



# Iskigamizige-Giizis (Maple Sugar Moon) April 2014

Education Division  
Newsletter

## INSIDE THIS ISSUE:

Classroom updates
Upcoming Events
Ojibwemowin resource
Why should handhelds be banned for children?
Positive Opportunities for Parents Scholarship
Parent Resources
Health resources
Spring Resources
Job postings
Menu

## 2014 ECC Health Fair

It's that time of the year to come celebrate our 2014 ECC Health Fair. The fair will be Friday, April 25th, 2014 from 10am - 1:00pm at the Red Cliff Early Childhood center. The fair will consist of many departments with booths that will provide re-sources, screening and education about many different health related topics. This event is open to all community members and we encourage families to come and see what we have to offer. If you have any questions feel free to contact Jennifer Bresette at 779-5030 ext. 257.



### Special points of interest:

- March 31– April 4 Staff In-service
- April 4th Bayfield school early release 12:45
- Home base Social April 11th @ ECC
- ECC Annual Health Fair April 25th 10am- 1:00 pm @ ECC
- Family Swimming day every Saturday in April 9am - 12pm @ Bayfield Rec. Center



### Family Swimming Days



We are still doing family Swimming day from 9:00am to Noon every Saturday in April. If you are interested and have kids between 0– 8 years of age, please contact Maureen at 715-779 5030 ext 258 to reserve a spot. We also provide lunch to those who sign up.





# Iskigamizige-Giizis (Maple Sugar Moon)



## April 2014 ECC/Community Events Calendar

Sun Mon Tue Wed Thu Fri Sat

	Staff inservice No school	1 No school	2 GED 11-1:30 Title VII/JOM 3:45	3	4 *Bayfield Early Release 12:45	5 Family Swim Day 10-12 sign up @ ECC *lunch provided
6	7 WIC Pick up	8 WIC Pick up	9 GED 11-1:30	10 *12:30 Policy Council Mtg *Language table 4:30-7 *Future Kindergarten's Pizza Night 5pm	11 *Home base social 10am @ ECC	12 Family Swim Day 10-12 sign up @ ECC *lunch provided
13	14	15 Kindergarten Enrollment Day	16 Kindergarten Enrollment Day GED 11-1:30	17 Language table 4:30-7	18 Bayfield School Early Release 12:45	19 Family Swim Day 10-12 sign up @ ECC *lunch provided
20  Easter	21 ECC/Tribe Closed Bayfield School Closed	22 Special Policy Council Mtg 12:30	23 GED 11-1:30	24 Language table 4:30-7	25 *ECC Annual Health Fair *Home Base Social	26 Family Swim Day 10-12 sign up @ ECC *lunch provided
27	28	29	30 Future Kindergarten's Breakfast 8am *GED 11-1:30	May 1 Language table 4:30-7	2	3

\*Look for upcoming flyers of Head start Sugar bush Field Trips\*





Is it ever going to be  
SPRING!!!!!!


Agongos

## HOME BASE NEWS

Important Reminders: No School The first week in April  
and the 21<sup>st</sup> of April.

It's that time of  
year again to start tapping  
the trees and letting the sap  
flow. Home Base families are welcome to  
come and help with the process of collecting and  
boiling the sap to make Maple Syrup. MMMM

If interested Contact Nicole Boyd at 715-779-5030 Ext. 253



Birthday Wishes go out to  
Emmett on the 11<sup>th</sup> of April  
and  
Bradum on the 7<sup>th</sup> of April

### Home Base Socializations

April 11<sup>th</sup> @ ECC 10-12

Pancake Breakfast

(Nutrition)

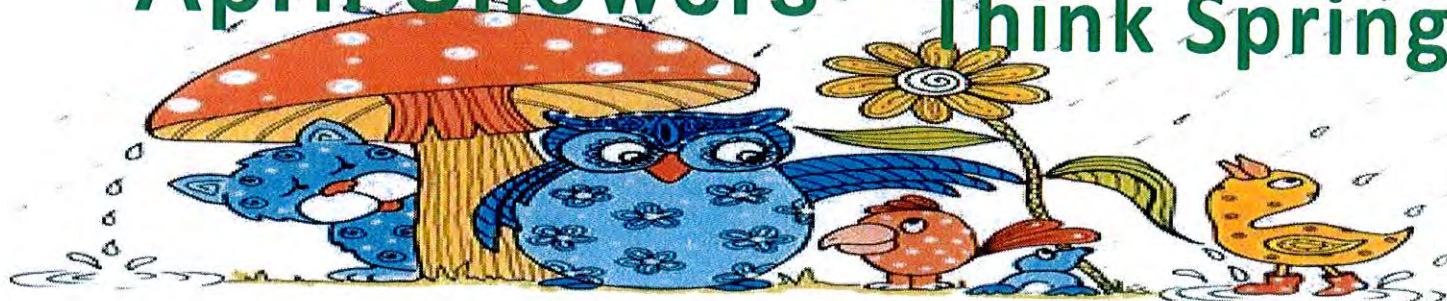
April 25<sup>th</sup> @ ECC

Annual Health Fair

(Police Finger Printing)

# April Showers

# Think Spring





# WAABOOZ ABIIWIN

## ISKIGAMIZIGE-GIIZIS

Boozhoo! With all this crazy weather we haven't been out much except for a couple walks, we hope this changes soon. The Waabooz children are busy and would love to play outside. Remember this time of the year is wet and messy so bring plenty of play clothes they can change into because many of the clothes we have here they are growing out of....They are getting so big. We are beginning to love books, songs, dancing and games.

Reminder we are doing Maple sugaring and could use help and many ways, just let us know if you have any questions of Family Services has more knowledge of where they may need help. Miigwech again for beginning such great involved families.

Ojibwe we are working on:

Ishkwaa wiisini (wave hand over food)

Are you finish eating?

Noogishkaan

Stop

Minopogwad ina?

Does that taste good?

Gi wii-agindasso ina?

Do you want to read?

Gi wii bimose ina?

Do you want to walk?

Gego doodaken.

Don't do that?

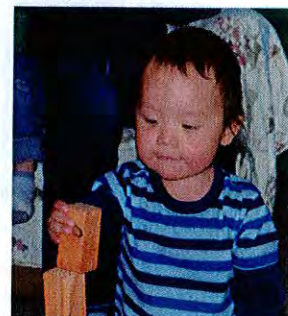
Bimosedaa

Let's walk.

We are starting to use many phrase and words in ojibwe, please remember you are invited to language tables on Thursday nights at 4:30. Miigwech for busy great families with great babies.



Izzy loves to play any game, she is a happy baby and loves to climb up and down the stairs all by herself



Walter is very interested in books and loves to read, he also loves to build and knock down his towers.



Zaylia is just about walking all around, she communicates well and is learning to sign.



Maycee is our happy girl she loves to crawl around and try to climb up the stairs.



Emylia is getting to be a bd, she likes to draw at the table



Niigani loves to visit with his friends and build different things with a lot of different things



Avery loves to be at school, she is a smiley girl who loves to play with bubbles



Amik newsletter. Iskigamizige-Giizis, Maple suger  
Moon

We are waiting for ziigan, and nashke sighns..  
{gather sap} Naadooshaboo, and {start to run}  
Madjigoa, we will be working with Rosie and all  
the sappers here, but anytime you are welcomed  
to do the sapping as family day, so let us know if  
this works for you and we can put you on. The  
attendance.

When ziigwan comes we need extra clothes we  
will be out a lot, and the goon is deep.

We are closed on April twenty-first for Easter.

Sheena and I want to say a chi-Miigwetch for the  
parent teacher conferences.

We have been working on body parts in Ojibwe,  
they like the song head, shoulders, knee and toes.  
What we like to do in the amik room, Henry  
likes to pour his own milk, Silas likes working  
the animal puzzle, Maycee likes the flannel  
board. Tim likes shooting basketball, Clayton  
likes the match box cars, Loyalty likes singing  
the the boozhoo song in ojibwe, and Adena likes  
the babydolls. Teresa and Sheena



# MAKWA CLASSROOM

## *Buggy for Spring!!!*

We are all ready for spring to get here! Please make sure you are sending your children with the proper outdoor clothing especially when all the snow begins to melt. It is going to be a muddy mess out

there on the playgrounds. This month are going to be working on our feelings, patterns, different bugs, and gardening. We are still working on our shapes and numbers!

### *Ojibwe Words for April:*

*Ziigwan - Spring*

*Manidoons - Bug*

*Gitigaan - Garden*

Zaiden likes to build walking beams with the big blocks.

Caleb likes to fill the dump truck with cars and push it all around the room.

Robert likes to race the cars down the car ramp

Charlotte likes to play with the little doll set

Jacob likes to push the wooden trucks all around the room

Jose likes to build big towers with the wooden alphabet blocks

Shaun likes to race up and down the ramp really fast.

Maylean likes to be pushed around on the scooter in the large motor.

## *Birthdays !!!*

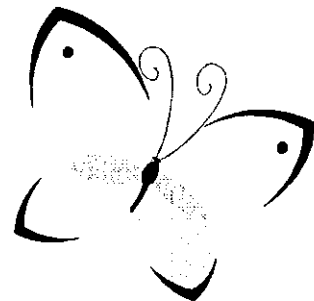
...

**Shaun - March 24th**

**Zaiden - April 02nd**

**Jacob - April 09th**

**Jose - April 17th**



**We hope you all  
had a wonderful  
spring break!**





# Esiban Abiwin

## What we are doing...

For the last few months we have been working on many things.

