Family Pow Wow & Feast

We are preparing for Biboon! We have a couple things that are happening this month: Picture retakes, Family Pow Wow & Feast and ECC parent teacher conferences. Don’t forget the Bayfield School has parent teacher conferences this month. We will also be closed for Fall Break NOVEMBER 21-23. Ojibwe Language Table is every Thursday from 5-7pm.

The Family Pow wow at the Early Childhood Center starts at 10:30 am. This is a regular school day, but all center-based and home-based families are encouraged to attend. Bring the family to enjoy a day at the ECC!

We have a Pow wow every Thursday at the center and the children enjoy it so much! These weekly Pow wows are also open to families center and home-based. Questions about this event, contact your child’s teacher or Nicole (ext 253) at 779-5030.

November is Native American Awareness month!!

~IMPACT AID PUBLIC HEARING~

Monday, November 12th the School District of Bayfield will host a public listening session at the Legendary Waters Resort and Casino, starting at 7pm. Impact Aid is a funding source to assist Native American children and their education. This hearing will welcome written and oral comments from the Red Cliff Education Committee (JOM/Title VIII), parents/guardians of Native American children and other community members.

This is an opportunity for parents to express feedback about educational programs, recommended modifications and corrective actions and procedures the District should consider to promote academic success of Native American students. David Aslyn, District Administrator, can be reached by phone with questions or comments at 779-3201. JOM Members (Nicole Boyd, Katy Butterfield, Rachel Garramone and Sierra Christiansen) or Red Cliff Education Department are also available for feedback that will get to the District. Please attend the Public Hearing as an opportunity to get ideas and feedback to the Bayfield School District.
<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tr>
<td>WIC Pick Up</td>
<td>Tribal Council Mtg 6:30pm</td>
<td>Picture Retakes 8-10 @ ECC Vote 8-8 WIC Pick Up JOM Mtg 4:30</td>
<td>Varnishes 8-11 @ ECC</td>
<td>Ojibwe Long Table 5-7 Nimaamaa Group 10 @ Clinic</td>
<td>Community Dance 7-10 @ Youth Center</td>
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<tr>
<td>11 Veteran's Day</td>
<td>12 ECC &amp; Bayfield School CLOSED IMPACT AIDE HEARING 7PM @ LW CASINO</td>
<td>13 WIC Pick Up Bayfield School Parent-Teacher Conf. @ LW</td>
<td>14 Varnishes 8am @ ECC</td>
<td>15 Ojibwe Long Table 5-7 Nooni Group 10 @ Clinic</td>
<td>16 <em>ECC Self-Assessment Starts</em> SIDS/SBS Training 12-3 @ ECC</td>
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<td>18</td>
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<td>12:00 Policy Council Mtg</td>
<td>ECC CLOSED</td>
<td>ECC CLOSED/ TRIBE CLOSED Thanksgiving Day</td>
<td>ECC CLOSED/ TRIBE CLOSED</td>
<td>Dec 1</td>
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<td>25</td>
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<td>27</td>
<td>28</td>
<td>29</td>
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<td>Dec 2</td>
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<tr>
<td>ECC Parent Teacher Conference Week</td>
<td></td>
<td></td>
<td>Ojibwe Long Table 5-7 Nooni Group 10 @ Clinic</td>
<td>ECC Self-Assessment Ends*</td>
<td>Dec 3 WIC Pick up</td>
<td>Dec 4 WIC Pick Up</td>
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<td>Dec 5</td>
<td>Dec 6</td>
<td>Dec 7</td>
<td>Dec 8</td>
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<tr>
<td></td>
<td>Ojibwe Long Table 5-7 Nimaamaa Group 10 @ Clinic</td>
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NOVEMBER 2012
NEWS FROM THE HOME BASE STAFF (AGONGOS)

The Red Cliff ECC will be closed
November 12th
November 21st - 25th for Fall Break

Home Base Families

We cannot express how important it is to have parent attend our monthly Socializations. These count towards our requirements that we must meet every year. We are required to have two (2) a month or at a minimum of 16 a year.

We all know that life pulls us in all different direction when we have children. Last year we took a survey and several families suggested having it at different times or even different days. We have come together to do so. Some of our activities will be on Thursdays or Fridays. Some will be at 10:00 a.m. to 12 p.m. or 5:00 p.m to 7 p.m.

In our program it is encouraged that we have parents attend socialization once a month. We will provide a healthy nutritional snack and raffles. Flyers and announcement of what the socialization will be about will be sent home.

We really appreciate you letting us come into your home to work with you and your child, and we look forward to seeing you come to the center to socialize your child or talk with other families about ways they make things work.

We hope to see you soon.

Our November Socializations will be:

- Nov. 8th Birth to 3-Discussion on what takes place when a referral is needed, @ ECC from 5:00 p.m. to 7 p.m. Snack will be provided
- Nov. 20th Family Pow-Wow and feast @ the ECC from 10:30 a.m. to ?

November Birthdays for Homebase
Jeremy Peterson — November 12th
Bryton Williams — November 1st

If you have any questions please contact us at 715-779-5030

Gena Mertig Ext. 236
Amber Hanson Ext. 235
Cindy Garrity Ext. 238
November: Howah! Time is ticking by so fast...before you know it, Santa will be dropping off presents to our homes.

The children are growing by leaps and bounds! Adena, Silas, Henry Boy, Warren, Tim, Loyalty, Lamiyah, and Azalyn are a joy to have here! They are beginning to know us and love to play next to the others. We are sitting at the table, eating all kinds of different healthy foods and learning to use the sippy cup. The children like the daily buggy rides and to sit outside and play.

Miigwetch to all families for making sure their little one has outside wear because we still make it outside everyday.

Our 2 new Ojibwe words for this month are:

- Ball Bikwaadwed
- Food Mijim

Fall Harvest October 30th
Pajama Day October 31

Daga: Please: We are still in the transition period but we are settling into our daily routine. So, it is very important you get your child here by 8:00am.
PICK UP: 2:00

Thanks so much for trusting us to care for your child!

Karen, Teresa, and Fred
Time is sure flying in the Amik Room!! We can’t believe that it is already November! We are learning many new Ojibwe words on a daily basis!!! Parents please remember to bring your child in appropriate clothing for our changing weather. We go outside daily. During this month we will attempt to use scissors for cutting and playdough. We want to share a list of common words or phrases that your child hears on a daily basis:

**Aabijitoo Gidemikwaanes?** Aa/bi/ji/toon Gid/emi/kwan/es use your spoon

**Giigii-zhiitaai ina?** Gii/gii/zhi/taa ina? Are you done?

**Wiidoookwishin** wii/ doo/kaw/ish/in help me

**Niisaandawen** Nii/saan/da/wen get down

Please use these words and phrases with your child daily. Also please encourage your child to use their silverware when they are eating. They can drink from a cup with no lid and now need the practice of using their silverware.

**Activity to do at home:**
Edible Playdough Recipe

- 1/2 C whole wheat flour
- 1/2 C white flour
- 2 tsp of cream of tartar1 C of water
- 1 tsp of olive oil
- several drops of food coloring for each desired color

Mix in a bowl until mixture is smooth.

Don’t forget to have fun and have your child help!!

If you have any questions or concerns please feel free to contact us any time at 715-779-5030 ext. 225

Miigwech,
Ms. Wendy & Ms. Jamie
Gashkadino Giizis

Really cool things we are doing:
- Ariana is beginning to talk about what she is learning.
- Brody is beginning to do things all by himself.
- Braun is speaking in ojibwe.
- Elliot is engaging in long conversations.
- Kako is starting count in ojibwe.
- Nekita is using more of her words both in English and Ojibwe.
- Preston loves his baby!!!
- Shane loves to build with different things.

Makwa Abiwin

What we did...
We took walks in the woods and talked about the trees. We also gathered, looked, talked about the different leaves. We have been having tons of fun playing in the puddles and out in the rain. The art we have been doing is awesome. We both do art inside and outside. We are loving the outdoors art though.

What we are going to do...
We are going to talk about the change in season. While learning about this we will be exploring the woods, and learning freezing, frost, and snow and what it effects.

We are continuing to use shapes and numbers and explore colors.

We are also talking about foods and will begin self-serving and family style eating.

Please remember:
Be on time transition run much smoother through out the whole day. Now that it is getting colder and the weather is changing it takes longer to get ready to both come outside and come back in. (Potty time takes a bit too.) The sooner we can get the day going together the smoother it goes.

Please bring lots of layers: they provide warmth while we are outside.

We need extra clothes for when we come back inside. Make sure our child has: Boots (rain or snow), Extra shoes, Mittens (make sure they fit, they are more likely to keep them on than), Regular shirts, socks, pants, etc....

Please label your child's clothes...it is really hard for us to remember who everything belongs to.

We are the Makwa's

Ojibwe words:
Mikiska It's red.
Miski He is red.
Wiiwakwaan yo'ow. This is a hat.
Mnjikaa'wanaa wa'ow. This is a mitten.
Mnjikaa'wanaa Agow. These are mittens.
Goong-boodiyegwoozon. Snow pants.
Bibooni-nmekizinan Boots
Babikizkwaagam Coat
Awesooni gichiinsinigan gisinacma-gahk? What do you wear when it's cold outside?
Gigisho'omin. We dress warmly.
Esiban News

We are having a great year in the Esiban room. We enjoy spending time outside, craft projects and Pow Wow time! During meal times we are learning to get our dishes, serve ourselves and scrape our dishes when we are done eating. These are all skills we will need when we move onto Head Start next fall.

Please feel free to stop in and visit our room anytime!

Ms. Amber and Ms. Nadine

Ojibwe Language we are working on in the classroom:

- Awenen o’ow? – Who is this?
- Gidayekoz ina? – Are you tired
- Giwii Nibaa ina? – Do want to sleep?
- Giiizhiitaa ina? Are you done?
- Maajiwebinan - Shake
- Annibiish - Leaf

Dates to remember:

- ECC closed on November 12th
- ECC Pow Wow and feast on November 20th at 10:30am
- ECC Closed for Fall Break November 21st - 23rd
- Parent Teacher Conferences November 28th-28th
Ma’iíngan News

What’s Happening...

October was another busy month in the Ma’iíngan Room! We are settling into our routine and getting to know one another better. We have spent a lot of time on learning what it means to be a good friend and we are thrilled that all of our children have a wonderful grasp on that. They work very hard to be kind and respectful to one another. They are all eager to earn “helping hearts” to place on the chart. Whenever children are caught helping one another, they receive a heart. When our chart is all full we will vote on what kind of party we want to have to celebrate! The children demonstrate every day just how helpful and kind they are.

