Red Cliff Education Division Newsletter

MARCH 2013

ONAABANI-Giizis (Hard Crust on the Snow Moon)

Special points of interest:

- Food Sharing Project March 16th 10-1
- Rosie-Language Table at ECC March 16th
- Home Base and Family Service Staff out of office March 12th-15th
- Policy Council Mtg March 19th 12:30 @ ECC
- Spring Break: March 25th-April 1st. Return April 2nd

Inside this issue:

ECC Sewing Class BACK

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Magician at LW

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Northland College Events

Policy Council Minutes

Job Postings

2013 ECC Sugar Bush

It's that time of the year! We are trying very hard to plan field trips for all the Head Start children and also Esiban and Makwa rooms. Some field trips have been set for tapping:

- Thursday, March 7th: Mashkodebizhiki
- Tuesday, March 12th: Migizii and Makwa
- Wednesday, March 13th: Ma'iingan and Esiban

We will plan to take the children out again the following week to check the sap. The tentative dates are as follows:

- Tuesday, March 19th: Migizii & Makwa
- Wednesday, March 20th: Ma'iingan & Esiban
- Thursday, March 21st: Mashkodebizhiki

We will be boiling sap at the ECC this year and are very excited as the children will be able to view the process every day. Parents and visitors are welcome to stop in any time!

Torch (David Andrews) will be helping the ECC this year and we are so delighted! The children really love all the teaching that he offers and we enjoy all the hard work he puts into the season! Miigwetch Torch!!

If you have any questions or suggestions, please call or stop by and see Nicole Boyd.

Red Cliff Education Division & Bayfield School EDUCATION FAIR

The Red Cliff Education Division and Bayfield School District will be hosting an Education Fair here in Red Cliff on Monday, March 11th from 10am-3pm at the Legendary Water's event center. There are over 30 higher education agencies that will be attending to provide information and one-on-one question and answer. What a great opportunity for our community to see the options available in higher education!! Please call Carmen VanderVenter at 779-3706, Nicole Boyd at 779-5030 ext 253 or Beth Kasinski at 779-3201 for any additional information or questions.

ECC & Community Events

Onaabani-Giizis (Hard Crust on the Snow Moon)

March 2013

WATCH FOR FLYERS ABOUT SUGAR BUSH FIELD TRIPS AND MORE INFO ABOUT SUGAR BUSH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3	4 WIC Pick Up Tribal Council mtg 4:30 LW Bayfield School Closed (P-T Conf	5 WIC Pick Up *5:00 Sewing @ ECC Bayfield P-T . Conf @ LW	6 Johnson O'Malley Mtg 4:30 @ Lower Tribal Office	7 9:30 Mashko field trip to Sugar Bush 10:45 Pow Wow	8	9 Family Swimming 10-12 *Aztec Dance Group 6pm @ Northland
10	11 EDUCATION FAIR @ LW 10-3 *WIC Pick Up	12 HOME BASE & FAMILY SERVICE STAFF OUT OF OFFICE ON TRAINING 9:30 Migizii & Makwa to Sugar Bush *WIC Pick Up	13 9:30 Maiingan & Esiban to Sugar Bush 11-2 GED	14 10:45 Pow Wow	15	16 FINAL Family Swimming 10-12 10-1 Food Sharing @ Youth Center
17	18 Tribal Council-School Board Mtg 4:30pm	19 9:30 Migizii & Makwa to Sugar Bush Policy Council Mtg 12:30 @ ECC Tribal Council	20 9:30 Maiingan & Esiban to Sugar Bush 11-2 GED	21 9:30 Mashko to Sugar Bush 10:45 Pow Wow	22	23 Northland College Pow Wow 1 & 7 Grand Entries, 5pm Feast
24	25 ECC SPRING BREAK: BACK APRIL 2ND STOP AT THE ECC TO SEE HOW SUGAR BUSH IS GOING!!!!!	26	27	28	29	30
31	April 1 ECC-Tribe Closed	April 2	April 3 11-2 GED	April 4 10:45 Pow Wow	April 5 Parenting Class @ ECC 10-1	April 6

Agongos News

Onaabani-Giizis

March 2013

WATCH FOR SUGAR BUSH FLYERS!!

Cindy, Amber and Gena will be out of town for training on March 12th, 13, 14th and 15th

The ECC will be closed for Spring Break on the last week of March

Opening back up the 2nd of April

March Birthdays

Sequoia-----3/02

Elizabeth----3/23

Homebase Socialization

March 7th -- POW-WOW

Come to the Pow wow

and share a lunch with us!

March 2013

Waabooz Abawin

MIIGWETCH:
To Mr. Jay, Reggie and Gloria for all their hard work teaching us the Ojibwemowin! We have come so far and it wouldn't have happened if we didn't have you all! Again, MIIGWETCH!!!

Ojibwe Words: Nice: Izhiwebizin
Come with me: Wiijiwishin

Inashke

- **Henry apagadoon the bikwaadwad.**
- **Loyalty nimadibin at the adoopawin.**
- **Silas gaandinige the popcorn odaminowaagan.**
- **Adena ganawenjige the abinoojiiyen.**
- **Warren minwenimaan to hang out with Mr. Jay.**
- **Lamiyah minwenimaan miijim.**
- **Tim bimooden.**

Namebini Giizis

We started working on giziibiiginingiin, giziiya' bideyen, minikwen from an open cup, and using an emikwan. Daga, do this at home also. They are getting so good at this especially using the cup.

We gather everyday and do fingerplays and songs along with puppets.

The children are growing so fast, most are walking, playing with the same toy together and helping out in the classroom. Some are even following directions. **Gizaagi'idiwin abawin!**

Onaabani Giizis

We will continue doing what we did in February. We will also use paints, crayons, build towers, point to pictures in book, pretend and more. Hoping the weather gets warmer where we can get outside more and enjoy the giizis.

~Karen, Teresa and Fred

This month is parent/teacher conferences so we will need to set up a time to meet with you. Just talk to Teresa or Karen. Miigwetch!

AMIK Room News

Boozhoo, it's March madness.. Just a few reminders: please remember to dress your child for the weather; if its not too cold we will be going outdoors. Please remember boots, snow pants, warm hat and warm gloves.
Parent teacher conferences the week of March 4th.
Spring break will be upon us soon March 25 - April 1, returning on April 2nd.

Please feel free to join the sugar bush events; the children are too small to ride the bus so will not be going on field trips. They are boiling at the ECC and parents are welcome to stop in anytime!! We will be teaching the children about this special season as well!

The Amiks are working very hard on learning and speaking the Ojibwe language. Chi-Miigwech to the parents for all your hard work and to Mr. Jay and Ms. Gloria for all their support in helping us learn. We couldn't do it without all of you! Language Table every Thursday from 5-7!!

ONAABANI-GIIZIS

Makwa Abiwin

Boozhoo!

Soon it will be spring and we are so excited for the change in season. The children have all been doing so well and getting so big, we are becoming very strong after all of our hard work outside.

This month we learned about letters and writing. We practiced writing to our friends and family and mailing everything in our mailboxes. Of course we spent much of our time outside, climbing the mountain, taking walks and practicing in our snowshoes.

March we will continue to spend more time outside waiting for the arrival of spring. We will be listening for the animals to awake and watching for their footprints. Sugar bush is right around the corner. Keep your eyes out for the announcement of sugar bush camp.

We welcomed Rosemary DeBungie this month. Rosie is a fluent speaker who will be spending two days a month with us speaking Ojibwemowin. Come see her March 16. (9 am will be breakfast and we will begin working by 10).

It will soon be time to transition to the big rooms. We are practicing our numbers, letters and other self-help skills that will make it easier for us to start. Continue to help your child at home by finding opportunities everyday to practice these skills.

Ojibwemowin

- Ozhaawashkwaa: s/he is blue
- Ozhaawashkjozi: it is blue
- Agindaso: s/he reads or counts
- Agindaason: read/count it (command)

Makwa

Sugar Bush Field Trip

TUESDAY, MARCH 12TH

9:30am LEAVE THE ECC

ESIBAN NEWS

This month we are learning about how to run a grocery store in our classroom. We are learning how to use the bar codes to ring the food in at the cash registers. I feel this is a great opportunity for them to learn in a fun way about math.

Just a reminder please bring in extra clothes for their boxes. The weather has been very cold, please remember that we go outside daily so it is important for your children to have clothes to go outside. We now have a little house area in our room.

PLEASE REMEMBER TO CALL IN IF YOUR CHILD WILL NOT BE AT SCHOOL

We are learning:

- Sequencing
- To be patient and wait.
- Count money
- To way fruits and vegetables

~Nadine, Amber, Shenna and Mikey

Ojibwe Words for this month (Grocery Store):

Miijim-Food

Maaniwang-Fruit

Wiisinii-adaawewigamig-Grocery Store

Zhooniyaa-Money

doodooshaaboo-Milk

Gitigaanens-Vegetable

Mashkinod-Bag

Please free to contact us anytime and call if your child is sick, will be absent or is going to be late!

715-779-5030
Classroom Ext: 241
Office Ext: 242

Migizi

It has been busy in our classroom, not being able to go outside makes for some energetic children!! Soon the weather will be warming and we will be outside everyday to play in all the wonderful snow. Being outside climbing, running, building snow men with your child helps their gross motor skills.

The month of March we will be doing shamrocks for activities, learning about our bodies starting with the 5 senses then what is "finger food "and what should be eaten using their "silverware". After that we will learn what our bodies are made of.

We will continue learning about our feelings, "The Always Ask First Rule", along with writing our names, alphabets, and numbers.

We have some exciting science projects planned so if your child comes home excited about something they learned in school please take the extra minute to listen and talk with them. This is very important for their self esteem and feeling important.

Ms. Diann
Ms. Tracy
Ms. Patsy

Mashkodebizhiki Room

Boozhoo. Hopefully everyone is staying warm and still enjoying the snow that we are so fortunate to have. I guess after so many winters we take for granted all of the beauty and fun that snow offers us.

The month of March brings with it children from other countries. Well, not the actual children but we will be learning about them. We have a lot of fun things planned and hope that anyone who has special family traditions would be willing to share them with us. Give us a call to set up a time to come in and share these great activities with us

We will be sending home "What we did this week" sheets on Thursdays. We will be highlighting specific things we did in the science, math, language arts and social/ emotional areas. We do many other things throughout each day but wanted you to know about some of the special things we learned and did. Knowing this will help you ask your child questions about their week and what they learned at school. We are always open to new ideas and thoughts from anyone willing to share to help make the days educational and fun.

We are currently reading the chapter book "Mrs. Piggle Wiggle" and will be moving on to "Stuart Little" next.

Here are some of the new commands we are using in the classroom. Please use these at home so your child can hear the language a much as possible. If you would like more words or have any questions about the language you can call us at ext. 247 or Mr. Jason at ext. 228. There is also language table every Thursday from 5:00-7:00.

Bizindawishin—Listen to Me
Zaaga'an—Use the bathroom
Daga Miizhishin—Please give it to me
Daga Weweni—Please be careful

Don't forget parent / teacher conferences the week of March 4th!!

Ms. Virginia, Ms. J and Ms. Jenn

Ma'iingan News

What's Happening....

March will be another busy month of learning in the Ma'iingan Room. This month we will be doing two units. One unit will be all about Dinosaurs and what the earth was like during that time. We will talk about science concepts such as earthquakes and volcanoes along with this unit. We will spend a couple of weeks on this unit as there is so much to learn and experience!

March is also time for Sugarbush! The children will not only be learning about the process of gathering and processing maple syrup, but they will also be experiencing it! Weather permitting we will be out in the woods setting out and gathering bags to fill our buckets with sap. We will then bring the sap back to the center to be boiled in our own equipment on site. The children really enjoy being such an active part of this process!

Kindergarten readiness skills for March:

Letter recognition (upper and lower case)

Beginning and ending sounds of words (onset and rime)

Number recognition (1-10)

What's New....

March will be the time for our second Parent Teacher conference of the school year. We greatly appreciate the effort each family makes to attend these conferences. They are a beneficial time for us to talk about your child and all of the amazing things they are doing in the classroom. It is also an opportunity for us to check in with your family and offer any support or resources you may be in search of. Not only do we enjoy having your child in our classroom, we enjoy having your family as a part of our classroom. We look forward to meeting with all of you and hope everyone is able to attend!

Have a wonderful March!

Ma'iingan Room
Miss Beth
Miss Alicia
Miss Bernice
715—779-5030
ext 245

REMINDERS:

☺ Please send your child with all of their outdoor clothing each day:

- Boots
- Mittens
- Hat
- Snow pants
- Jacket

☺ Parent teacher conferences are March 4—7th

Ojibwemowin

Sugar Bush

Iskigamizigan

Boiling Sugar

Ombigamizigan

Maple Sugar

Ziinzibaakwad

News from Mr. Jay.....

Boozhoo Indinawemaaganidog,

This month has gone by so fast so here is a quick note for all of you.

We have recently compiled a vti wordlist that the teachers are using with the children.

Examples from our wordlist:

Aatebidoon *vti2-* turn off the light

Atoon *vti2-* set it down, put it down

Azhewidoon *vti2-* carry it/take it back

Baabii'itoon *vti2-* wait for it

Verbs transitive inanimate (vti) – are used with an animate subject and an inanimate object:

***giwaabandaan* o'ow odaminowaagan** – *you see* that toy

***niwaabandaamin* o'ow odaminowaagan** – *we (exc) see* that toy

***niwaabandaanan* iniw odaminowaaganan** – *I see* those toys

vti verb conjugation depends on subject person and number and on object number. There are two classes of vti verbs depending on a verb stem ending, consonant (class 1) or vowel (class 2).

I know that all the grammar usage may be a little difficult to understand because, after all, we are learning a new language, but it essential for us as second language learners to understand. Patience and hard work are needed in re-acquiring the Ojibwe language.

The Ojibwe language table takes place **every Thursday night from 5-7pm** at the ECC in the Mikinaak room. It's a potluck style event.