- ` cutting
- ` dressing
- ` serving food
- ` washing hands
- ` brushing teeth
- ` sharing
- ` following

directions  
` using the bath-room and lots more. We hope you like the projects the children do here at school, they work very hard to achieve the goal they set.  
For this month

we will be working on Nursery Rhymes.

**MIIGWECH** to all our parents for meeting with us for the conferences last month!!

April 2014

Karen and Nadine



## Watch for flyers

Sugar Bush  
Closings  
Federal Review  
Health Fair



## What we like to do...

Manuel likes the dinosaurs  
Bella likes to use the playdoh  
Makoons likes the big trucks  
Jaxin likes the 'find the mouse" game  
Brandy likes the dobbers  
Nathan likes to glue  
Kenyon likes to stack blocks  
Leiam likes the large motor room



# Mashkodebizhiki Class

We are finally getting to the end of winter,. . . hopefully!!!. Soon the playground will be a wet wonderland filed with worms, slugs and frogs. When we get to the point of no snow please be sure to send your child to school with foot gear that can get wet and muddy (mud / puddle boots or old tennis shoes). Since we go out in the morning please make sure that your child has a warm jacket and a hat. Spring mornings are still very chilly and it is more fun to play when everyone is comfortable.



We will be planning a “Spring Celebration” field trip to the nursing home in Washburn this month. Notices will be sent home so you can mark it on your calendars. We would love to have parents join us and share in the joy of giving..

During the month of April we will be learning about ourselves and how we live as well as how other children in the world live. We will be comparing how other children’s lives are the same as ours and how some parts of their lives may be different. We are excited to see how other children live and learn more about other parts of the world.

Kindergarten transition activities begin this month. Please be sure to mark the dates on your calendars so you don’t miss them. They are a lot of fun and very beneficial.

We will also be going out to Sugar Bush to collect sap and watch the boiling process. What a wonder to watch clear sap from a tree turn into delicious maple syrup. We hope families can join us and assist us with the collection of the sap.



Ms. J and Ms. Jenn





Rain Showers Bring May Flowers

## OJIBWEMOWN WORDS

# Iskigamizige Giizis (Maple Sugar Moon)

## MA'IINGAN Room News!!

This month we are going to be learning all about the sugar bush. We had our first trip out to sugar bush and we walked on top of the high snow, tapped trees, and hung bags to fill up with sap. We will re-visit sugar bush when the weather warms up and hopefully bring in lots of sap to start the process of boiling. The children loved being outside and playing in the woods, they all participated and had a great time! We will be talking about rain, rainbows, and spring time stuff. We will continue to work on taking our turns, sharing toys and using our self help skills. We enjoy learning our numbers, letters, name recogni-

tion, counting, sorting, stacking, reading, and group time art projects. We look forward to talking about our weather, calendar numbers, and picking helper of the day. We look forward to the visits we get from Officer Cadotte once a month talking about how to keep us safe whether its at home or at school and that he is our friend. Lots of rain showers will come in April and May flowers will follow. All the learning we do happens throughout our day and we really look forward to sharing that with our families so we open our door to all of you to come and experience our day. It's a very busy time of

year for us and most of all of us are getting ready for the BIG school! So parents with kindergarten aged children please be looking for notices and reminders about trips and preparation for the BIG transition. We want to tell ALL of Our families Chi-Miigwech! For sharing your little ones with us through the school year, and for all the cooperation! We love learning OJIBWEMOWIN so please use all that you know in our language the children really respond well to phrases and words they learn. PLEASE send your children will proper clothing and extras too we do get messy! Miigwech! Ms. Linda  
Ms. Alicia

Ikwezens  
Little Girl

Gwiiwizens  
Little Boy

Negwaakwaan  
A tap/spigot

Ziinzibaakwad-  
waatig mapletree

Noopimiing  
In the woods

Ishpagonagaa  
Snow is high

Bakite;igan  
Hammer

### OJIBWE MONTHS

Gitchi-Manidoo- Giizis

Namebini Giizis

Onaabani Giizis

Iskigamizige Giizis

Waabigwanii Giizis

Ode'imini Giizis

Aabita-Niibino Giizis

Manoominike Giizis

Waatebagaa Giizis

Binaakwii-Giizis

Gashkadino Giizis

Manido Giizisoons



# Migizi

Are we ever going to get spring?? The children have had a long winter not being able to go out on the playground to play but they have really enjoyed going to the Youth Center twice a week. They have a lot of energy to run off!!



Next month will be warmer and we will start learning about spring and the changes the weather will have and what will be happening to the trees and ground. I have been looking for pussy willows but have not found any yet.



We will talk about the color white, numbers 17, 18, 19, and work on the letters w, y, z. As usual we will be working on being cooperative and with social behaviors, we are going to learn how to use our imagination, and we will start talking about the planting process. It will be fun to start making pictures about spring time. Learning about all the different types of Spring birds will be interesting and we will discuss the difference between them and the winter birds.



Our writing activity will be learning how to write the letters w, y, z on our white boards. The children love these because they can erase and rewrite till they feel they have written the letter.



Ms. Diann and Ms. Patsy



# **ECC Health Fair**

***5th Annual***

**Friday, April 25, 2014**

**10:00 - 1:00pm**

**@ ECC**

- \*Free screenings for adults and children
- \*Free information
- \*Healthy snacks
- \*Child Passenger safety
- And so much more.....

**This event is open to the public and parents are encouraged to bring the whole family!**

**\*Call Jenny Bresette (ext 257) for more details or questions @ 779- 5030\***



A background image of a woman with dark hair holding a baby in her arms. The woman is looking down at the baby with a gentle expression. The image is slightly faded and serves as a backdrop for the text.

**Red Cliff**

**Domestic Violence Prevention Program**

**Empowerment Group**

**Potluck style meal**

**Talking Circle**

**When: Wednesdays from 5pm until 7:30pm**

**Where: Lower Level of the Tribal Administration Building**

**For questions, please call:**

**Sue at 715-779-3706**



# POW WOW

## BAYFIELD SCHOOL

April 11 Bayfield School Gymnasium  
Feast begins at 4:30 p.m.  
Grand Entry begins at 6:00 p.m.

WIEA ANNUAL CONFERENCE BEING HELD IN RED CLIFF/BAYFIELD  
APRIL 11-12, 2014



Emcee: Marvin Defoe, Jr.  
Head Male Dancers: Dennis Debungie  
Head Female Dancer: Andrea Debungie  
Head Jr. Male Dancer: Chris Gamble  
Head Jr. Female Dancer: Tashina Wachsmuth  
Spiritual Advisor: Andy Gokee  
Arena Director: Brian Jackson  
Host Drum: Buffalo Bay  
Invited Drums (to date): Picture Rock

Sponsored by the Bayfield School District  
and  
Wisconsin Indian Education Association (WIEA)

Contact: Jim Pete  
715-779-3201  
jpete@bayfield.k12.wi.us

Vendors contact: Sarah Defoe-Gordon  
715-779-3706 ext 1270  
715-779-5902 after 3 pm





# ***Annual Easter Event***

***Friday, April 18, 2014***

***9am– noon @***

***the Red Cliff Youth Center***



***Contact person: Carolyn Maunu***

***715-779-3707 x 2235***



***Raffles***



***The Easter bunny***



***Zumba for kids***



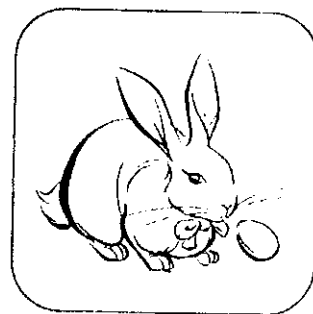
***Food***



***Interactive booths***



***Games***



***Sponsored by: Red Cliff Community Health Center***







*Office of  
Tribal Government  
Relations*



# 1st Annual Veteran's Resource Conference

## SAVE THE DATE

**WEDNESDAY, APRIL 30, 2014 9:00 A.M. — ?  
LAC COURTE OREILLES CONVENTION CENTER  
HAYWARD, WI**

For more information contact:

**Nate Nez, Regional Coordinator**

Wisconsin Department of Veterans Affairs

715-492-1594—[nate.nez@dva.wisconsin.gov](mailto:nate.nez@dva.wisconsin.gov)

**Peter Scott Vicaire,**

**Tribal Government Relations Specialist**

US Department of Veterans Affairs

651-405-5676—[Peter.Vicaire@va.gov](mailto:Peter.Vicaire@va.gov)

**Lac Courte Oreilles Housing Authority**

715-634-2147

**Vernon Martin, Tribal Veterans Service Officer**

Lac Courte Oreilles Tribe

715-865-3379

- ◆ Representatives from over 15 Veteran's agencies including: the Veterans Administration, IHS, and CVSO's/TVSO's will be providing presentations and be available to discuss your veterans benefits. (Formal Agenda will be available soon)
- ◆ **Keynote Speaker:** Stephanie E. Birdwell, M.S.W., Director, Office of Tribal Government Relations.
- ◆ **Hotel Reservations** can be made by calling the LCO Casino Lodge at (715)634-8574 or 1-800-526-2274 group #42914. Rooms are limited (72) so book early. Cut off date is April 22, 2014. Alternate lodging can be made at the Flat Creek Inn & Suites 715-634-4100.
- ◆ Lunch and Dinner will be provided.