This month we talked a lot about dagwaagin, fall. We went to the pumpkin farm where the children were able to pick their own pumpkin. We then painted those pumpkins. We also spent a morning at the corn maze in Ashland! The children went on a nature walk to collect leaves and are busy using their collections to create their own collage.

As colder weather approaches, it is important to remember to always send your child with the proper outdoor clothing. We appreciate your cooperation!

Ma’iíngan Room

Miss Beth, Miss Linda and Miss Alicia
Ext 245

Ojibwemowin:
Manoomin—wild rice
Rice Knocker—bawc’iganaak
Feast (to have a feast)—wiiikendiwang
Be thankful—mitwechiwendaam

What’s New...

November is “Native American Heritage Month”. We will be focusing on Native American culture during this time. We will talk about riceing, drumming, dancing, singing and Ojibwemowin.

As we focus on the upcoming holiday of Thanksgiving, we will pay special attention to talking about the things we are thankful for. The children will have the opportunity to talk about the things that mean the most to them and the things they are grateful for.

Thanksgiving, after all, is a word of action.
—W.J. Cameron
Boozhoo Maskodebizhiki Class Families,

For the month of November we will be talking about animals and hibernation. We will be making a den for our makwa and an Ojibwe animal book. The children are learning so many different things at school. We started our second step curriculum and have been learning about welcoming skills, listening and focusing attention. All great skills for life and tying in the four values of: Honesty, Respect, Sharing and Kindness. We are using many more Ojibwe phrases at school. If you have any questions about this or what your child is saying please call us and we will give you a copy of our Ojibwe phrase list.

We want to remind you of two important events that are happening this month. The first is our family powwow and feast on Tuesday November 20th and our parent teacher conferences the week of Nov. 26th. Please call to schedule an appointment.

Have a great dagwaagi!

Ms. Virginia, Ms. Jenn, and Ms. J
Children will continue to work on their social, fine and gross motor skills every day by going outside or in the large motor room. We are encouraging more movement with our children. As families move around the house try being some type of animal, the children love it and they get more movement.

**Second Step Card 1:** continuing “The Listening Rules” by modeling good listening Ears, voice quiet, body’s calm, sing the listening song, and “Words are not for hurting, hands are not for hitting and feet are not for kicking.”

**Talking About Touching:** Will be on Fire Safety and Gun Safety.

**Our class is learning a Ojibwe language phrase each week:**

Abinoojiidog ozhigaabawig “Children, time to line-up”

Daga ininamawishin shiiwitaagan- “Please pass me something”

Please help your child practice these phrases.

**Some events taking place in November will be:**

November 6 is ECC Picture Retakes

Dental varnishes will be Nov 7 & 14

The center is closed the 12th for Veterans Day

Family pow wow 20th @ 10:30

ECC closed 21-23

ECC parent teacher conferences week of 26th.

Ms. Patsy, Ms. Tracy, Ms. Diann
Annual Program Report
October 2012
Submitted by Dee Gokee-Rindal, ECC & Education Division Administrator

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

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

Program Personnel: The ECC has a total of 48 paid staff through six major programs, plus three amazing volunteer Foster Grandparents.

The Education Department staff consists of one Tribal Education Specialist and one part-time, limited term Administrative Assistant at the tribe. In addition, one part-time tutor at Bayfield School paid out of tribal Johnson O’Malley funds during the school year.

Funding Agencies: ECC Funding Agencies:
Head Start - Federally funded by the Office of Head Start and Some state funding by DPI (Department of Public Instruction). At this time a comprehensive grant application must be submitted every three years, with abbreviated applications during the 2 years in between.
Early Head Start – Federally funded by the Office of Head Start. The Early HS grant application is submitted with the Head Start grant.
Tribal Child Care – Federal CCDF (Child Care Development Fund) and State of WI DWD (Department of Workforce Development). At this time funding is on-going.
Department of Indian Education Kindergarten Readiness Program Federally funded by the Department of Indian Education. This is a highly competitive grant. June 30 ended our 3rd year of a 4-year project.
Project LAUNCH – federally funded by SAMHSA (Substance Abuse & Mental Health Services Administration). This is a highly competitive grant. September 30 will end our 4th year of a 5-year project.
ANA Ojibwe Language Revitalization – Federal funding through the Administration for Native Americans. This is another highly competitive grant. September 30, 2012 marked the
beginning our 3rd year of a 3-year project. We will most definitely apply for the next round of ANA funding to continue this most vital language revitalization effort.

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

**Program Budgets:**
ECC funding levels for 2011-2012 were:

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding Level</th>
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<tbody>
<tr>
<td>Head Start (base funding 47 children)</td>
<td>$672,379</td>
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<tr>
<td>Head Start Supplemental COLA funds</td>
<td>4,765</td>
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<tr>
<td>Head Start Supplemental T/TA funds</td>
<td>2,000</td>
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<tr>
<td>Head Start State (3 children)</td>
<td>17,325</td>
</tr>
<tr>
<td>Early Head Start (base funding 68 children)</td>
<td>776,189</td>
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<tr>
<td>Early Head Start Supplemental COLA funds</td>
<td>5,452</td>
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<tr>
<td>Early Head Start Supplemental T/TA funds</td>
<td>3,000</td>
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<tr>
<td>Additional EHS Supplemental T/TA funds</td>
<td>137</td>
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<tr>
<td>USDA-CACFP (estimate - attendance based)</td>
<td>43,000</td>
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<td>CCDF Tribal Child Care</td>
<td>99,764</td>
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<td>DCF WI Shares Child Care</td>
<td>33,488</td>
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<td>Dept of Educ K-Readiness</td>
<td>133,252</td>
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<tr>
<td>Project LAUNCH</td>
<td>288,658</td>
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<tr>
<td>ANA Ojibwe Language Revitalization</td>
<td>915,811</td>
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<tr>
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<td>233,713</td>
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</tbody>
</table>

**TOTAL ECC funding 2010-2012** $3,095,681

Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hrs or more. Operational line items consist of travel, supplies, and other operating costs such as facility maintenance, bus operation, training, etc.

Education Dept funding levels 2011-2012 were:

- JOM                                       $37,128
- Higher Education                           150,666
- Job Placement & Training                   52,493

**TOTAL Educ. Dept funding 2011-2012** $239,906

**Operating year:**
Dept of Indian Education July 1, 2011 – June 30, 2012

Reporting Requirements to funding agencies:

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

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

CCDF Tribal Child Care
Annual 596T Financial Report – December
Annual 700 Program Report - December
Annual Child Count Report - June
Bi-annual CCDF Pre-Print Plan – every 2 years in
June

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

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

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

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

Bureau of Indian Affairs
JOM Annual report – due Dec 31 each year
Indicate any committees, boards, etc involved in the program(s):

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

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

For many years, the Red Cliff Education Committee also served as the Johnson O'Malley Committee and the Title VII Parent Committee. Since 2010, after consultation with a BIA Education Specialist at the Minneapolis Area Office, the roles of JOM and Title VII committees needed to be separated, as it would be perceived by the funding agencies as a conflict of interest. At this time, the tribe is exploring the idea of having one major committee to advise each of the seven divisions. For the Education Division, that committee will be called the Tribal Board of Education. Specific roles and responsibilities will emerge as the strategic planning unfolds; yet it makes good sense to utilize this forum to assist with identifying community needs, goals, and future direction of education for our tribe.

Ginanda Gikendaamin – We Seek to Learn is the tribe's Library Committee. This group has been actively working toward planning a new community learning center. We envision this facility to include a tribal library, historic preservation/archives, tribal education office, business development services, community college, traditional gardens, community gathering space, and space for a tribal Ojibwe language immersion school beginning with grades K-3. We are thrilled that the tribe received a grant from the Shakopee Nation to pay for architectural services. At the time of this writing, we are working with J.B. Realty to develop a business plan for library and learning center operations. Very recently, Ginanda Gikendaamin filed papers to become a 501(c)(3) non-profit organization.

The LCO/Red Cliff Task Force has been working to 1) develop an Educational Needs Assessment for the tribe/community, and 2) to return outreach services to the reservation. As everyone knows, the Red Cliff and Bad River Outreach sites of the Lac Courte Oreilles Ojibwe Community College have been relocated to Washburn; however, eventually, once an appropriate facility becomes available, the LCO will return to the rez.

Give a description of your program goals and objectives, activities and target population:
I have attached a copy of the 2011-2012 ECC Strategic Goals to this report, which includes a status update for each item. Of the twelve (12) objectives, ten (10) or 83% have been MET or are ONGOING; two (2) or 16% have NOT been met. The reasons for this are 1) Objective 3.3: Seek $750 in grant funds to expand current facility. This was not met because available resources for construction have “dried up”. 2) Objective 4.2: Upload the Nandagikendan curriculum to the Teaching Strategies Gold activity library, adding a minimum of 3 activities in each development and content area, in the Infant, Toddler and Twos, and Preschool levels. This was not met because copyright laws do not allow the sharing of lesson plans in this way. Instead, customized plans can be added as an attachment to the teachers’ weekly planning form.

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

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<tr>
<th>Enrollment Data 2011-2012</th>
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<td></td>
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<tr>
<td>Total # of children</td>
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<tr>
<td>served</td>
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<tr>
<td>Total # of</td>
</tr>
<tr>
<td>families served</td>
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<tr>
<td>% of eligible</td>
</tr>
<tr>
<td>children served</td>
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<tr>
<td>Funded enrollment</td>
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<tr>
<td>Average Monthly</td>
</tr>
<tr>
<td>enrollment</td>
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<tr>
<td>Head Start</td>
</tr>
<tr>
<td>52</td>
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<tr>
<td>52</td>
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<tr>
<td>84% of 60</td>
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<tr>
<td>age-eligible children</td>
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<tr>
<td>50</td>
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<tr>
<td>50*</td>
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<tr>
<td>Early HS</td>
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<tr>
<td>83</td>
</tr>
<tr>
<td>(includes 11 prenats)</td>
</tr>
<tr>
<td>63</td>
</tr>
<tr>
<td>65% of 130</td>
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<tr>
<td>age-eligible children</td>
</tr>
<tr>
<td>68</td>
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<td>68**</td>
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</table>

*Head Start was fully enrolled at 50 for all months of operation.
**Early Head Start was fully enrolled at 68 for all months of operation except one when enrollment was at 67.