Mii o'o minik waa-anokiiyaang omaa noongom- That's all the work we will do here today

If you need any translations please do not hesitate to call me at 715-779-5030 ext.228

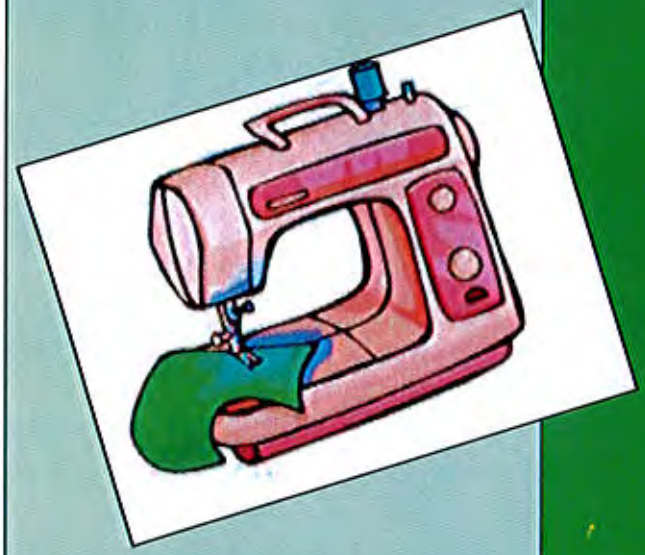
Weweni go

~Jason Schlender (Manidoo Noodin)

Rosie DeBungie Class
March 2nd 9am

ECC Sewing Class

Starting March 5th, 2013



EVERY Tuesday
5:00-7:00pm
ECC Large Motor Room

Regalia Making with teaching from Jeanne Balber

Some materials and machines available,
OR bring your own!
Please call Nicole (ext 257) at 779-5030 with any questions.

2013 ECC SUGAR BUSH!!

Sugar Bush Field Trips

Thursday, March 7th: Mashkodebizhiki

Tuesday, March 12th: Migizii & Makwa

Wednesday, March 13th: Ma'iingan & Esiban

COLLECTING SAP

Tuesday, March 19th: Migizii & Makwa

Wednesday, March 20th: Ma'iingan & Esiban

Thursday, March 21st: Mashkodebizhiki

Bus will leave at 9:30am

Return by 10:30am

WE WILL BE TAPPING!!

Dress warm. Families/Parents are encouraged to attend. Home Bose families are welcome to join us on any of these field trips.

Additional field trips will be scheduled to collect sap. We will be boiling at the ECC; stop in anytime!

If you have any questions, please contact Nicole (ext 253) or Jenny (ext 257) at 779-5030

Red Cliff Food Sharing Project

Variety of Food- LOTS of Produce, Meat & Breads

$25.00

suggested donation
(or whatever your family can donate; no family will be turned away)

Saturday, March 16th
10am-1pm
Red Cliff Youth Center

Buy your share ahead of time at the Upper Level Tribal Office!
Or sponsor a share for a family by donating $25 to the project.

Volunteers Needed!
8am-2pm - assist in unloading truck, setting up and cleaning up.

Volunteers needed for the morning and afternoon (you are not expected to stay the entire day).

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

LINKS FOR SCHOLARSHIPS.....

Helpful Links also on line at the Tribal Website: www.redcliff-nsn.gov

www.fafsa.gov: Free application for Federal Student Aid, this is a ***REQUIRED*** Financial Aid process

www.studentaid.ed.gov: Source for free information from the Department of Education on preparing for and funding education beyond high school.

www.federalstudentaid.ed.gov/pubs: TEACH Grant provides grants of up to $4,000.00 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

www.fastweb.com: Free scholarship search.

www.heab.state.wi.us: Wisconsin Higher Education Board; state administered financial aid.

http://dva.state.wi.us: Wisconsin tuition programs for Veterans, qualifying spouses and children.

www.vrna.net: Vocational Rehabilitation for Native Americans; will develop and deliver vocational support to eligible Native Americans/Alaskan Natives with disabilities. Funding for VRNA is provided through a grant from the US Department of Education.

www.ihs.gov: Indian Health Service has scholarship opportunities for Native Americans that are pursuing a career in the Health field.

www.aiefprograms.org or www.nrcprograms.org/site: Web site for the American Indian Education Foundation.

www.collegefund.org: American Indian College Fund; provides scholarships and other support for American Indian Students.

www.guaranteed-scholarships.com: Scholarships, grants and financial aid that are guaranteed.

www.collegeboard.com/student/pay/scholarships-and-aid: Scholarship search website to help you locate scholarships, internships, grants and loans.

www.catchingthedream.org: Provides scholarship assistance for students who demonstrate academic achievement; clearly defined goals; leadership; and the determination to succeed with a desire to return to their communities to help others to realize their dreams.

www.indian-afairs.org/scholarships: Association on American Indian Affairs has awarded scholarships to Native American College and Graduate students since 1948. (Not affiliated with the Bureau of Indian Affairs).

www.niea.org/media/scholarships.php: National Indian Education Association: has a listing of scholarships available throughout the U.S. NIEA is the largest and oldest Indian Education Organization in the Nation and strives to keep Indian Country moving towards educational equity.

LINKS FOR SCHOLARSHIPS.....

www.wiea.org: Wisconsin Indian Education Association awards scholarships annually. The scholarship is merit based and requires the student to write an essay and be above average academically.

www.worldlearning.org: Study abroad, programs for High School and Undergraduate students.

http://nces.ed.gov/collegenavigator: US Department of Education Institute of Education Sciences guided college search will help find a school for you.

www.aigcs.org: American Indian Graduate Center; provides educational assistance to American Indian and Alaska Native graduate students throughout the country. Scholarships listed for undergraduate students also. There is a free scholarship booklet to download that lists sources of scholarships for Native American Students. http://aces.nmsu.edu/academics/ird/index.html

Red Cliff Parents Please Take This Survey!

LET YOUR VOICE BE HEARD!

As a resident and stakeholder in the School District of Bayfield, **your opinion is important** as we develop plans for the future. In an effort to get as much feedback as possible, the district is **conducting a survey** and hosting **three community meetings.**

TAKE THESE 2 EASY STEPS

1 Complete a short online survey.

The survey is 13 questions and shouldn't take longer than 5 - 10 minutes. Your responses will help with development of a strategic plan for the future success of the District.

The survey is **online** via www.bayfield.k12.wi.us until **March 31, 2013.** If you do not have access to the internet, paper surveys will be available at each community meeting.

www.bayfield.k12.wi.us

2 Attend a community meeting.

Meetings will be facilitated and will focus on the future direction of our school.

Saturday, March 9
10 am - 11:30 am
Bayfield School Cafeteria
Bayfield, WI

Saturday, March 16
10 am - 11:30 am
LaPointe Elementary
LaPointe, WI

Wednesday, March 20
5:30 pm – 7:00 pm
Legendary Waters Resort & Casino
Red Cliff, WI

For questions, or more information, contact: daslyn@bayfield.k12.wi.us

Please consider an Ojibwe Language Immersion School in Red Cliff! ☺

March is Indigenous Cultures Awareness Month

All events are free and open to the public. All age groups are welcome!

Feb. 21: 5:30 p.m. Alvord Theatre – **Traditional Storytelling Event**

March 1: 7 p.m. Kendrigan Gymnasium– **Navajo Code Talker, Chester Nez with Judith Avila – Public Presentation, Book Signing, and Meet and Greet**

Chester Nez Book Signings, and Meet and Greets (he will not be speaking at these events)
March 2: 10 a.m. - 2 p.m. in Red Cliff at the Legendary Waters Resort & Casino Convention Center
March 2: 4 p.m. - 8 p.m. Bad River Lodge & Casino Convention Center

March 9: 6 p.m. Kendrigan Gymnasium- **Aztec Cultural Dance Group "Danza Mexica Cuauhtemoc"**

March 13: 3-4 p.m. Baldwin Commons/Alvord Theatre – **Tribal Nation Flag Dedication Ceremony**

March 13: 6 p.m. Alvord Theatre – **Tribal Sovereignty Panel (Public Presentation)**

March 15: 6 p.m. Kendrigan Gymnasium – **Traditional Inuit Northern Games Presentation and Demonstrations**

March 18-23: Northland College campus – Native American Awareness Days
All events are hosted by the Northland College Native American Student Association (NASA).

Mon. 18: 5 p.m. **Native American and N.A.S.A. Alumni Recognition Dinner & Social,** Sigurd Olson Environmental Institute (SOEI), dinner provided, **please RSVP by March 4**, to Kat Werchouski, Coordinator for Multicultural Programs: kwerchouski@northland.edu or (715) 682-1344

Sat. March 23: Kendrigan Gym – **39th Annual NC Spring Powwow**
All dancers and drummers welcome. Free admission. Vendors will be present.
Grand Entries: 1 p.m. and 7 p.m.. Feast: 5 p.m.

The titles and details of the events will be announced soon with additional information forthcoming for Native American Awareness Days.

Tue. 19:	*3 p.m. - Sigurd Olson Environmental Institute (SOEI)*
Wed. 20:	*10 a.m. - Sigurd Olson Environmental Institute (SOEI)*
Wed. 20:	*1 p.m. - Alvord Theatre*
Thu. 21:	*6:30 p.m. - Alvord Theatre*
Fri. 22:	*6 p.m. - Sigurd Olson Environmental Institute (SOEI)*

March 29: 9 a.m. - 3 p.m. Alvord Theatre - **"Walking in Two Worlds" Conference & Symposium**
Presenters will discuss their unique perspectives on the two world experience of Native Americans trying to maintain their cultural identity while at the same time surviving in the contemporary mainstream society. Featured keynote speaker will be Anton Treuer, PhD - Author of several books including "Everything You Wanted to Know About Indians But Were Afraid to Ask" and "The Assassination of Hole In The Day". Breakout sessions and plenty of time to discuss and network. Lunch will be provided. **Register by March 15,** with Karen Breit; breitk729@myemail.northland.edu or (715) 699-2294.

Sponsors: Native American and Indigenous Culture Center (NAICC), Otto Bremer Foundation, Northland College Native American Student Association (NASA), Multicultural Office, Northland College Student Association (NCSA), and in part by the Global Awareness Fund of the Duluth Superior Area Community Foundation.

For more information contact: Katrina Werchouski, Coordinator for Multicultural Programs, Northland College
(715) 682-1344 • kwerchouski@northland.edu • www.facebook.com/NC.Kat
Find the Northland College Native American Student Association (N.A.S.A.) on Facebook.

NORTHLAND COLLEGE
Community Connections
northland.edu/naicc

A LEGENDARY WATERS RESORT & CASINO ALL AGES FAMILY EVENT

Great Scott

It Must Be Magic!

Saturday, April 20th

at 7:00 p.m.

General Seating

Doors Open at 6:00 p.m.

$10 IN ADVANCE

$15 AT THE DOOR

Tickets ON SALE at

Legendary Waters Hotel Desk

Alcoholic Beverages and Smoking Not Allowed in Event Center during this Performance.

800.226.8478 or 715.779.3712

Located 3 Miles North of Bayfield on Highway 13

SPECIAL! FAMILY FRIENDLY BUFFET

Served 4:00 to 9:00 p.m.

$10 Adults - $6 Kids 6 to 10 - Kids 0 to 5 FREE

Subject to change and/or cancellation. Not responsible for damaged or lost tickets. Limited seating. 2013

Ten Outdoor Winter Activities

1. SHOVEL SNOW: Simple ideas are sometimes the best. Nothing inspires children like a "work project," and snow can provide a wonderful outlet for extra energy. Shovel paths in the yard, or even a whole area of the yard so you can play a game. All you need are some sturdy child-sized shovels and enthusiasm. Add a wheelbarrow or wagon for hauling, and you'll have a wealth of cooperative and imaginative play!

2. BUILD AN IGLOO OR FORT: Here's another group project, with plenty of opportunities for hearty exercise, working together and creative play. Tote pans packed with snow make wonderful building "bricks." Or, make a fairy castle, using snow packed into interestingly-shaped containers such as Jell-O molds or Bundt pans.

3. CREATE A SNOW SCULPTURE: Learn about snow animals – polar bear, snow leopard, snow rabbits. Then bundle up and make a snow sculpture. And that's only the beginning. The possibilities are limited only by the imagination! Snowman, snow cars or trucks, or other animals all get children moving and provoke inventiveness. A row of snowballs placed end to end make a caterpillar. For smaller children, fill a sand and water cart with snow and let them play till it melts!

4. OBSERVE BIRDS: Once you start bird watching, you'll be amazed how much can be observed and learned! Put up a birdfeeder outside your classroom window. Some fir branches or a tree near the birdfeeder gives the birds a place to hide, and you'll find they stick around. Borrow a few bird books from the library and keep a list of all the birds you see. Children will keep you busy with all their observations and contributions to a bird list. Make patterns of birdseed in the snow and watch what happens! Draw pictures or make bird sculptures.

5. TRACKING: Teaching environmental responsibility and a love for the natural world starts very young. Even very small children can learn some basic tracking. Some books from the library will help. Some are big, some little. Can you identify any? Make and observe your own tracks, or even a snow angel!

6. LEARN ABOUT SNOWFLAKES: A life-long love of nature can start with something as simple as observing snowflakes. Catch falling flakes on black paper and study them with a magnifying glass (hint: Cold paper helps flakes last better, so keep some in the freezer ready for a snowfall). Learn about Wilson Bentley, the famous photographer of snowflakes (try *Snowflake Bentley*, by Jacqueline Briggs Martin) Or children may enjoy drawing their own. Here are some magnified images of real snowflakes:
http://www.its.caltech.edu/~atomic/snowcrystals/kids/samplecrystals.jpg

7. PLAY TAG: One of my favorite childhood memories is playing tag in the new-fallen snow. We'd tramp down paths, then play tag using only the pathways we'd made. Or make a large hole in the snow, and toss snowballs in for a game of snow basketball.

8. DRAMATIC PLAY: Read the book "The Mitten" by Jan Brett together, then act it out in the yard. Children can imagine themselves as the characters in the story. A blanket or tarp might make an excellent "mitten."

9. NATURE WALK: The natural world of winter is amazing when observed with all the senses. Talk with the children about what they might see, hear, feel, smell, or taste in winter. Then, on your nature walk, ask them to point out interesting nature objects or phenomena. When you get back inside make a list of the things you noticed. Make pictures or find out more from books.

- Sights: Shapes of snow drifts, colors in the snow (you'd be amazed!)
- Sounds: sound of the whistling wind, the quiet of the snow falling, roar of a snowplow
- Feel: The downy touch of snowflakes, soft (or spiky) pine needles or the rough bark of a tree
- Smell: fresh-cut pine, wood smoke, cocoa!

