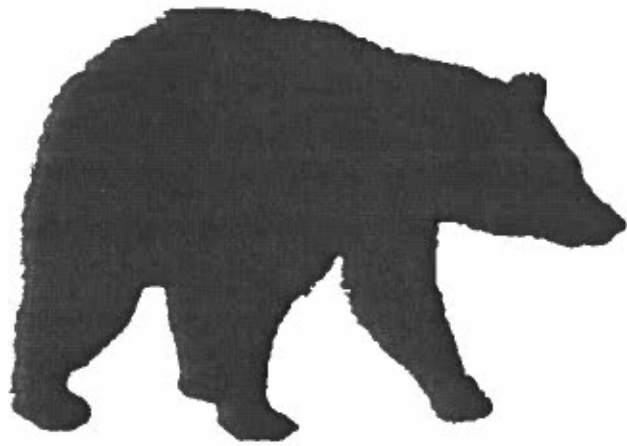
# Amik News Letter

Boozhoo! We hope you are safe and healthy. We have been missing the children everyday and can not wait for school to start again. :)

The weather has been nice, enjoy taking walks and playing outdoors. We will continue to send home activities. Feel free to contact us if you have any questions.

Thank you! Ms. LuLu & Ms. Kelsey





Makwa Room

Boozhoo,

I hope everyone has been well and enjoying our ziigwaan! It sure is nice to hear bineshiinh back after biboon, and to see the beautiful waabigwan.

Zaagibagaa-giizis (May) Is upon us already. The grass is almost needing to be mowed! There is a lot of work to be done outdoors in ziigwaan.

The activities are being prepared to be delivered to the families this week. A lot of planning and work goes into getting the activities together and I anticipate everyone having fun doing them together. It is always wonderful to see you all when I bring them to you.

In closing, I trust that everyone is staying safe and healthy. Soon this Covid will be behind us and we can get back to life as normal.

-Miss Maggie and Miss Nikki

# Esiban News

## May 2020

Boozhoo our Esiban Families! Ms. Melissa and Ms. Lacie would like you to know that miss you all and we hope your all staying healthy!

For the month of May we will be sending activities about bugs and spring.

We also would like you all to know that if you have any suggestions on possible crafts you would like to see, to please contact Ms. Melissa or Ms. Lacie.

-Ms. Melissa & Ms. Lacie



May 2020



## Boozhoo Families....

From Home base

We know it is very challenging right now and we are all available for an ear and/or offer suggestions on how to navigate this trying time. For some us enjoying the outdoors going on nature walks while talking about what you may be finding and sharing descriptive words we help even the youngest child build vocabulary. Items you find around the house pointing out shapes, textures and such is an easy way to incorporate some needed knowledge for your child but most important remember to take care of yourselves so you can be the best you can for your children.

I realize this is quite hard now, do a little something you enjoy, a good book, tub time, a phone conversation with a loved one, I know many of the things we do for self care is not available for us so maybe a craft, drawing, I, myself sometime struggle with thing also. Number 1, don't beat yourself up and just keep trying. This is new to us all, Remember you are all great parents/family and can only do what you can do.

Miigwetch,

Corky, Patrice and Haley

Its raining gimiwani

It warn aabawaa

Its cool dakaayaa

Its sunning waseyaa

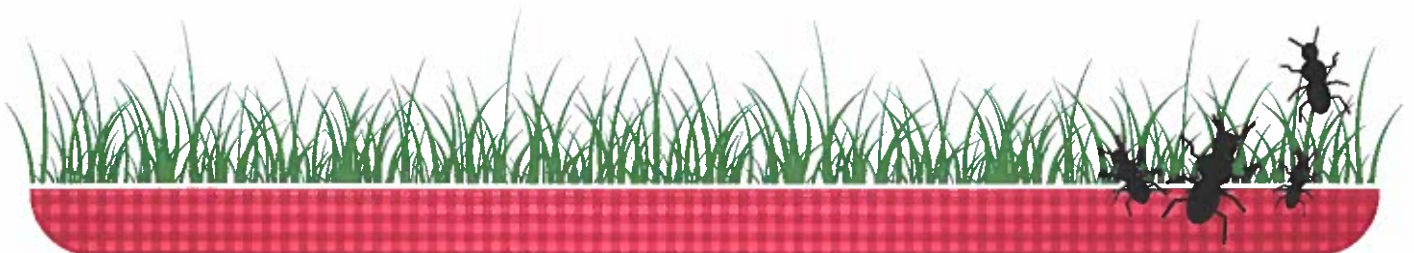
Its cloudy ningwaanakwad

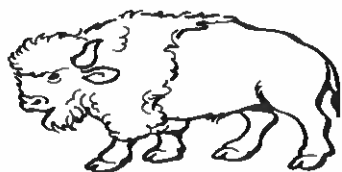
Good work gotaamigozi

S/he is Nice onizhishi

Let's play odaaminodaa

Slow down bekaa





# MASHKODEBIZHIKI MAY 2020 NEWS



Boozhoo Mashkode-bizhiki Families,

Farewell Snow, Hello Spring. We hope everyone is hanging in there and finding ways to adapt to Social distancing.

As we continue our teachings amidst the school closing, we will continue to send activities, read aloud videos, songs, and resources for your child to do and view at home. Please remember to fill out the Monthly In-kind Checklist. This Is a great way for the center to get In-kind. Contact us If you need a new form.

Also, during this stay at home time it is a great opportunity to potty train but if your little one is not ready; we can help provide pull ups and wipes. Please do not hesitate to ask. We wish you well and hope everyone is safe and healthy.

Ms. Nadine, Ms. Becca and. Phoebe

## OJIBWEMOWIN

Waabigwani-giizis-May(Flower moon)  
Ziigwan- Spring  
Gimiwan-Rain  
Waabigwan(iin)-Flower/s  
Dakaayaa- cool weather  
Dakaasin-cool wind



## RESOURCES

- Covid 19  
<https://wiaimh.org/covid-resources-for-families>
- Literacy  
[Booksbythebushel.com](https://www.booksbythebushel.com)
- Science  
[SteveSpangler.com](https://www.stevespangler.com)
- Math  
[Happynumbers.com](https://www.happynumbers.com)
- Music  
[Chossykids.com](https://www.chossykids.com)
- Health & Fitness  
[www.ymca360.org](https://www.ymca360.org)
- Animal live Cam  
<https://www.montereybayaquarium.org/animals/live-cams/sea-otter-cam>





## MA'IINGAN NEWS

### BOOZHOO FAMILIES!!

**WOW!! IT IS ALREADY MAY! HARD TO BELIEVE THAT TIME IS GOING BY WITH TEACHING AND LEARNING FROM HOME. WE ARE STILL WISHING YOU ALL WELL AND IN THIS TOGETHER! WE HAVE BEEN SENDING HOME ACTIVITIES TO DO AT HOME WITH THE KIDDOS, PLEASE GIVE US FEEDBACK ON WHAT IS WORKING AND NOT SO MUCH ? WE CAN SWITCH THINGS UP AND SEND HOME MORE OF CERTAIN THINGS AND LESS OF OTHERS. WE MISS YOU ALL SO MUCH AND WHEN YOU CAN SEND PICTURES OF THE KIDS DOING THE CRAFTS AND LESSONS WE SEND HOME! WE WOULD LOVE TO SEE THEM AND SEE THE PROGRESS THEY ARE MAKING. YOU ALL ARE SO AMAZING !! AND KEEP IT UP AND LEARNING TOGETHER IS FUN! SOME LINKS AND IDEAS FOR AT HOME LEARNING ARE BELOW:**

- ♦ **POPSUGAR.COM HAS LOTS OF FREE ACTIVITIES AND MUSIC AND MOVEMENT STUFF!**
- ♦ **CREATE YOUR OWN PICTURE SCHEDULE TO FOLLOW AT HOME WITH THE KIDS**
- ♦ **CREATE YOUR OWN PLAYDOH ( pinterest has tons)**
- ♦ **GO NOODLE ON YOUTUBE IS FUN MUSIC AND MOVEMENT**
- ♦ **PBS KIDS HAS TON OF LEARNING GAMES AND ACTIVITIES**
- ♦ **WISHING WELL CHARTS AT HOME**  
**[www.consciousdiscipline.com](http://www.consciousdiscipline.com) so many free resources check it out!**

**STAY HEALTHY AND STRONG AND TOGETHER WE WILL PUSH FORWARD! WISHING YOU ALL WELL WISHES!**

**MIIGWECH, MS. ALICIA, MS, GINA AN MR. JON**

**Ojibwemowin  
Spring– Ziigwaan  
Book -  
Mazina'igan**

**Cupboard—  
Ataasowin  
Door -  
ishkwaandem**

## Migizi News

I think this month finds everyone a little stressed and just want the VIRUS to go away so everyone can be back to normal. But since it will be a while before that happens and with the weather getting warmer we should enjoy our families and get outside into nature as much as we can.

I have found a really cool website called Funology. Check it out and let us know if you try any of the activities.

### London Fog – Anywhere You Want It!



1. Try this weather science experiment to make your own fog!

**What You Need:** A large jar, Water, Strainer, Ice cubes

**Instructions:** Fill the jar with hot water, and let it sit for about a minute. Pour out all the water except for about an inch. Place the strainer over the mouth of the jar, and put a few ice cubes in it. The cold air from the ice cubes will cause the water to condense from the warm, moist air in the bottle, and an eerie fog will form.