Source: Retrieved from Child Plus by Transition Manager

Percentage of enrolled children that received medical and dental exams:

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<tr>
<th>Health &amp; Dental Data 2011-2012</th>
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<tr>
<td></td>
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<tr>
<td>Number and percent of children</td>
</tr>
<tr>
<td>with Health Exams</td>
</tr>
<tr>
<td>Number and percent of children</td>
</tr>
<tr>
<td>with Dental Exams</td>
</tr>
<tr>
<td>Head Start</td>
</tr>
<tr>
<td>48/52</td>
</tr>
<tr>
<td>92%</td>
</tr>
<tr>
<td>50/52</td>
</tr>
<tr>
<td>96%</td>
</tr>
<tr>
<td>Early HS</td>
</tr>
<tr>
<td>70/72</td>
</tr>
<tr>
<td>97%</td>
</tr>
<tr>
<td>72/72</td>
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<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Retrieved from 2011-2012 Program Information Report (PIR) by Health Manager
Information about parent involvement activities:

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

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

The agency’s efforts to prepare children for kindergarten:

Some of the numerous kindergarten readiness efforts include:

- Department of Indian Education Kindergarten-Readiness Project provides several additional staff who work specifically to prepare our kindergarten-bound children for the transition
- Interagency Agreement with Bayfield Public School to streamline services for special needs children
- On-going early literacy efforts in the classroom
- All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
- Bayfield School provided 15 cafeteria style lunch trays for our children to practice carrying, balancing, etc. ECC provided 48 additional trays.
- Our Head Cook ordered small milk cartons for our children to practice opening
- Because “lining up” is a major expectation at kindergarten, in order to prepare children the teachers had them practice this activity.
• Family socialization events at public school – including Pizza dinner & preschool breakfast. These activities were promoted by ECC with flyers sent home, posted at ECC, and included in ECC newsletter.

• In order to provide children and families with a familiar person to interact with, the Transition Manager, Family Resource Coordinators, and Education/Abilities Manager attended Kindergarten Enrollment and Experience Day with parents and Bayfield School staff.

• ECC staff promoted Bayfield School 2012 Summer K-Readiness Program, contacting families and making sure children were registered for program in August.

• ECC Head Start teachers and Education/Abilities Manager met with Bayfield School kindergarten teachers and ECSE teacher to share individual child assessment data for all children going on to kindergarten in the fall.

• Established School Readiness Goals created with input from ECC staff, parents/Policy Council, and Bayfield School staff.

• Formed a School Readiness Team consisting of Bayfield School kindergarten teachers, Home Base, Early Head Start, and Head Start teachers, Family Resource Manager, and parents that met once during July, 2012 and will continue to meet monthly to develop an ECC School Readiness Implementation and Action Plan.

• Organized a 2 day School Readiness Summit with the National Center on Quality Teaching and Learning for tribal programs in Wisconsin and Michigan; the National Center on Cultural and Linguistic Responsiveness will also be participating.

Results of the most recent federal on-site review:

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

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

• The Buffett Foundation provided substantial financial support, approximately one-half million dollars, for a building and playground expansion project. As a result, the grantee was able to have an observation room, two additional classrooms, and a complete playground makeover. A local resource, the Gillette Children’s Hospital, provided a customized wheelchair costing approximately $10,500, for a child with disabilities.
- The Linking Actions for Unmet Needs in Children's Health (LAUNCH) program, funded by a Substance Abuse and Mental Health Services Administration grant, provided a part-time teacher position in the infant classroom as well as major collaboration efforts with the Bayfield School and the Early Childhood Center (ECC) for the transitioning of children throughout their birth-to-age-five Early Head Start and Head Start experience. This grant provided an in-home autism program for the Red Cliff community, a part-time pediatrician, a pediatric nurse, family support specialists, and sponsored a Young Child Wellness Council as a community advisory committee. The Boston-based Brazelton Touchpoints Center reviewer, who provided supervision of the LAUNCH program, stated the most beneficial result of the LAUNCH funding was the employment of two additional family service workers. These additional employees allowed families the continuity of the same family service worker assigned throughout their Early Head Start and Head Start experience. The relationship capabilities this project created not only positively impacted families, but impacted the community as a whole. The LAUNCH effort opened the doors for the State of Wisconsin to collaborate with the Red Cliff community to explore new ways to fund child services.

- The Education and Early Childhood Development staff provided rich and creative learning experiences by integrating an innovative approach to immersing cultural diversity and the Ojibwemowin language, heritage, and background of the children and families. The ECC implemented a new supplemental curriculum named Ginanda-gikendaamin – We Seek to Learn. Five additional staff members were employed to provide and preserve the Ojibwe culture and language for the Early Head Start and Head Start children and families.

- A 3-year Native American Language Preservation and Maintenance project, funded by the Administration for Native Americans, was established to provide supportive Ojibwe language immersion to 24 children aged 0-3 and their families [during the 3-year project period] in order to preserve the Ojibwe language within the Red Cliff community. With only four fluent speakers and nine “passive bilingual” speakers—all over 80 years old—and approximately 98 percent of the remaining community members self-identified as having little to no language comprehension, the Ojibwe language within the Red Cliff community was at high risk of being lost. The main goal was to establish and implement Ojibwe language immersion into the Early Head Start program at the Red Cliff Early Childhood Center and provide a foundation for language preservation and revitalization in present and future families within the Red Cliff community. Teaching staff in the Early Head Start center-based and home-based programs implemented the Ojibwe language through classroom labeling, newsletters to parents, monthly introduction of new works on lesson plans, and constant language usage during daily activities. They were supported by three Ojibwe consultants who conducted weekly cultural and linguistic puppet shows, pow-wows and overall support of language immersion with staff and families. The new curriculum, additional staff, and teacher implementation was eagerly accepted by children and families who witheld to preserve the native Ojibwe language.
The review report also included the results from CLASS (Classroom Assessment Scoring System) observations of all 3 Head Start classrooms conducted by the review team. The CLASS tool looks at 10 dimensions of teacher-student interactions. In all 10 areas, the quality of our teacher-child interactions was significantly higher than the national averages. If anyone would like a copy of the report, please let any staff member know. A copy of the report is posted in the hallway of the main ECC building.

Results of the most recent annual financial audit:

The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2011. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program, as is our Project LAUNCH CFDA no. 93.243.

The audit determined that the tribe had five findings. These findings are reprinted below, taken in their entirety from the FY 2011 audit, pages 39-41. The responses include the tribe’s Corrective Action Plan for each finding, labeled as “Management Response”.

11-01 Unsupported Accounts Receivable Balance

“Condition: The Tribe did not print a report at year end detailing which companies and individuals had outstanding balances at September 30, 2011.

Effect: The accounts receivable balance may or may not be fairly stated.

Recommendation: We recommend printing the year end detail of the third party accounts receivable balance. This report should contain enough information to show who owes the clinic money, how much, the date of the service provided, and the billing date.

Management Response: Management is in agreement with this finding. Policies are being revised to require monthly and year-end print-out of the detail of the 3rd Party Accounts Receivable balances by the Clinic Business Office. These reports will be submitted to the Tribal Council Finance Department monthly and at year-end by the Clinic Business Office Supervisor.”

11-02 Poor Payroll Internal Controls

“Condition: The [Tribe’s] personnel files appear to be disorganized and incomplete. It is difficult to quickly find specific information about each employee.

The accounting system appears to have been set up for payroll using outdated and unsubstantiated percentages for each employee. The employees are using a
timecard where they can, and do, allocate their time worked on each program. However, when this information is entered into the system, the set percentages are applied and the program charged is different from what was recorded on the timecard.

There does not seem to be a policy for taking less than 3 days off. Yet, some employees fill out a time off request form and some do not. After speaking with the various departments, it is obvious that it is unclear as to what is expected of staff when they use their leave.

Effect: The pay rate for each employee is not documented in each personnel file. Federal programs are being charged for employee wages based on an old percentage which may or may not be accurate. Some programs may be paying for time worked unrelated to the specific programs.

The documentation of who took time off and how much is difficult to determine based on the paperwork. There may be unapproved time off being taken and the leave taken may or may not be accurately reflected in the vacation and sick leave balances. If the payroll department does not have accurate records for time off taken, they cannot record who took time off and how much, which could misstate the year end accrued vacation balances.

Recommendation: We recommend following the established personnel policies regarding personnel files. Use of a six-part binder to organize all of the information required to be in the file would greatly assist human resources with quickly locating specific information and would make it easier for them to know what is missing from the files.

It is noted that the current accounting system has been corrected to reflect actual hours worked and the set percentages are no longer used. However, during the 2011 fiscal year, the old percentages were being utilized. We recommend that the Tribe continue using the actual time worked on each program.

We also suggest clarifying the time off request process so employees know what is expected of them. Also, creating a better audit trail of leave taken would provide more control over the leave used as well as improve the accuracy of the year end leave balance.

Management Response: Management will audit files and correct deficiencies. Procedures are being revised to ensure that all personnel files are up to date and contain all relevant information. General leave request forms are now used for all time off. The current accounting system has been corrected to reflect actual hours worked on each program.

11-03 Lack of Controls Over Pharmacy Inventory
“Condition: No controls or policies are in place to address pharmacy inventory.

Effect: Misplaced or stolen inventory will not be detected in a timely manner.

Recommendation: Since the clinic is growing, we highly recommend implementing a perpetual inventory system to track all ordered and sold inventory. Cycle counts should also be performed to assess the accuracy of inventory reports as well as a year-end inventory count for the entire pharmacy.

Management Response: Management is in agreement with this finding. The Clinic will implement a perpetual inventory system to track all ordered and sold inventory. Cycle counts will also be performed to assess the accuracy of inventory reports as well as a year-end inventory count for the entire pharmacy.”

11-04 Allowable Costs

“Condition: The accounting system appears to have been set up for payroll using outdated and unsubstantiated percentages for each employee. The employees are using a timecard where they can, and do, allocate their time worked on each program. However, when this information is entered into the system, the set percentages are applied and the program charged is different from what was recorded on the timecard.

Effect: Federal programs are being charged for employee wages based on an old percentage which may or may not be accurate. Some programs may be paying for unrelated time worked.

Recommendation: It is noted that the current accounting system has been corrected to reflect actual hours worked and the set percentages are no longer used. However, during the 2011 fiscal year, the old percentages were being utilized. We recommend that the Tribe continue using the actual time worked on each program.

Management Response: Management is in agreement with this finding. The current accounting system has been corrected to reflect actual hours worked and the percentages are no longer used. The Tribe will continue using the actual time worked on each program.”

11-05 Sub-recipient Monitoring

“Condition: It appears that the Tribe was relying on GLITC’s auditors to perform the monitoring of the Vocational Rehabilitation grant; however, the program was not selected as a major program and so was not audited for the 2011 fiscal year.
Effect: The Tribe does not know if the grant was appropriately administered.

Recommendation: We recommend that the Tribe request that the Vocational Rehabilitation grant is audited as a major program by GLITC’s auditors and/or the Tribe should perform on-site visits during the year to review GLITC’s processes and compliance with the grant requirements.