10. WINTER SCAVENGER HUNT: Make colored ice cubes by adding a few drops of food coloring to water. Hide them around the play yard and let the children hunt for them.

My Feelings Matter Poster Contest

The Children's Mental Health Matters Coalition, a group of parents and professionals dedicated to promoting children's mental health, is teaming up with community partners throughout Wisconsin for a youth poster contest. Creating artwork is one way to support the development of children's social emotional health. The theme of the poster contest is ***My Feelings Matter.*** The contest commemorates National Children's Mental Health Awareness week in May and highlights its importance all year round. Teachers, parents and caregivers may use this activity as a way to encourage youth to create art about their feelings and to conduct age-appropriate conversations about the importance of mental health. For more information and resources on how to promote positive mental health for all children, check out the community toolkit: http://wisconsinknowschildrensmentalhealthmatters.wordpress.com/promote-social-emotional-well-being-2

Entry age groups eligible to participate:

- Preschoolers
- K-2nd grade
- 3rd grade-5th grade
- 6th grade-8th grade
- High school

A prize will be awarded to a winner in each category and winning posters will be displayed at conferences and events.

All posters must meet the following standards:

1. Posters will be accepted between February 1, 2013 and March 18, 2013 (must be postmarked by 3/18/13)
2. All posters must express the theme: **My Feelings Matter**
3. **Paper size:** 11 inches X 17 inches
4. Posters must be two dimensional and must be original artwork
5. Posters must be created by one individual (no group posters will be accepted)
6. Text may be included, but it must be clear and readable
7. Using celebrities, cartoons, video games, movie/television characters, or other copyrighted images is not allowed
8. DO NOT sign the front of the poster
9. A completed registration form must be taped (not glued) to the back of each poster
10. Only one (1) entry per youth will be accepted
11. Posters that do not meet these guidelines will not be considered
12. Posters will not be returned and may be used for future promotional purposes
13. Parents and teachers may submit an entry on a youth's behalf
14. Original posters must be mailed to:
    Wisconsin Alliance for Infant Mental Health
    133 South Butler Street
    Suite 340
    Madison, WI 53703

My Feelings Matter Poster Contest

The Children's Mental Health Matters Coalition will determine the finalists in each category. The finalists will be posted on the http://wisconsinknowschildrensmentalhealthmatters.wordpress.com/ blog and the winners will be selected by a popular vote through the blog.

Notification of Winners:

The prize winners will be notified by email on April 17, 2013. The winning posters will be used to promote Children's Mental Health Awareness Week, May 5-May 11, 2013 and its importance year-round.

Children's Mental Health Awareness
Contest Entry Form

Print student name: _____
Grade level and age: _____
Student school or organization if applicable: _____
Print parent/guardian name: _____
Parent signature*: _____
Parent/guardian primary telephone: _____--_____--_____

Parent/guardian email address: _____
Please describe your work of art in 100 words or less:

* By entering the Children's Mental Health Matters Coalition ("Coalition") Poster Contest, entrants and their parents or legal guardians agree to:

1. Abide by the standards listed on page 1
2. Be bound by the decisions of the judges and/or the Coalition, which are final and binding on all matters relating to the contest.
3. Have all entry materials become the sole property of the Coalition upon submission. Entries will not be returned. The Coalition will own and have unrestricted use of entries, including but not limited to free and unlimited rights of the Coalition, its agents, and partners to use, modify, reproduce, publish, publically distribute, and publically display the entrant's artwork.
4. Accept all risk and consequences of entry and participation in the contest and agree to release and hold harmless the Coalition, its agents, and partners from any and all liability, losses, damages, and costs and expenses arising from or related to this contest.
5. Allow the use of the contestant's name and information in connection with advertising and promotional materials and activities for this contest without further permission and without compensation of any kind.
6. Acknowledge that the Coalition reserves the right to suspend or cancel the contest, in its sole discretion, at any time.

Support First Nations Online

Announcing the 2013 Young Native Writers Essay Contest

The Young Native Writers Essay Contest is a writing contest for Native American high school students and is designed to encourage young Native Americans to write about the progress their tribal communities have made and how their tribal communities can keep moving forward.

The voices that emerge from this program honor the legacy of every Native American who has ever lived. Add your words to the thousands submitted through this project - all writers receive a Certificate of Honor for their submission.

The Holland & Knight Charitable Foundation's goal of promoting education and creating new opportunities for youth has inspired this essay contest. Partnering with Holland & Knight in this endeavor is the National Museum of the American Indian.

Entry Deadline is 11:59:59 p.m. ET on Monday, April 1, 2013.

For more information click here

First Nations Development Institute
351 Coffman St. • Suite 200 • Longmont, CO 80501
Phone: (303) 774-7836 • Fax: (303) 774-7841
Click here to unsubscribe or manage your subscriptions

PLAIN TALK for Parents

About Your One- to Two-Year-Old Child

Every child and parent is unique. This information highlights patterns of growth and development that apply to most children. As you watch, listen to, and play with your child, you'll discover when she or he is ready for new activities and skills. You'll find your own ways to use old and new ideas to fit your personality, your family, and your child's needs.

GENERAL TRAITS

- Explores everything by touching, tasting, carrying.
- Can usually turn pages of a large picture book.
- Language varies a lot - words may include "Mama," "Dada," "Ball," or "No."
- Likes hugs, smiles, kisses.
- May nap less than as an infant.
- Imitates adult actions, words, noises.
- Helps feed him/herself.

WHAT A PARENT CAN DO

- Allow your child freedom to move & explore.
- Keep your house safe for your child - it helps to go through the house on your hands & knees. Put breakable & dangerous things out of reach.
- Keep poisons, medications, cleaning solutions in a locked cupboard. Keep the Poison Center number on hand for emergencies.
- Talk with your child as if you were carrying on a conversation. This helps your child learn to talk & understand.
- Play the "name game" by pointing to things & saying the names aloud.
- Save "no" for important matters. When you say "no" explain why. As in "No - the stove is hot," or "No - fire will burn you."
- Accept normal childhood spills & bumps without fuss.
- Respect your child's eating habits. Tastes & appetites change from day to day. Use small portions. Don't force your child to eat.
- Drop the idea of toilet training until your child is at least two years of age.
- Enjoy playing with your child - doing peekaboo, singing, dancing, or rolling a ball.

TOYS FOR THE 1- TO 2-YEAR-OLD

- Pull & push toys
- Balls
- Blocks
- Water toys
- Pocketbook
- Pots & pans with covers
- Simple boxes to open & close
- Nest of circular plastic cups to fit & take apart, fill & dig with
- Wooly or soft cloth animals & dolls - eyes should be painted or embroidered, not buttons
- Books - cloth & heavy cardboard with familiar objects & bright colors

This material was adapted from *St. Mary's Hospital Medical Center Guide to Health* with their permission.

Better Badger Baby Bus Tour

Northwestern Mutual

Children & Families

PLAIN TALK for Parents

About Your Two- to Three-Year-Old Child

Every child and parent is unique. This information highlights patterns of growth and development that apply to most children. As you watch, listen to, and play with your child, you'll discover when she or he is ready for new activities and skills. You'll find your own ways to use old and new ideas to fit your personality, your family, and your child's needs.

GENERAL TRAITS

- Behavior may change quickly from loving to independent & back again.
- Needs little help climbing up & down stairs.
- Demands a lot of parental attention.
- May hold a glass of milk in one hand.
- Knows several hundred words & may speak in two- or three-word sentences.
- Loves to be read to but may not have the patience to go through a book cover to cover.
- Begins to help dress (undressing comes first).
- Uses a spoon in feeding.
- May achieve toilet training or show interest in using the toilet.
- Likes to imitate adult activities.
- Enjoys other children but may find sharing difficult.

WHAT A PARENT CAN DO

- Your child's rebelliousness may be hard to take, but accept it as a positive stage of development, as an attempt to move away from babyhood. ("No" will often mean "yes," so look for other cues as well.)
- Keep rules to a minimum. Ask yourself: How many "no's" are needed for this age?

- Let your child express all feelings, negative as well as positive.
- Allow your child to "help" with simple tasks.
- If you begin toilet training & your efforts don't pay off in a week or two, your child isn't ready. Go back to diapers.
- Present nutritious meals but don't push your child to eat. Your child is too young to learn table manners.
- Develop routines to help ease bedtime and leave-taking. A nighttime routine might be a bath before bedtime, a book, a good-night kiss, a hug, and a tuck into bed.
- Pay as little attention as possible to temper tantrums.

TOYS FOR THE 2- TO 3-YEAR-OLD

- Cars & trucks
- Pail & shovel
- Baskets
- Dolls - soft & washable
- Large crayons & finger paints
- Toys that teach shapes
- Play dough
- Balls
- Blocks
- Books
- Riding toys & wagons
- Old keys
- Hammer & pegboard
- Large brushes for "painting" with water
- Cloth squares of bright colors

This material was adapted from *St. Mary's Hospital Medical Center Guide to Health* with their permission.

Better Badger Baby Bus Tour

Northwestern Mutual

Wisconsin Council on Children & Families

Eat 5 or more servings of fruits and vegetables every day!

FARMERS' MARKET SEASON
Mid July to October

BUYING TIPS
Look for tomatoes which are well formed, smooth and reasonably free from blemishes. A perfectly ripe tomato will be completely red, have a sweet subtle aroma and are firm but not hard. Imperfect tomatoes can be used in cooking. Before using these tomatoes, check carefully and cut off:

- Bruised areas
- Green or yellow areas
- Growth cracks
- Water-soaked spots

STORAGE
Keep tomatoes at room temperature, away from dust and sunlight. Refrigerate only when overripe and can't be used immediately. Green tomatoes can be ripened by holding at room temperature, away from sunlight. To ripen more quickly, put them into a paper bag. Can be frozen-call your county Extension office for information.

PREPARATION
Wash tomatoes in cold water and then cut out stem ends (do not cut out stem of cherry tomatoes). Tomatoes can be peeled if desired. The most common way of slicing tomatoes is crosswise. However, slicing vertically from the stem end to the blossom end also makes nice slices, with less loss of seeds and juice.
To Peel: Cut shallow crosses in the blossom ends. Lower tomatoes into boiling water for 15-30 seconds. Remove from hot water, and cool in cold water. The skin should peel off-easily with a knife from the cut area.

SERVING IDEAS
Tomatoes are delicious served fresh in salads, on sandwiches, or eaten "as is." But, they're so versatile that they can be stuffed, stewed, fried, baked and used in sauces, dressing, casseroles and soups.

KEY NUTRIENTS
Vitamin C for healthy gums, skin and blood.
Potassium to maintain normal blood pressure.

RECIPES

Stuffed Tomato Salad

1 tomato
1 rounded tbsp. low fat cottage cheese
1 tbsp. green pepper, chopped

Cut off top of tomato (stem end) and remove seeds. Cut from top halfway down as to make wedges. Chop green peppers and mix with cottage cheese. Place mixture in tomato. Place on lettuce leaf. Chill and serve. Serves 1

Salsa

2 medium tomatoes, chopped
4 oz. can green chiles, chopped
1 cup corn
½ cup onion, chopped
½ tsp. chili powder
½ tsp. sugar
¼ tsp. oregano
⅛ tsp. cayenne pepper
¼ tsp. salt

Combine all ingredients. Cover tightly. Cook on stovetop (about 20 minutes) or (use microwave safe dish) in microwave (about 5 minutes) until boiling. Refrigerate at least 4 hours before serving. Serve with any Mexican food.

Department of Health & Family Services
Division of Public Health PPH 40009 (04/99)

Recipes

Stir-fried Green Beans with Ground Beef

1 teaspoon vegetable oil
1 small onion, chopped fine
2 teaspoons chopped fresh ginger, ***OR***
½ teaspoon ground ginger
½ pound extra lean ground beef, ***OR***
lean ground chuck
1 pound green beans, ends trimmed
2 tablespoons light soy sauce
1 tablespoon water

Heat oil over moderately high heat in a large skillet or wok. Add onion and ginger; cook 1 minute, stirring frequently. Add beef and cook for 5 minutes; stir frequently to prevent burning. Add beans, soy sauce and water; cook for 3 minutes, or until beans are slightly tender. 4 servings.

Fried Rice with Vegetables

1 tablespoon vegetable oil
½ small onion, chopped
1 clove garlic, finely chopped, *optional*
½ cup each: grated carrot
grated cabbage, and
grated zucchini
2 tablespoons light soy sauce
3 cups cooked brown or white rice
2 eggs, beaten

Heat oil in a wok or large skillet. Add onion and garlic and cook until yellow. Add vegetables and soy sauce; stir-fry until tender.
Add rice and eggs; cook over medium heat, stirring continuously, until eggs are cooked. 4 to 6 servings

State of Wisconsin
Department of Health and Family Services
Division of Public Health PPH 40040 (05/01)

Stir-Frying

Eat 5 or more fruits and vegetables every day!

Stir-frying is a quick, easy and nutritious way to cook vegetables

FARMERS' MARKET SEASON
June through October

BUYING TIPS
Choose peppers, broccoli, summer squash, green beans, or other vegetables needed for your stir-fry recipe. Check the buying tips found on the vegetable cards for your selections.

STORAGE
Most vegetables taste best when used soon after picking. Check the storage information found on the vegetable cards for your selections.

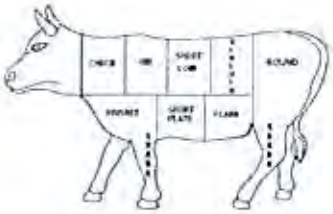
PREPARATION
Wash vegetables thoroughly in cold water. Cut vegetables in pieces that are all about the same size. Pat vegetables dry with paper towels before adding to hot oil.

To stir-fry:
Heat about one tablespoon of vegetable oil in a heavy skillet or wok on medium-high heat. When the oil is hot, add vegetables, stir and cook until vegetables are crisp-tender. Add soy sauce or other flavorings to season.

KEY NUTRIENTS
Vegetables contain fiber and a variety of vitamins, minerals and other substances that promote wellness. Each vegetable has a special mix of nutrients, so include a good variety of vegetables in your diet.

For more specific nutrition information, check the individual vegetable cards.

How do I Understand Different Cuts of Beef? Where's The Beef?



By: Mark R. Vogel
epicure1@optonline.net

Comprehending all the different cuts of beef can be a little confusing. For example, did you know that a strip steak, New York strip, Kansas City steak, club steak, shell steak, and top loin steak all come from the same section of beef? Who wouldn't be confused with such jargon? The diagram below depicts all the cuts found on your typical bovine.