### Pine Cone Bird Feeder

**What You Need:** Pine cone, Peanut butter, Corn Meal, Birdseed, String

**Instructions:** Mix 1 part peanut butter with 1 part corn meal. It should look like dough when ready. Smush this onto the pine cone. Tie a piece of string to your new bird feeder and hang it outside in a tree. Place birdseed near the pine cone in a bowl. Now, you can sit back and watch as the birds come for a tasty treat!

Miss Linda and I really miss seeing everyone every day. I'm so glad that we get to keep in touch with our families on a regular base.

Miss Diann and Ms. Linda

## Basic Ojibwe words and phrases:

### Double Vowel Chart

**This is how to pronounce Ojibwe words.**

**All consonants sound the same as in English.**

"Zh"- sounds like the "su" in measure

"a"- sounds like the "u" in sun

"aa"- sounds like the "a" in father

"i"- sounds like the "i" in sit

"ii"- sounds like the "ee" in feet

"o"- sounds like the "o" in go

"oo"- sounds like the "oo" in food

"e"- sounds like the "ay" in stay

### Questions

Do you know him/her? - Gigikenimaa ina?

Do you remember? - Gimikwenden ina?

How are you? - Aaniin ezhi-ayaayan?

How is it outside (what is the weather like)? - Aaniin ezhiwebak agwajiing?

How old are you? - Aaniin endaso-biboonagiziyan?

What are you called(name)?- Aaniin ezhinikaazoyan?

Where are you from? - Aandi wenjibaayan?

Where are you going? - Aandi ezhaayan?

### **Phrases**

Come here! - Ondaas

Come in- Bendigen

Hello- Boozhoo or Aaniin

My name is (your name)- Niin (your name) nindizhinikaaz.

Please- Daga

Say it again(repeat)- Ikidon miinawaa

See you again- Giga-waabamin menawaa

See you later- Giga-waabamin naagaj

Thank you- Miigwech

### **I am...**

Afraid- Ningotaaaj

Cold- Ningiikaj

Crazy- Ningiiwanaadiz

Hungry- Nimbakade

Mad- Ninishkaadiz

Resting- Nindanweb

Sad- Ningashkendam

Sick- Nindaakoz

Sorry- Nimaanendam

Thirsty- Ninoondeminikwe

Tired- Nindayekoz

Warm- Ningiizhooz

Well- Nimino-ayaa

Working- Nindanokii



### **Colors**

Black- Makadewaa

Red- Miskwaa

White- Waabishkaa

Blue or Green- Ozhaawashkwaa

Brown or Yellow- Ozhaawaa

### **Family Members**

Aunt, father's sister(s)- Ninzigos(ag)

Aunt, mother's sister(s)- Ninoshenh(yag)

Brother(s), older- Nisaye(yag)

Brother(s) or sister(s), younger- Nishiime(yag)

Daughter(s)- Nindaanis(ag)

Father(s)- Nindede(yag) or Imbaabaa(yag)

Friend(s)- Niwijiwaagan(ag) also, Nijii(male) and Nijikwe(female)

Grandchild(children)- Noozhis(ag)

Grandfather(s)- Nimishomis(ag)

Grandmother(s)- Nookomis(ag)

Husband(s)- Ninaabem(ag)

Mother(s)- Nimaamaa(yag)

Sister(s), older- Nimise(yag)

Son(s)- Ningozis(ag)

Sweetheart(s)- Niinimooshe(yag)

Uncle, Father's brother(s)- Nimishoome(yag)

Uncle, Mother's brother(s)- Inzhishenh(yag)

Wife(wives)- Niwiiw(ag)

## **Animals**

Ant(s)- Enigoons(ag)

Bass(s)- Ashigan(ag)

Bear(s)- Makwa(g)

Beaver(s)- Amik(wag)

Bee(s)- Aamoo(g)

Bird(s)- Bineshii(yag)

Blackbird(s)- Asiginaak(wag)

Bluejay(s)- Diindiisi(wag)

Bobcat(s)- Gidagaa-bizhiw(ag)

Butterfly(s)- Memengwaa(g)

Buffalo(s)- Mashkodebizhiki(wag)

Cat(s)- Gaazhagens(ag)

Chickadee(s)- Gijigaaneshii(yag)

Chicken(s)- Baaka' aakwe(yag)

Chipmunk(s)- Agongosens(ag)

Coyote(s)- Wiisagi-ma' iingan(ag)

Cow(s)- Bizhiki(wag)

Crane(s)- Mooshka' oosi(wag)

Crow(s)- Aandeg(wag)

Deer(s)- Waawaashkeshi(wag)

Dog(s)- Animosh(ag)

Dragonfly(ies)- Boochikwanishi(wag)

Duck(s)- Zhiishiib(ag)

Bald Eagle(s)- Migizi(wag)

Golden Eagle(s)- Giniw(ag)

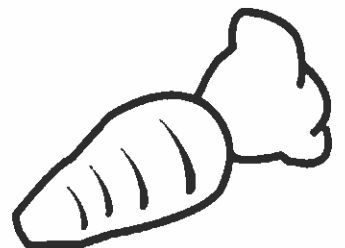
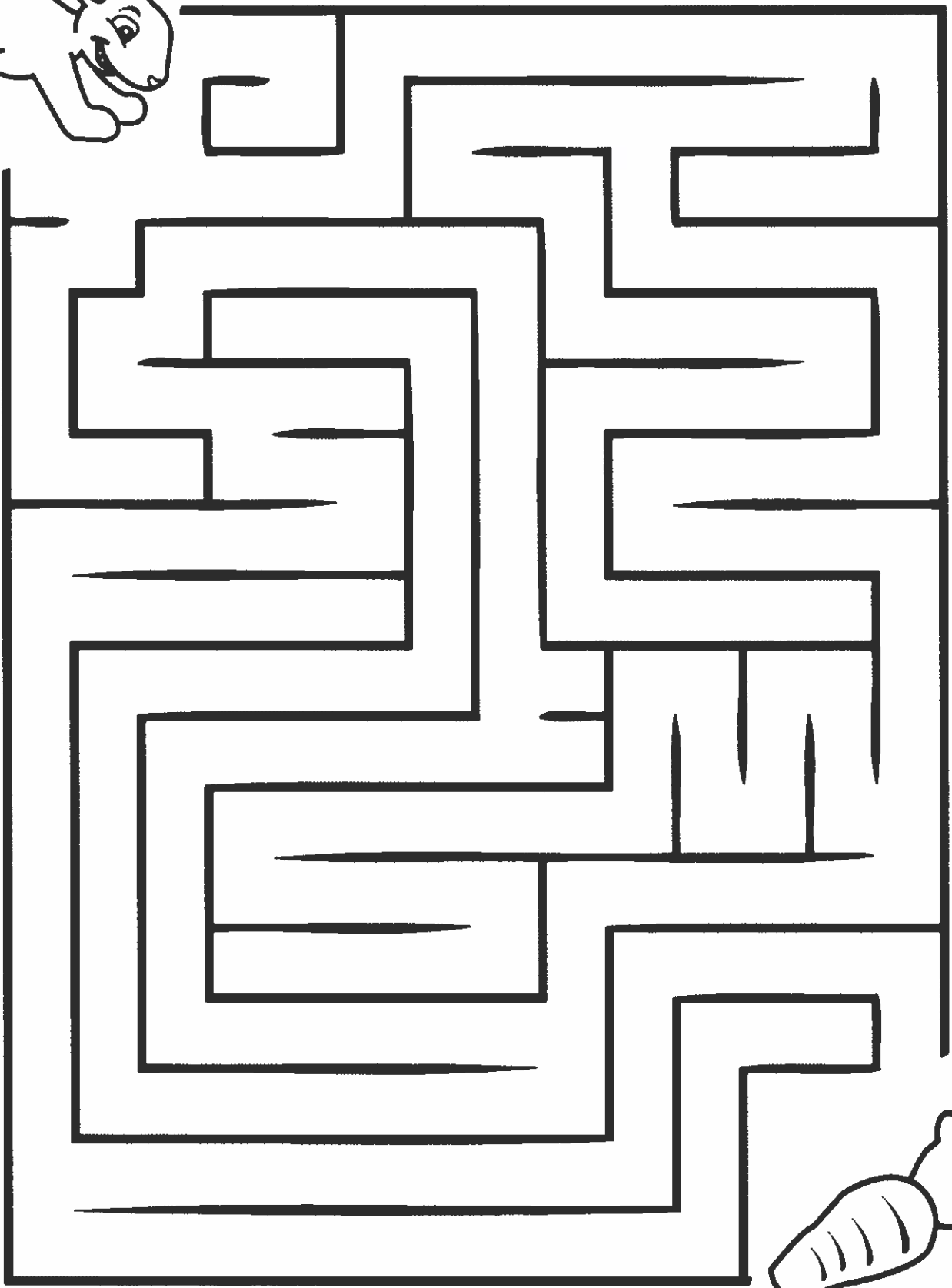
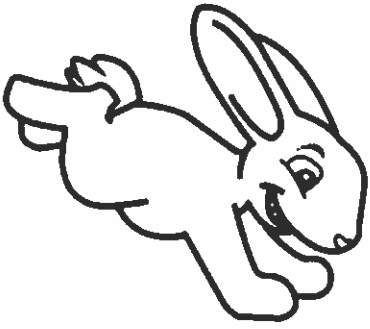
Firefly(ies)- Waawaatesi(wag)

Fish(s)- Giigoo(yag)

Fly(ies)- Ojiins(ag)