Management Response: Management is in agreement with this finding. The Tribe will request that Vocational Rehabilitation grant is audited as a major program by GLITC’s auditors and/or perform on-site visits during the year to review GLITC’s processes and compliance with the grant requirements.”

The FY 11 audit was disseminated electronically to the ECC Policy Council, ECC Management Staff, and the Office of Head Start Grants Management Specialist on July 5, 2012.
2011-2012 Red Cliff Early Childhood Center Strategic Goals and Objectives

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

**PURPOSE I: SPIRITUAL WELLNESS**
(A Belief in the Interconnectedness of All Things)
Izhitchige Bezhig: MANIDOOWAIDIZI MINOCHIGEWINAN
(Debweyendam da bliini'canaakweidaa windows osiicoosi)
Goal One: To strengthen the cultural identity of each child and their family by enhancing their knowledge of Ojibwe language, history, family, and relationships with Mother Earth.
⇒ Objective 1.1: Enhance age appropriate comprehension and use of the Ojibwe language in the Early Head Start (EHS) Program by continuing daily language immersion in Amik room with eight (8) 12-24 month old children, and beginning daily language immersion in a new group of eight (8) infants in the Woboz room, using the Red Cliff Early Childhood Ojibwe Language Assessment tool. [STATUS: ONGOING]
⇒ Objective 1.2: Through weekly meetings, home visits, and supplemental learning opportunities, enhance the level of Ojibwe language understanding and use by parents/families of Amik and Woboz children as demonstrated by quarterly Ojibwe language assessments. [ONGOING]
⇒ Objective 1.3: Research, identify, develop, and create a plan to support and sustain long-term Ojibwe language immersion, including expansion to Head Start and elementary grades. [ONGOING]

**PURPOSE II: EMOTIONAL WELLNESS**
(Balancing All of Our Emotions)
Izhitchige Niish: MAMAADWIN MINOCHIGEWINAN
(Dibaadnewashige chish naamigan winigan)
Goal Two: To implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.
⇒ Objective 2.1: Support the integration of Touchpoints into practice through:
   a) provision of monthly reflective practice calls with Brazelton Touchpoints faculty. [MET]
   b) monthly discussion of principles and assumptions during staff meetings and [MET]
   c) posting visual reminders of principles and assumptions in staff areas. [MET]
⇒ Objective 2.2: Provide screening for maternal depression to at least 80% of expectant mothers receiving EHS Home-Based services. [ONGOING]
⇒ Objective 2.3: Pilot a culturally appropriate Fetal Alcohol Spectrum Disorder (FASD) Prevention/Intervention Project, currently being developed by the Red Cliff Cisthooasad (Protect One's Young) Community Advisory Board, with ten (10) young women in the community ages 16-21 during the summer of 2011. [MET]

**PURPOSE III: PHYSICAL WELLNESS**
(Attending To Our Physical Selves-Our Bodies)
Izhitchige Niisi: ZOONGIZIWIN MINOCHIGEWINAN
(Ayaa amaa gisowinda, kii zoongiziw-indaa gisowinda git niizowindaa)
Goal Three: To develop programming and services which promote healthy habits through increased opportunities for physical activity and improved nutritional services resulting in improved health outcomes for children and their families.
⇒ Objective 3.1: Increase opportunities for all center-based children to participate in gross motor and proprioceptive activities every 60 minutes throughout the day during waking hours as part of the new “Let’s Move! In Indian Country” initiative designed to combat childhood obesity. [MET]
⇒ Objective 3.2: In collaboration with the Red Cliff Health Center, offer dental visiting services to 100% of EHS home-based children ages 9 months and up. [MET]
⇒ Objective 3.3: Seek $750,000 in public or private grant funds to expand current facility to allow for additional 0-3 classroom space, replacing modular units with stick built, and retrofit parking areas. [NOT MET]

**PURPOSE IV: COGNITIVE WELLNESS**
(Having Clear Thoughts)
Izhitchige Niinii: GIKENDAMOOWIN MINOCHIGEWINAN
(Ayaa biniig wiigow iskowowin)
Goal Four: To promote programming and services focused on cognitive development of children by enhancing teacher support strategies.
⇒ Objective 4.1: Improve the quality of teacher-child interactions in the Instructional Support Domain of the Classroom Assessment Scoring System (CLASS), resulting in an average score of 4 in that domain, as measured by the Education Manager’s CLASS observations. [MET]
⇒ Objective 4.2: Upload the Nanda guide curriculum to the Teaching Strategies Gold activity library, adding a minimum of 3 activities in each development and content area, in the Infant, Toddler and Twos, and Preschool levels. [NOT MET]
⇒ Objective 4.3: 65% of five year old children entering kindergarten will meet or exceed the Red Cliff ECC Kindergarten Readiness Goals. [ONGOING]
Red Cliff Johnson O'Malley Committee
& Title VII Committee
Annual Needs/Assessment Survey
School Supply Distribution
For the 2013/2014 School Year
Total 285 Surveys Received
85% return 🟢

# of Surveys received per grade level:
K 22 1st 24 2nd 32 3rd 16 1st 17 5th 24 6th 23 7th 26 8th 19 9th 27 10th 19 11th 22 12th 12

# of Backpacks distributed per grade level:
K 20 1st 22 2nd 32 3rd 19 4th 20 5th 24 6th 12 7th 30 8th 19 9th 32 10th 20 11th 22 12th 25

1) Please list the activities that you would like your child to receive (i.e. native culture & language; tutoring (indicate grade level i.e. tutoring for my 7th grader) books; mentoring; etc...)

1). Tutoring 141
2). Native culture 131
3). Language 121
4). Mentoring 50
5). Books 47
6). Physical activities 18
7). Arts & crafts 17
T8). Help w/reading 15
T8). Sports & equipment 15
10). After-school activities 11
11). Math & science 8
T12). Native medicines 3
T12). School supplies 3
T12). Social Interaction 3
T14). Colors 2
T14). Numbers 2
T14). Clothes 2
T14). College/career readiness 2
T14). Athletic camps 2
T19). Shoes 1
T19). Parent & child activities 1
T19). FAFSA assistance 1
T19). Drum & dance 1
T19). Girl scouts 1
T19). Music 1

2) Of the activities you listed above, please list your child's top three (03) needs below:

1). No responses 95
2). Tutoring 93
3). Culture 90

13). Math & science 7
14). Help w/speech 4
T15). Transportation 3
4) Should we continue to provide school supplies to your child(ren)?
   Yes 270  No 0  Unanswered 14

5) My child is (circle one) enrolled or not enrolled in a federally recognized Tribe. If enrolled, what Tribe is your child enrolled with? Enrolled 262  Not Enrolled 9  Unanswered 10

Comments (use other side of this page if needed):
-Thank you! It helps. X 2
-Thank you! X 5
-Should have more Native Culture in Bayfield. X 2
-My child is dyslexic and needs speech therapy. X 2
-I believe that this is a very good program to help families out—wish they had this when we were kids. X 2
-The school supplies for the community is such a huge help. I hope this is able to continue ☺ X 2
-Would like to see the school boost my children's self-esteem rather than hurt them. X 2
-Miligwetch for the help with backpacks X 2
-I think this is a great resource for families. Thanks for all that you do! X 2
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</table>
GED/HSED COURSES offered at the ECC

If you or someone you know is interested in retrieving their GED or HSED, WITC will be offering basic education classes at the Red Cliff Early Childhood Center.

Starting October 17th, 2012

Wednesday's 11am-2pm @ ECC

No pre-registration is required, simply call or stop at the ECC to sign up.

Completing a TABE assessment is the first requirement, developing a personal plan is the next, and completing the official test is the final step!

Please bring a form of identification with you.

Any questions, call Nicole Boyd @ 779-5030 ext 253.
Red Cliff Food Sharing Project

*Turkey Dinner Package*

Saturday, November 17th
10am-12pm
Red Cliff Youth Center
$25.00 (turkey dinner package)

$25 will get you all the fixing's for your Turkey Dinner:
* Turkey
* Potatoes
* Stuffing
* Vegetables (variety)
* Dinner Rolls

Buy your share ahead of time at the Upper Level Tribal Office!

Volunteers Needed!
8am-2pm - assist in setting up & distributing food packages.

THIS IS NOT A MEAL SERVED, THIS IS A FOOD PACKAGE YOU PURCHASE AND TAKE HOME TO COOK.

For more information or to volunteer, please contact Deb Morris at 779-3706.
Call Miskwaabekong Transit to set up your ride @ 682-9664.
Superintendent Coffee Chat Schedule

2012-2013

The School District of Bayfield encourages positive, open, and interactive communication with parents, families, and community members. The first Coffee Chats of the new school year have been scheduled for the dates and locations listed below. The Coffee Chats provide an opportunity for you to share your thoughts and hear information about the School District of Bayfield. Please join new Bayfield Superintendent Dave Aslyn for coffee and conversation.

November 27     Madeline Island Public Library     10:00 a.m.
November 28     Legendary Waters Resort
                Wii-Kway-Ong Restaurant     10:00 a.m.
November 29     Egg Toss     10:00 a.m.

Dr. David Aslyn, District Administrator
School District of Bayfield
Bayfield School Starts SADD Chapter

Bayfield October 22, 2012, – Bayfield High School has received a $500 grant from the Wisconsin Medical Society Foundation through generous support from the Otto Brener Foundation. This grant will help support organizational meetings and activities for the school’s new SADD (Students Against Destructive Decisions) chapter known as the Maneajteon (Respect) Crew, which was started last year.

The Wisconsin Medical Society Foundation and a team of medical, public health and community members are encouraging all middle and high schools in Ashland and Bayfield counties to start SADD chapters as a way to address youth alcohol use. Adults in Wisconsin, and specifically in Ashland and Bayfield counties, rank more than twice the national average for excessive drinking, and Bayfield County is even higher than the Wisconsin average. Encouraging students to participate in SADD is one strategy for reducing alcohol use among youth that will hopefully carry into their adult lives.

SADD is committed to empowering young people to lead education and prevention initiatives in their schools with the goal of reducing the number of unsafe and unhealthy choices made by youth. Students at Bayfield are excited to bring the resources of this national organization to their community. In addition to SADD resources and the grant funding, the Wisconsin Medical Society Foundation’s team has provided each participating school with a DVD and discussion materials titled, “Alcohol: True Stories” hosted by Matt Damon for use in guiding the conversation among students and potentially throughout the broader community.

For more information about the Bayfield School SADD chapter or how you can lend your support, contact Nancy Larson at 715.779.3201 extension 506. Watch for more information as activities are planned.