Coming Soon

# New Freedom

*Experiential Self-Awareness Training*

April 28 thru May 2, 2014

Russell Town Hall

11 miles north of Red Cliff on County K

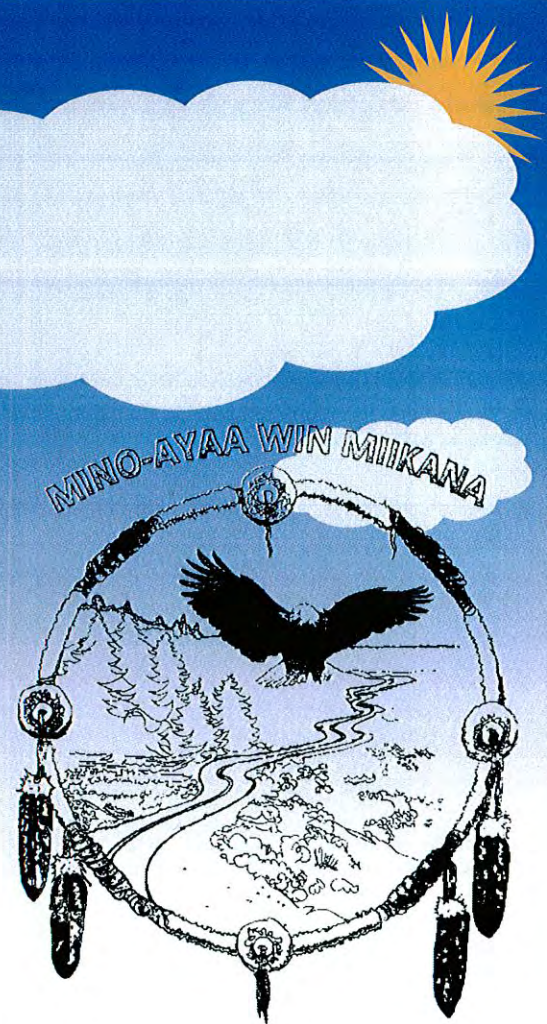
Spend the week with us and develop a new lease on life.

This Self-awareness Training Program can help you re-align with your core values allowing you to get on track with your purpose in life. Would you like to:

*Cure Burn-out*

*Succeed in Recovery*

*Become a Role Model*



*...the art of living a good life.*

*Anishinaabe Cultural Re-Entry Program*

New Freedom will assist you reconnect to the true beauty you were born with.

Red Cliff Tribal members are FREE; Members of other Tribes, Tribal Staff and other community members please call our office for information on fees. (We will Barter.)

**You must commit to the entire week to register. All meals are Provided.**

Mino-Ayaa Win Miikana

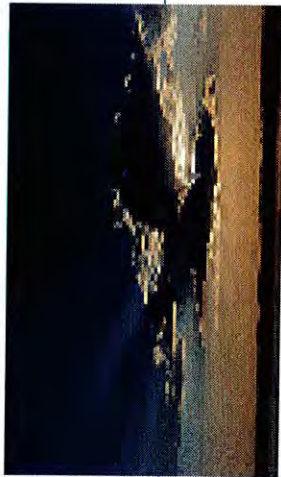
Red Cliff's Re-Entry Program

Darla Gokee

715-779-3706 X 1261



## Is this for me?



Live a better life

If you are the kind of person who gets excited about being extraordinary, we invite you to participate in our trainings.

This experiential workshop offers you an opportunity to discover the underlying beliefs which determine your experience and results in life. You can begin to choose behaviors and actions consistent with your heartfelt commitments and vision for life. In the training you may:

*Experience a profound shift in how you view and relate to yourself and others.*

*Expand your ability to create with less effort and stress.*

**Walk in  
Balance**

**Where:** Town of Russell Town Hall.  
(11 miles north of Red Cliff on County K)

## Meet The Trainer



*This event will be facilitated by a Master self-awareness trainer from Canada; Mega (Margaret) Sampson of Alkali Lake B.C.*

*Part of the core group in the Alkali Lake Sober Community, Mega has been involved in self-awareness training across the US and Canada since the early 1980s.*

*She believes we are born with all tools we need for our lives; then life happens and we set our tools aside or forget about them. Self-awareness helps folks realign with their natural gifts.*

*Mega's goal is to create local, community based healing groups, empowered to take their healing to the next level. Graduates of the New Freedom training are the potential future trainers.*

*As a natural leader she has coached many other self-awareness trainers, assisting thousands to live happier, more satisfying lives.*

Mino Aya Win Miikana  
"The Art of Living a

Red Cliff Band of  
Lake Superior Chippewa  
88385 Pike Rd. Hwy. 13  
Bayfield, WI 54814  
Phone: 715-779-3706 ex 1261

Red Cliff Tribe's  
Cultural Re-Entry Program  
**Mino Aya Win Miikana**  
"The Art of Living a Good Life"

*Proudly Presents*

## New Freedom



## Self-Awareness Training

(also called S.A.G.E.,)

Phone: 715-779-3706 ex 1261

**April 28—May 2, 2014**  
Russell Town Hall





**Become more aware of your authentic self.  
Unlock your true potential.  
Sustain positive changes in YOUR Life.**

The Self Awareness Training is a set of exercises which spark your self-awareness and tap into parts of your brain and heart rarely accessed.

**Who are you?  
What makes you happy?  
What are your beliefs?  
What prevents you from moving forward?**

Were you able to answer these questions in a snap of a finger? Your answers to these simple, powerful questions reflects how truly aware you are of yourself.



What do you want to achieve in your life?

**Self-awareness is a journey towards self-discovery.**

It is about understanding different facets of yourself: how you think, what you feel, how you react to a situation, how to trust your creativity and inner guidance.

Strengthening your self-awareness can lead to:

- healing inner blocks,
- effective decision making,
- becoming more focusing and productive, and,
- discovering your true potential.

*Every one of us has all the answers to questions of our lives right inside of us. We simply have to become aware of our own inner wisdom. We believe self-awareness is a key which unlocks the riches of life.*

**This is a grass roots event.** All Red Cliff Tribal members are free. Registration covers the training, all meals, materials and supplies. Members of other Tribes, Tribal employees and other interested participants please contact our office for fee schedules.

**We will barter.**

## Mission

To give folks a safe place to discover how they can live with more freedom, courage, purpose and power in all aspects of life.

## History

*The original model for this program evolved through a collaboration of PhD Psychologists in the 1980's, who developed and implemented this training for adults. Their methods were then adapted by the Alkali Lake First Nation of British Columbia, Canada becoming a fundamental part of that Tribe's recovery.*

*The Native American curriculum which began in British Columbia has been widely welcomed across Canada and into the United States. Each community that adopts this training re-names it to make it their own. This training has been known as:*

*S.A.G.E., Flying on Your Own, S.A.F.E., and New Directions. It provides a balanced approach to enhancing people's lives — presenting them in a culturally sensitive format which is affordable for participants.*

## SAGE Philosophy

Studies in the 1980s by researchers at Berkeley, Stanford, and UCSF\*, found around 90% of participants in the original model called this training either "extremely valuable" or "valuable." Many describe the training as among their most profound experiences - and claim their participation resulted in substantial life changes. For over 80% of participants, their Self Awareness Growth Experience ranks alongside getting married and having children as one of the top three most impactful experiences of their life.

\*Lee Ross, Morton Lieberman, Irvin Yalom, et. Al.

## Self Awareness Training

April 28-May 2, 2014

### Registration Form

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City, State: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

Program Sponsor : \_\_\_\_\_  
Tribal Affiliation: \_\_\_\_\_ Member or Staff (circle)  
Are you an Ex-offender? \_\_\_\_\_

Mino Aya Win Miikana  
"The Art of Living a  
Good Life"

Red Cliff Band of  
Lake Superior Chippewa  
88385 Pike Rd. Hwy. 13  
Bayfield, WI 54814  
Phone: 715-779-3706 ex 1261  
darla.montano@redcliff-nsn.gov





# FROG BAY TRIBAL NATIONAL PARK

## LOGO CONTEST

We are looking for local artists and photographers to help us create the Frog Bay Tribal National Park logo. We have received a couple of entries over the last year, but we really would like to see more local artists step forward!

**GRAND PRIZE** for the winning logo design will be \$100 gift certificate. Plus your art will symbolize Frog Bay for years to come!

**DEADLINE** for submissions is June 1<sup>st</sup> 2014. Please bring your submissions to the Red Cliff Fish Hatchery or email.

**CONTACTS** for the contest are Bryan Bainbridge or Chad Abel. They can be reached at 779-3750. Email them at [chad.abel@redcliff-nsn.gov](mailto:chad.abel@redcliff-nsn.gov) or [bryan.bainbridge@redcliff-nsn.gov](mailto:bryan.bainbridge@redcliff-nsn.gov).



## 2014 SUMMER INTERN PROGRAM

### ACCEPTING APPLICATIONS SOON!

Are you a Red Cliff teenager looking for job opportunities this summer? Are you interested in the outdoors and the environment? Red Cliff's summer intern program might be right for you!

The Treaty Natural Resource Division at Red Cliff is planning to hire 3 young adults for an internship in our hatchery office. Now in its 3<sup>rd</sup> year, interns get involved in all the work we do in our Division: Feeding fish at the hatchery, building trails at Frog Bay, taking ride-alongs with our Wardens, collecting water samples, catching fish on our research boat, and much, much more!

In addition, our interns spend time with the Forest Service and DNR to learn and get involved in projects they have at their offices. The intern program is a fun way to make money over the summer. It's also a good introduction to future careers in Natural Resources you might be interested in.

**The Skinny:** Applicants should be from 14 – 19 years old OR be currently enrolled in college. Pay is \$8/hour for crew members (2 positions) and \$10/hour for the crew leader (1 position). The internship lasts 8 – 10 weeks, and you will work 32 – 40 hours each week. WORK AT TIMES CAN BE PHYSICALLY DEMANDING. No previous experience is required.