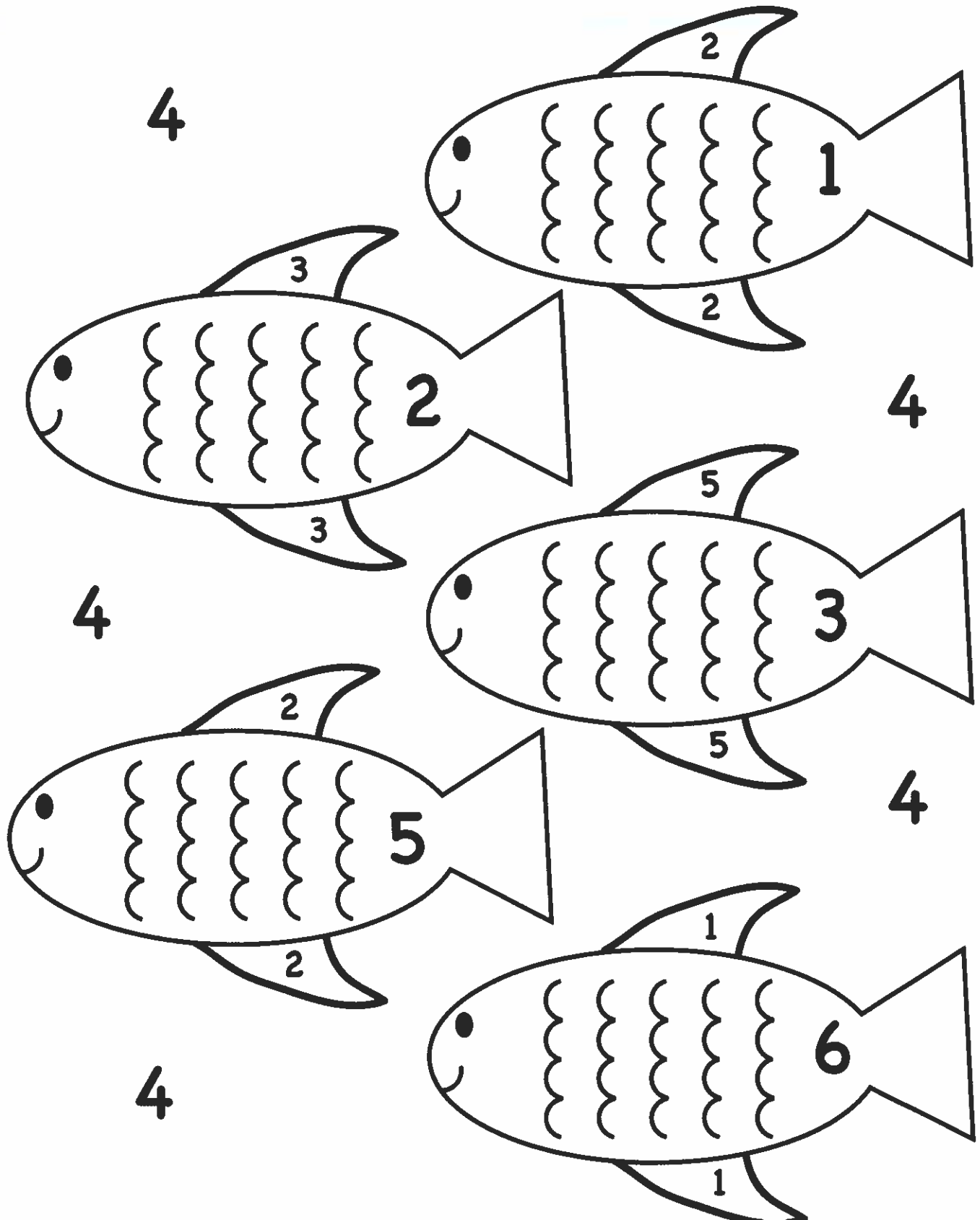
Fox(es)- Waagosh(ag)  
Frog(s)- Omakakii(g)  
Canadian Goose(geese)- Nika(g)  
Snow Goose(geese)- Wewe(g)  
Hawk(s)- Gekek(wag)  
Horse(s)- Bebezhigooganzhii(g)  
Hummingbird(s)- Nenookaasi(wag)  
Loon(s)- Maang(wag)  
Mallard(s)- Aninshib(ag)  
Marten(s)- Waabizheshi(wag)  
Mink(s)- Zhaangweshi(wag)  
Minnow(s)- Giigoozens(ag)  
Moose(s)- Mooz(oog)  
Mosquito(s)- Zagime(g)  
Mouse(mice)- Waawaabigonoojii(yag)  
Muskrat(s)- Wazhashk(wag)  
Northern Pike(s)- Ginoozhe(g)  
Oriole(s)- Asiginaak(wag)  
Owl(s)- Gookooko' oo(g)  
Otter(s)- Nigig(wag)  
Partridge(s)- Bine(wag)  
Pheasant(s)- Mayagi-bine(wag)  
Pig(s)- Gookoosh(ag)  
Porcupine(s)- Gaag(wag)

# Waabooz Maze



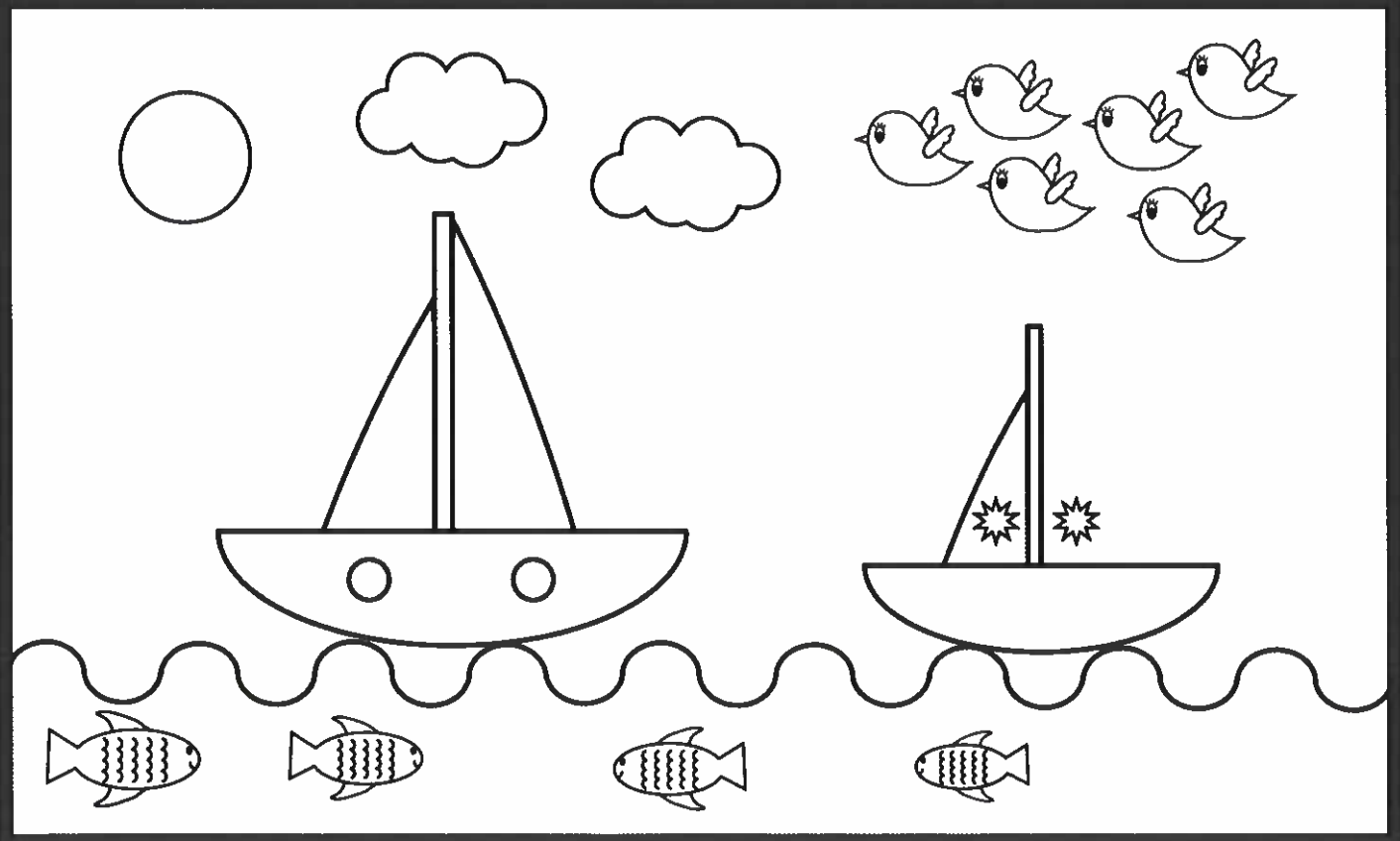
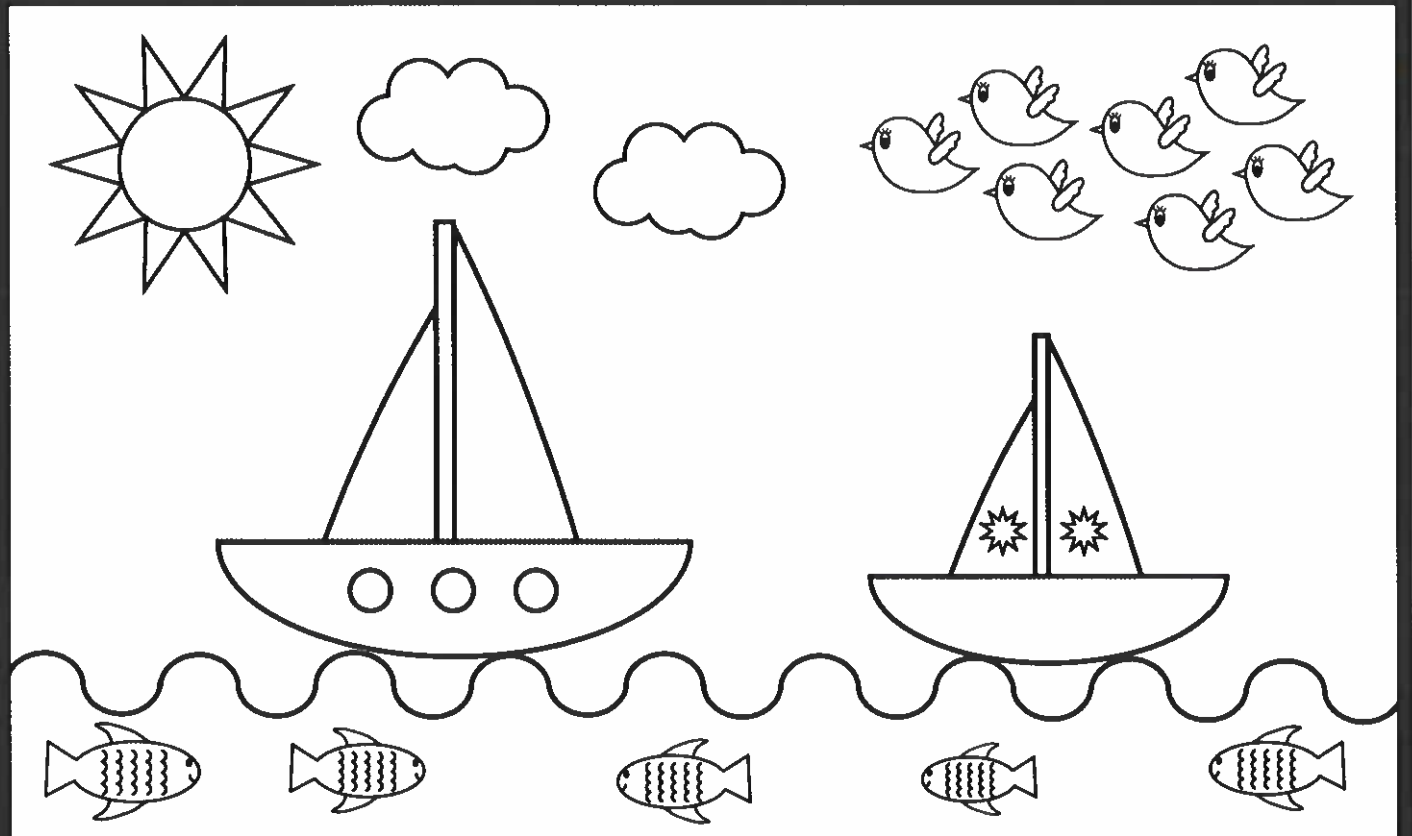