Beef is muscle tissue. The first thing that must be understood is that frequently used muscles are tougher and generally require long, slow, moist heat cooking methods to loosen their connective tissue, while lesser used muscles are tender and need dry heat methods. Moist heat cooking methods for beef include braising, boiling and stewing. Dry heat methods include sautéing, grilling, roasting, and broiling.
The chuck, brisket, round and shank are the most exercised muscles and hence, the toughest. A pot roast can be made from chuck via braising, (cooking the meat in a small amount of liquid for an extended period of time). Chuck is also useful for stew meat, making stock, and ground beef. Your average hamburger is mostly ground chuck. The brisket is home to corned and barbequed beef. The infamous corned beef and cabbage is made from boiling the meat. Pot roast can also be done with brisket, again by braising.

A great sources for USDA PRIME beef that is shipped to you fresh not frozen. Check out MyButcher.com

The round includes the top round, bottom round, heel round, eye round, and rump roast. Sometimes ground beef is made from the round as well. Although all round cuts are tough, the top round is the tenderest, relatively speaking. Because of this, it can be roasted. London broil comes from the top round and can also be grilled. All of the others however, do best made into roasts with moist heat methods. One exception is your deli roast beef. Because it is sliced thin, producers can get away with roasting, (dry heat), the bottom or eye round which are cheaper than the top round. Notice that making a "roast" does not necessarily mean that the meat will be roasted. At the risk of belaboring the point for clarification, roasts such as pot roasts from tough cuts, require braising. Roasts made from more tender meat are made by actually roasting.
The shank is definitely best when braised as in the classic dish osso buco. It can also be used for stews and stocks.

The short plate and flank contain meat of medium toughness. The muscle fibers are relatively coarse but contain sufficient intramuscular fat to maintain tenderness. The short plate gives us short ribs which are braised or boiled as in New England boiled beef. Skirt steak, (from the short plate) and flank and hanger steaks, (from the flank), are delicious when grilled. However, they must not be overcooked, benefit from being marinated, and should be cut against the grain for a softer texture. Mexican fajitas are often made from marinated strips of flank steak.

The rib, short loin, and sirloin render the most delicate cuts of beef. Broiling, grilling, sautéing and roasting reign supreme here. Rib steaks, (also known as delmonico or prime rib), rib eye steaks, (without the bone), and rib roasts, naturally come from the rib. The sirloin provides a variety of sirloin steaks differing on where in the sirloin they are cut from. Sirloin can also be ground and mixed with ground chuck for primo hamburgers.

Finally, the crème de la crème of beef: the short loin. Picture a porterhouse or T-bone steak. The larger side is referred to by all the names at the top of the article: top loin, strip, New York strip, shell steak, etc. The smaller side is the tenderloin or filet mignon. The porterhouse and the T-bone are the same except that the porterhouse is cut from the larger end of the short loin and thus provides more of the filet mignon. Both the top loin and the tenderloin can be cut into individual steaks, or larger roasts. In the case of the top loin, the steaks may or may not be attached to the bone. The tenderloin is always boneless except when part of a porterhouse or T-bone steak.

Whichever you have - allergy or intolerance - work with your doctor to identify the foods that trigger a reaction, learn where they lurk and avoid them as you would a patch of poison ivy.

The following chart will help you sort out your symptoms and their causes:

What's the difference?	Food Allergy	Food Intolerance
Symptoms	Frequently causes a rash or hives to develop quickly. Includes swelling of the lips, tongue and face. Respiratory symptoms include runny nose, scratchy throat, cough, shortness of breath, and/or asthma. Gastrointestinal problems include vomiting, abdominal cramps, and diarrhea. People sometimes feel dizzy and a sense of impending doom.	Headache, stomachache, bloating, vomiting, diarrhea.
Timing of symptoms	Begin within minutes to several hours after ingestion.	Begin an hour up to a day afterward.
Amount of food eaten	Any amount causes symptoms; symptoms occur consistently.	May be able to tolerate small amounts; sometimes no symptoms.
Treatment	Avoidance. Medications for accidental exposure. See an allergist and a registered dietitian.	Limit amount consumed. See a gastroenterologist and a registered dietitian.

1. While live cockroaches and their droppings can cause allergies, a dead cockroach is most likely to trigger allergies. If cockroaches are a problem in your neck of the woods, make sure you not only set out traps ("roach motels") to kill them, but that you also get rid of their carcasses.

2. Mold is a leading cause of seasonal allergies. It can grow in sunlight or shade and enjoys a wide range of temperatures, between 40-100 degrees Fahrenheit. But the one thing it can absolutely not grow without is moisture. Keep surfaces in your house clean and dry, and rotate your bathroom and kitchen towels regularly. If you find mold in your house, take the necessary steps (bleaching surfaces, replacing drywall or carpets, etc.) to get rid of it.

2. The average used mattress contains between 100,000 to 10 million dust mites. Because dust mites thrive on dander (dead skin and hair particles from humans and pets) it's important to wash bedding regularly and use a protective cover over your mattress. It's also said that dust mites and their waste make up 10% of the weight of a two-year-old pillow. Never go to bed with wet hair; mites prefer a warm, moist environment.

4. Hay fever is actually not caused by hay – and it's not even a fever. It's caused by pollens and spore-producing molds that are found in high concentrations during the haying season, which just so happens to be the seasonal allergy season.

5. Pets can be a source of allergies, but their fur is not to blame. Rather, the culprit is a protein that's found in their skin and saliva. Dead skin cells (dander) become airborne when pets shed their fur. Long-haired pets often shed more hair, which makes short-haired pets less of a problem for allergy sufferers.

6. Contrary to popular belief, flowering plants are less likely than trees and grass to trigger pollen allergies. That's because flowers produce pollen that is too large, heavy and sticky to be carried by the wind – and into your respiratory tract – compared to the light, dry pollen produced by weeds, grasses and trees.

7. Tree nuts such as almonds, cashews and walnuts, along with peanuts (which are actually a legume, not a nut), are more likely to cause food allergies than tomatoes or strawberries.

8. Pollen counts, which measure the concentration of pollen grains per square meter of air in a 24-hour period, are highest between 10 a.m. and 4 p.m. If you suffer from seasonal allergies, try to stay indoors during this time period.

9. To kill dust mites in bedding and other washable items, you must use water that is at least 130 degrees Fahrenheit. Cold water doesn't work because you can't drown a dust mite, and you need to destroy their waste.

10. Many people mistakenly believe they have a milk allergy if they have tummy troubles after eating dairy products.

Gastrointestinal complaints are actually caused by the body's inability to digest milk sugars (lactose), better known as lactose intolerance. A true milk allergy is rare and is caused by an allergic reaction to the proteins found in milk, which has nothing to do with digestion.

http://www.lifescript.com/quizzes/health/wh

KidsHealth.org

The most-visited site
devoted to children's
health and development

Sleep and Your 1- to 2-Year-Old

Toddlers are increasingly aware of their surroundings, so distractions might disrupt them at bedtime. Their growing imaginations can start to interrupt sleep, too. Now more than ever, a simple and consistent bedtime routine is a parent's best bet for getting a sleepy toddler snugly into bed.

Toddlers and Sleep

You're the best judge of how much sleep your child needs. Most toddlers between the ages of 1 and 2 require about 10-13 hours of sleep a day. Whether all these hours are slept at night or split up between nighttime sleeping and daytime naps is up to you.

Some parents find that their kids need that sleep during the day. Others find that daytime napping interferes with a good night's sleep and that a rest period (quiet playing or reading) works better. If this occurs, you may want to combine two short naps into one or do away with naps altogether. That's OK—kids don't need to nap every single day.

It may take several weeks of experimenting until you find the right combination of sleep and naps. Just make sure your toddler is getting enough rest. It can mean the difference between a happy, sunny disposition and a cranky, hard-to-manage child. Try to get in tune with your little one's needs and personality.

Where and How Should a Toddler Sleep?

Most likely your 1- to 2-year-old will still be sleeping in a safe, secure crib. Remember not to put any extra-large soft toys or stuffed animals in the crib, and look out for items with ties or strings that could wind up around your toddler's neck. Also, be on constant lookout for nearby objects your child might be able to reach from a standing position in the crib: curtains, window blind pulls, pictures, or wall hangings are all possibilities.

Your curious toddler may be looking for ways to climb over the crib railing in an effort to "break out" of the crib. Don't leave a lot of toys to pile up and climb, and if you haven't taken down those bumper pads, do it now so that your child doesn't try to use them as a step.

If you have an active climber who is getting out of the crib and suddenly appearing in the living room, you might want to consider moving him or her to a bed. It will be difficult at first to keep your toddler in it, but at least you'll know your child won't be hurt climbing out of a crib.

Sleep Problems

Your toddler also may begin waking up at night, for several reasons. Sometimes it's discomfort, such as teething pain or illness. Sometimes it's mild separation anxiety: "Where's Mommy? Where's Daddy?" Dreams and nightmares can begin to affect toddlers, who have a difficult time distinguishing these from reality. Be mindful of any videos or books he or she sees just before bedtime, and keep the content mild.

Look around for an environmental cause for your toddler's nighttime awakenings. Toddlers are notorious for not staying covered at night, so in the colder months you might want to dress your child in heavy pajamas for warmth.

Is there too much noise coming from an adjoining room? Toddlers will learn to sleep with some noise, but a loud TV or too much conversation close by can be disrupting.

Check out your child's room from your perspective. Make it someplace you would sleep soundly and chances are you'll make it more comfortable for your toddler.

Helping Your Child Sleep

By now you've probably found the right combination — like a warm bath and a bedtime story — that helps relax your child. Stay with it and don't let it get overly long. The backrub that seems like a treat now may not be so appealing when it's demanded night after night for longer and longer periods. Decide how many drinks of water you'll allow and how many times you'll retrieve the toy that's thrown out of the crib in defiance of bedtime.

Get used to setting the rules and sticking to them. This not only helps your child get more sleep now, but also helps you later if other, more serious discipline problems arise.

If your toddler awakens in the middle of the night, just as when he or she was younger, you'll want to quietly and quickly provide reassurance that everything is OK and you are close by. But too much interaction can backfire, so keep your nighttime "visits" brief and boring for your toddler.

If you have an early riser, you can help keep sunlight from waking your toddler by keeping curtains or blinds closed. Also try putting a few safe toys in the crib — they may keep your child busy in the morning.

When to Call the Doctor

Sleep problems that seem severe to you, such as recurring nightmares, should be discussed with your doctor.

Reviewed by: Steven Dowshen, MD
Date reviewed: September 2011

Nemours.

Note: All information on KidsHealth® is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor.

HEALTHY BREATHING AT HOME

THE NATIONAL CENTER ON Health

Tips for Families from the Head Start National Center on Health

Help Prevent Asthma: Keep Your Home Smoke-Free

Why Is It Important?

- Children should be in places that are smoke-free, all of the time.
- Secondhand and thirdhand smoke are triggers for asthma, but you can avoid them.
- Cigarette smoke contains chemicals, including some that can cause cancer.

What Is Asthma?

Asthma is a condition that causes swelling and narrowing of the airways. Asthma can cause chest pains and tiredness, and make people wheeze and cough.

What Is Secondhand Smoke?

Secondhand smoke is tobacco smoke in the air. It is the smoke that people breathe in from cigarettes, pipes, and cigars.

What Is Thirdhand Smoke?

Thirdhand smoke is smoke that stays on surfaces and fabric even after someone finishes smoking.

Things You Can Do to Help Your Child

- The most important thing you can do to help a child with asthma is to have a smoke-free home.
- Secondhand smoke is never safe.
- Secondhand smoke can cause infections.
- Because children are smaller and still growing, secondhand smoke is even more dangerous for them than it is for adults.
- Children are in the hospital for asthma more often than for most other health problems.
- Children with asthma miss more days of school than children without asthma.
- If a child has asthma, breathing in secondhand smoke can cause more severe asthma attacks.
- Being near secondhand smoke can cause children without asthma to have asthma-like symptoms.
- Chemicals from tobacco smoke (thirdhand smoke) may stay in the air and on your clothes for days or weeks after a cigarette is put out.
- Thirdhand smoke is never safe.
- Your pediatrician can help you or others quit smoking.

live well, work well

February 2013

Fiscal Cliff Deal: The Good and the Bad

On Jan. 1, 2013, the House of Representatives voted on and approved the Senate's proposed solution for avoiding the so-called fiscal cliff that was predicted to happen when the tax cuts enacted by the Bush administration expired.

Whether the fiscal cliff deal will boost or put a damper on the country's economy is a subject of much debate.

Highlights of the fiscal cliff deal include:

- Permanent extension of Bush-era income tax rates for individuals earning $400,000 (or $450,000 if married) or less annually
- For individuals earning more than $400,000 (or $450,000 if married) annually:
  - The Bush-era income tax rates will expire, meaning their tax rates will rise from 35 percent to 39.6 percent
  - The capital gains and dividend tax rates will increase to 20 percent from 15 percent
  - The two new Medicare taxes, enacted in the Affordable Care Act, for high income earners are permitted
- Permanent rates for the Alternative Minimum Tax (AMT)
- The AMT is indexed for inflation
- Continued extension of unemployment benefits for one year for the long-term unemployed
- Extension of several expired "temporary" tax breaks for individuals for one or two years

- Expiration of the two-percentage point Social Security payroll tax cut, increasing the rate from 4.2 percent to 6.2 percent
- Estate taxes rise from 35 percent to 40 percent on amounts to over $5 million dollars (indexed from 2010).

While the full effects of the deal remain unknown, some economists are saying that the permanent decrease in taxes will likely increase consumer spending and optimism. Others contest that the changes in tax rates could slow the economy and reduce growth.

Feb. 14 is National Donor Day

Donating isn't just for the wealthy—almost anyone can donate organs, tissue, marrow, platelets, blood and plasma, and it doesn't cost a thing.

For National Donor Day this year, set up a blood drive or bone marrow registry drive in your community, or register as an organ, tissue or marrow donor.

While the number of blood transfusions increases by 9 percent each year, only 5 percent of eligible donors donate blood. Since blood cannot be manufactured, the only way to gain blood for transfusions is through blood donation. Your blood donation will save lives.

DID YOU KNOW

Eighteen people will die each day waiting for an organ.