**To Apply:** Internship announcements will be posted around the community and on the Red Cliff website beginning in April. You must fill out a Red Cliff job application and write a letter stating why you would like to be selected for this internship. Applications and letters should be turned in at the Human Resources office.

**Questions?** Call Bryan or Chad at the Red Cliff Hatchery 779-3750

or Call Rick or Susie at Red Cliff Human Resources 779-3700



### **The Five Senses**

Owaabandaan	-	Sight
Obiijimaamaan	-	Smell
Daanginan	-	Touch
Gojipijige	-	Taste
Noondam	-	Hear

### **Emotions**

Minwendam	-	Happy
Zegiz	-	Afraid
Gwiinawii inendam	-	Guilty
Jiikendam	-	Excited
Gaawiin onjida	-	Sorry
Gaawe	-	Jealous
Gashkendam	-	Sad
Apiitendam	-	Proud
Ayekozi	-	Tired
Nishkaadiz	-	Angry
Gwiinawii ezhichige	-	Bored
Ninzaagi'igoo	-	Loved
Nindagaj	-	Embarrassed
Goshkowendam	-	Surprised
Agaji	-	Shy
Ambegish	-	Hopeful





## Attend Today, Achieve Tomorrow



Every school day counts. #schooleveryday

Study after study confirms the value of high-quality early childhood education for developing the cognitive, social, and emotional skills that children need to succeed in kindergarten. But unless children attend our program on a regular basis, they are not likely to benefit fully. Early childhood education helps to build another essential skill: showing up on time, every day, to school and eventually to work.

Did you know that missing just 10% of the school year in the early grades can leave many students struggling throughout elementary school? Or that by 6th grade, missing that much school is strongly linked to course failure and even eventually dropping out of high school? That's just 18 days — or two to three days per month. *Every* school day counts, and *everyone* can make a difference: educators, afterschool programs, mayors, businesses and parents.



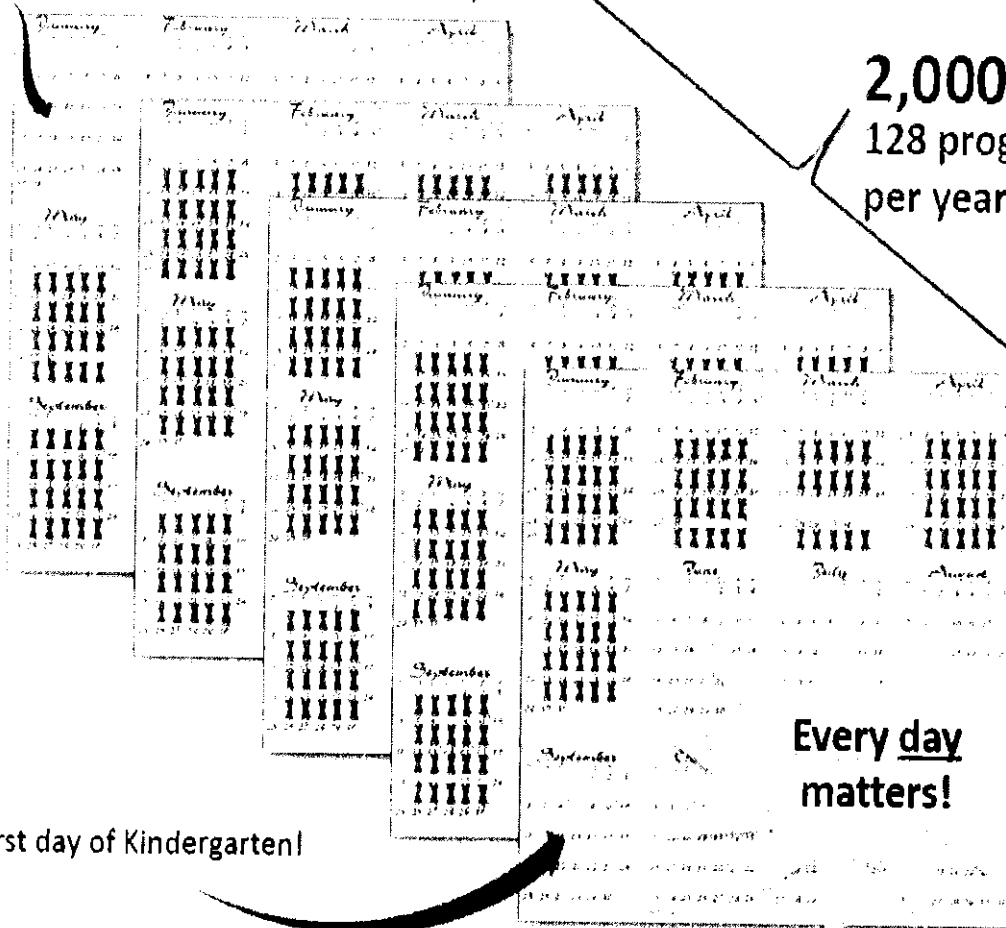
Parents,

Getting your child to school on-time, every day, unless they are sick, is something that you can do to ensure your child has a chance to succeed in school. While others can help, you are the bottom line. You can promote good attendance when you:

- Establish and stick to the basic routines (going to bed early, waking up on time, etc.) that will help your child develop the habit of on-time attendance.
- Talk to your child about why going to school every day is critical and important unless they are sick. If your child seems reluctant to go to school, find out why and work with the teacher, administrator or afterschool provider to get them excited about going to school.
- Come up with back up plans for who to turn to (another family member, a neighbor or fellow parents) to help you get your child to school if something comes up (e.g. another child gets sick, your car breaks down, etc.).
- Reach out for help if you are experiencing tough times (e.g. transportation, unstable housing, loss of a job, health problems) that make it difficult to get your child to school. Other parents, your child's teacher, principal, social worker, school nurse, afterschool providers or community agencies can help you problem solve or connect you to a needed resource.
- If your child is absent, work with the teacher to make sure she or he has an opportunity to learn and make up for the academics missed.



Born!



**2,000 days**  
128 program days  
per year

First day of Kindergarten!

**Every day  
matters!**

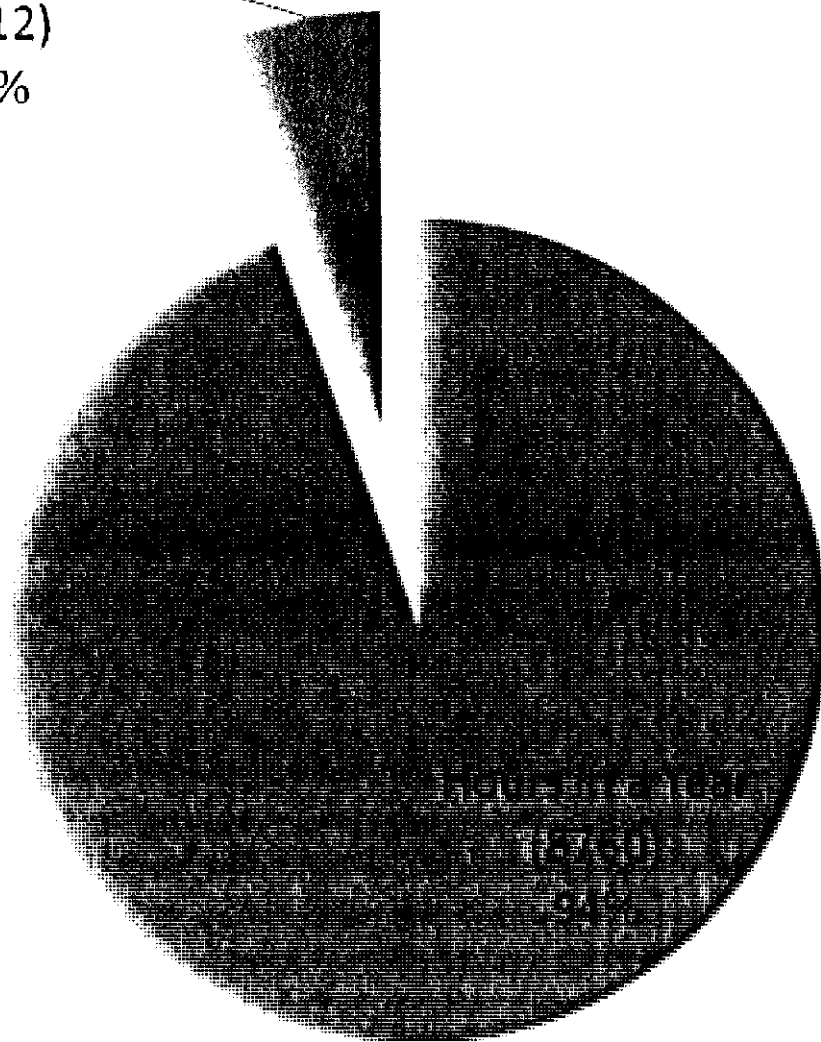


Every day...every hour...  
every moment matters...

Program Time

(512)

6%







# Money \$mart in Head Start



Issue 7

## Dealing with Debt

*"Live within your means."* We've all heard it before and we probably all agree that it's a good idea. Sometimes living within your means is much easier said than done.

Almost everyone has debt at some point. It's the size of the debt, what it's costing, and the time it takes to pay it off that causes stress. Knowing more about the type of debt, how much you owe, and having a plan can help.

### How much debt is too much?

Some people don't like owing money to anyone. Other people don't mind owing money, as long as they can keep up with the monthly payments. The bottom line is: if your debt is stressing you and your family out, then it's too much debt for you.