1-Red	2-Green	3-Yellow	4-Blue
	5-Orange	6-Purple	



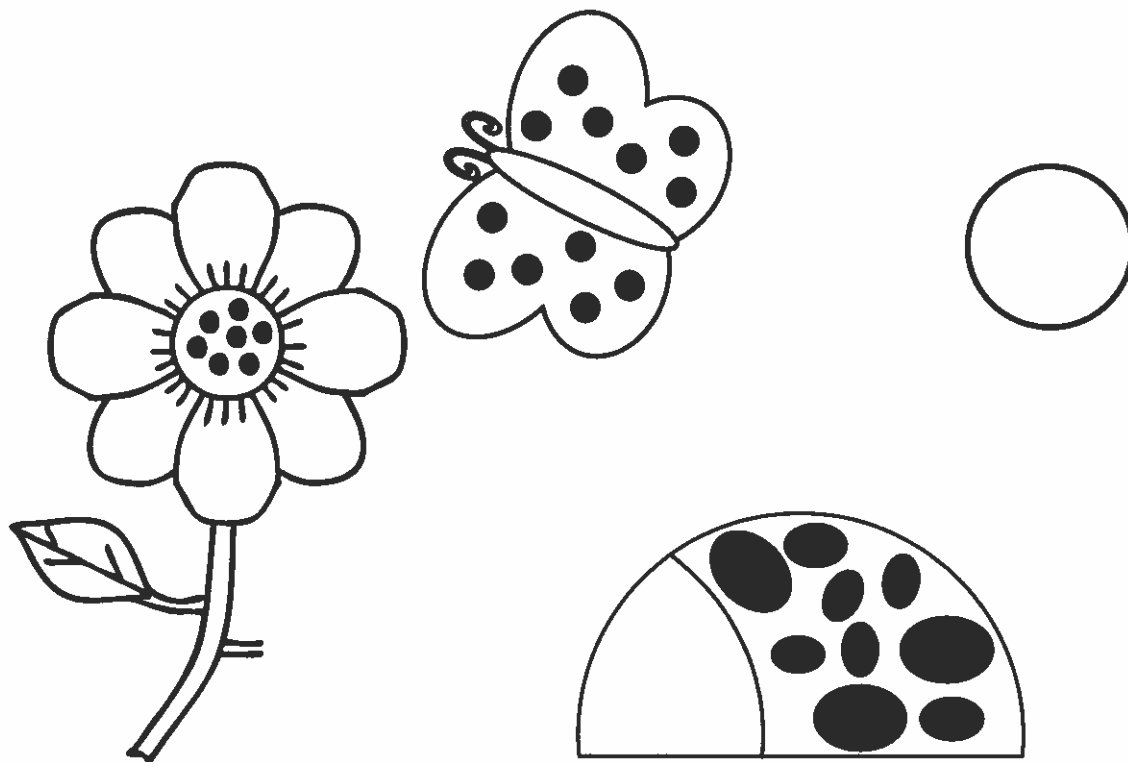
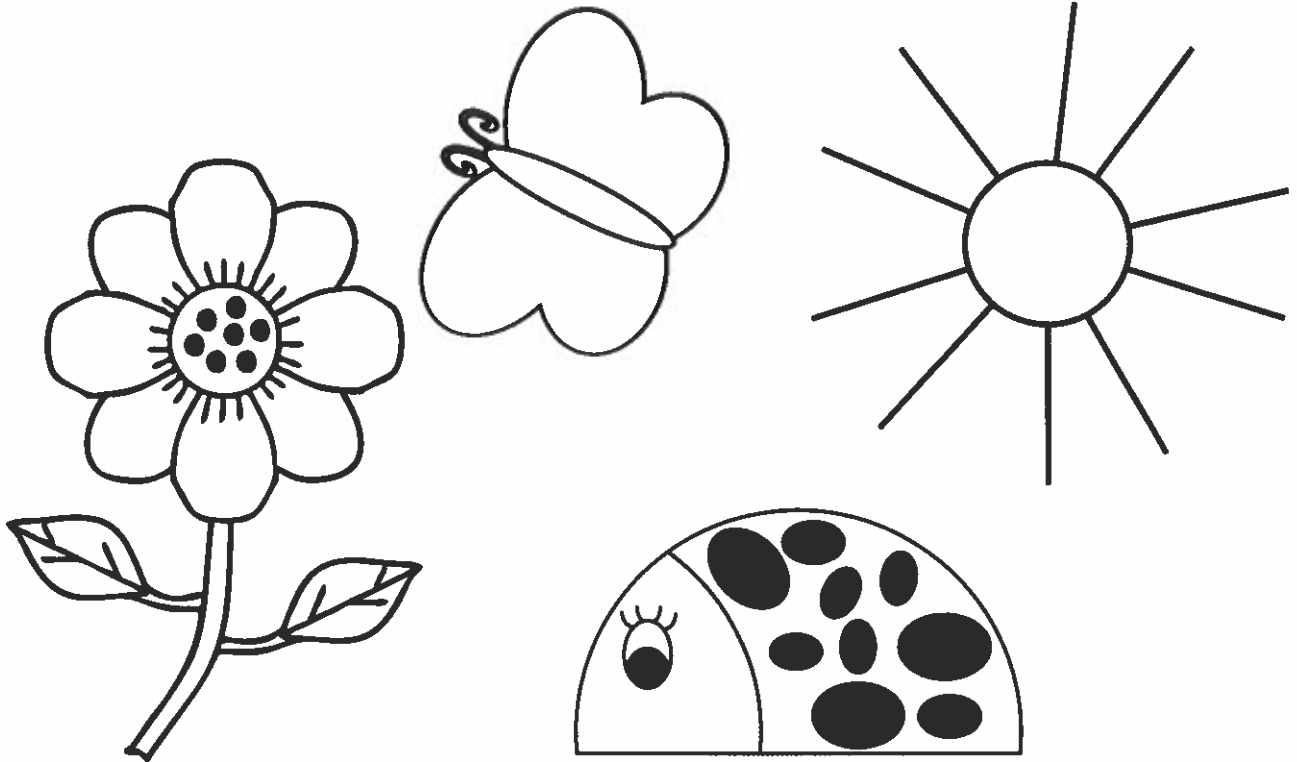
# Spot the difference

Find 5 differences.