While many organs can only be donated by deceased donors, others can come from living donors as well.

Staying Hydrated in the Winter Months

While staying hydrated is important year-round, it's especially difficult in the winter months. Cold weather can make your skin dry and flaky, and can make drinking water seem like a chore. Follow these tips for staying hydrated this winter:

- Make your water taste better - Try infusing it with fresh fruit (lemon slices, berries, cucumber slices, etc.) and keeping a full pitcher handy in the fridge.
- Eat plenty of fruits and veggies - Apples are made up of about 84 percent water, while tomatoes are 94 percent water.
- Mix up cold, hot and room temperature drinks - Try having a cup of hot tea in the morning, drinking ice water with meals and placing a water bottle next to your bed for middle-of-the-night cravings.
- Take water with you - It is easy to stop at a soda machine when you're out and about, but taking water bottles with you (in your purse, car, etc.) may help you avoid giving in to sugary drinks.

Be Frugal Do It Yourself

There's more to thrift than just shopping sales. If you save 50 cents on a bag of potatoes, but then spend $20 getting fast food because you don't make time to cook, you're not getting ahead. Increase your independence and save money in the long run. Learn how to do the following things:

- Garden - Grow your own fruits and veggies. Go all-out and grow squash, potatoes, tomatoes and more, or start small by cultivating your own fresh herbs.
- Cook and bake - Stop wasting your money on eating out. Plan your meals at the beginning of the week, get groceries and stick to your plan. Pick up a few cookbooks at the library—whether you're looking for quick meals, healthy snacks or sumptuous desserts, there's a cookbook to meet your needs.
- Can and preserve - Buy produce in bulk when it's in season or on sale, or grow your own. Can or preserve it for later in the year when produce costs skyrocket.
- Sew, knit or crochet - Hiring a seamstress for alterations can be expensive. Giving up on your favorite pair of jeans because the button falls off is just unnecessary, and even the simplest curtains can be costly. Sewing, knitting and crocheting are excellent ways to get exactly what you're looking for without spending a lot of money.
- Household repairs - While some things are best left to professionals, others can be done by pretty much anyone—learn to unclog drains, re-caulk showers and fix squeaky doors and you'll save yourself a big chunk of change.

Quinoa & Black Bean Salad

Quinoa is a grain that provides all nine essential amino acids, making it a complete protein. It is cholesterol- and gluten-free as well. This quinoa and black bean salad is a healthy lunch option.

½ c. dry quinoa
1 ½ c. water
1 ½ tbsp. olive oil
3 tbsp. lime juice
¼ tsp. cumin
¼ tsp. ground coriander
2 tbsp. cilantro, chopped
2 medium scallions, minced
1 can (15 oz.) black beans, rinsed and drained
2 c. tomato, chopped
2 medium bell peppers (1 red, 1 green), chopped
2 fresh green chilis (or to taste), minced
Black pepper (to taste)

Rinse quinoa in cold water. Boil water in saucepan, add quinoa. Return to boil. Simmer until water is absorbed, 10 to 15 minutes. Cool 15 minutes. Meanwhile, mix olive oil, lime juice, cumin, coriander, chopped cilantro and scallions in small bowl. Set aside. Combine chopped vegetables with black beans in large bowl. Set aside. Once quinoa has cooled, combine all ingredients and mix well. Cover and refrigerate until serving.

Brush Your Way to a Day of BRIGHT SMILES

START

You ate cereal with banana slices for breakfast. **Move ahead 3 spaces.**

You forgot to brush after breakfast. **Move back 2 spaces.**

You brushed after breakfast. **Go again.**

You helped your teacher get the morning snack of apple juice and crackers ready! **Move ahead 1 space.**

You ate macaroni and cheese with salad for lunch. **Move ahead 1 space.**

You played a running game outside with your friends. That was good exercise! **Move ahead 2 spaces.**

You ate lots of snacks and didn't brush your teeth. **Move back 4 spaces.**

YOU WIN!

You ate chicken and vegetables for dinner. **Go again.**

You brushed before bedtime. **Move ahead 2 spaces.**

Colgate BRIGHT SMILES, BRIGHT FUTURES™

THE AMERICAN DIETETIC ASSOCIATION FOUNDATION

Game Instructions

Read the instructions below and have fun playing along with your children.

Object: Be the first player to reach the finish.

Getting Ready: You will need: paper or cardboard one-inch squares; game pieces.

1. Make your playing cards by cutting out 8 one-inch squares from paper or cardboard.
2. Label two cards each with the numbers 1, 2, 3 and 4. Draw dots on each card to match the number on the card. (Eight cards in all).
3. Cut out the game pieces (see reverse side)

How to Play

1. Mix up the playing cards and turn them with the numbers facing down.
2. Each child chooses a game piece and places it in the space marked Start. The youngest child starts by picking a card. Read the number or count the dots. Move the game piece the same number of spaces.
3. Tell the child if he/she lands on a space with directions, you will read them out loud and he/she must follow the directions to move the game piece forward or back.
4. If you land on a blank space, your turn ends. The other child then takes his/her turn.
5. The first player to reach the end wins!

Note: Two players can be in the same "square."

Who Is Your Child's Greatest Role Model?

You are! Recent studies by the American Dietetic Association Foundation[1] show that it's not sports heroes or entertainment celebrities that children most want to be like – it's you.

You have lots of great opportunities to be an example and put your child on the right track. Some of the simplest ones can be among the most important.

Brushing Bonanza:

Make toothbrushing a regular part of your family routine. Brush with your child after breakfast and before bedtime.

Play a "String" Instrument!

Floss for you child once a day, to remove plaque and food that brushing may have missed.

Watch What You Eat, Your Kids Do...

Make healthy food choices for yourself and your family. A nutritious diet impacts not only your child's health, but his/her success in learning, too.

Play it Smart with Snacks:

Offer nutritious snack choices for your child – but don't let him/her snack throughout the day. Constant snacking can lead to plaque and cavities.

Why Do Kids Eat? Why Do You Eat?

Kids often eat excessively when they're bored, angry, or depressed – rather than because they are hungry – just like adults. So ask your child what's eating him and maybe he won't be so hungry after all.

Above all . . . Get moving!

Plan activities with your child that don't involve the television set. Walk, run, bike, skate – whatever works in your neighborhood. The point is to do it – not to watch it on TV.

These simple steps will help get your child off to the right start today and everyday. **You** can lead the way to a healthy and fit body . . . and a smile that lasts a lifetime.

Colgate
BRIGHT SMILES, BRIGHT FUTURES®

THE AMERICAN DIETETIC ASSOCIATION FOUNDATION

[1] American Dietetic Association Foundation Knowledge Networks Family Nutrition and Physical Activity Study.
MyPyramid courtesy of U.S. Department of Agriculture.

Game pieces:

Nutritious diet

Brush

Bright Smile

Breakfast

Children

Snacks

Dentist

Did you Know?

A 20 ounce cola has 65 grams of sugar!

How do you change grams to teaspoons?

Grams ÷ 4 = teaspoons

65g ÷ 4 = 16.25 teaspoons

1 - 20 ounce cola each day for 1 year = 54 lbs. of sugar.... 54 lbs. of sugar a year = 15 lbs. of FAT a year!

UW Extension

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

SWEET TASTE DOESN'T ALWAYS HAVE TO MEAN MORE SUGAR

The enjoyment we get from the taste of sugar or honey often can be achieved without having to increase the actual sugar or honey.

Sweetness can often be achieved by adding certain spices that "bring out" the flavor. The next time you want more "sweet" give the following a try -

- Add ginger to a fruit glaze, toss the glaze with fresh fruit.
- Add cinnamon to cooked cereals.
- Add nutmeg to cookies and rice.
- Spice up ground coffee before brewing, cinnamon, ginger, mace, nutmeg and all-spice are some options.
- A touch of vanilla can sweeten coffee, puddings and baked goods.
- Carrots seasoned with ginger or sweet potatoes with cinnamon may be the key to getting your kids to enjoy vegetables!

Experiment with flavors by adding small amounts of vanilla and then increase if you enjoy the taste. Mixing spices is another way to enhance taste, again start with small amounts. Enhancing flavor doesn't mean adding fat or calories, enjoy some sweet with a little extra spice.

WISCONSIN NURITION EDUCATION PROGRAM

UW-Extension
Ashland County Courthouse
201 W Main #107
Ashland, WI 54806-1652

Phone: 715-682-7017
Fax: 715-682-7922

TOO MUCH SUGAR?

WISCONSIN NUTRITION EDUCATION PROGRAM

Read the Nutrition Facts Panel and Ingredient List

Sugar amount is high when:

- Sugar is listed as one of the first two ingredients
- Several sugars are listed

Hidden names of sugar:

Dextrose / Corn Syrup / Brown Sugar / Glucose / Honey / Lactose / Fructose / Molasses / Sucrose / Maltose / Syrup /Table Sugar

Example:

*INGREDIENTS: Bleached flour, **sugar**, partially hydrogenated vegetable shortening, **dextrose**, water, **corn syrup**, cocoa, whey blend, cornstarch, salt, sodium bicarbonate, lecithin, artificial flavorings, and artificial colors.*

CHOOSE BEVERAGES AND FOODS TO MODERATE YOUR INTAKE OF SUGARS!

Amount of Sugar in Various Kinds of Soft Drinks—12 fl oz can

Soft Drink	grams	teaspoons
Ginger Ale, Schweppes	33g	8.25 tsp.
Lipton Brisk Lemon Iced Tea	33g	8.25 tsp.
Country Time Lemonade	36g	9 tsp.
Sierra Mist	37g	8.69 tsp.
7UP	37.5g	9.4 tsp.
Sprite	38g	9.5 tsp.
Coca-Cola	39g	9.75 tsp.
Dr. Pepper	40.5g	10.13 tsp.
Pepsi	41g	10.25 tsp.
Mug Root Beer	43g	10.75 tsp.
Sunkist Orange	43.5g	10.88 tsp.
Barq 's Root Beer	44g	11 tsp.
Mountain Dew	46g	11.5 tsp.
A&W Root Beer	46.5g	11.63 tsp.
Mello Yellow	47g	11.75 tsp.
Fanta Grape	48g	12 tsp.
Grape Tropicana Twister	50g	12.5 tsp.
Orange Tropicana Twister	52g	13 tsp.

Sugar Content of Popular Foods

	Sugar	
Snickers bar, 2.07 oz.	30g	7.5 tsp.
Yoplait Light Strawberry yogurt, 6 oz.	14g	3.5 tsp.
McDonald 's Vanilla Shake 12 fl oz	64g	16 tsp.
Full Throttle Energy Drink 16 fl oz	58g	14.5 tsp.

NOTE: Many foods such as milk and fruits have naturally occurring sugars as part of their basic composition. Current labels do not distinguish between added sugar (such as sucrose) and naturally occurring sugar (such as lactose, fructose etc.)

After Your Baby is Born

YOUR BABY'S TEETH

Your child's first set of teeth — the "baby" or primary teeth — begin to erupt about six months after birth. Most children have a full set of 20 primary teeth by the time they are three years old. Strong, healthy primary teeth help your child chew food easily, learn to speak clearly, smile, and look attractive. They also help give your child's face its shape and form.

Mild baby bottle tooth decay

Sometimes parents and other caregivers do not realize that a baby's teeth are susceptible to early childhood tooth decay as soon as they appear in the mouth. Decay in infants and toddlers is sometimes called *baby bottle tooth decay,* and this condition can destroy the teeth of an infant or young child. It occurs when a child's teeth are frequently exposed to sugary liquids for long periods. Among these are milk (including breast milk), formula, fruit juice and other sweetened liquids. The good news is that baby bottle tooth decay is preventable.

ORAL CARE FOR YOUR BABY

You can take a few simple steps to help ensure a healthy smile for your child:

- **Never allow your baby or toddler to fall asleep with either a bottle containing milk, formula, fruit juices or sweetened liquids OR a pacifier dipped in sugar or honey.** If your baby needs a comforter between regular feedings or at bedtime, use only water in the bottle or give the child a clean pacifier recommended by your dentist or pediatrician.

- **Begin oral care early.** Wipe the baby's gums with a clean gauze pad after each feeding. Begin brushing your child's teeth with a little water as soon as the first tooth appears. If you are considering using toothpaste before age two, ask your dentist or physician first.

  If your baby experiences sore or tender gums as teeth begin to erupt, gently massage the gums with a clean finger, a small, cool spoon or a clean wet gauze pad. Your dentist or pediatrician may recommend a pacifier, teething ring or special "numbing salve" for the gums.

- **Schedule your child's first visit to the dentist by the first birthday.** By scheduling a visit to the dentist by your child's first birthday, you can help establish a positive relationship between your child and the dentist. In addition to checking for decay and other problems, your dentist will teach you how to properly clean your child's teeth daily and identify your child's fluoride needs. In many instances, the first dental visit is a "well-baby check-up" for the teeth. By starting visits at an early age, you will help your child build a lifetime of good dental habits.

- **Check your child's teeth regularly.** As soon as the first tooth comes in, lift the baby's lips and regularly check the teeth for any changes. If you see white or stained areas on the teeth, take your child to the dentist.

- **Share information about preventing baby bottle tooth decay with others who may be helping to care for your child.** Preventing baby bottle tooth decay is a team effort!

St Paddys Day Cookie Pops Craft

If you are looking for a fun and easy recipe to do with the kids, try these deliciously simple St. Patrick's Day Cookie Pops. The kids will smile and giggle while making these treats, and will have something fun to give to family, friends, and classmates!

Supplies

20 vanilla wafer cookies
1/2 cup peanut butter
1 12-ounce bag white chocolate chips
green and yellow gumdrops
green Dots
green and yellow Nerd candies
Cake decorating writer gel in green, yellow, red, orange, and black
1 tube of green cake decorator frosting with tip
green and yellow decorator sugar
green food coloring
ice cream or lollipop sticks
wax paper or paper plates

Instructions

Spread peanut butter onto the flat side of the cookies. Place an ice cream stick into the peanut butter on half the cookies. Top with another cookie so the stick is sandwiched between the two cookies.

Melt chocolate chips in the microwave, one minute, then in 20 second increments, stirring until smooth. Before melting, seperate the white chips into two bowls. After melting, add a few drops of green food coloring to one of the bowls of white chips to make green chocolate.

Dip cookie pops in the melted chips, covering completely. Sprinkle with green and yellow sugar and lay or stand on waxed paper or paper plates. Place in refrigerator to chill.