Sometimes it's the amount of debt that causes stress, and sometimes it's the kind of debt that worries us. Borrowing money for a mortgage, a better car, or going back to school is stressful, but it's also rewarding because we're borrowing money to invest in our future. On the other hand, when we charge something that's used up right away, drops in value, or has a balance that grows each month, we can start to feel pulled down by debt.

When it comes down to it, do you want debt that leaves you with nothing to show for it (a liability)? Or do you want debt that might pay you back in the long run through a higher paying job or a house (an asset)?



**TIP**

Don't buy anything that can't be bought with cash. Have one credit card for emergencies only! If I can't pay for it right then and there, I don't need it.

— Head Start Parent in Douglas County

### Want to become debt free?

- ♦ *Write a list of your debts*- who you owe, how much you owe, the interest rate, and the amount you pay each month. If you haven't been making regular payments, write down the monthly minimum amount required by your creditor.
- ♦ *Figure out how much money you could put towards paying down debt* - make sure you have enough money to keep up with your regular monthly bills by tracking your spending. Catching up on old bills doesn't help if it causes you to get behind on your current bills. Then, if you can find an extra \$5 here or \$10 there, use that money to pay down debt.
- ♦ *Decide which debts you want to pay first* - ideally, you want to pay the monthly minimum amount due on all of your debts. If you have a little extra money to add to those minimum amounts, you can decide where to put that money. Some people make it a priority to pay off debt with the highest interest rate to save money on interest. Others want to pay off a smaller debt first because it feels good to cross one off. Do what's right for you.



**Get rid of debt faster  
by making power  
payments! Visit:  
[www.powerpay.org](http://www.powerpay.org)**

Or maybe you have some old debt that you stopped paying along the way, but now want to catch up on. As you decide where to put your money, think about:

- *How old is the debt?* The older a bill, the less it lowers your credit score. That's a reason to pay off more recent debt first.
- *What kind of debt is it?* An unpaid judgment can stay on your credit report for 20 years in Wisconsin. Other debts, like an old medical or utility bill, will stay on your report for 7 years. (But you still owe the debt even after it drops off your report.)

## What if you can't keep up with your monthly minimum payments?

- ♦ *Call your creditors before they call you* - Yes, it can be embarrassing, but it's the very best thing to do. Tell them why you can't make a payment, maybe your hours were cut at work or someone got sick. Your bank or doctor's office will be more likely to work with you if you've been a good customer and you contact them before you miss a payment. Some of your creditors may not be very helpful, but it's worth asking.
- ♦ *Ask to talk with someone who can help you* - Talk to a supervisor who has the power to reach a deal with you. If they offer a payment plan, ask them to send it to you in writing.
- ♦ *Figure out how much you can pay* - When you call, tell your creditor what you can afford for a monthly payment. If they agree to a lower payment, make sure it's an amount that you can pay every month. If you don't pay the new amount, your creditor will be less likely to work with you again.



A creditor may agree to:

- lowering your monthly payment;
- dropping charges for late payments;
- lowering interest rates;
- letting you pay interest only until you can start making full monthly payments;
- agreeing to a partial repayment of the loan.

Just be aware that if a creditor lowers your loan amount – or “charges it off” – that shows up in your credit report and you could even owe taxes on the amount that was forgiven.

**TIP**

*You can't borrow your way out of debt.  
True debt help is never quick or easy.  
The real way to get out of debt is by  
changing habits.*

## When you need money fast...

If you have an emergency, like you used the rent money to pay for car repairs so you don't have the money for rent, you may be tempted to get a loan from a payday lender. Payday and car title loans are expensive ways to borrow money. Just ask around and you'll hear horror stories about how much interest someone paid or how many times they rolled over a loan before they could pay it off.



If you have a financial crisis, consider your **options** before taking out a payday loan:

- *Can you ask for more time to pay your bills?* Can you get a rent extension from your landlord? Find out what happens if you pay late. Is there a late fee or higher interest?
- *Are there other places you could borrow money?* Can you get a small loan from a bank or credit union, or an advance from your employer? Can you borrow from family or get assistance from your church?
- *Can you get a cash advance on a credit card?* The fees and interest rates for a cash advance are usually less than 100% - still really high - but not as high as the 300-400% with a payday loan.

Payday and car title loans are high interest debt that's hard to pay off. Consider them a **last resort** when you have no other options.

## What about debt consolidation?

There are many debt repayment companies out there. Some are scams that will take your money and leave you more in debt. Other companies may be fine but might not be right for your situation. Ask lots of questions before you consolidate your debt.

To find a non-profit credit counselor near you, call 1-800-388-2227 or [www.debtadvice.org](http://www.debtadvice.org).

“Money Smart in Head Start” is provided by UW-Extension Family Living as part of the Head Start Financial Literacy Project which is funded through the generous support of the Annie E. Casey Foundation. This issue was written by Bev Doll and Kristi Cutts, and edited by Peggy Olive and Ruth Schriefer. Reviewed by J. Michael Collins, Family Financial Security Specialist, UW-Madison/Extension. Sources for this issue: UW-Extension “Dealing With a Drop in Income”; [debtadvice.org](http://debtadvice.org); [Extension.org](http://Extension.org); [AARP.org](http://AARP.org) “Avoid Payday Loans” 4/10; Cooperative Extension-University of Delaware “Payday Loans=Costly Cash” 8/04; UW Extension Clark County-Predatory Lending Practices-Consumers Beware. (Revised 2011)

**UW**  
**Extension**  
Cooperative Extension

University of Wisconsin, U.S. Department of Agriculture and Wisconsin counties cooperating. An EEO/AA employer, University of Wisconsin Extension provides equal opportunities in employment and programming, including Title IX and American with Disabilities (ADA) requirements.



# **10 Reasons Why Handheld Devices Should Be Banned for Children Under the Age of 12**

By Chris Rowan, Pediatric occupational therapist, biologist, speaker, author

*The American Academy of Pediatrics and the Canadian Society of Pediatrics state infants aged 0-2 years should not have any exposure to technology, 3-5 years be restricted to one hour per day, and 6-18 years restricted to 2 hours per day (AAP 2001/13, CPS 2010). Children and youth use 4-5 times the recommended amount of technology, with serious and often life threatening consequences (Kaiser Foundation 2010, Active Healthy Kids Canada 2012). Handheld devices (cell phones, tablets, electronic games) have dramatically increased the accessibility and usage of technology, especially by very young children (Common Sense Media, 2013). As a pediatric occupational therapist, I'm calling on parents, teachers and governments to ban the use of all handheld devices for children under the age of 12 years. Following are 10 research-based reasons for this ban. Please visit [zonein.ca](http://zonein.ca) to view the Zone'in Fact Sheet for referenced research.*

## **1. Rapid brain growth**

*Between 0 and 2 years, infant's brains triple in size, and continue in a state of rapid development to 21 years of age (Christakis 2011). Early brain development is determined by environmental stimuli, or lack thereof. Stimulation to a developing brain caused by overexposure to technologies (cell phones, internet, iPads, TV), has been shown to be associated with executive functioning and attention deficit, cognitive delays, impaired learning, increased impulsivity and decreased ability to self-regulate, e.g. tantrums (Small 2008, Pagini 2010).*

## **2. Delayed Development**

*Technology use restricts movement, which can result in delayed development. One in three children now enter school developmentally delayed, negatively impacting literacy and academic achievement (HELP EDI Maps 2013). Movement enhances attention and learning ability (Ratey 2008). Use of technology under the age of 12 years is detrimental to child development and learning (Rowan 2010).*

## **3. Epidemic Obesity**

*TV and video game use correlates with increased obesity (Tremblay 2005). Children who are allowed a device in their bedrooms have 30% increased incidence of obesity (Feng 2011). One in four Canadian, and one in three U.S. children are obese (Tremblay 2011). 30% of children with obesity will develop diabetes, and obese individuals*

are at higher risk for early stroke and heart attack, gravely shortening life expectancy (Center for Disease Control and Prevention 2010). Largely due to obesity, 21st century children may be the first generation many of whom will not outlive their parents (Professor Andrew Prentice, BBC News 2002).

#### **4. Sleep Deprivation**

60% of parents do not supervise their child's technology usage, and 75% of children are allowed technology in their bedrooms (Kaiser Foundation 2010). 75% of children aged 9 and 10 years are sleep deprived to the extent that their grades are detrimentally impacted (Boston College 2012).

#### **5. Mental Illness**

Technology overuse is implicated as a causal factor in rising rates of child depression, anxiety, attachment disorder, attention deficit, autism, bipolar disorder, psychosis and problematic child behavior (Bristol University 2010, Mentzoni 2011, Shin 2011, Liberatore 2011, Robinson 2008). One in six Canadian children have a diagnosed mental illness, many of whom are on dangerous psychotropic medication (Waddell 2007).

#### **6. Aggression**

Violent media content can cause child aggression (Anderson, 2007). Young children are increasingly exposed to rising incidence of physical and sexual violence in today's media. "Grand Theft Auto V" portrays explicit sex, murder, rape, torture and mutilation, as do many movies and TV shows. The U.S. has categorized media violence as a Public Health Risk due to causal impact on child aggression (Huesmann 2007). Mediareports increased use of restraints and seclusion rooms with children who exhibit uncontrolled aggression.

#### **7. Digital dementia**

High speed media content can contribute to attention deficit, as well as decreased concentration and memory, due to the brain pruning neuronal tracks to the frontal cortex (Christakis 2004, Small 2008). Children who can't pay attention can't learn.

#### **8. Addictions**

As parents attach more and more to technology, they are detaching from their children. In the absence of parental attachment, detached children can attach to devices, which can result in addiction (Rowan 2010). One in 11 children aged 8-18 years are addicted to technology (Gentile 2009).