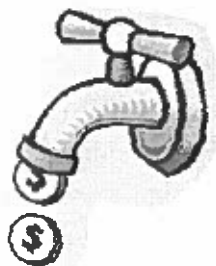
# Spot the difference

Find 4 differences.



# Four Steps to a Monthly Spending Plan

*If you really want to save money,  
make plans to spend it....*



- ◆ Do you ever have trouble paying bills at the end of the month?
- ◆ Does cash ever seem to leak out of your wallet?
- ◆ Do you ever regret spending money or wish you'd made a different spending decision?

*A monthly spending plan can help.* A spending plan is a guide you create to help you decide how to spend your money. Without a plan, many of us spend without thinking, simply because we have cash on hand. Later, when we see something we *really* want, or when we need to pay bills, the money just isn't there.

When we create and follow a spending plan, we target money toward things that are really important to us. Do you want to enjoy a monthly night at the movies with the kids? Plan for it. Want to pay for new tires when you need them? Or have money for holiday gifts without relying on your tax refund to pay it all off? Plan for it.

Don't worry if your plan isn't perfect or if you don't get it right the first time. The more you practice it, the better you'll be able to stop spending leaks and spend money the way you really want.

**Prepared by:** E. Lexau, UW –Extension Bayfield County Family Living Program, 2014. Revised: 2016.

**Reviewed by:** Peggy Olive, Financial Capability Specialist, UW-Extension, 2016

**Sources:** Budgeting Basics, UW-Extension Building Bucks Series 7/2009.

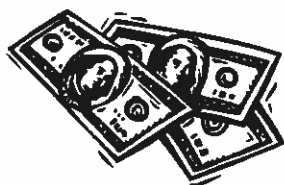
Volunteer Financial Counseling Training Participant Manual UW Extension 2009

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# Before you begin....



- **Print the form on the next page.** Use a sharp pencil with a good eraser. Or use an online spending plan, like those found at Power Pay: [www.powerpay.org](http://www.powerpay.org)
- Gather your monthly bills, income statements and a calculator.
- Use monthly amounts. If you don't know the monthly amount, use your best guess. If the amount varies from month to month, use an average for a few months.

## Start with monthly income (Refer to the worksheet on the next page)

1

- List all sources of take-home income for a typical month. List the net amount, after taxes and other withholdings are taken out. Then total all amounts to show your monthly income.
- If your income varies from month to month (for example, if you are self-employed), list your average income. Use income from several months to a year to arrive at your average.
- Include income from work, assistance programs, child support and any other funds that are available for you to spend or save.

## List debts

2

- List a total amount for each debt and the minimum payment due (or the amount you plan to pay each month toward the debt).
- Add all debts and the total monthly amount you plan to spend on paying down debt.
- List that monthly debt payment amount on the expense side of your worksheet.

## List expenses

3

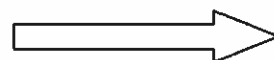
- List a **monthly** amount for all expenses you may pay over a year—even those expenses you don't pay every month (like gifts, heating oil, auto maintenance or auto insurance).
- If you don't pay a particular expense each month, list the **average** monthly amount over the course of a year. (For example, if you only buy heating oil twice per year, take the total amount you spend over the whole year and divide by 12.)
- Put a \* next to expenses you don't pay each month. This is a reminder to **save** this amount each month for these expenses even if you don't **spend** it each month. That way, you'll have the money set aside when the bill comes due.
- Try to remember all expenses—even if they aren't listed here (school supplies? cigarettes? vet bills? lunches out?). Everyone's situation is different. Cross out items you don't spend money on and replace them with expenses you do have.
- Include savings for short- or long-term items, such as emergencies or a newer car. (If you have a lot of debt, consider targeting some money toward paying down debt and other money toward an emergency fund. This can help you avoid taking on more debt for car repairs etc.)

## Crunch the numbers

4

- Subtract the total monthly expenses from the total monthly income.
- If you have money left-over, consider applying it toward savings or debt.
- If there is a negative balance, you are spending more than you are bringing in.

**What to do if your income doesn't cover expenses...**



# Monthly Spending Plan

Name \_\_\_\_\_

Month \_\_\_\_\_

3

Basic Living Expenses	
Monthly Expense	Amount
Rent/Mortgage	\$
Electricity	\$
Heating Oil or Gas	\$
Water/Sewer	\$
Cable/Satellite	\$
Phone/Internet	\$
Cell Phone	\$
Gas for Car	\$
Car insurance payment	\$
Groceries	\$
Eating Out	\$
"Stuff" for household & personal care	\$
Clothing and Laundry	\$
Doctor co-pays	\$
Prescriptions	\$
Entertainment	\$
Hobbies/Habits	\$
Pets	\$
Gifts/Donations	\$
Other	\$
Other	\$
	\$
Emergency Savings	\$
Other Savings	\$
	\$
<b>TOTAL EXPENSES</b>	\$
<b>+ TOTAL MONTHLY DEBT PAYMENTS</b>	\$
<b>= TOTAL MONTHLY SPENDING</b>	\$

2

Debts		
Name of Creditor	Monthly Payment Requested	Total Amount Owed
Car Payment	\$	\$
Medical Bill	\$	\$
Credit Card	\$	\$
Past Due Utilities	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	\$
	\$	\$
<b>TOTAL PAYMENT/DEBTS</b>	\$	\$

1

## Monthly Take Home Income/Paychecks/Benefits

Income (1)	\$
Income (2)	\$
Income (3)	\$
Income (4)	\$
<b>TOTAL MONTHLY NET (TAKE HOME) INCOME</b>	\$
<b>Subtract Monthly Spending</b>	
<b>Difference =/-</b>	

4

# Don't give up if the numbers don't add up...

If you're like most people who create a spending plan for the first time (or even the second or third time), your plan may not balance at first. Get your sharp pencil and eraser (or the "Delete" key on your keyboard) and look over the ideas below. **Ask yourself:**



## Can I increase income?

- Could you get paid for something you already do for free? For example, if you already provide light housekeeping, yardwork or pet care for free for family members, could you offer these services to others outside the family for extra income? Are there crafts you could sell (that don't require you to spend money on supplies?) Brainstorm all options. Be wary of money-making ideas that could actually cost money, like those that require you to pay money up front for items to sell.
- Are there assistance programs you may be eligible for, such as FoodShare or energy assistance? We contribute to many of these programs through our taxes (sales, income and other taxes) so they can offer help when we need it.
- Some people consider additional part-time work until they catch up. However, be cautious about taking on a new job if you already have a full-time job. This may add too much stress on you or your family.

## Are debt payments dragging me down?

- If debt keeps you from living within your income, consider calling lenders to ask to reduce payments or even your balance. Watch out for late fees. Even if you can't make your entire payment, late fees make the problem worse.
- Concentrate on putting any extra money (such as gifts or a tax refund) toward paying down debt.
- The website [www.powerpay.org](http://www.powerpay.org) offers a tool for creating an effective debt repayment plan. If you are having serious debt problems, you may want to consult a credit counselor certified by the National Foundation for Credit Counseling at [www.debtadvice.org](http://www.debtadvice.org).

## Could I decrease spending?

- This is where most people make the biggest difference.
- Look at each expense and think about whether you could lower it. Can you look for ways to cut housing costs, such as taking a roommate, turning down the furnace, or canceling cable TV? Can you reduce costs for transportation by carpooling? Can you cut back on entertainment or takeout food? Only you can decide what might work for you.
- Each time you decide to reduce an expense, erase the old number, insert the new number, and re-do the math. Watching your balance change in the right direction can be powerfully motivating.

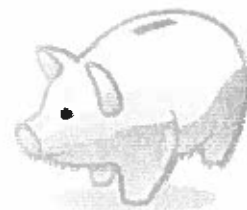
## Track spending & Set Money Aside.

- Every few days or once a week, check how much you're spending in each category. You can do this by writing down your spending in a notebook, by saving receipts or by tracking it online or through a free app on your phone.
- Many people use automatic deposits into saving accounts to set aside money for expenses. This limits cash on hand and prevents theft and overspending. Others use envelopes (one for groceries, one for gas, one for gifts, etc.). The important thing is to set money aside so you have enough when the expense is ready to be paid.

## Sometimes there just isn't enough money...

- If you've cut expenses wherever you can and still don't have enough to pay all bills, focus first on ways to keep the problem from growing bigger. Then look for ways to improve the situation. Sometimes it can take bigger lifestyle changes, like selling a car or moving. Big changes take time and planning.
- Certain bills should be a top priority. Ask yourself: "What will happen if I don't pay this now? Could I get evicted? Will utilities get shut off? Will my wages be garnished?" Always pay bills for housing and any that will bring legal action if they aren't paid. Then focus on bills that will result in fines or late fees if they aren't paid on time.
- Avoid using loans to pay monthly expenses— especially those with a high interest. This can make matters worse and make it harder to pay future bills.

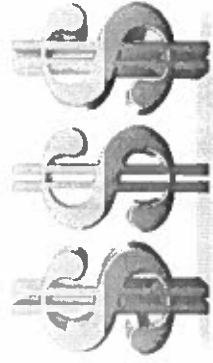
**Be patient with yourself and keep trying!** Building a spending plan is a *process*—not a one-time event. Check your plan often and make changes to help it fit your situation. **The more you work with it, the better it will work for you!**





### Managing Your Personal Finances During Tough Times

We gathered resources to help you make  
sound financial choices in tough times.



### Money Matters

Gain money management skills and build  
knowledge you can share with your family and  
finances with online modules.