Leprechaun

After coating with white chocolate, dip top of pop into green sugar. Slice two yellow gumdrops to make beard. Allow to dry on wax paper. Use black and red decorator gel for eyes and mouth, and for trim on hat.

Rainbow with Pot of Gold

After coating with white chocolate, cut a green Dot in half lengthwise, adhere to chocolate. Before chocolate has a chance to dry, place 3-5 yellow candy nerds "in" pot. Create a rainbow with various colored decroator gel.

Shamrock

After coating with white chocolate, sprinkle with yellow decorator sugar, then draw on a shamrock using green cake decorator icing.

Four Leaf Clover

After coating with green chocolate, use green sliced gumdrops to create clover leaves. Slice a small strip out of remaining gumdrop for stem. Use a green candy Nerd for the center of the clover.

Note: Another variation is to use vanilla or chocolate frosting instead of peanut butter for the filling.

This craft is reprinted courtesy ofCraftsByAmanda.com.

Easy Ice-cream Pie

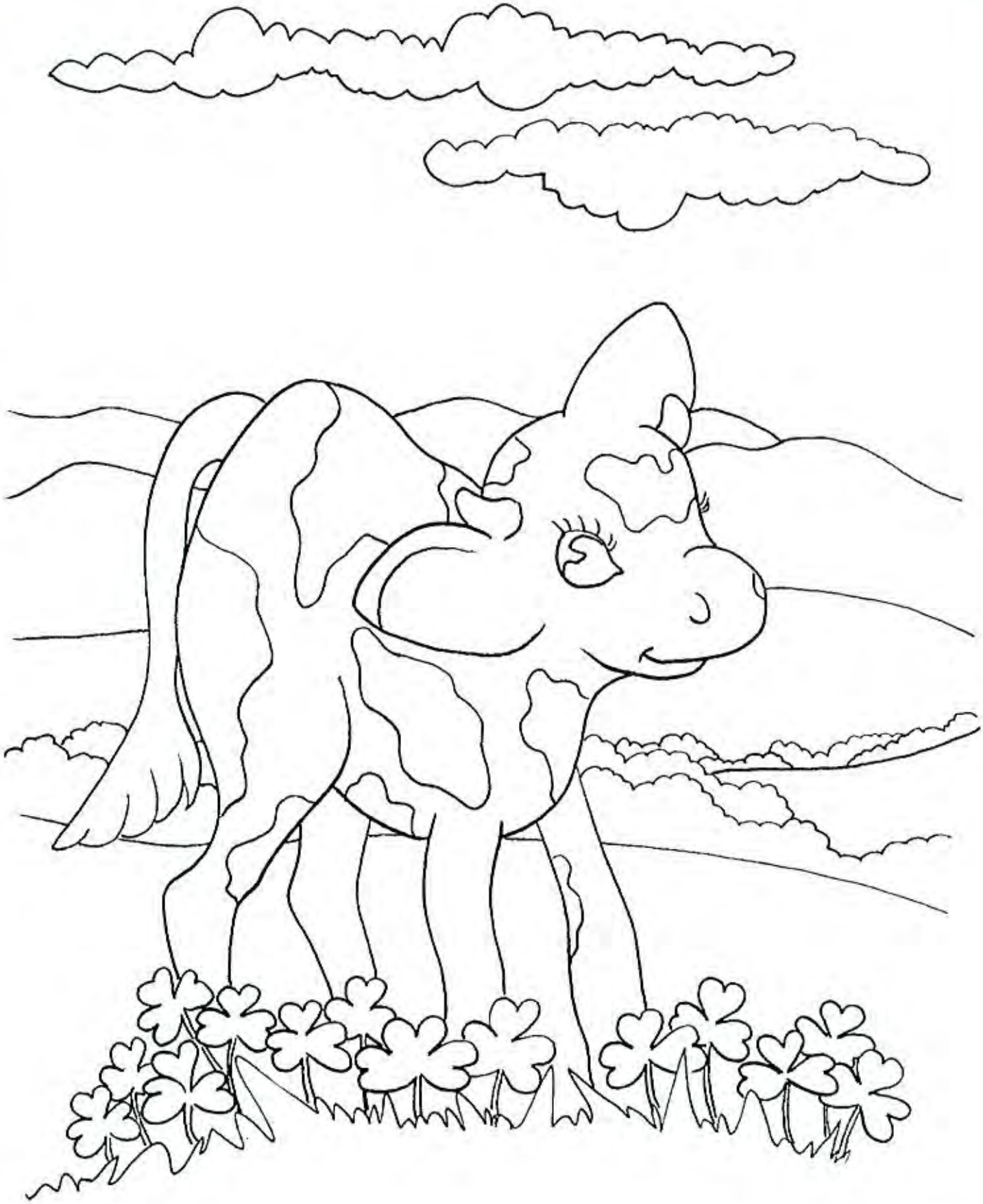
For a holiday treat, make pie with your favorite green ice cream.

What you'll need

- 1 1/2 cups finely crushed graham crackers or chocolate wafers
- 5 tablespoons butter (melted)
- 1 quart pistachio or mint chip ice cream
- 1/2 cup hot fudge sauce
- red and green candies

How to make it

1. Place 1 1/2 cups finely crushed graham crackers or chocolate wafers into a 9-inch pie pan.
2. Stir in 5 tablespoons of melted butter, and then press the mixture into the bottom and sides of the pan.
3. Freeze for 30 minutes.
4. Fill with 1 quart pistachio or mint chocolate chip ice cream, layer on 1/2 cup hot fudge sauce, top with 2 cups whipped cream, and sprinkle with red and green candies.
5. Freeze before slicing and serving.



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Spring Forward .....

Don't forget **Change Clocks....Check Smoke Alarms**

When it's time to "spring forward" and change the clocks on Sunday, March 10, make sure to change the batteries in all of your smoke alarms. If batteries were recently changed, it's still very important to conduct your monthly test of your smoke alarms. It could save a 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 chirping sound or a power outage.

Reminder: Smoke alarms do not last forever. The maximum life span is 8-10 years. After that time, the entire unit should be replaced. If the unit does not respond properly when tested, it should be replaced immediately.

Wisconsin Tribal Conservation Advisory Council (WTCAC)
Native American Student Summer Internship Program
June to August 2013

With financial support from the **"Forest County Potawatomi Foundation"** the Wisconsin Tribal Conservation Advisory Council (WTCAC) is advertising 14 Summer 2013 internship positions, headquartered in various USDA Agency offices in Wisconsin and Michigan, for **Native American students** pursuing degrees in Natural Resources, Biological Sciences, Agriculture, Forestry, Engineering or Agricultural Business. These will be USDA Earth Team Volunteer positions, employed by WTCAC, with potential training and work experiences at nearby Tribal Nations.

WTCAC will select up to fourteen (14) Internship positions for the summer of 2013. Only one application is necessary to apply for any or all of the internship positions. The WTCAC Board of Directors will determine which positions to fill at the end of the application period.

The positions below have been identified for 2013.

Ashland – USDA Natural Resources Conservation Service – 1 position cosponsored with the Red Cliff Band of Lake Superior Chippewa Indians and the Bad River Band of Lake Superior Chippewa Indians.

Ashland - USDA Forest Service, Northern Great Lakes Visitor Center – 2 positions
- Housing is possible

Hayward – USDA Forest Service – 1 position cosponsored with Lac Courte Oreilles Band of Lake Superior Chippewa Indians.
- Housing is available

Madison - USDA Animal and Plant Health Inspection Service – Veterinary Services – 1 position

Oneida – USDA Natural Resources Conservation Service – 1 position cosponsored with the Oneida Tribe of Indians of Wisconsin.

Rhinelander – USDA Natural Resources Conservation Service – 1 position with potential collateral duties with the Lac Du Flambeau Band of Lake Superior Chippewa Indians, the Mole Lake Band of Lake Superior Chippewa Indians, and/or the Forest County Potawatomi Community.

Rhinelander - USDA Animal & Plant Health Inspection Service, Wildlife Services – 1 position.

Shawano – USDA Natural Resources Conservation Service – 1 position cosponsored with the Menominee Indian Tribe of Wisconsin.

Spooner – USDA Natural Resources Conservation Service – 1 position cosponsored with the St. Croix Chippewa Indians of Wisconsin.

Three Locations - Laona, Park Falls or Rhinelander - USDA Forest Service
- Chequamegon Nicolet National Forest – 2 Civil Engineering positions.

Watersmeet, MI – USDA Forest Service, Ottawa National Forest – 1 position
- Housing is possible

Watersmeet, MI – USDA Forest Service, Ottawa Visitor Center – 1 position
- Housing is possible

See the individual announcements for each of the locations for information as to Position Descriptions, work duties, etc.

Position Information

- First day of work will be June 3rd with an anticipated end date of August 9th.
- June 3rd is Student Orientation at the USDA Service Center Office in Medford, WI.
- Each position will be employed for 10 weeks for a total of 400 hours at up to $12.50/hr.
- Federal holidays will be paid but there is not any paid annual leave or sick leave. Student may work with Supervisor to schedule family vacations and other needed time off, and extend work period beyond August 9th by one week to complete the 400 hours.
- From June 11th to 14th students will attend the UW Platteville Conservation Camp. (Tentative Date) WTCAC will cover all travel expenses and tuition of $480/Student.
- Students selected for Forestry Internships will attend the Eagle River Forestry Camp instead. Dates yet to be determined.

Enrolled members of Tribes in Wisconsin get priority for the internship positions in Wisconsin. Enrolled members of Tribes in Michigan get priority for the internship positions in Michigan. If a position cannot be filled with an enrolled member, then it will be filled with other Tribal applicants.

Application Information

- Application package should include:
  - Resume
  - Photocopy of a valid Driver's License.
  - Copy of latest transcript (photocopy of an official transcript is acceptable)
  - Letter of Interest describing why you want this position, future career goals, etc.
- Indicate in Letter of Interest which position/positions you are applying for. May apply for multiple positions with only one application. List them in priority order.
- Application deadline is March 23, 2013.
- Interviews will be the first two weeks of April with applicants selected by April 12th.
- Mail application package to: WTCAC, Attn: Jerry Thompson, E3200 1430th Avenue, Prairie Farm, WI 54762 or;
- Email application package to: WTCAC1@gmail.com
- Questions may be directed to Jerry Thompson at 715-821-0555 or at the above email.
- Internship information will also be posted on the WTCAC website; www.WTCAC.org

JOB DESCRIPTION

POSITION: HWPP Project Coordinator

THIS IS A PART-TIME NON-EXEMPT POSITION
LOCATION: Red Cliff Community Health Center

REPORTS TO: QI Nurse Manager
Health Center Administrator

SCHEDULE: 32 hours per week; temporary 1 year position. This is a grant-funded position and is subject to the ongoing availability funding; the position is funded through 12/31/13.

WAGE: $14.00 per hour

JOB SUMMARY:

This is a grant funded position with the intention of building the public health capacity of Wisconsin's rural American Indian community and clinics to accurately target and culturally tailor specific cancer programs and services. Funded through Healthier Wisconsin Partnership Program at the Medical College of Wisconsin, the goals of the grant are:

1. Building tribal capacity to improve the health and quality of life of cancer sufferers and their families,
2. Strengthening cancer reporting systems so that tribes can make evidence-based decisions about programs and services,
3. Reducing cancer disparities for Wisconsin's American Indian population, and
4. Reducing cancer risk and improving quality of life among American Indians by including, when appropriate, attention to issues of nutrition, physical activity, tobacco use, and other factors that aid in cancer prevention or improvements in quality of life for those diagnosed.

The Project Coordinator position is responsible for day-to-day coordination of project-related activities, including but not limited to: participant recruitment, conducting qualitative research such as interviews with cancer survivors and/or loved ones, and data management. The position requires a high level of ongoing collaboration with primary study partners at the Medical College of Wisconsin.
In addition, this position requires successful completion of an online research ethics training module. Knowledge of healthcare processes and/or topics preferred.

DUTIES AND RESPONSIBILITIES:

Project Coordinator:

1. Assist in all phases of the study and will organize and implement tasks related to only this project.
2. Provide consultation to the project directors, manager, evaluators, and collaborating partners to support the cultural relevancy of project activities.
3. Conduct interviews with community members in accordance with the study protocol.
4. Contribute to data collection, data interpretation (analysis), and management.
5. Track grant expenditures and maintain financial records.
6. Assist in cancer reporting.
7. Lead and organize meetings with partners and community advisory board members.

General

1. Complete monthly, quarterly, and annual reports as required by Health Center Administration, Health Board, Tribal Council, regulatory bodies, and/or third party payers. Maintain a record of all reports and supporting documentation as required.
2. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
3. Present a professional, caring image for the Health Center and its programs.
4. Maintain a cooperative relationship with other Health Center staff and employees.
5. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
6. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
7. Dress appropriately to promote professionalism within the Health Center.
8. Participate in quality assurance measures conducted within the Health Center.
9. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
10. Support/adhere to established policies and procedures of the Red Cliff Tribe.
11. Attend staff and other meetings, in-services, and other events as directed by supervisor.
12. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the Red Cliff Community Health Center and at the direction of the Administrator. These activities are to comply with the directives of the Tribal Council and Health Center Administration and to fulfill the conditions of the individual grant, contract, or project. The specific duties will reflect the individual program in initiative and the concurrent needs and resources of the Health Center. These assignments will vary from time to time due to the cyclical nature of these program efforts.
13. Perform other job related duties as directed by the immediate supervisor or Tribal Administration.

KNOWLEDGE:

1. Minimum of High school diploma, HSED, or GED. Preferred Associate Degree.
2. Computer literacy, in particular, the use of MS Office software (especially MS Word and EXCEL).
3. Willingness to learn and work with digital recording equipment.
4. High level of interest in community-based cancer research.
5. Organizational skills both with written work and financial budgets.
6. Capacity to deal with conflict and stress.
7. Good communication skills, written and oral.
8. Able to collaborate and communicate effectively with professional partners.
9. Certification in CPR (this can obtained after employment).
10. Knowledge of and sensitivity for Ojibwe culture and traditions.
11. Native American preference will be applied in the event of equally qualified applicants.

PERSONNAL CONTACTS:

Daily contact with patients, visitors, primary care providers, Tribal and Health Center Administration, and other Health Center staff.