#### **9. Radiation emission**

In May of 2011, the World Health Organization classified cell phones (and



other wireless devices) as a category 2B risk (possible carcinogen) due to radiation emission (WHO 2011). James McNamee with Health Canada in October of 2011 issued a cautionary warning stating "Children are more sensitive to a variety of agents than adults as their brains and immune systems are still developing, so you can't say the risk would be equal for a small adult as for a child." (Globe and Mail 2011). In December, 2013 Dr. Anthony Miller from the University of Toronto's School of Public Health recommend that based on new research, radio frequency exposure should be reclassified as a 2A (probable carcinogen), not a 2B (possible carcinogen). American Academy of Pediatrics requested review of EMF radiation emissions from technology devices, citing three reasons regarding impact on children (AAP 2013).

#### 10. Unsustainable

The ways in which children are raised and educated with technology are no longer sustainable (Rowan 2010). Children are our future, but there is no future for children who overuse technology. A team-based approach is necessary and urgent in order to reduce the use of technology by children. Please reference below slide shows on [www.zonein.ca](http://www.zonein.ca) under "videos" to share with others who are concerned about technology overuse by children.

- Problems - Suffer the Children - 4 minutes
- Solutions - Balanced Technology Management - 7 minutes

The following Technology Use Guidelines for children and youth were developed by Cris Rowan, pediatric occupational therapist and author of *Virtual Child*; Dr. Andrew Doan, neuroscientist and author of *Hooked on Games*; and Dr. Hilarie Cash, Director of reSTART Internet Addiction Recovery Program and author of *Video Games and Your Kids*, with contribution from the American Academy of Pediatrics and the Canadian Pediatric Society in an effort to ensure sustainable futures for all children.

**Technology Use Guidelines for Children and Youth**

Developmental Age	How Much?	Non-violent TV	Handheld devices	Non-violent video games	Violent video games	Online violent video games and or pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day	✓	never	never	never	never
6-12 years	2 hours/day	✓	never	never	never	never
13-18 years	2 hours/day	✓	✓	limit to 30 minutes/day		never

Please contact Cris Rowan at [info@zonein.ca](mailto:info@zonein.ca) for additional information. © Zone'in February



Wisconsin Head Start Association  
4222 Milwaukee St., Suite 22  
Madison, WI 53714

**TO:** Head Start and Early Head Start Directors  
WHSA Parent Affiliate Members

**FROM:** WHSA Parent Affiliate Officers

- JT Blum – President
- Charisse Daniels – Vice-President
- Carly Howden – Recorder
- Laura Meulemans – Region V Representative
- Kadi Saunders – At Large Representative

**SUBJECT: WHSA 2014 Parent Affiliate Scholarship**  
**“Positive Opportunities for Parents” POP Scholarship**

Please review the attached scholarship information and application. Distribute this information to your parents for their consideration and completion. All interested applicants are to complete all information requested on the application form.

- Each applicant must attach at least two letters of recommendation (See attached guidelines for letters of recommendation on the application)
- The Head Start/Early Head Start Program Director must also sign off on the application
- Only applications received by **Friday, May 30, 2014** will be considered timely for selection committee consideration.

Scholarships will be determined at the WHSA Summer Quarterly Meeting. Application materials are also available at [www.whsaonline.org](http://www.whsaonline.org).

Please **mail** completed applications to the WHSA office at:  
Wisconsin Head Start Association  
4222 Milwaukee Street, Suite 22  
Madison, WI 53714

Or, **fax** applications to the WHSA office at: 608-442-7672

Please contact the WHSA Office with any questions by [WHSAssist@whsaonline.org](mailto:WHSAssist@whsaonline.org) or by calling 608-442-6879. All applicants will be notified of whether or not they are scholarship recipients by August 2014. Scholarships will be awarded at the WHSA Fall Quarterly Meeting.

Attachment: Scholarship Application





Wisconsin Head Start Association  
4222 Milwaukee St., Suite 22  
Madison, WI 53714

**Wisconsin Head Start Association**  
**Application for the 2014 WHSA Parent Affiliate**  
*“Positive Opportunities for Parents” (POPS) Scholarship*

**Who is eligible?**

- Any current Early Head Start or Head Start parent or guardian (a person legally responsible for a child) who is enrolled in or planning on attending an accredited education institution or job training center. Proof of enrollment is required to receive a scholarship.
- Applicants may *not* be previous POP Scholarship (or any WHSA Scholarship) recipient.
- Current HS/EHS staff are *not* eligible for a POP Scholarship. If you are a current staff member we encourage you to apply for one of the WHSA Staff Affiliate Scholarships.

**Amount of scholarship**

The scholarship award is \$350. The award can be used for course fees, books, childcare, and/or transportation. One scholarship each will be awarded to three individuals.

**Who determines eligibility and who selects the recipients?**

The selection committee, made up of members of the Wisconsin Head Start (WHSA) Parent Affiliate, will determine the eligibility of each applicant and determine three candidates to receive the scholarships. Applicants, those related to an applicant, or those who have a “relationship of significance” with an applicant, will be excluded from this review/selection process. The Parent Affiliate selection committee submits its candidate selections to the WHSA Board of Directors, which makes final approval of the recipients.

**Criteria used for selection**

Criteria used for selection includes the applicants’ personal and professional achievements, Head Start and community involvement, need (financial, extenuating circumstances, etc.), and educational and career goals.

**How do I apply?**

Applications will be made available at each grantee/delegate location through program Directors. Applications must include the applicant’s Head Start/Early Head Start Program Director’s signature to be considered complete. All completed applications, no exceptions, must be received by the WHSA office no later than Friday, May 30, 2014.

**Where do I send my application?**

Please mail, fax or email completed applications to the Wisconsin Head Start Association at:  
Wisconsin Head Start Association

4222 Milwaukee Street, Suite 22, Madison, WI 53714

Fax: 608-442-7672

[WHAassist@whsaonline.org](mailto:WHAassist@whsaonline.org)

**Who can answer my questions?**

WHSA staff is happy to answer your questions about POP Scholarship eligibility and the application process. Please call the office at 608-442-6879 or email your inquiry to [WHAassist@whsaonline.org](mailto:WHAassist@whsaonline.org)

**Wisconsin Head Start Association**  
**Application for the 2014 WHSA Parent Affiliate**  
*"Positive Opportunities for Parents" (POPS) Scholarship*

You must complete the application in full (including this cover page) to be considered eligible for the scholarship.

<b>Name in Full:</b>			
<b>Home Address:</b>			
<b>Home City/State/Zip:</b>			
<b>Home Phone #:</b>		<b>Email:</b>	

<b>Agency Name:</b>			
<b>Agency Address:</b>			
<b>Agency City/State/Zip:</b>			
<b>Agency Phone #:</b>			
<b>Program Director Name:</b>			
<b>Are you a current HS/EHS staff member?</b>	YES	NO	
<b>Have you ever received any WHSA scholarship (POP, Staff, etc.)?</b>	YES	NO	

**PLEASE NOTE:** If you answered "YES" to either of the above questions, you are *ineligible* for a POP Scholarship. Past WHSA Scholarship recipients and current staff members are excluded from receiving a POP Scholarship. Please do not complete this application. It will not be considered by the selection committee.

Application must be received at the WHSA Office by **Friday, May 30, 2014.**

Wisconsin Head Start Association  
4222 Milwaukee Street, Suite 22, Madison, WI 53714  
Phone: 608-442-6879      Fax: 608-442-7672

*Please attach additional sheets if you need more room to answer questions.*



1. List your involvement in Head Start (parent, volunteer, policy council, etc.) and the number of years you've been involved in each activity.

<i>Example: Policy Council Rep.</i>	<i>2 years</i>

2. Describe any community involvement, including the duration of your involvement in each activity, outside of Head Start.

3. Name of accredited institution you will attend:

4. Course title(s):

5. What are your education and career goals?

6. How have you been working towards these goals to date?

*Please attach additional sheets if you need more room to answer questions.*

7. State briefly why this scholarship would be helpful for you to continue your education.

8. Please indicate any special needs and/or circumstances (financial extenuating circumstances, etc.):

9. Describe any personal and professional achievements:

10. Optional: If you'd like, please attach supporting materials demonstrating your Head Start/community involvement, your academic excellence, or noteworthy accomplishments (ie. awards, transcripts, etc.).

---

**Signature of Applicant**

**Date**

---

**Signature of Program Director**

**Date**

**ATTACH AT LEAST TWO LETTERS OF RECOMMENDATION**

- A minimum of one letter of recommendation must be from a Head Start staff member.
- Letters of recommendation must be signed by the person providing the recommendation and include the person's contact information.

Letters of recommendation for WHSA scholarship applicants should address any or all of the following areas:

- Personal or professional achievements of the applicant
- The applicants educational and career goals
- Head Start and community involvement
- Financial need of the applicant
- Any special needs or circumstances

*Please attach additional sheets if you need more room to answer questions.*



# Making Healthy Connections With Your Family



Good health starts with eating the right foods and getting plenty of physical activity. A healthier lifestyle may help your family in many ways, including the following:

- Less stress, depression, and anxiety
- Better sleep and more energy
- Less disease and lower health-care costs

Healthy habits don't have to take time away from your family. Do it together and make it fun!

## Eating Well

Children learn their future eating habits from watching you. Set a good example, and set the stage for a lifetime of good health. Consider the following tips:

- Family meals are an important time to connect with your children. Offer a variety of healthy foods. Then focus on what your children are saying rather than what they are eating.
- Allow children to decide how much to eat based on their hunger. Let go of "clean plate" expectations.
- Reward your children with attention and kind words instead of food. Comfort them with hugs, not sweets.
- Plan, shop, and cook more meals at home together. Involve children in choosing, washing, and (for older children) cutting and cooking fruits and vegetables.
- Let kids invent their own healthy recipes. No-fail options include trail mix, smoothies, and fruit salads.
- Having difficulty providing enough healthy food for your family? Apply for food stamps or WIC benefits, or check out local food banks to ease your budget.