**Financial Counseling Available.** Managing finances can be stressful at any time. A crisis can make it feel even more overwhelming. Many county Extension offices, including Extension-Bayfield County, offer individual financial counseling to help. Whether you're dealing with a drop in income, looking for information on pandemic-related assistance or need help making a budget, Extension educators can help you develop a personal plan. In Bayfield County, call 715-373-3288 or [email](#). Not in Bayfield County? Find contact information for an Extension financial educator near you by [clicking on this link](#).

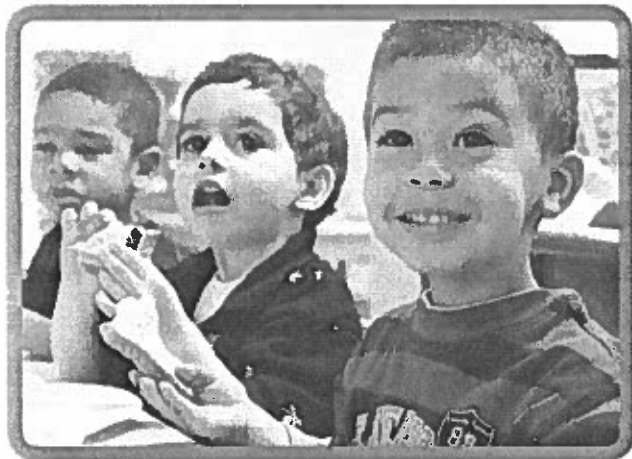
# HEALTHY EATING



NATIONAL CENTER ON  
Early Childhood Health and Wellness

Tips for Families from the National Center on Early Childhood Health and Wellness

## Healthy Habits Start Early



Good eating habits begin early in your child's life. As early as infancy, you can help your child grow lifelong healthy eating habits. You are your child's best role model so while you help her to eat healthy, try to do the same too!

### Healthy Feeding and Eating

#### *For Your Infant*

- It is important to breastfeed for at least 6 months. She will be more likely to have a healthy weight as she gets older.
- Put breast milk or formula, not cereal, in your baby's bottle. Cereal adds extra calories that she doesn't need.
- Try to wait until your baby is around 6 months to start healthy solid foods like pureed vegetables, jarred baby foods, and infant cereals. Starting solid foods too early can lead to problems with overweight and obesity later.
- Around 8 or 9 months try offering your baby small amounts of healthy finger foods like grilled chicken, cooked carrots, and cut up strawberries. This will help your baby learn to eat healthy.
- Breast milk, formula, and water are the best drink choices for your baby. Soda pop, 100% fruit juice, and sport drinks add extra calories to her diet and can harm her new teeth.

#### *For Your Toddler*

- Offer your toddler healthy snacks like small cubes of cheese, sliced banana, or whole grain crackers two to three times per day. This will help him stay full in between meals and reduce hunger-related temper tantrums.
- Try to be patient with picky eaters. He may need to try a food 10 to 15 times over several months before he will eat it.
- Try giving your toddler a choice between two healthy options. He will be more likely to eat healthy food if he picks it out.
- Milk and water are the healthiest drink choices for your toddler. Soda pop, 100% fruit juice, and sport drinks add extra calories to his diet and can harm his teeth.

#### *For Your Preschooler*

- Let your child help you in making healthy meals and snacks. She will be more likely to try healthy foods if she helps out.
- Try to keep your kitchen stocked with simple, healthy snacks like carrots, sliced apples and peanut butter, or string cheese. This will help you and your preschooler eat healthy, even on busy days.
- Milk and water are the healthiest drink choices for your preschooler. Soda pop, 100% fruit juice, and sport drinks add extra calories to her diet and can harm her teeth.

#### *For Yourself and Family*

- Your child is learning healthy habits by watching you. Try to eat healthy too.
- Set playtime, mealtime, and bedtime routines to make day-to-day life less stressful.
- Talk with your child's doctor, Head Start staff, and other parents to get healthy eating tips.



NATIONAL CENTER ON  
Early Childhood Health and Wellness

# Ed Extras

*Helpful information about learning brought to you by Reading Rockets, Colorin Colorado, and LD OnLine*

## Picture This! Using Mental Imagery While Reading

One way to help a child comprehend what he is reading is to encourage him to visualize parts of the story in his mind. These “mind movies” help clarify information and increase understanding, and can be done with fiction or nonfiction text. The images can include any of the five senses.

Many of the books you read with your child may already contain beautiful illustrations, so try this visualization practice with the longer books you use as your read aloud. Or, sit facing your child and read a few pages without having your child look at the pictures. Then follow these few simple steps to provide your child with practice developing their mental images:

- Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.
- Share the image you’ve created in your mind, and talk about which words from the book helped you “draw” your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modeling the kind of picture making you want your child to do.
- Talk about how these pictures help you understand what’s happening in the story.
- Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.
- Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps your child went on a school field trip or had a school assembly that changed the way they created the picture in their mind. Perhaps experiences you’ve had as an adult influenced what you “drew.” These differences are important to understand and respect.
- Read a longer portion of text and continue the sharing process.
- Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures will help your child understand the story in an important way.

**For more ideas on using mental imagery, read “Pictures in the Minds: Magicians and Elephants”**  
**[www.ReadingRockets.org/articles/34040](http://www.ReadingRockets.org/articles/34040)**



Reading Rockets, Colorin Colorado, and LD OnLine are services of public television station WETA, Washington, D.C. Reading Rockets is funded by the U.S. Department of Education, Office of Special Education Programs. Colorin Colorado, a web service to help English language learners become better readers, receives major funding from the American Federation of Teachers. Additional funding is provided by the National Institute for Literacy and the U.S. Department of Education, Office of Special Education Programs. LD OnLine is the world's leading website on learning disabilities and ADHD, with major funding from Lindamood-Bell Learning Processes.

# Growing readers!

Brought to you by Reading Rockets, Colorín Colorado and LD OnLine

## Literacy in the Sciences: Activity No. 8

### Patterns and Categorizing

Even our youngest children are able to recognize patterns and use categories to process new information. Almost everything we see, hear, or touch contains details that our brain processes. Without realizing it, our brain is looking for what is new, what is different, and what has changed. New information is matched to a category that already exists in our mind.

This need to find order, to compare and contrast, and to pay attention to what remains the same is an important part of early learning. As your child becomes a reader, he or she will learn to find patterns in letters and words and use this information to read groups of words (for example, sun, fun, bun all contain the '-un' letter pattern or family). Your reader will also categorize words by sounds (for example short/long vowel words, rhyming/non rhyming words) or by meaning (for example words that mean the same thing, or words that are opposites).

Parents and caregivers can build pattern recognition and categorization skills in science and math through these simple activities:

- **Sort it:** Provide lots of opportunities to explore many kinds of materials that can be sorted and categorized by size or shape. These include small plastic toys such as animals and vehicles, Unifix cubes (or other "manipulatives"), blocks, or other small objects such as coins, stamps, cups, and bottle caps. Have children explore different ways to sort objects into similar groups. The groups, or categories, could be general concepts such as "hard things" "soft things" or something personal, such as "things that were gifts," or "things I found."
- **Same and different:** Help your child learn about different classifications scientists use to help them organize information. Use children's books from the library to learn more about different classifications of animals, for example, mammals, and reptiles. Discuss what reptiles and mammals have in common, and what makes each unique.
- **Riddle me this:** Use riddles to help your child gain practice with "rules," which are part of patterns and categorizing. For example, "I am a shape. I have four sides. Each side is the same length." Good listening and a growing ability to sort through information will help your child solve the riddle correctly.
- **Make a mini grocery store:** Save your food boxes and juice containers for a few days, then enlist your child to stock the shelves. Designate one area for grains, another for dairy, and another for proteins. Have your child sort the objects into the correct location. This is a great opportunity to talk about healthy food choices.

Patterns, categories, and classifications are a part of everyday life and everyday learning. Use these ideas to help jump-start conversations with your young learner.

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Reading Rockets, Colorín Colorado, and LD OnLine are national education services of WETA, the flagship public broadcasting station in Washington, D.C.



# Growing readers!

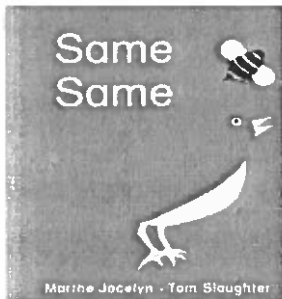
## Literacy in the Sciences: Patterns and Categorizing

### Recommended children's books



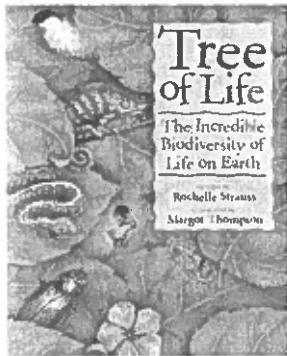
#### **Five Creatures** By Emily Jenkins

A charming story about a family of five: three people and two cats. The little girl in the story classifies every member according to their likes and dislikes, appearance, skills, and habits. One example: "Four who like to eat fish... two who like to eat mice. Only one who likes to eat beets." (Ages 4-8)



#### **Same Same** By Marthe Jocelyn

On each spread, simple painted paper cuts depict trios of similar objects in bold primary colors. The book begins with "round things" (red apple, the Earth, tambourine) and a page turn connects these items to "things that make music" (tambourine, guitar, bird). The bird is connected to the next set of "things that fly" and so on until the reader is brought full circle by linking the last set of objects ("red things") back to the first (the apple). (Ages 4-8)



#### **Tree of Life: The Incredible Biodiversity of Life on Earth** By Rochelle Strauss

A dazzlingly illustrated and child-friendly introduction to the complex topic of biodiversity and classification, and how all living things, from bacteria to the largest mammals, are related. The book provides detailed information about each of the "five kingdoms" and the different species that make up each kingdom. (Ages 6-12)



#### **The Vegetables We Eat** By Gail Gibbons

Glossy red peppers, lush leafy greens, plump orange pumpkins, and delectable little peas: vegetables come in many shapes, sizes, and colors. This lush picture book introduces kids to the eight different kinds of vegetables, how to plant the different varieties, and what parts are good to eat. (Ages 4-8)



## May Gardens



Are you tired of all those weeds  
that fill your garden?