The Wisconsin Medical Society Foundation was chartered in 1955 as a charitable organization to assist physicians and other friends of the profession in supporting the education of health care professionals and health education initiatives throughout the state. With nearly 12,000 members dedicated to the best interests of their patients, the Wisconsin Medical Society is the largest association of medical doctors in the state and a trusted source for health policy leadership since 1841.
ATTENTION PARENTS!

PUBLIC HEARING NOTICE

IMPACT AID

Date: Monday November 12, 2012

Time: 7:00 p.m.

Where: Legendary Waters Resort and Casino Grand Ballroom

The School District of Bayfield will be applying for Impact Aid and has scheduled the listening session/public hearing to gather your input prior to completing the application. They welcome written and/or oral comments from the parents/guardians of Native American children attending Bayfield School.
Parent/Teacher Conferences

**Monday**  
**November 12**  
**at**  
**Bayfield School**

**Tuesday**  
**November 13**  
**At**  
**Legendary Waters Resort**

4:00 — 7:30 p.m.

The School District of Bayfield is preparing for the first set of PARENT/STUDENT/TEACHER Conferences in November and students and their parents are encouraged to attend!

The "Club TAP" child sitting service for children 3 through 10 years old will again be offered by TAP and the National Honor Society. Snacks and activities will be provided at Club TAP.
2012-2013 WISCONSIN HOME ENERGY ASSISTANCE PROGRAM CHECKLIST

To avoid unnecessary delays, the following checklist will help you prepare for your application process. It is important that you provide the documentation required. Agencies may not be able to directly obtain social security and income information.

---

**Photo Identification**
Be prepared to show a photo identification card, such as:
- Driver's license; OR
- Government issued photo ID; OR
- Other photo ID (employer ID for example).

**Social Security Number (SSN)**
Be prepared to show one of the following documents for every person in your household:
- Social Security card; OR
- Official government document that identifies the person by name and shows their SSN.

**Citizenship**
If you or any member of your household is not a citizen of the United States, provide:
- Alien status card with USCIS number, and
- Immigration Papers.

**Proof of Residency**
To verify that you live in Wisconsin and the County/Tribal of the application, provide:
- Wisconsin driver's license with current address; OR
- Copy of utility bill with current address; OR
- Copy of real estate tax bill; OR
- Other third party evidence of your residential status.

**Heating Costs**
Provide evidence of your household's primary heating costs for the last 12 months; OR from September 1 through last August 31:
- A statement from your fuel dealer listing your heating costs for that period; OR
- Copies of your heating bills for that period.
If you have heating costs for more than one heat energy source, provide copies of all heating bills.

**Electric Costs**
The Public Benefits Program assists eligible households with non-heating electric costs (i.e. lighting and water heat). To determine if you are eligible to receive a benefit for your non-heating electric energy costs, provide:
- Copies of your electric bill for the same time period as your heating bill.

**Child Support (CS) Paid**
If you pay child support, provide evidence of the support you paid during the 3 months prior to the month of application. Provide:
- Copies of your cancelled checks; OR
- A printout from the CS agency or from the WI Support Collections Trust Fund showing the amount of CS paid in the 3 months prior to the month of application.

**Dividends and Interest Income**
Provide evidence of your household's interest and dividends income for the last 12 months:
- Last year's 1099; OR
- Bank statements; OR
- Statements from companies that paid dividends.

**Income**
Provide evidence of your entire household's gross income for the 3 months prior to the month of application. See the back of this page for more details regarding what to provide. Some household members may be required to provide annual income information. (See reverse for specifics.)
### 2012-2013 Home Energy Plus Income Guidelines

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<th>Household Size</th>
<th>3 Month Combined Household Income</th>
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<td>7</td>
<td>$16,111</td>
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PLEASE PROVIDE THE FOLLOWING PROOF OF INCOME (for the 3 months prior to the month of application, unless stated otherwise):

#### Wage Income:
- Pay stubs; OR
- Employer payroll statement.

#### Self-Employment Income:
- Your most recent federal income tax form 1040 including all Schedules; OR
- Your personal records for self-employment income and expenses for the past 12 months.

#### Farm Income:
- Your most recent federal income tax form 1040 including Schedule F; OR
- Your personal records for farm income and expenses for past 12 months.

#### Unemployment Compensation:
- A printout from the unemployment office, verifying the checks you have received; OR
- Copies of each unemployment check you received in the 3 months prior to the month of application.
- If seasonal, copies of 1099-G for last tax year.

#### Land Contract Income:
- The Land Contract and amortization schedule of payments; OR
- Schedule B.

#### Rental Income:
- Your most recent federal income tax form 1040 including Schedule E; OR
- Rent receipts; OR
- Your records of rental income and expenses for the past 12 months.

#### Supplemental Security Income (SSI):
- SSI award letter; OR
- SSI check stubs; OR
- Bank statements, if your SSI is directly deposited.

#### Social Security and Social Security Disability Insurance (SS and SSDI):
- SS award letter; OR
- SSA-1099; OR
- Social Security Administration (SSA) benefit statements.

#### Pensions, Annuities, IRA's:
- Check stubs; OR
- 1099-R; OR
- Gross dollar amounts from statements covering a 12-month period.

#### Child Support (CS) Payments Received:
- CS debit card statement; OR
- A printout from the CS agency or from the WI Support Collections Trust Fund showing the amount of CS received.

#### Income for Seasonally Employed
(including, not limited to, construction worker, teacher, etc.)
- Copy of your 1040 including all W-2s and 1099s.

#### Temporary Assistance for Needy Families (TANF) / Wisconsin Works (W2) Benefits:
- Check stubs; OR
- Award letters; OR
- A letter from the TANF/W2 agency stating your assistance amount.

#### Veteran's Benefits:
- The most recent letter from the Veteran's Affairs stating your monthly benefits; OR
- Check stubs; OR
- Bank statements, if your benefits are directly deposited.

#### Additional Income Types:
- Such as: Disability
  - Tribal per capita
  - Worker's Compensation
- Stubs or statements from the checks.

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**Home Energy Plus is administered by the Wisconsin Department of Administration's Division of Energy Services. Home Energy Plus programs include the Wisconsin Home Energy Assistance Program (WHEAP) and the Weatherization Assistance Program. These programs help income-eligible households with energy bill payments and energy efficient measures that reduce energy usage.**

**For more information:**
- 1-866-HEATWIS (432-8947)
- [www.homeenergyplus.wi.gov](http://www.homeenergyplus.wi.gov)

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Wisconsin Department of Administration
Division of Energy Services
DOA-9556 (R5/2012)
YES, they are coming!
Just received notification that 8 of the 20 FEMA homes that Red Cliff was awarded will be heading to Red Cliff in the next few weeks!
Applications will be made available at the Tribal Administration upper level reception desk on November 1, 2012. An information meeting will be scheduled for a later date.

If you have any questions, please contact Susie Gurnoe, 715-779-3700
Red Cliff Youth Center

Music By:
Pro Sound & Light

Time & Date:
November 10, 2012
7-10PM

FREE
Pizzas and Juice
For everyone

CHILDREN AGES 7 AND UNDER HAVE TO BE
WITH THERE PARENT

Sponsored by: Red Cliff Family Services, Youth Center
and the CJA Grant.
Drinking water is a great, calorie-free way to satisfy your thirst, but you don’t have to rely on it to get all your fluid needs. The foods you eat provide about 20% of your daily water intake and the rest comes from water and other beverages, like low-fat milk, 100% fruit juice, tea, and coffee.

Water is a good choice because it’s calorie-free, inexpensive, and readily available!

Tap vs. Bottled

Keep yourself hydrated and care for the environment!
Carry a refillable, reusable water bottle with tap water with you.

- Tap water contains essential nutrients that are often filtered out of bottled water. Municipal water supplies also have added fluoride that helps prevent dental cavities.
- The cost of buying bottled water can add up. For the price of one bottle of water, you can get up to 1,000 gallons of tap water.
- Bottled water produces up to 1.5 million tons of plastic waste per year.

Water makes up 60% of your body weight and plays a vital role in the functioning of your body. Every system in your body depends on water:
- Regulates body temperature
- Moistens tissues
- Lubricates joints
- Helps flush out waste
- Carries nutrients to cells
- Protects organs

When do you need more?

Heat, humidity and physical activity can increase our fluid needs. If you’re physically active more than 90 minutes, choose a sports drink over water. It hydrates your body while replacing electrolytes lost through sweat.

Water Tips

Get in the habit of hydration – drink water when you wake up, at each meal, and between each meal.

Carry a water bottle with you wherever you go – to school, to work, in the car, at the gym, in your backpack.

Drink water before, during, and after exercising.

Your body needs 8 cups or more of water each day.
10 ways to drink water

1. Top with lemon
2. Brew up a cup of herbal tea
3. Drop in fresh cucumber slices
4. Add pineapple
5. Float some blueberries
6. Squeeze in some orange juice
7. Carbonated
8. Splash in cranberry juice
9. Add calorie-free raspberry syrup to crushed ice
10. Drink it pure!

*Drink water throughout the day rather than all at once. Drink more water when you exercise and if the weather is hot. Some of the daily water needed can come from food and beverages other than water.
find your balance
between food and physical activity

make half your
Grains
whole 1 oz. equals
1 slice bread
1 cup ready-to-eat cereal
1/2 cup cooked cereal
1/2 cup cooked rice or pasta
1 flour tortilla (6" dia.)
1 corn tortilla (6" dia.)

GRAIN GROUP
Includes foods made from wheat, rice, oats, cornmeal, and barley, such as bread, pasta, oatmeal, breakfast cereal, tortillas, crackers, and grits.

Make at least half your choices whole grains. Look for whole grains as the first ingredient on a food's ingredient list to determine if it is a whole grain.

vary your
Veggies
1 cup equals
1 cup raw vegetables
1 cup cooked vegetables
1 cup vegetable juice
2 cups raw leafy greens

VEGETABLE GROUP
Includes all fresh, frozen, canned, and dried vegetables, and vegetable juices.

Eat more:
- Dark green veggies, like broccoli, spinach, and other dark leafy greens
- Orange veggies, like carrots and sweet potatoes
- Dry beans and peas, like black beans, pinto beans, and lentils

focus on
Fruits
1 cup equals
1 cup cut-up fresh fruit
1 medium fresh fruit
1 cup canned fruit
1 cup 100% fruit juice
1/2 cup dried fruit

FRUIT GROUP
Includes all fresh, frozen, canned, and dried fruits, and fruit juices.

» Eat a variety of fruits every day.
» Choose whole fruit over juice. Fruit juice lacks dietary fiber and when consumed in excess can contribute to extra calories.

get your calcium-rich foods
Dairy
1 cup equals
1 cup low-fat or fat-free milk
1 cup fortified soy beverage
1 cup low-fat or fat-free yogurt
1.5 oz. natural cheese
2 oz. processed cheese
2 cups cottage cheese

DAIRY GROUP
Includes milk, yogurt, cheese and fortified soy beverages.