## Physical Activity

Children and teens need 60 minutes or more of physical activity each day. For adults, aim for at least 30 minutes per day, most days of the week. Try the following suggestions to increase your whole family's activity level:

- Find activities you enjoy and do them as a family. Shoot hoops, dance, swim, or rollerblade—it doesn't matter what you do, as long as you are moving together.
- Support your children's participation in sports by helping them practice. Kick soccer balls while your child plays goalie, or hit pop-ups for her to catch.
- Take a family walk after dinner instead of turning on the TV. Make up games for younger children, such as "I spy" or "Who can count the most ... [e.g., red cars]". With school-age kids and teens, use the time to ask how things are going at school or with friends.
- Walk or bike with your child to and from school.
- Set family challenges, such as completing a "mud run" or a long hike together. Celebrate when you reach your goals.
- Local community centers often offer free or low-cost exercise classes, clubs, teams, and other activities for children and families. Many offer sliding-scale memberships.

---

**Remember:** Making a commitment to health together is more fun than doing it alone ... and it can bring your family closer together.

---

This tip sheet was adapted using information from the U.S. Department of Agriculture's ChooseMyPlate.gov (<http://choosemyplate.gov>). At <http://www.childwelfare.gov/preventing/parentingtips/> you can download this tip sheet and get more parenting tips, or call 800.394.3366.



# Dealing With Temper Tantrums



## What's Happening

Two- and 3-year-olds have many skills, but controlling their tempers is not one of them. Tantrums are common at this age because toddlers are becoming independent and developing their own wants, needs, and ideas. However, they are not yet able to express their wants and feelings with words. Take comfort in the fact that most children outgrow tantrums by age 4.

## What You Might Be Seeing

Most toddlers:

- Love to say "No!" "Mine!" and "Do it myself!"
- Test rules over and over to see how parents will react
- Are not yet ready to share
- Need lots of fun activities, play times, and opportunities to explore the world
- Respond well to a routine for sleeping and eating (a regular schedule)
- Like to imitate grownups and to "help" mom and dad

---

**Remember:** When your child is having a floor-thumping tantrum, the most important thing you can do is remain calm and wait it out. Do not let your child's behavior cause you to lose control, too.

---

## What You Can Do

It is often easier to prevent tantrums than to deal with them after they get going. Try these tips:

- Direct your child's attention to something else. ("Wow, look at that fire engine!")
- Give your child a choice in small matters. ("Do you want to eat peas or carrots?")
- Stick to a daily routine that balances fun activities with enough rest and healthful food.
- Anticipate when your child will be disappointed. ("We are going to buy groceries for dinner. We won't be buying cookies, but you can help me pick out some fruit for later.")
- Praise your child when he or she shows self-control and expresses feelings with words.

If you cannot prevent the tantrum, here are some tips for dealing with it:

- Say what you expect from your child and have confidence that your child will behave.
- Remain calm. You are a role model for your child.
- Holding your child during a tantrum may help a younger child feel more secure and calm down more quickly.
- Take your child to a quiet place where he or she can calm down safely. Speak softly or play soft music.
- Some children throw tantrums to seek attention. Try ignoring the tantrum, but pay attention to your child after he or she calms down.
- Resist overreacting to tantrums, and try to keep your sense of humor.



# How to Develop Strong Communities



## What's Happening

Communities have a great influence in families' lives. Just as plants are more likely to thrive in a garden with good soil and plenty of sunlight and water, families are more likely to thrive in nurturing communities. A safe place for children to play is one feature of a nurturing community. Other features include the availability of food, shelter, and medical care for families, as well as a culture that encourages neighbors to get to know and help one another. Nurturing communities can help build strong families.\*

## What You Might Be Seeing

Strong, nurturing communities that are supportive of families will have:

- Parks and recreation facilities that are accessible, safe, and inviting places for families
- Resources to help families in need access food, jobs, medical care, and other resources
- Early education programs that are easily accessible and welcoming
- Safe, affordable housing available to all families
- Clean air and water

---

**Remember:** Everyone can take steps to make communities more supportive of families!

---

## What You Can Do

### Baby Steps

- Meet and greet your neighbors.
- Go to a parents' meeting at your child's school.
- Participate in an activity at your local library or community center.

### Small Steps

- Set up a playgroup in your community at homes or a local park (consider inviting people who may not have children at home, such as local seniors).
- Organize a community babysitting co-op.
- Volunteer at your child's school through the school's administration or the parents' organization.
- Encourage local service providers to produce a directory of available services in the community.

### Big Steps

- Organize a community event (a block party, father/daughter dance, parent support group).
- Run for an office in the parent organization at your child's school.
- Attend local government meetings (city council or school board meetings) and let them know how important resources are in your community. Let them know how parks, strong schools, and accessible services help to strengthen your family and other families.
- Join or create a group in which parents and children meet regularly to play or serve together, such as scouting, a flag football league, or service club.

\* To learn more about protective factors that support child and family well-being, visit: <https://www.childwelfare.gov/can/factors/protective.cfm>.  
This tip sheet was created with input from experts in national organizations that work to prevent child maltreatment and promote well-being.  
At <http://www.childwelfare.gov/preventing/promoting/parenting>, you can download this tip sheet and get more parenting tips, or call 800.394.3366.



**TEACH RESPECT**



**NOT RACISM**

## **Building Relationships in Indian Education – A Resource List**

There are multiple opportunities to engage in discussion and gain knowledge of Wisconsin's various American Indian Tribes and Bands. WIEA encourages your district's students, faculty, staff, and administration to participate in the following activities to develop relationships and help create bridges for collaborative learning:

### ***Technical Assistance***

- Contact DPI American Indian Studies Program (AISP) Consultant, David O'Connor david.o'connor@dpi.wi.gov (608) 267-2283. The AISP assists implementation of curricular requirements in areas of Wisconsin American Indian history, culture and tribal sovereignty and for American Indian Language and Culture Education. Staff provides training opportunities, presents at conferences, develops and disseminates educational materials, provides general consultation on issues of Wisconsin American Indian Studies and the education of American Indian students and serves as liaison to tribal education departments, Wisconsin Indian Education Association, Great Lakes inter-Tribal Council and the Wisconsin Legislature's Special Committee on State-Tribal Relations.
- Work with authorized officials of recognized tribes within Wisconsin to establish and maintain a direct line of resources to enhance curriculum. Wisconsin Indian Education Association [www.wiea.org](http://www.wiea.org), Brian Jackson, President (800) 472-7207 or (715) 588-3324 [bjackson@glitc.org](mailto:bjackson@glitc.org).
- Contact First Nations Studies Program at UW Green Bay: [www.uwgb/fns/](http://www.uwgb/fns/)
- There are resources as well at the tribal colleges: College of the Menominee Nation [www.menominee.edu](http://www.menominee.edu) and Lac Courte Oreilles Ojibwe Community College [www.lco.edu](http://www.lco.edu)
- Contact WIEA Indian mascot and Logo Taskforce Barbara Munson, Chair (715) 693-6238
- Contact Great Lakes Inter-Tribal Council: Brian Jackson (715) 588-3324

### ***Professional Development***

- Attend WIEA Annual Conference: [www.wiea.org/index.php/Conference/Details](http://www.wiea.org/index.php/Conference/Details)
- Send faculty to the American Indian Studies Summer Institute: American Indian Studies Summer Institute (AISSI) is an active, highly participatory, week-long workshop designed to increase participants' understanding of issues related to history, culture, and tribal sovereignty of eleven federally recognized American Indian tribes and bands in Wisconsin. Participants develop new techniques suited to their unique circumstances. Contact: David O'Connor david.o'connor@dpi.wi.gov (608) 267-2283.

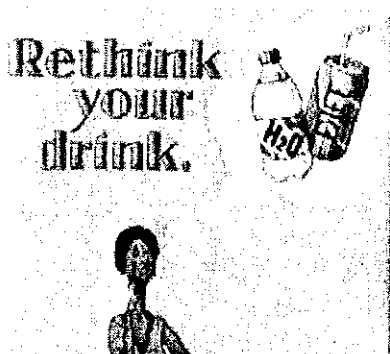


- Invite First Nations Traveling Resource Center to visit. FNTRC brings a large display of accurate, respectful books for learning and teaching about Wisconsin tribes to your location. FNTRC presents workshops on the importance of non-stereotypical materials and how to spot bias and stereotyping in books and media. FNTRC provides hand outs, bibliographies, and sources for purchasing materials. FNTRC does not make sales. Doreen Wawronowicz [Dwawronowicz@ldf.k12.wi.us](mailto:Dwawronowicz@ldf.k12.wi.us) 715-588-3838 or Carol Amour [amourcarol@yahoo.com](mailto:amourcarol@yahoo.com) 715-439-3078.
- Participate in Widening the Circle ACT 31 Symposium [www.act31weebly.com](http://www.act31weebly.com). Uses traditional values in bringing people together to provide a culturally responsive model of multicultural and Indigenous education to assist all teachers and students in developing a critical consciousness. Focus on building relationships with Native and Hmong elders and educators. Forms a solid basis for learning about Native and Hmong cultures, contemporary and historical issues, sovereignty, Indigenous educational practice and educational policy.
- Host the Bittersweet Winds Educational Exhibit – “The, “Good, the bad and the ugly” of how our names and images as Native people have and are still used in schools, sports teams, education and marketing” – Richie Plass. The exhibit is a, “visual journey” educating the public about our heritage, history and position when our names and images are used to make money for non-Native organizations and the non-Native position of how we should all feel, “honored” by these names and images. Contact: Richie Plass, 2542 He Nis Ra Ln., Green Bay, WI., 54304, cell: 920-615-6558 or Facebook page: Bittersweet Winds.
- Host a KICK performance. Every few years we bring this play based on the experience of a Wisconsin Indian student, written by Peter Howard and performed by DeLanna Studi to Wisconsin for a tour. 2014 will be the 11<sup>th</sup> time KICK has toured Wisconsin universities, education conferences and schools. [www.indianmascots.com/education/materials/](http://www.indianmascots.com/education/materials/).