WORK ENVIRONMENT:

1. Red Cliff Community Health Center; office and clinic settings.
2. Exposure to hazards of the health care industry.

3. Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.
4. Information Access: Class 2
5. Private residences, when utilized for professional activities, will not necessarily meet the criteria of the established environmental safety regulations.

PHYSICAL REQUIREMENTS:
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed on overhead storage. Weights to be carried are usually less than 50 pounds.

TRAVEL REQUIREMENTS:
Must have valid WI driver's license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must be eligible for the Tribe's vehicle insurance.

May require overnight travel to attend meetings or training. May be asked to perform visits to patient homes.

POSTED: FEBRUARY 27, 2013
DEADLINE: MARCH 13, 2013 AT 4:00 PM

FOR FURTHER INFORMATION CONTACT:

Red Cliff Human Resources Department

Natural Resources Aid

Wisconsin Tribal Conservation Advisory Council (WTCAC) Student Internship

Locations: Ashland, Red Cliff and Bad River Wisconsin

A. INTRODUCTION

With financial support from the **Forest County Potawatomi Foundation** the Wisconsin Tribal Conservation Advisory Council (WTCAC) is offering this Internship opportunity for Native American students pursuing degrees in the Natural Resources sciences. This position is co located in a USDA, Natural Resources Conservation Service Field Office in Ashland, the Red Cliff Tribe Fisheries and Natural Resources unit, and the Bad River Natural Resources Unit in Northern Wisconsin. The incumbent will serve as a natural resource aid, assisting the three entities in the development and application of natural resources practices on private and tribal lands.

B. MAJOR DUTIES & REQUIREMENTS

NRCS (34% OF TIME)

Assist NRCS in survey design, layout, application and follow-up of planned natural resource practices with private landowners.

ASSIST TECHNICIAN WITH SURVEYING, PLOTTING, STAKING, AND LAYOUT OF SELECTED SITE DESIGNS. EXPOSURE TO THE USE OF TOTAL STATION SURVEY EQUIPMENT FOR DATA COLLECTION ON VARIOUS NATURAL RESOURCE PRACTICES USED IN THE REGION.

Work with the District conservationist to determine needs and resource concerns on customer operations. Discuss and develop alternatives to resource issues and propose alternatives to customers.

Be exposed to the many federal conservation programs and how they are used to assist landowners with management of their operations.

Work with office staff in maintaining effective working relationships with landowners, coworkers, other partner agencies and the general public. Maintain required daily diary and report on work accomplishments.

Supports and participates in the Civil Rights (CR) program activities. Demonstrating an awareness of CR policies and responsibilities and performs all duties in a manner which consistently demonstrates fairness, cooperation, respect to coworkers, office visitors and all others in the performance of official duties.

Natural Resource Aid may serve as an incidental motor vehicle operator on public and private roads during daylight and after dark hours to perform the duties assigned. A valid driver's license is required.

Red Cliff Tribe (33% time)

Participate in the completion of stream restoration techniques on Raspberry River stream project using NRCS practices in the EQIP and programs

Assist with periodic water quality sampling and data collection on reservation streams and collect E. coli samples from Red Cliff area beaches.

Assist in various duties related to the Red Cliff Tribal hatchery operations, including feeding, fin clipping, sample counts, water testing, etc.

Work on research vessel during Lake Superior fish assessments as part of Fisheries team.

Perform eradication techniques on aquatic and wetland invasive species.

Be willing to get involved in a wide-array of various assignments within the Natural Resources Division of the Red Cliff Tribe.

Bad River Tribe (33% time)
Assist tribal staff with the upkeep and monitoring of wildlife habitat improvement structures.

Work with staff on the riparian wetland restoration project and the control of invasive species on tribal lands.

Assist with duties associated with nuisance wildlife management. Principally work associated with beaver dam removal activities.

Assist tribal staff with the implementation and development of structural practices for erosion control, or other relevant tasks related to the improvement of access to tribal natural resources.

Be willing to get involved in a wide-array of various assignments within the Natural Resources division of the Bad River Tribe.

C. EVALUATION FACTORS

Knowledge Required by the Position

The natural resources intern has sufficient knowledge of primary soil and water conservation operations to assist in preparation and installation of basic soil and water conservation practices where site and layout has already been predetermined. Has sufficient knowledge to work with agency/ departmental staff in applying a limited range of standard soil and water conservation practices.

Supervisory Controls

This is considered a training position. Assignments and activities are indicated by the supervisor, and are performed by the incumbent on a continuing basis. Clear procedural instructions are available and new assignments are accomplished by suggested work procedures. Problems and technical matters not covered by the instructions are referred to the supervisor or higher-grade specialist. The work is reviewed for technical adequacy and conformance with agency or tribal policy.

The natural resource intern is provided with detailed guidelines directly applicable to all phases of the conservation task assigned including field work. The incumbent performs conservation duties as assigned deviating only when authorized to do so by a higher-grade technician or supervisor.

Physical Demands

The assigned work requires regular and recurring prolong walking over field, forest or stream terrain. Bending, lifting and stretching when setting up instruments using equipment or performing assigned project task is a daily event. The intern must provide their own proper field clothing.

FOR FURTHER INFORMATION: RED CLIFF HUMAN RESOURCES DEPT.
715/779-3700 ext 267 or 268

Visitor Services/Interpretive Guide

Wisconsin Tribal Conservation Advisory Council (WTCAC) Student Internship
Location: Northern Great Lakes Visitor Center
Ashland, WI
Housing Possible

Potential for two positions.
We will work with individual interns under the general position description below in order to tier to their desired experience.

A. INTRODUCTION

With financial support from the **Forest County Potawatomi Foundation** the Wisconsin Tribal Conservation Advisory Council (WTCAC) is offering this Internship opportunity for Native American students pursuing degrees in the Natural Resources sciences. The Northern Great Lakes Visitor Center (NGLVC) serves as many as 160,000 visitors and regional residents as well as several thousand students per year. This 37,000 square foot facility is situated on 180 acres of land that adjoins the 200-plus acre Whittlesey Creek National Wildlife Refuge, within sight of Lake Superior. The facility has regional experiential learning, visitor, and community outreach missions. The Center is administered by a unique partnership of local, state and federal agencies. The six partners that cooperate to successfully manage the NGLVC are the Friends of the Center Alliance, the Wisconsin Historical Society, the University of Wisconsin-Extension, the U.S. Fish and Wildlife Service, the National Park Service and the U.S. Forest Service. The U.S. Forest Service acts as the lead agency for the partnership.

Interns at the NGLVC will have opportunity to work with professionals from all six partners. Interns at the NGLVC in the past have led Youth Conservation Corps crews, presented conservation education programs to the public in our Northwoods Adventure Series, led kayak programs using science and culture curriculum on local estuaries, and engaged in special projects in public relations, writing and partnering.

Potential projects for 2013 include the implementation of a national children's forest project, public conservation education programs for multiple age groups, management of service learning projects including trail maintenance, native seed orchard, and native garden upkeep. Projects in public relations to include creation of short stories and press releases about NGLVC programs and partners are anticipated. Participation in agri-forestry projects may be possible. Participation in linkages with the Great Lakes Indian Fish and Wildlife Commission and the nations that belong to it is likely.

B. MAJOR DUTIES & REQUIREMENTS

Interpretive and Conservation Education Program Services 35%

- Greets visitors and serves in rotating assignments throughout a tour, performing scheduled interpretive talks at stopping points along the way.
- Researches, prepares, and delivers conservation education programs to school/youth groups and civic organizations.

- Evaluates programs for effectiveness and meeting program goals and objectives.
- Performs a variety of support duties, such as keeping records of visitors; program attendance; operating public address systems and visual and animated displays.
- Performs library research to verify obscure facts or answer inquiries. Assists with research and preparation of interpretive exhibits as needed

Program, Event, or Exhibition Planning & Coordination 20%

- Assists with planning and implementing public programs, special events, and celebrations.
- Coordinates programming with state and federal agencies at the visitor center and assures that activities support and complement agency/visitor center interpretive themes.
- Assists in arranging publicity for events and programs.
- Works with media to communicate agency themes and key resource messages.
- Assists with managing event logistics and takes necessary precautions to assure public safety

Interpretive Guide 20%

- Serves in rotating assignments for guided tours,
- Leads the party and sets the pace or acts as a rear guide to keep the tour party compact, making sure that no one is left behind.
- Takes necessary actions to safeguard natural or historic features and prevent visitor accidents.
- Maintains order in the party, prevents crowding on narrow stairs or steep paths, and handles any emergencies or potential problem areas, such as maneuvering the visitor group around construction activities on the site.

Reception and Visitor Services 15%

- Monitors and maintains information desk, information kiosks, operating materials and inventories. Ensures safe and operational work environment,
- Greets visitors and provides trip planning and travel information services.
- Provides information about the visitor center including its functions, activities, and planned events. Coordinates visitor services with other state and federal agencies.
- Provides public relations and or marketing support activities including making use of brochures, promotional media, and equipment to present information regarding agency activities, programs, and services

Visitor Facilities Operations Support Activities 10%

- Performs routine visitor center operations duties including opening and closing the visitor center, updating weather and road condition reports, and operating the theatre program.
- Operates a variety of audio visual equipment including CD players, VHS, DVD and Blu Ray players, lap tops, and public address systems.
- Provides customer service to both internal and external customers.

C. Evaluation Factors

Knowledge Required by Position

- General knowledge of natural resources.
- Ability to prepare programs and communicate effectively with people.
- Ability to make information personally relevant, and valuable, to the visitor.
- Ability to encourage visitors to try new things, through experiential learning available at the Center and all around this region.

Supervisory Controls

This is considered a training position. Assignments and activities are indicated by the supervisor, and are performed by the incumbent on a continuing basis. Clear procedural instructions are available and new assignments are accompanied by suggested work procedures. Problems and technical matters not covered by the instructions are referred to the supervisor or higher-grade specialist. The work is reviewed for technical adequacy and conformance with agency procedures.

Physical Demands

The assigned work requires regular and recurring sitting, standing and walking. Bending, lifting, and stretching are routine daily activities for the assigned projects.

FOR FURTHER INFORMATION:

RED CLIFF HUMAN RESOUCES
715/779-3700 ext 267 or 268

JOB DESCRIPTION

POSITION: Project Director/Case Manager; The Mino-Ayaa win Miikana (The Art of Living A Good Life) Program

SEE SPECIAL INSTRUCTIONS WHEN APPLYING FOR THIS POSITION ON PAGE 3; ONLY COMPLETE APPLICATIONS & REQUIREMENTS WILL BE CONSIDERED.

LOCATION: Red Cliff Reservation

SALARY: $19.00 per hour 40 hours per week

THIS IS A REGULAR FULL-TIME EXEMPT POSITION

SUPERVISOR(S): Family Services Administrator

JOB SUMMARY: The overall goal of the project is to reduce recidivism, through community partnerships and provide culturally relevant AODA intervention/prevention services to provide a healthy and safe environment for the Red Cliff Community.

The Mino-Ayaa win Miikana Program will provide case management services for individuals reentering the Red Cliff Community from the Bayfield County Jail and by referral for individuals involved in the Bayfield County Risk Reduction Court (BCRRC).

The Project Director/Case Manager will be a working field working position as well as an administrative position. The positions requires the individual to be self motivated, have strong writing skills, communication skills, and the ability to work community members and professionals. The successful candidate will be responsible for the overall administration of The Mino-Ayaa win Miikana Program which will include, but not be limited to initial program development and planning, policy and procedural writing, financial/budgetary planning, program progress reporting, developing and implementing service sustainability and supervision of staff. The person will also be responsible for case management services after the initial program development phase. The position will be required co-facilitate evidence based curriculum infused with culturally relevant healing and wellness components, collaborate with community spiritual leaders and Tribal programs to offer wellness ceremonies for offenders reentering the Red Cliff Community. Collaborate with community partners to provide relevant AODA intervention/prevention services and participate in the Red Cliff Coordinated Community Response Team.

DUTIES AND RESPONSIBILITIES:

1. The overall administration of The Mino-Ayaa win Miikana Program which will include but not be limited to initial program development and planning, policy and procedural writing, financial/budgetary planning, program progress reporting, developing and implementing service sustainability and supervision of staff.
2. Develop reintegration policies through Memorandums of Understanding with community partners.
3. From reintegration policies, develop program policies that include a confidentiality policy, program eligibility policy, program participation policy, and records management policy.

4. Develop program procedures.
5. Collaborate with community partners to develop procedures for reentry coordinated case planning.
6. Work collaboratively with the Bayfield County Criminal Justice Program Coordinator to conduct assessments and screening of offenders in collaboration with the justice system's needs prior to release from jail.
7. Work collaboratively with other professionals to maintain a team-oriented approach to case management. Assure that the case plan is followed meets the client's needs. The case manager will assist the client in developing support mechanisms and ensure continuity of care at the community level upon reentry.
8. Track program participant's contact with law enforcement and recidivism rates.
9. Study other Tribal reentry programs to obtain information on culturally relevant curriculum utilized and best practices.
10. Develop effective programming by utilizing evidence based curriculum and facilitate evidence based curriculum for program participants.
11. Collaborate with other Tribal and County Programs to provide AODA culturally based community prevention activities.
12. Participate on the Red Cliff Coordinated Community Response Team.

SUPERVISORY AUTHORITY: Project Assistant/Case Manager

KNOWLEDGE: Knowledge of:

- Red Cliff Families, kinship networks, the culture and traditions of our community.
- Tribal and county judicial and criminal justice systems.
- Writing program policies and procedures.
- Case management and planning, and services to individuals with alcohol and other drug problems.
- Of issues surrounding reentry theories as well as the practical application of the theories of systems.
- Issues social issues facing inmates upon reentry to the community.
- Tribal/County/State resources.

QUALIFICATIONS:

1. A Bachelor's Degree in Social Work or closely related field and have minimum of three years experience working in a human/family service field working directly with families; or an Associates Degree in Social Work or closely related field with a minimum of five years working in a social service field working directly with families.
2. Must have experience in program administration and writing policies and procedures.
3. Must have basic understanding of the extended family system as it exists in Red Cliff
4. Knowledgeable of Native American Indian Tribes and the uniqueness of the Red Cliff Community.
5. The experience/ability to take an active role in the grant and budget development process.
6. Experience working closely with families, performing home visits, performing needs assessments.
7. In-depth knowledge of Tribal and County Service Providers.
8. Experience working with families, individuals in group settings.
9. Knowledge of family systems theories as it relates to Tribal families and improved individual and family functioning.