Well I have a receipt for You



½ Gallon Vinegar

1/8 cup of Dawn dish soap

1 cup of Epsom Salt

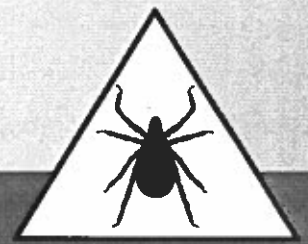
Shake let set then shake again.





# Understanding Tick Bites and Lyme Disease

## How to prevent tick bites



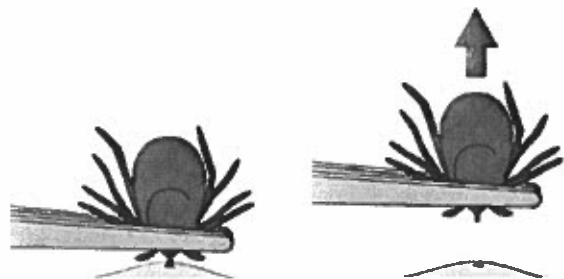
**Ticks can spread disease, including Lyme disease.**

### Protect yourself:

- Use Environmental Protection Agency (EPA)-registered insect repellents containing DEET, picaridin, IR3535, oil of lemon eucalyptus, para-menthane-diol, or 2-undecanone. Always follow product instructions.
- Wear clothing treated with permethrin.
- Shower as soon as possible after spending time outdoors.
- Check for ticks daily. Ticks can hide under the armpits, behind the knees, in the hair, and in the groin.
- Tumble clothes in a dryer on high heat for 10 minutes to kill ticks on dry clothing after you come indoors. If the clothes are damp, additional time may be needed.

## How to remove a tick

1. Use fine-tipped tweezers to grasp the tick as close to the skin's surface as possible.
2. Pull upward with steady, even pressure to remove the tick. Avoid twisting or jerking.
3. Clean the bite area and your hands with rubbing alcohol or soap and water.



### Notes:

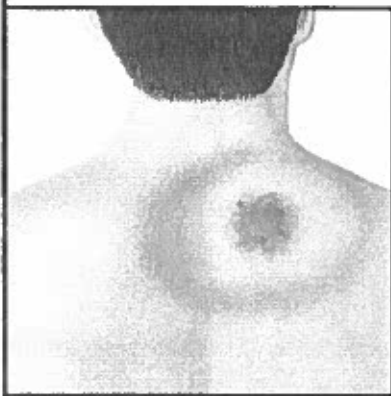
- Remove the tick as soon as possible to reduce your chances of getting an infection from the tick bite.
- Don't use nail polish, petroleum jelly, or a hot match to make the tick detach.
- If tick mouthparts remain in the skin, leave them alone. In most cases, they will fall out in a few days.



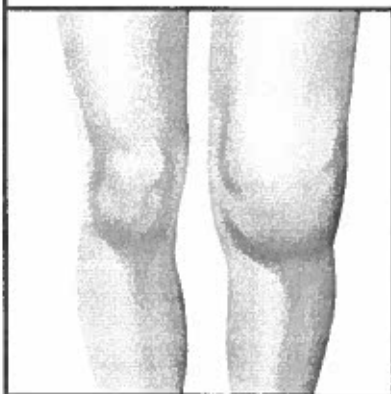
U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention



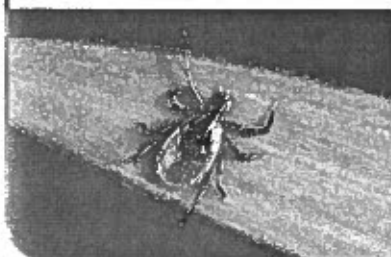
*Facial paralysis.*



*Bull's eye rash on the back.*



*Arthritic knee.*



## When to see your healthcare provider

If you develop a rash, fever, exhaustion, or joint and muscle aches within several weeks of removing a tick or spending time in tick habitat, see your healthcare provider. Be sure to mention your recent tick bite and when it happened, or that you've spent time in places where ticks may live.

If left untreated, Lyme disease can affect the joints, heart, or nervous system.

## Antibiotics treat Lyme disease

People treated with antibiotics in the early stages of Lyme disease usually recover rapidly and completely. The antibiotics most commonly used to treat Lyme disease include: doxycycline, amoxicillin, or cefuroxime axetil.

## Looking ahead to recovery

Rest and take antibiotics as prescribed. Recovery may take several weeks or longer.

Some people wonder if there is a test to confirm that they are cured, but there is no such test. Retesting for Lyme disease is not recommended because blood tests might be positive for months or years after you have been treated. A positive test doesn't mean you are still infected. It simply means that your immune system remembers your infection.

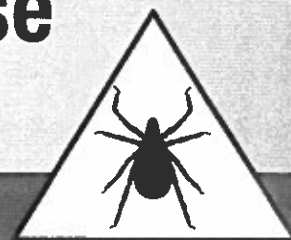
You can get Lyme disease again if you are bitten by another infected tick, so protect yourself from tick bites.

***For more information see [www.cdc.gov/Lyme](http://www.cdc.gov/Lyme) and [www.cdc.gov/Ticks](http://www.cdc.gov/Ticks)***





# Ticks and Lyme Disease



## Children and Lyme disease



### Reasons to suspect that your child might have Lyme disease:

- You live in or have recently visited an area where Lyme disease is common.
- You recently found a tick on your child (although these very small ticks can go unnoticed).
- Your child has rash, fever, chills, exhaustion, joint swelling, muscle pain, new heart palpitations, or drooping on one or both sides of the face.

Reported Cases of Lyme Disease - United States, 2017



1 dot placed randomly within county of residence for each confirmed case

If you suspect that your child might have Lyme disease, please see his or her healthcare provider.

### Diagnosing Lyme disease

Your child's healthcare provider may treat him or her for Lyme disease based on symptoms or may decide to run blood tests. Blood testing for Lyme disease is more accurate 4-6 weeks after the start of the illness than in the first days or weeks of illness.

### Treating Lyme disease

People treated with antibiotics in the early stages of Lyme disease usually recover rapidly and completely.

Children who are diagnosed with Lyme disease should be treated with antibiotics promptly. A typical treatment course for children of all ages with early Lyme disease would be 10 – 21 days of doxycycline, amoxicillin, or cefuroxime.

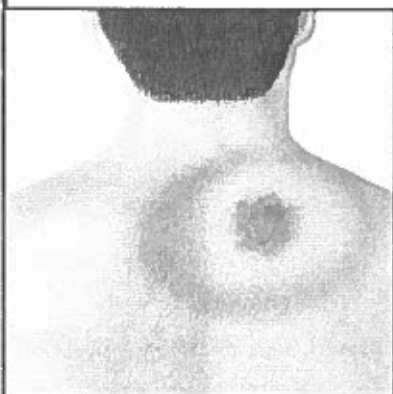
Treating early in the course of disease is important to prevent rare complications of Lyme disease, such as joint, heart, or nerve problems.



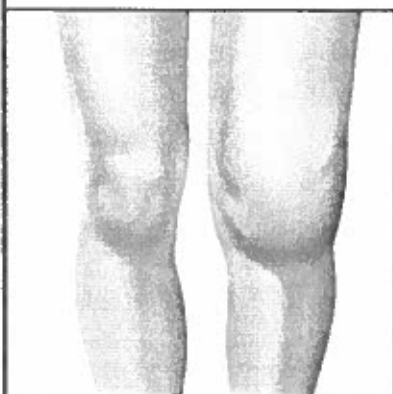
U.S. Department of  
Health and Human Services  
Centers for Disease  
Control and Prevention



*Facial paralysis.*



*Bull's eye rash.*



*Swollen knee.*

## Looking ahead to recovery

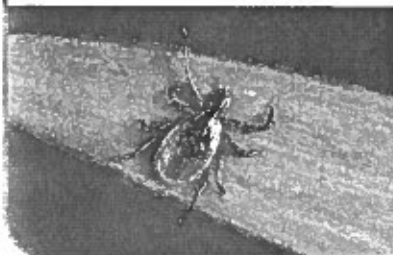
Make sure your child rests and takes antibiotics as prescribed. Recovery may take several weeks or longer.

Some people wonder if there is a test to confirm that they or their family members are cured, but no such test exists. Retesting for Lyme disease is not recommended because blood tests might be positive for months or years after treatment. A positive test doesn't mean that your child is still infected. It simply means that his or her immune system remembers the infection.

Your child can get Lyme disease again if bitten by another infected tick, so protect him or her from tick bites.