» Drink more fat-free or low-fat milk and fortified soy beverages, increasing to 2-3 cups per day.
» Choose milk and yogurt rather than cheese to increase intake of potassium, vitamin A, and vitamin D, while reducing intake of sodium, cholesterol, and saturated fat.

go lean with
Protein
1 oz. equals
1 oz. lean meat, poultry, or fish
1 egg
1 Tbsp. peanut butter
1/2 oz. nuts or seeds
1/4 cup cooked dry beans, peas, or lentils

PROTEIN FOOD GROUP
Includes a variety of protein-rich foods:
Fish and seafood
Lean meat and poultry
Egg
Beans and peas
Soy products
Unsalted nuts and seeds

» Choose lean protein foods that are lower in solid fats and calories.

physical activity
30 minutes
recommended most days of the week
60 minutes
for children or teens most days. 60 minutes may also be needed to prevent weight gain.
60-90 minutes
may be needed to sustain weight loss

choose nutrient rich foods
» Vegetables » Fruits » Whole grains
» Fat-free or low-fat milk and milk products
» Seafood » Lean meats and poultry » Eggs
» Beans and peas » Nuts and seeds

Limit the intake of:
- Sodium
- Solid fats
- Added sugars
- Refined grains

Adapted from USDA's 2010 Dietary Guidelines for Americans.
USDA's MyPlate symbolizes a personal approach to healthy eating and physical activity.

<table>
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<tr>
<th>Grains</th>
<th>List choices in each food group today</th>
<th>Your total today</th>
<th>How did you do?</th>
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<tbody>
<tr>
<td>make half your grains whole</td>
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<th>List choices in each food group today</th>
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<tr>
<td>vary your veggies</td>
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<tr>
<th>Fruits</th>
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<th>How did you do?</th>
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<tr>
<td>focus on fruits</td>
<td>cups</td>
<td>cup equivalents</td>
<td>I'm right on!</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dairy</th>
<th>List choices in each food group today</th>
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<th>How did you do?</th>
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<tr>
<td>get your calcium-rich foods</td>
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<tr>
<th>Protein</th>
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<table>
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<tr>
<th>solid fats &amp; added sugars*</th>
<th>List choices in each food group today</th>
<th>Your total today</th>
<th>How did you do?</th>
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<td>solid fats &amp; added sugars</td>
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<th>physical activity</th>
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<tbody>
<tr>
<td>physical activity</td>
<td>minutes</td>
<td>minutes</td>
<td>I'm right on!</td>
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</table>

*Solid fats fats with a high percentage of saturated and/or trans fatty acids and added sugars account for 35% of all calories consumed by Americans, without contributing to nutrient adequacy. Foods such as sausages, ground beef, full-fat cheese, whole milk, and butter. Foods containing added sugars include soft drinks, fruit drinks, and milk.
Autumn Safety Tips

Ah, fall—there's nothing like crisp, cool air, the first months of school and luscious foliage to get you excited for the changing seasons. Your pet, too, is probably welcoming the break from hot, sticky weather. But pet parents, beware—fall is also a time of lurking dangers for our furry friends. From household poisons to cold weather hazards, the season is a minefield! Here are some tips to keep your pet snug and healthy during the autumn months.

- The use of rodenticides increases in the fall as rodents seek shelter from the cooler temperatures by attempting to move indoors. Rodenticides are highly toxic to pets—if ingested, the results could be fatal. If you must use these products, do so with extreme caution and put them in places inaccessible to your pets.

- It's back-to-school time, and those of you with young children know that means stocking up on fun items like glue sticks, pencils and magic markers. These items are considered "low toxicity" to pets, which means they're unlikely to cause serious problems unless large amounts are ingested. However, since gastrointestinal upset and blockages certainly are possible, be sure your children keep their school supplies out of paw's reach.

- Training tip: If you and your pooch haven't been active outdoors in a while because of the summer heat, do some remedial recall training. Dogs, like people, get rusty on their skills if they aren't using them.

- Fall and spring and are mushroom seasons. While 99% of mushrooms have little or no toxicity, the 1% that are highly toxic (PDF) can cause life-threatening problems in pets. Unfortunately, most of the highly toxic mushrooms are difficult to distinguish from the nontoxic ones, so the best way to keep pets from ingesting poisonous mushrooms is to keep them away from areas where any mushrooms are growing. Contact your veterinarian or the ASPCA Animal Poison Control Center immediately if you witness your pet eating a wild mushroom.

- In order to generate body heat, pets who exercise heavily outdoors, or who live outdoors, should be given more food during colder seasons. Make sure horses and other outdoor animals have access to clean, fresh water that is not frozen.

- Autumn is the season when snakes who are preparing for hibernation may be particularly "grumpy," increasing the possibility of severe bites to those unlucky pups who find themselves in the wrong place at the wrong time. Pet owners should know what kinds of venomous snakes may be in their environment—and where these snakes are most likely to be found—so they can keep pets out of those areas.

- Many people choose fall as the time to change their car's engine coolant. Ethylene glycol-based coolants are highly toxic, so spills should be cleaned up immediately. Consider switching to propylene glycol-based coolants—though they aren't completely nontoxic, they are much less toxic than other engine coolants.

Raisin Pumpkin Squares

2 c. flour
2 t. baking powder
1 t. soda
½ t. nutmeg
4 eggs
1 c. sugar
1 c. brown sugar
¼ c. melted butter
½ c. chopped nuts
2/3 c. raisins
2 c. canned pumpkin

Mix flour, powder, soda and nutmeg. Beat eggs, add sugars gradually and beat well. Add butter, nuts and raisins and mix. Add sifted ingredients alternately with pumpkin and egg mixture. Pour into greased 15" by 10" pan. Bake at 325° for 45 minutes. Cool in pan on cooling rack.

Mom's Pumpkin Pie

1 c. canned pumpkin
½ c. sugar
2 eggs
½ to ¾ t. salt
½ t. cinnamon
½ t. nutmeg
¼ t. ginger
¼ t. cloves
1 unbaked piecrust
1 t. lemon extract

Mix all ingredients well. Let stand and prepare the piecrust. Pour into crust and bake in a 425° oven for 15 to 55 minutes, or until a knife inserted in middle of pie comes out clean. Remove from oven. Cool. Serve plain or with a dollop of whipped cream in center. Spoon ½ teaspoon apple jelly in center of the cream if desired.
Pumpkin Cornbread

1-1/2 cups cornmeal
1 cup pumpkin, cooked and mashed
1/2 cup all-purpose flour, sifted
1/2 teaspoon salt
3 teaspoons baking powder
1/2 teaspoon each: cinnamon, ground cloves
3 tablespoons honey or brown sugar
2 eggs, beaten
3/4 cup dairy sour cream
3/4 cup buttermilk, or more

Mix the cornmeal and pumpkin in a large bowl. Add the flour sifted with dry ingredients. Beat the eggs until light and mix in the honey and sour cream. Combine with dry ingredients, adding enough buttermilk to make a medium-soft batter. Pour batter into an 8 x 11-inch greased and floured pan. Bake in a moderate (350°F.) preheated oven for 20 to 30 minutes.

Pumpkin-Raisin Loaves

1/4 cup canned pumpkin
1/3 cup water
1 egg
1 teaspoon pumpkin pie spice
1 1/4-ounce package apple-cinnamon muffin mix
1/2 cup raisins

Milk
2 cups sifted confectioners' sugar

In mixing bowl combine canned pumpkin, water, egg, and pumpkin pie spice. Add apple-cinnamon muffin mix and raisins; stir just till moistened. Turn batter into 3 greased 5 1/2x3x2-inch loaf pans (or one 9x5x3-inch loaf pan). Bake at 350° for 35 to 40 minutes for small loaves or 50 minutes for large loaf. Turn bread from loaf pans; cool on rack.

To make icing, add enough milk to the sifted confectioners' sugar to make of pouring consistency. Drizzle icing over cooled loaves.
Pumpkin Butter, Mousse, & Cheesecake

**Pumpkin Butter**

1 pumpkin (8 to 9 pound)  
3 cups sugar  
2 teaspoons ground cinnamon  

½ teaspoon ground nutmeg  
½ teaspoon ground cloves

Cut top from pumpkin; scoop out seeds and reserve for drying, if desired. Replace top; place whole pumpkin on baking pan with sides. Bake at 325° till tender, about 3 hours. Leave pumpkin in pan; cut in half to allow liquid inside pumpkin to drain into pan. When pumpkin is cool enough to handle (or completely cooled), scoop out pulp; put through food mill or puree in blender container.

In 4 to 6-quart Dutch oven, combine pumpkin puree, ½ cup water, and 2 teaspoons salt. Cook, uncovered, over medium heat till mixture is reduced to 6 cups, 40 to 60 minutes; stir often. Stir in sugar and spices. Bring to full rolling boil; reduce heat. Simmer, uncovered, till thick, 15 to 20 minutes; consistency should be like apple butter. Remove from heat; pour into hot half-pint jars, leaving ½-inch headspace. Adjust lids. Process in boiling water bath 10 minutes. (Start timing when water returns to boiling.) Makes 6 half-pints.

**Pumpkin Mousse**

2 envelopes unflavored gelatin  
½ cup brandy  
½ cup brown sugar  
½ cup granulated sugar  
1 teaspoon cinnamon  
1 teaspoon nutmeg  

½ teaspoon ground cloves  
½ teaspoon salt  
2 cups cooked pumpkin pulp  
1 cup milk  
2 cups whipping cream

Sprinkle gelatin over brandy in top of double boiler. Add sugars and spices until gelatin is dissolved. Add pumpkin pulp and milk. Mix thoroughly and chill until mixture thickens. Beat whipping cream until peaks form. Fold into pumpkin mixture. Pour into lightly greased 4-cup mold.

**Pumpkin Cheesecake**

4 8-ounce packages cream cheese softened  
1 cup granulated sugar  
½ cup brown sugar, packed  
5 eggs beaten  
2 cups cooked pumpkin, drained  

1 teaspoon cinnamon  
½ teaspoon ginger  
¼ teaspoon ground cloves  
1 teaspoon vanilla  
1 9-inch graham cracker crust  
Whipped cream for topping

Place cream cheese in mixing bowl and beat in sugar until mixture is fluffy. Add beaten eggs gradually. Mix in remaining ingredients. Pour batter into pie crust and place in preheated 325°F. oven. Bake for 10 minutes or until cheesecake is firm around edges. Turn off heat and let cake remain in cooling oven in additional 30 minutes. Cool on rack. May be topped with whipped cream.
Pumpkin Chiffon Pie (2)

1 microwaved 9-inch one crust pastry
1 cup canned pumpkin
½ cup packed brown sugar
¼ cup milk
1 teaspoon cinnamon
½ teaspoon nutmeg

¾ teaspoon salt
4 cups miniature marshmallow
or 40 large marshmallows
1 tablespoon grated orange peel, opt.
1 cup whipping cream
Makes 9-inch pie

Combine all ingredients except cream in medium mixing bowl or 2-quart casserole. Microwave at High 2 to 6 minutes, or until marshmallows are melted, stirring every minute. Let stand until thickened but not set.