PERSONAL CONTACTS: Daily contact with justice system professionals, inmates and their families, visitors, other Tribal staff, Bayfield County staff, Local Police Department and Sheriff's, other Tribal programs, and other county, state social service programs and DOJ/BJA grant manager and technical assistance staff.

SPECIAL REQUIREMENTS: A writing sample will be required for this position. Topic for sample: Why would a re-entry program benefit our community, must be 1 page in length. All applicants must fill out and return a Background Information Disclosure with their application or resume before the interviewing process is complete. All applicants will receive a background check prior to interviewing.

PHYSICAL REQUIREMENTS: The duties assigned to this position involve bending, stooping, lifting, over head lifting and carrying, must be able to lift up to 50 pounds.

WORK ENVIRONMENT:
General Office
Bayfield County Jail
Residences in the Tribal Service Area

TRAVEL REQUIREMENTS: Must have valid WI driver's license, vehicle, and at least liability insurance, if no insurance must have within 3 weeks for hire date. You must be eligible for the Tribe's vehicle insurance. May require overnight travel to attend meetings, training (nationally and regionally), and transporting clients. Home visits to clients in the Red Cliff Service Area.

POSTED: FEBRUARY 21, 2013
DEADLINE: MARCH 8, 2013 UNTIL 4:00 P.M.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resource Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814

JOB DESCRIPTION

POSITION: Pharmacy Technician-Business
REGULAR FULL TIME NON-EXEMPT POSITION
LOCATION: Red Cliff Community Health Center
REPORTS TO: Health Center Administrator
Chief Pharmacist
WAGE: $ 10-$ 12 per hour, depending upon qualifications

GENERAL:
The primary function of the Business Pharmacy Technician is to assist the Chief Pharmacist in the revenue collection cycle of the Red Cliff Community Health Center Pharmacy. Duties will be assigned and delegated in accord with sound professional pharmacy practice, federal and state laws and regulations, in compliance with accreditation and other regulatory bodies.

DUTIES AND RESPONSIBILITIES:
1. Interview new and returning pharmacy clients to confirm the accuracy and completeness of demographic, insurance and other client specific data. Update changes as necessary in RPMS computer system.
2. Communicate payments/co-pays to customers at pharmacy window. Accept payments as needed.
3. Enter pharmacy payments into RPMS A/R module.
4. Follow up on pharmacy aged receivables per policy.
5. Obtain prior authorizations for services as needed.
6. Bill disposable medical supplies to Wisconsin Medicaid.
7. Investigate client eligibility for drug manufacturer assistance programs as needed.
8. Review beneficiary claims report for potential insurance/program eligibility.
9. Maintain a denial management system to include reconciling rejected claims.
10. Assist the Pharmacist in filling prescriptions as needed. This includes the preparation of labels for containers, measuring or counting the medication taken from those in stock, and placing these items in containers for distribution to the patient.
11. Complete periodic checks of all stocked items to identify outdated items, which will be removed from use and disposed of as directed by the Pharmacist.
12. Maintain an adequate supply of empty vials, bottles, bags, labels and other items used in the dispensing of medications. Place orders as directed by Pharmacist.
13. Assist Chief Pharmacist with management of pharmacy budget.
14. Maintain strict confidentiality of all patient information as required by federal and state law and sound professional practice. Shred or render unreadable all materials, which are patient specific, before disposing of these items.
15. Present a professional, caring image for the Health Center and its programs.
a. Maintain a cooperative relationship with other Health Center staff and employees.
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.
d. Dress appropriately to promote professionalism within the Health Center.

16. Adheres to and supports facility policies, programs and activities.
17. Advance job knowledge and skills through continuing education efforts after approval of Health Center Administration.
18. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payers. Maintain a record of all reports and supporting documentation as required.
19. Attend staff and other meetings, in-services, and other events as directed by supervisor.
20. Participate in the implementation of grants, contracts, or projects being carried out under the auspices of the Red Cliff Community Health Center and at the direction of the Administrator of the Health Center. These activities are to comply with the directives of Tribal and Health Center Administration and to fulfill the conditions and stipulations of the grant, contract, or project. The specific duties will reflect the individual grant, contract, or project and the concurrent needs and resources of the Health Center. These assignments will vary from time to time due the cyclical nature of these program efforts.
21. Perform other duties as assigned.

QUALIFICATIONS:
1. Possession of a high school diploma, HSED, or GED.
2. One year experience as a pharmacy technician.

KNOWLEDGE:
1. Experience with computerized record keeping, data processing, and word processing.
2. Possess above average mathematical skills and typing ability.
3. Maintain annual CPR certification/recertification as required of Health Center staff.
4. Possess the desire and ability to complete additional training in medical and pharmacy terminology, pharmaceutical and mathematical calculations, inventory control, and related skills.
5. Able to read, understand, and follow written and verbal instructions. Must be dependable and reliable and able to function with reasonable independence within a setting requiring professional oversight.

PERSONNAL CONTACTS:
Daily contact with patients, visitors, primary care providers, Tribal and Health Center Administration, and other Health Center staff.

WORK ENVIRONMENT:
1. Red Cliff Community Health Center; office and clinic settings.
2. Exposure to hazards of the health care industry.
3. Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.

PHYSICAL REQUIREMENTS:
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage. Weights to be carried are usually less than 50 pounds. There will be periods of prolonged standing, walking, or sitting.

TRAVEL REQUIREMENTS:

Must have valid WI driver's license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must also be eligible for the Tribe's vehicle insurance. Must be available for overnight travel.

May require overnight travel to attend meetings or training. May be asked to perform visits to patient homes.

POSTING DATE: February 21, 2013
DEADLINE: March 8, 2013 until 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:

Red Cliff Band
Human Resources Department
88385 Pike Road, Highway 13
Bayfield, WI 54814
(715) 779-3706 ext. 267 or 268

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

BAD RIVER WATERSHED ASSOCIATION

Executive Director Hiring Announcement

Organization description

The Bad River Watershed Association is a nonprofit organization that works to involve all citizens in taking care of and enjoying their home watershed. (The Bad River watershed is a large, sparsely populated, heavily forested watershed in the Wisconsin portion of the Lake Superior basin.) We accomplish this by conducting educational programs and forums about how the decisions we make, individually and communally, affect our watershed. In addition, we assist citizens to gather information, identify problems and implement solutions to maintain the integrity of our watershed for future generations. Since our founding in 2002, we have grown from an entirely volunteer organization, to a staff of 4 with an annual budget of $225,000.

Position summary

BRWA is seeking an Executive Director (ED) to lead this fast-growing organization to its next level of success. The full-time ED reports to the Board of Directors and its President and oversees all aspects of program, finances and administration. As necessary, the ED is involved in appropriate aspects of specific programs, especially building community relations and reporting to funders. A dedicated cadre of volunteers and an involved Board of Directors works alongside the ED.

BRWA is a well-respected conservation group* with support from people with a wide range of perspectives. This results from mission-consistent activities to involve all citizens in efforts to assess, maintain and improve watershed integrity. Therefore, we are seeking an Executive Director with *a balanced and inclusive approach* to data driven watershed stewardship, even in the face of controversial and emotional issues.
*See our recent award from Lake Superior Magazine.

Duties

Fundraising 30%

- Diversify funding sources to a balanced representation of grants, foundations, membership and local donations.
- Cultivate effective personal relationships with private donors, foundations, and businesses (actual and prospective).
- Work with and support the BRWA board and fundraising committee to develop and implement annual fundraising plans.

Organizational and community development 30%

- Build BRWA's capacity to implement its Strategic Plan by continued recruitment and development of BRWA leaders.
- Connect volunteers to fulfilling opportunities to support BRWA's mission and needs.
- Raise and maintain public awareness of the accomplishments and goals of the BRWA.
- Ensure the organization is adhering to its internal policies and practices.
- Support the board and board committee engagement in achieving BRWA objectives.
- Promote open communication within the organization.

- Promote open communication with communities of interest.
- Engage partners and communities who share overlapping objectives in BRWA projects and activities.

Financial Management 20%

- Ensure compliance with BRWA's generally accepted accounting procedures.
- Help prepare and manage annual budget (with BRWA board Finance Committee).
- Manage all grant funding in cooperation with board treasurer and bookkeeper to track, document and report to grant funders.
- Ensure compliance with all legal requirements for 501(c)3 organizations.
- Regularly report to the BRWA board on financial status.

Program Management 20%

- Work with board and staff to develop and communicate a vision and role for BRWA in the watershed community.
- Work with board and staff to design and implement (or continue) fundable programs that respond to community needs and are consistent with BRWA mission and vision.
- Establish staffing structure to meet programmatic needs, hiring highly qualified staff and contractors, and managing them to succeed.
- Ensure that each BRWA employee understands his/her role in the overall mission of BRWA.
- Conduct regular performance evaluations of BRWA employees with respect to program needs.

Qualifications

We seek a dynamic, motivated director whose work experience demonstrates successful leadership in fundraising, organizational development and program management. Specifically, we seek an individual with:

- A bachelor's degree in natural resources, public policy, environmental education or other relevant social sciences;
- 5 years non-profit experience and 2-3 years management experience;
- Proven fundraising abilities;
- Strong track record as a highly productive and motivated individual with an ability to multi-task and still avoid burnout;
- Excellent written, verbal and electronic communications skills;
- Skill in public speaking and ability to represent BRWA in public forums;
- Flexibility in work schedule to accommodate occasional evening and weekend meetings, events and outings;
- Tact and a sense of humor in working with a diverse array of colleagues and stakeholders;
- Familiarity with rural watershed issues.

Salary and Benefits: Range from $38k to $50k and BRWA employee benefits package.

Applications: To apply, please send resume, cover letter and references electronically to Dorothy@badriverwatershed.org. Review of applications will begin March 15, 2013, and continue until position is filled.

Red Cliff Early Childhood Center

Regular Policy Council Meeting Minutes
Tuesday, January 15th, 2013
12:00 (noon) @ Memengwaa Trailer

Policy Council Members Present: Jessie Defoe, Sierra Christiansen, Amanda Cadotte, Liz King, Jeanne Gordon

Others Present: Nicky Gurnoe, Head Start Director; Dee Gokee-Rindal, Education Administrator; LaVonne Goslin, Early Head Start Director; Sue Haas, Health and Mental Wellness Manager; Nicole Boyd, Family Services Manager; Kim Gordon, Child Care Director

Meeting called to order by Liz at 12:10pm

Sign In Completed

Minutes: December 18th, 2012
Amanda motioned to approve the December 18th, 2013 minutes, Jessie seconded, all in favor, motion carried.

December Financial Reports
Nicky, Dee and LaVonne presented financial reports to PC. No action needed.

Community Assessment Update
Management members presented the semi-final draft to PC, small changes were recommended. Sierra motioned to approve with changes, Amanda seconded, all in favor, motion carried.

Heath Services Plan
Sue presented the plan to PC and answered questions. Amanda motioned to approve the plan, Sierra seconded, all in favor, motion carried.

Environmental, Health and Safety Plan
Sue presented the plan to PC and answered questions. Amanda motioned to approve with changes, Jessie seconded, all in favor, motion carried.

ECC Training Plan
Dee presented the 2013-2014 ECC training plan. Amanda motioned to approve with changes, Sierra seconded, all in favor, motion carried.

Ratify Poll Vote-ANA Language Teacher
Sierra motioned to ratify the poll vote pertaining to the hiring of the ANA Ojibwe Language Teacher, Amanda seconded, all in favor, motion carried.

Distribute ECC Program Summary Report
Monthly Program Summary Report distributed to PC.

ECC Policies and Procedures
ECC Policies and Procedures update to PC regarding TB tests and physical.

Meeting changes
Discussion was held regarding meeting times. Meeting will be moved to the second Tuesday of every month at 12:30pm (February 12, March 12, April 16th, May 14th, June 11th and July 16th)

Adjourn
Amanda motioned to adjourn at 1:25pm, Sierra seconded, all in favor, meeting adjourned.

MARCH 2013

ONAABANI-GIIZIS

NITAM ANOKII-GIIZHIGAD	NIISHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
4B WAFFLE, HAM, CHEESE, PINEAPPLE,CC L BBQ'S, FRIES, SALAD, PEARS, CC S PRETZEL ROD/CHZ	5B HB OATS, TOAST, YOGURT, APPLE L VEG W RICE SOUP, CHEESE SAND, ORANGES, CC S CHZ FISH CRK/JUICE	6B KIX, PEACHES, CC, ENG MUFFIN L BK CHIX, POTATO, GR. BEANS, BUN, FR COCKTAIL S PB BALLS/MILK	7B RICE CHEX, MUFFIN, BERRIES, YOGURT L SCALLOP POT./HAM, PEAS, SLAW, MANGO, BUN S MINI PIZZA/JUICE	
11B EGG WRAP, ORANGES, CC L PORK CHOP/KRAUT, APPLE, YOGURT,SALAD S RITZ/PEPPERONI	12B CHEERIOS, STRAWBERRIE, CC, TOAST L CHEEZ BRG PIE, SLAW, CORN, TROP FRUIT S APPLE SANDWICH	13B CORNFLAKES, BANANA, YOGURT, MUFFIN LCHIX NOODLE SOUP, CRACKERS, HONEYDEW, CC S PICKLE ROLL-UP	14B KIX, PEARS, CC, BAGEL L CRABBY PATTY, SW POT FRY, SALAD, BERRIES,YOGURT S CHIP MUFFIN/MILK	MILK SERVED WITH ALL MEALS
18B FR TOAST BK, APPLES, YOGURT L CR CHIX/BISCUITS, PEAS/CARROTS, TROP FRUIT S TRISCUIT/SWISS CHZ	19B CORN CHEX, ORANGES, MUFFIN, CC L CHOP SUEY, VEG, RICE, MANGO, YOGURT S ROLL BANANA SNACK	20B HB OATS, BLUEBERRIES, YOGURT, TOAST, JELLY L HAM, POTATO, SLAW, PINEAPPLE, BUN S NUTRA GRAIN/MILK	21B RICE PUDDING, BANANA, BAGEL L BURRITO'S, WATERMELON, CC, CORN S CUCUMBER BITES	MENU SUBJECT TO CHANGE
25 CLOSED	26 ALL WEEK	27 SPRING	28 BREAK	