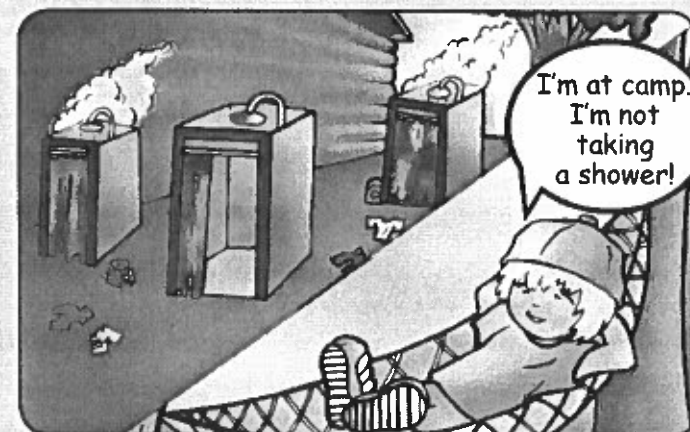
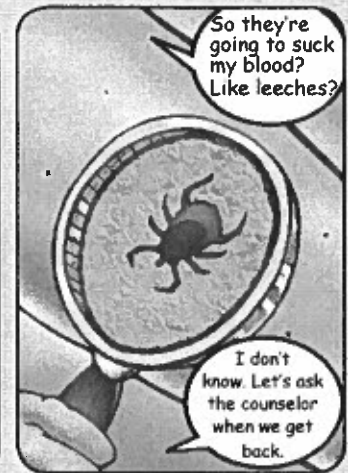
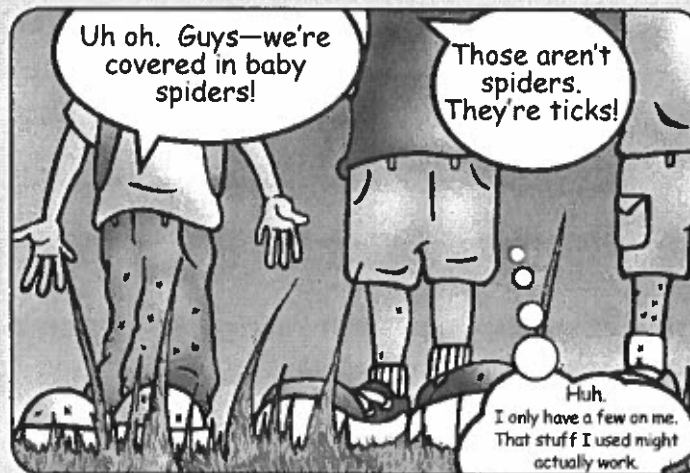
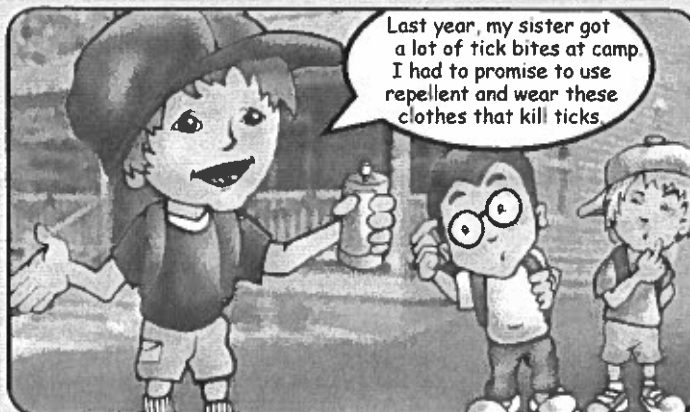
## Protect yourself and your family

- Use Environmental Protection Agency (EPA)-registered insect repellents containing DEET, picaridin, IR3535, oil of lemon eucalyptus, para-menthane-diol, or 2-undecanone. Always follow product instructions.
- Wear clothing treated with permethrin.
- Shower as soon as possible after spending time outdoors.
- Check for ticks daily. Ticks can hide under the armpits, behind the knees, in the hair, and in the groin.
- Tumble clothes in a dryer on high heat for 10 minutes to kill ticks on dry clothing after you come indoors. If the clothes are damp, additional time may be needed.



**For more information see [www.cdc.gov/Lyme](http://www.cdc.gov/Lyme) and [www.cdc.gov/Ticks](http://www.cdc.gov/Ticks)**

# Don't Let a Tick Make You Sick!



## Keep ticks away!

- Wear repellent on your bare skin or wear clothes that have repellent built-in.
- Check for ticks at the end of each day.
- Take a shower too! It will help wash off the ticks you can't see.
- Change clothes. Don't put on your old clothes that might have ticks still crawling on them.
- Avoid taking short cuts through thick brush and grass.

## Hey Grown-Ups!

- Make sure that the repellent you're using contains 20% or more of the active ingredient (like DEET).
- Help younger kids apply repellent and keep it away from eyes, mouth and hands.

Illustrations courtesy of: Jerome Mayo

National Center for Emerging and Zoonotic Infectious Diseases  
Division of Vector-Borne Diseases | Bacterial Diseases Branch





**Cindy Garrity**

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**From:** Diane B. Cooley  
**Sent:** Wednesday, April 29, 2020 1:37 PM  
**To:** AllUsers  
**Subject:** job opportunities

Good afternoon,

Below are the job opportunities here at Red Cliff. Please feel free to share.

## **The Red Cliff Band is accepting applications for the following positions:**

### **APPLICATION SUBMITTAL REQUIREMENTS FOR ALL POSITIONS:**

The following items are required for all positions:

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

**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**

#### **TNR Summer Youth Interns – 3 Positions**

**DEADLINE: April 29, 2020 at 4:00pm**

#### **ICW Case Investigator/Case Worker**

**DEADLINE: May 5, 2020 at 4:00pm**

#### **Economic Development Recovery Coordinator**

**DEADLINE: May 13, 2020 at 4:00pm**

#### **Summer Food Site Coordinator – Seasonal**

**DEADLINE: Open Until Filled.**

#### **Clinic Nurse - LTE**

**DEADLINE: Open Until Filled.**

#### **Police Department Certified Social Worker and Victim Specialist**

**DEADLINE: Open until filled.**

#### **Assistant Child Care Teacher**

**DEADLINE: Open Until Filled**

#### **Head Start Teacher**

**DEADLINE: Open Until Filled**

#### **Finance Manager**

**DEADLINE: Open Until Filled**

**Child Care Teacher**

**DEADLINE: Open Until Filled**

**Early Head Start Center Based Teacher**

**DEADLINE: Open Until Filled**

**Laboratory Technician OR Laboratory Medical Assistant**

**DEADLINE: Open Until Filled**

**Tribal Administration Liaison**

**DEADLINE: Open Until Filled**

**Tribal Law Enforcement Officer – Part Time**

**DEADLINE: Open Until Filled**

**Tribal Aging and Disability Resource Specialist**

**DEADLINE: Open Until Filled**

**Receptionist/Secretary – Courthouse ON-CALL**

**DEADLINE: Applications accepted all year**

**Elderly Nutrition On Call Assistant Cook**

**DEADLINE: Applications accepted all year**

**ECC Substitute Assistant Teacher/Support-Staff**

**DEADLINE: Applications Accepted Year Round**

**For complete job descriptions, to monitor current openings, to complete an application and background disclosure visit our website at [www.redcliff-nsn.gov](http://www.redcliff-nsn.gov) or call 715-779-3700 ext. 4268 with any questions.**

Miigwech (Thank you),  
Diane Cooley, Human Resources Coordinator  
Red Cliff Band of Lake Superior Chippewa Indians  
[diane.cooley@redcliff-nsn.gov](mailto:diane.cooley@redcliff-nsn.gov)  
715-779-3700 Ext 4267

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## *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 PART-TIME NON-EXEMPT POSITION**

**JOB SUMMARY:** Serve as part-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 ensure the safety and well-being of all children at all times.

### **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.

*"The Hub of the Chippewa Nation"*

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. **Center Based teachers are responsible for arranging for your own qualified substitute in your absence.**
12. Adhere to all ECC policies and procedures and insure 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 **Skills and Strategies for Child Care Teacher** 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.
9. Must have a valid driver's license, vehicle and appropriate vehicle coverage and maintain driver's eligibility as a condition of employment. Be eligible to be put on the tribe's vehicle insurance policy.

**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.

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**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 Office, health exam, TB test, 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. 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.
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:** March 11, 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**

*"The Hub of the Chippewa Nation"*

[www.redcliff-nsn.gov](http://www.redcliff-nsn.gov)  
[ashley.poch@redcliff-nsn.gov](mailto:ashley.poch@redcliff-nsn.gov)  
[diane.cooley@redcliff-nsn.gov](mailto:diane.cooley@redcliff-nsn.gov)

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

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

#### **EMPLOYEE BENEFIT PACKAGE – PART-TIME EMPLOYEES**

1. A Health Insurance Plan which is offered through the Federal Employee Health Benefits (FEHB). FEHB is offered for both single and family coverage. Part-time employees will be on a prorated pay status depending on hours worked.
2. The Tribe offers General Leave to part-time employees as stated below:

Regular Part-time 30-37 hours/week	Vacation/GL – 12 hours/month
Regular part-time 20-29 hours/week	Illness/GL – 8 hours/month
3. The Tribe observes a total of 11 paid holidays.

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## *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.

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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:** February 26, 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)  
[ashley.poch@redcliff-nsn.gov](mailto:ashley.poch@redcliff-nsn.gov)  
[diane.cooley@redcliff-nsn.gov](mailto:diane.cooley@redcliff-nsn.gov)

**(715)779-3700 ext. 4268 or 4267**

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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.

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