Beat cream until stiff. Fold into pumpkin mixture. Spoon into shell. Refrigerate several hours.

Pumpkin Ice Cream Pie

1 1/2 cups pumpkin pulp, mashed and drained
½ cup brown sugar
¼ teaspoon salt
½ teaspoon cinnamon
¼ teaspoon ginger
¼ teaspoon nutmeg

1 qt. vanilla ice cream, softened
1 9-inch graham cracker crust
¼ cup toasted nuts, chopped
Whipped topping

Combine first 6 ingredients. Fold into ice cream. Spoon into prepared pie shell. Sprinkle with chopped nuts. May be garnished with whipped topping.
<table>
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<td>Total expenses and savings</td>
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**Instructions**

1. Fill in the shaded column on each page, then add up the numbers. Compare total budgeted expenses and savings to your total income. Do they match? If so, great!

- If your income is larger than your expenses, consider putting more money toward credit or loan payments or to savings.
- If your expenses are larger than your income, cut back on your expenses. Variable expenses are a good place to start. (See pages 14-15.)

2. Each month, add up your expenses and income. Update the columns on these pages.

- Remember that a budget won’t work unless you stick to it.
- Keep good records as you learn how to stay within your budget. (See page 16.)

**Tips**

- If you’re budgeting for your household or more than one person, be sure to figure in everybody’s expenses and income, not just your own.
- If you have access to personal financial software or a spreadsheet application, you could try making your budget on a computer.
You Need A Personal Safety Plan for Black Friday

Important Safety Tips From NCPC Make Holiday Shopping Go Smoothly.
Arlington, VA – The National Crime Prevention Council (NCPC), home of McGruff the Crime Dog, says you need a personal safety and security plan to keep criminals at bay and you from seeing red.

This year many shoppers will be out early to find those big bargains on Black Friday or online for Cyber Monday, but the criminals will be out too. NCPC has 10 great tips to help you shop safely while getting those great holiday bargains throughout the shopping season.

1. Do not buy more than you can carry. Plan ahead by taking a friend with you or ask a store employee to help you carry your packages to the car.
2. Shop online with companies you know and trust. Check a company’s background if you are not familiar with it. Remember, if it sounds too good to be true, it usually is.
3. Save all receipts. Print and save all confirmations from your online purchases. Start a file folder to keep all receipts together and to help you verify credit card or bank statements as they come in.
4. Consider alternate options to pay for your merchandise, such as onetime or multiuse disposable credit cards or money orders, at online stores and auction sites.
5. Wait until asked before taking out your credit card or checkbook. An enterprising thief would love to shoulder surf to get your account information.
6. Deter pickpockets. Carry your purse close to your body or your wallet inside a coat or front trouser pocket.
7. Have your keys in hand when approaching your vehicle. Check the back seat and around the car before getting in.
8. Do not leave packages visible in your car windows. Lock them in the trunk or, if possible, take them directly home.
9. Tell a security guard or store employee if you see an unattended bag or package. The same applies if you are using mass transit.
10. If you are shopping with children, make a plan in case you get separated. Select a central meeting place and make sure they know they can ask mall personnel or store security employees if they need help.

To find more useful shopping tips and personal safety information, visit the National Crime Prevention Council’s website.

Source: http://www.ncpc.org/about/news/you-need-a-personal-safety-plan-for-black-friday
Holiday Budgeting Tips

It represents one of our favorite times of the year. During the holidays, people travel quite a bit to see friends and family. They also shower each other with gifts befitting the season. That can add up to a significant amount of money. But, let’s examine this gift situation for a moment. "Befitting" or not, the gifts we give should be ones that we can afford to give to those special people in our lives. Each year people literally go into debt disregarding this simple, basic principle. At the end of the holiday season they promise themselves that they won’t do it again—until the next year. Could it be that we’re trying to "keep up with the Jones’s" or do we just not want to look like cheapskates compared to what others give?

It can take many months to pay the credit card bills created the previous year. This is a vicious cycle that only leaves us dreading the season that should fills us with love and goodwill. So, this time around, keep that promise to make the season bright—not by going into hock, but by using some sensible tips and advice to plan and enjoy a cheerful holiday that everyone will be pleased to share in.

Managing your money before the Holidays

The oft-used cliche "when you fail to plan, then you plan to fail" is an entirely appropriate sentiment for the upcoming Holidays. When we neglect to set aside money in advance for these expenses, we'll almost always spend more than we should. So, let's come up with a strategy.

Consider creating a holiday budget. This budget will be for the Christmas holiday as a whole. Each category can pertain to a different area of spending. For instance, create a category for decorations, food, gifts and parties. The last category can be lumped into the other three if your party invitations are slim. But, if your house is going to be Party Central for the upcoming season, then a separate category might be wise. Don't forget to include an amount for holiday incidentals, such as Christmas cards, candles, and the cost stamps and mailing packages.

Open a Christmas club account. Most banks and credit unions offer a savings plan designed to put away money for the Holidays. Starting in January, divert a certain amount of money each month or from each paycheck into this account. It doesn't have to be much. This is another potential area for going overboard, so be careful. Even if you only have $25 a pay period to use, that can add up to more than $550 by the first of December. If you need more, you can probably squeeze out another five or ten dollars for each deposit. Christmas club accounts are also an excellent way to teach children about saving money. They can contribute a part of their allowance into their own account and watch it growth throughout the year.

By the way, a regular bank account will also work for saving holiday money. If you receive a significant amount in a lump sum such as a tax refund, you might consider putting it into a Certificate of Deposit (CD). That money will earn more than the standard savings account. And, if using a money market account, as long as a minimum amount is kept in it, you can write checks for gifts that you come across throughout the year.
Now, let's move on to what the kids can do to prepare for Christmas. Direct them to start a change jar. Every evening they can put any loose change accumulated during the day into the jar. You can also help by contributing your change to the jar, as well. To everyone's surprise, that change will up quickly. When November rolls around, take the change jars to a coin machine at the local grocery store to trade the coins for paper money.

**Holiday decorations**

Decorations help create a festive holiday mood. Whether you prefer an artificial tree or the real thing, there's just something about a fully decked-out home to ring in that special time of year. But, because many of us tend to go financially overboard here as well, let's consider a few tips to save some money without giving up any of the look and feel that we all love.

The best time to purchase Christmas ornaments is during the after-Christmas sales. During the holiday season, develop a habit of envisioning the dressing of your home and tree in years to come, and then shop for decorations that will help you to convey those ideas during the next season. Making these purchases immediately after Christmas can save you fifty percent or more.

On the other hand, some people are born with a talent for crafting. If you have a family member like this, employ them to create some unique ornaments for the Christmas tree. One-of-a-kind trinkets like these can become family heirlooms.

But, it's not just the Christmas tree that must be decorated. The rest of the house will be dressed as well, and many of us go overboard with this. So, instead of spending top-dollar, peruse the neighborhood dollar store. They sell Christmas decorations in all shapes and sizes. This includes silk flowers in holiday colors, kitchen towels, holiday glassware and plates, and serving accessories. Buying a pre-decorated Christmas wreath can be twice as expensive as purchasing a plain wreath and adding little trinkets to it. Christmas cards can also be purchased there. For the price, you can afford to buy different cards for each household you send one to.

**Holiday food**

Needless to say, food is a very important part of the holidays. The main reason for Christmas may not be food, but many of the good times we seem to have center around it. Food brings people together. Whether it be a wedding, funeral, reunion or holiday, you'll see families gathering around a large meal with all the trimmings. But, due special ingredients as well as sheer volumes, food can also get pretty expensive during this time of year. If you're a holiday baker or party host, getting the menus together ahead of time will save you lots of money. Preparing a comprehensive list of ingredients for family dinners, desserts and party foods will allow you to mark things off as they're bought.

Buy ingredients in bulk. Baking requires lots of eggs, butter, milk and other items; food warehouses are a great place to save money when you need large quantities. Taking it a step further, saving money in this way can also lead to saving time. For instance, if you're planning on baking a pound cake for Sunday dinner but you also need to provide desserts for a church function and a party at work, let that pound cake recipe do double- or triple duty. Tripling the recipe will allow you to bake three cakes in one mixing.
With so much going on during the holiday season, cooking separately for breakfast, lunch, and dinner is not always practical. Simplify life a bit with casserole dishes appropriate for each meal time. A breakfast casserole will feed the entire family. Prepare it the night before, and each person can heat up their portion as they come in for breakfast. The same can be done for lunch and dinner. Casseroles are quick, easy and convenient. And, don't forget to buy plastic ware and disposable plates. No one wants to wash dishes, especially the one that's doing all the cooking. Give the dishwasher (both the machine and the human) a break by using disposable items.

**Holiday gifts**

The easiest way to shop without hassle and stress is to do it early. Most of us use shopping as a way to get into the Christmas spirit, but getting it done at the last moment tends to promote a generally stressful holiday season.

What types of gifts do you buy? Of course, you should buy items that you think someone would like to have based on their tastes. The most meaningful gift is one that meets the recipient's desire or need. But you needn't be pressed to spend all that you have. A great rule to follow is to give a little something to everyone so they know that you care for them. Really, it doesn't take much to satisfy someone. As long as the gift will be useful to them in some capacity, they're quite likely to be pleased.

Food can also be a great gift to others for the holiday season. At one time, when people didn't have much else, they would always share an item of food. And during a time when some were in more need of food than a new doll, it was welcomed with a heartwarming "thanks." While we may not be in that type of need anymore, food gifts still convey a sentiment of goodwill. A cake wrapped in a box with a decorative ribbon, or some other sweet treats, can be fine Christmas gifts. Breads and gift baskets are also good choices. But remember, with food gifts, presentation is important. A batch of homemade cookies means more when given in a decorative jar or tin than in a simple Ziploc bag. Take the time to jazz up the gifts.

Instead of trying to keep up with the Jones's, keep up with the sentiment and the real 'reason for the season' instead. Honor the holidays by sharing not only your goods, but yourself as well – even if it's just a smile. You may never know how that one act alone could save someone's day. And always remember, it's still the thought that counts.

Read more at [http://www.finweb.com/financial-planning/holiday-budgeting-tips.html#qRU5IF0Y3J2s8xoP.99](http://www.finweb.com/financial-planning/holiday-budgeting-tips.html#qRU5IF0Y3J2s8xoP.99)
When it’s time to "fall back" and change the clocks on Sunday, Nov. 4, make sure to check the batteries in all of your smoke alarms—it could save your life.

Did you know that having a working smoke alarm reduces a person's chance of dying in a fire by half? For the best protection, install smoke alarms on every level of your home, outside every sleeping area and in every bedroom. Smoke alarms should be mounted high on walls or ceilings and tested monthly.

IT'S IMPORTANT TO REPLACE SMOKE ALARM BATTERIES AT LEAST ONCE A YEAR, UNLESS THEY'RE 10-YEAR LITHIUM BATTERIES. EVEN IF YOUR SMOKE ALARMS ARE HARDWIRED, REPLACE THE BATTERIES IN CASE OF A POWER OUTAGE.

If an alarm "chirps," warning that the battery is low, replace the battery right away. Replace all smoke alarms, including alarms that use 10-year batteries and hardwired alarms, when they are 10 years old or sooner if they do not respond properly when tested.
POSITION: Associate Judge

LOCATION: Judicial Branch, Red Cliff Tribal Court

SALARY: Contractual

THIS IS A REGULAR PART-TIME EXEMPT POSITION

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

SUPERVISOR(S): Chief Judge

JOB SUMMARY:

DUTIES AND RESPONSIBILITIES:

A. Serve as an Associate Judge. To promulgate and enforce ordinances governing the conduct of persons subject to the jurisdiction of the Tribe, and providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and powers.

B. Prepare and issue written orders, judgments, search arrest warrants.

C. Assist and provide legal research and writing when necessary for the decision in a case in a timely manner.

D. Assist in the development and implementation of policy and procedures that are complimentary to current court policies and where the court has not determined standards of policy, consistent with the Tribe's needs and Tribal Law.

E. Keep accurate records of cases and hearings, communicate needs of courts, and provide quarterly and annually reporting to the Chief Judge.

F. Assist in facilitating development of Tribal Case Law and alternative dispute resolution.

G. Must maintain confidentiality due to nature of certain cases such as ICW matters.

SUPERVISORY AUTHORITY:

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

QUALIFICATIONS:

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

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

PHYSICAL REQUIREMENTS  None

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

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

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

FOR FURTHER INFORMATION:

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

POSITION: Agriculture Assistant
LOCATION: Red Cliff Farm, Aiken Parcel
WAGE: $10.00 per hour, 20 hours per week

THIS IS A LIMITED TERM NON-EXEMPT POSITION. POSITION IS FOR A DURATION OF 4 TO 5 WEEKS; DEPENDING UPON FUNDING. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.
SUPERVISOR(S): Red Cliff Health Center Director and Nurse Administrator, or their designee
PRIMARY RESPONSIBILITY: Person will provide assistance to the VISTA Program and Committee with various functions needed at the farm.

QUALIFICATIONS: Agricultural experience is preferred, but not required. A valid Wisconsin driver's license with reliable transportation and liability insurance is required; if no insurance must obtain within 3 days of hire date. Basic computer knowledge (word, excel, email, etc).
DUTIES AND RESPONSIBILITIES: Assist with daily garden and greenhouse operations: weeding, watering, planting, mulching, etc. Assist with orchard maintenance: pruning, labeling, setting and monitoring traps, harvesting, etc. Daily record keeping on work performed. Other duties as assigned.

SUPERVISOR AUTHORITY: None

PERSONNAL CONTACTS: VISTA Program and Committee members, Tribal Employees and Community members.
WORK ENVIRONMENT: Mainly field work and in various weather conditions.

PHYSICAL REQUIREMENTS: Must be able to lift up to 50 lbs., bending, standing and sitting for long periods of time.

POSTED: OCTOBER 29, 2012
DEADLINE: NOVEMBER 5, 2011 AT 4:00 P.M.

FOR FURTHER INFORMATION:
Red Cliff Tribal Administration Building
Human Resources Office
88385 Pike Road, Hwy 13
Bayfield, WI 54814
rwygonlk@redcliff-nsn.gov
susie.gurnee@redcliff-nsn.gov
(715) 779-3700 ext. 267 or 268
JOB DESCRIPTION

POSITION: Residential Treatment Assistant - Day

LOCATION: Red Cliff AODA-Mishomis House / Red Cliff Health Department

SALARY: $8.50 per hour, 29 hours per week (increase to $9.00 per hour after successful completion of probationary period)

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

SUPERVISOR(S): AODA Treatment Director/Coordinator

JOB SUMMARY: This position will insure that the CBRF is brought to code in compliance with State rules, and maintained and kept in compliance. All function of program will be scheduled, and kept going. Clients will be kept safe, prepared for emergency situations. Person will transport residents to all assigned meetings, recreational and cultural activities.

DUTIES AND RESPONSIBILITIES:
1. Direct, coordinate, and oversee the day-to-day operation of the residential facility, the activity of residents, and the duties of support staff.
2. Participate in the selection, admission, and orientation of residents.
3. Arrange and schedule resident activities in accord with program protocols and group and individual treatment plans.
4. Assist residents to insure their compliance with individual treatment plans.
5. Participate in resident treatment experiences as warranted and in accord with facility policy.
6. Develop and implement cultural programming that supports AODA treatment strategies and respects individual preferences and differences.
7. Oversee the activities of relief managers and other staff assigned to the Residential Program.
8. Assist program administration in the preparation maintenance of manuals, records, documents, financial reports, and other materials required by the AODA Program Director/Coordinator, the Administrator of the Health Center, the Health Board, the Tribal Council, funding sources, and certification bodies. Maintain proper and adequate documentation for all program expenditures.
9. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payors. Maintain a record of all reports and supporting documentation as required.
10. Meal planning under the general direction of dietary consultants and program administration. Will provide noon meal for residents.
11. The purchase or other procurement of groceries, foodstuffs, and supplies.
12. Maintain adequate stores of foodstuffs and supplies for use by the residential treatment program. Purchase replacement items according to health Department Policy to insure accurate inventory control and proper fiscal accounting. Oversee the proper storage of such items.
13. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
14. Transport residents in accord with facility policy and as directed by administration and in collaboration with treatment staff.
15. Utilize the resources, materials, office supplies, equipment and physical plant purchased on behalf of or allocated for use by the Red Cliff AODA Treatment Program in accord with professional practice norms and Tribal Policy.
16. Participate in quality assurance measures conducted with the AODA Treatment Program.
17. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
18. Present a professional, caring image for the Health Center and its programs.
   a. Maintain a cooperative relationship with other Health Center staff and co-workers.
   b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
   c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
19. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal administration.
20. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the AODA Treatment Program and at the direction of the Director/Coordinator. These activities are to comply with the directives of the Tribal Council and Health Center Administration and to fulfill the conditions of the individual grants, contract, or project. The specific duties will reflect the individual program initiative and the concurrent needs and resources of the AODA Treatment Program. These assignments will vary from time to time due to the cyclical nature of these program efforts.
21. Perform other job-related duties as directed by the immediate supervisor or Tribal Administration.
22. Maintain a clean and safe working environment.

SUPERVISORY AUTHORITY: This position will assist in the supervision of night coordinator, 3 weekend relief coordinator.

KNOWLEDGE:
1. Personal commitment to a drug and alcohol-free lifestyle consistent with the accept norms for abstinence and sobriety. If there is a personal history of alcohol and/or chemical dependency, a minimum of two years of absolute sobriety is required.
2. Sound judgment and the capacity to respond to unusual circumstances and emergencies.
3. Ability to deal constructively with emergencies and conflicts.
4. Possession of a valid drivers license and regular access to a motor vehicle with appropriate insurance coverage.
5. Able to travel throughout the community, make home visits, attend meetings, and participate in community educational programs.
6. Available for out of town and overnight travel.
QUALIFICATIONS: High school Diploma, GED or HSED. Credentials: CBRF training required. Good interpersonal skills and the ability to get along with diverse populations (clients, co-workers, professional staff, administration and the public). Good communication skills, written and oral. Knowledge of and sensitivity for Ojibwa culture and traditions. Work experience or volunteer activities in the field of substance abuse treatment preferred. Must have valid drivers license to drive Tribal vehicle. Must have at least liability insurance if you use your own vehicle and collect mileage. If no liability insurance must get within 3 weeks of employment. Native American preference will be applied in the event of equally qualified applicants.

PERSONAL CONTACTS: Dr. Lewis, Jake Geisler, Red Cliff Health Clinic, Maintenance Crew, Department of Corrections, Native Spiritual people to set up Sweat Lodges, etc.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting and carrying. Items may be placed on overhead shelving.

WORK ENVIRONMENT: Mishomis House – Red Cliff AODA Office.

TRAVEL REQUIREMENTS: This position requires at least 44 hours of CBRF Training. Many of these training are out of town at various locations.

REPOSING: OCTOBER 31, 2012
DEADLINE: NOVEMBER 16, 2012 at 4:00 PM

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resource Department
**NOVEMBER 2012**

**GASHKADINO-GIIZIS**

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**GASHKADINO-GIIZIS**

| 5B HAM/BROCC QUICHE,  |
| MAN ORANGES, CC       |
| L CHILI, CORNBREAD,   |
| PEARS, VEG/DIP        |
| S PUDDING/PRETZELS    |

| 12                   |
| VETREN'S DAY         |
| ECC                  |
| CLOSED               |

| 13B OATMEAL, MUFFIN, |
| BERRIES, CC          |
| L PIZZA, CORN, YOGURT, |
| APPLES, SALAD        |
| S CHEX MIX/Juice     |

| 14B RICE CRISPIES,   |
| BANANA, TOAST, PB    |
| L MANDARIN CHIX, RICE, |
| PEAS, M ORANGES      |
| S NUTRA GRAIN/MILK   |

| 20B KIX, FRUIT COCKTAIL, TOAST, PB, CC |
| L CHIX HD, CARROT, HONEYDEW, YOGURT    |
| S GR CRACKERS/MILK                     |

| 27B RICHEX, ORANGES, ENG MUFFIN, PB    |
| L CHIX/CEEZ QUAS-DILLA, CORN, KIWI, SALA |
| S GRAHAM/MILK                          |

| 28B KIX, APPLES, YOGURT, MUFFIN        |
| L PORK CHOP, BROCC, BUTTER PASTA, GRANBE |
| S CELERY CR CHEEZ/MILK                 |

| 29B CORNFLAKES, CC BERRIES, TOAST, JELLY |
| L HAMB SOUP, BREAD STIX, TROP FRUIT    |
| S BB MUFFIN/JUICE                      |