#### *Electronic Resources*

- Read the scholarly research and studies relating to the impact of race-based Indian mascot, logo and team name branding. [www.indianmascots.com/education/research/](http://www.indianmascots.com/education/research/)
- Use authentic Wisconsin Indian visual educational resources: The WAYS, An ongoing series of stories on culture and language from Native Communities around the Central Great Lakes. [www.theways.org](http://www.theways.org)
- Use the Education Communications Board video “Taking a Stand” from the Engage: State.Tribal.Local Government series in your Wisconsin Government units. [www.Indianmascots.com/education/materials/](http://www.Indianmascots.com/education/materials/)
- Visit the “Indian” Mascot and Logo Taskforce Website: [www.Indianmascots.com/](http://www.Indianmascots.com/) - Many materials about a contemporary issue impacting Wisconsin Indian people are archived here for classroom use.
- Visit the UW-Madison College of Education Act 31 website <http://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/american-indian-curriculum-services/why-act31-/first-steps/>
- See educational publications of Great Lakes Inter-Tribal Council at: [www.glitc.org/resources/educational](http://www.glitc.org/resources/educational)
- See educational materials from Great Lakes Indian Fish and Wildlife Commission at: [www.glifwic.org/publications/index/html](http://www.glifwic.org/publications/index/html)

# Rethink Your Drink



## Weight Management Research to Practice Series

When it comes to weight loss, there's no lack of diets promising fast results. There are low-carb diets, high-carb diets, low-fat diets, grapefruit diets, cabbage soup diets, and blood type diets, to name a few. But no matter what diet you may try, to lose weight, you must take in fewer calories than your body uses. Most people try to reduce their calorie intake by focusing on food, but another way to cut calories may be to think about what you drink.

## What Do You Drink? It Makes More Difference Than You Think!

Calories in drinks are not hidden (they're listed right on the Nutrition Facts label), but many people don't realize just how many calories beverages can contribute to their daily intake. As you can see in the example below, calories from drinks can really add up. But there is good news: you have plenty of options for reducing the number of calories in what you drink.

Occasion	Instead of...	Calories	Try...	Calories
Morning coffee shop run	Medium café latte (16 ounces) made with whole milk	265	Small café latte (12 ounces) made with fat-free milk	125
Lunchtime	20-oz. bottle of nondiet cola	227	Bottle of water or	0



combo meal with your lunch

diet soda

Afternoon  
break  
  
Sweetened  
lemon iced tea  
from the  
vending  
machine (16  
ounces) 180

Sparkling water  
with natural lemon  
flavor (not  
sweetened) 0

Dinnertime  
  
A glass of  
nondiet ginger  
ale with your  
meal (12  
ounces) 124

Water with a slice  
of lemon or lime,  
or seltzer water  
with a splash of  
100% fruit juice  
  
0 calories for the  
water with fruit  
slice, or about 30  
calories for seltzer  
water with 2  
ounces of 100%  
orange juice.

Total  
beverage  
calories: 796

125-155

(USDA National Nutrient Database for Standard Reference)

Substituting no- or low-calorie drinks for sugar-sweetened beverages cuts about 650 calories in the example above.

Of course, not everyone drinks the amount of sugar-sweetened beverages shown above. Check the list below to estimate how many calories you typically take in from beverages.

Type of Beverage	Calories in 12 ounces	Calories in 20 ounces
Fruit punch	192	320
100% apple juice	192	300
100% orange juice	168	280

Lemonade	168	280
Regular lemon/lime soda	148	247
Regular cola	136	227
Sweetened lemon iced tea (bottled, not homemade)	135	225
Tonic water	124	207
Regular ginger ale	124	207
Sports drink	99	165
Fitness water	18	36
Unsweetened iced tea	2	3
Diet soda (with aspartame)	0*	0*
Carbonated water (unsweetened)	0	0
Water	0	0

\*Some diet soft drinks can contain a small number of calories that are not listed on the nutrition facts label.

( USDA National Nutrient Database for Standard Reference)



Milk contains vitamins and other nutrients that contribute to good health, but it also contains calories. Choosing low-fat or fat-free milk is a good way to reduce your calorie intake and still get the nutrients that milk contains.

Type of Milk	Calories per cup (8 ounces)
Chocolate milk (whole)	208
Chocolate milk (2% reduced-fat)	190
Chocolate milk (1% low-fat)	158
Whole Milk (unflavored)	150
2% reduced-fat milk (unflavored)	120
1% low-fat milk (unflavored)	105
Fat-free milk (unflavored)	90

\*Some diet soft drinks can contain a small number of calories that are not listed on the nutrition facts label.

( USDA National Nutrient Database for Standard Reference)

## Learn To Read Nutrition Facts Labels Carefully

Be aware that the Nutrition Facts label on beverage containers may give the calories for only part of the contents. The example below shows the label on a 20-oz. bottle. As you can see, it lists the number of calories in an 8-oz. serving (100) even though the bottle contains 20 oz. or 2.5 servings. To figure out how many calories are in the whole bottle, you need to multiply the number of calories in one serving by the number of servings in the bottle ( $100 \times 2.5$ ). You can see that the contents of the entire bottle actually contain 250 calories even though what the label calls a "serving" only contains 100. This shows that you need to look closely at the serving size when comparing the calorie content of different beverages.

## **NUTRITION FACTS LABEL**

Serving Size 8 fl. oz.  
Servings Per Container **2.5**

Amount per serving

Calories **100**

## **Sugar by Any Other Name: How To Tell Whether Your Drink Is Sweetened**

Sweeteners that add calories to a beverage go by many different names and are not always obvious to anyone looking at the ingredients list. Some common caloric sweeteners are listed below. If these appear in the ingredients list of your favorite beverage, you are drinking a sugar-sweetened beverage.

- High-fructose corn syrup
- Fructose
- Fruit juice concentrates
- Honey
- Sugar
- Syrup
- Corn syrup
- Sucrose
- Dextrose

## **High-Calorie Culprits in Unexpected Places**

Coffee drinks and blended fruit smoothies sound innocent enough, but the calories in some of your favorite coffee-shop or smoothie-stand items may surprise you. Check the Web site or in-store nutrition information of your favorite coffee or smoothie shop to find out how many calories are in different menu items. And when a smoothie or coffee craving kicks in, here are some tips to help minimize the caloric damage:

### **At the coffee shop:**

- Request that your drink be made with fat-free or low-fat milk instead of whole milk
- Order the smallest size available.



- Forgo the extra flavoring – the flavor syrups used in coffee shops, like vanilla or hazelnut, are sugar-sweetened and will add calories to your drink.
- Skip the Whip. The whipped cream on top of coffee drinks adds calories and fat.
- Get back to basics. Order a plain cup of coffee with fat-free milk and artificial sweetener, or drink it black.

#### **At the smoothie stand:**

- Order a child's size if available.
- Ask to see the nutrition information for each type of smoothie and pick the smoothie with the fewest calories.
- Hold the sugar. Many smoothies contain added sugar in addition to the sugar naturally in fruit, juice, or yogurt. Ask that your smoothie be prepared without added sugar: the fruit is naturally sweet.

## **Better Beverage Choices Made Easy**

Now that you know how much difference a drink can make, here are some ways to make smart beverage choices:

- Choose water, diet, or low-calorie beverages instead of sugar-sweetened beverages.
- For a quick, easy, and inexpensive thirst-quencher, carry a water bottle and refill it throughout the day.
- Don't "stock the fridge" with sugar-sweetened beverages. Instead, keep a jug or bottles of cold water in the fridge.
- Serve water with meals.
- Make water more exciting by adding slices of lemon, lime, cucumber, or watermelon, or drink sparkling water.
- Add a splash of 100% juice to plain sparkling water for a refreshing, low-calorie drink.
- When you do opt for a sugar-sweetened beverage, go for the small size. Some companies are now selling 8-oz. cans and bottles of soda, which contain about 100 calories.
- Be a role model for your friends and family by choosing healthy, low-calorie beverages.

*Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333, USA  
800-CDC-INFO (800-232-4636) TTY: (888) 232-6348 - Contact CDC-INFO*



# Super Spring Snacks

Putting fruits and veggies into fun snacks can keep kids happy and healthy.



## Delicious Dippers!

Everyone loves dipping their foods! Try whipping up a veggie dip by adding seasonings (such as herbs and garlic) to yogurt. Serve with some fresh veggies like carrots, celery, or broccoli. This can also be done for fruits. Instead of herbs and garlic try yogurt and cinnamon with bananas or strawberries.



## Personalized Pizzas!

Use a whole-wheat English muffin, bagel, or pita bread as the crust. Have tomato sauce, low-fat cheese and cut-up vegetables or fruit toppings lined up on the kitchen table. Let your kids choose their own favorite and then pop the mini-pizzas into the oven to warm up.

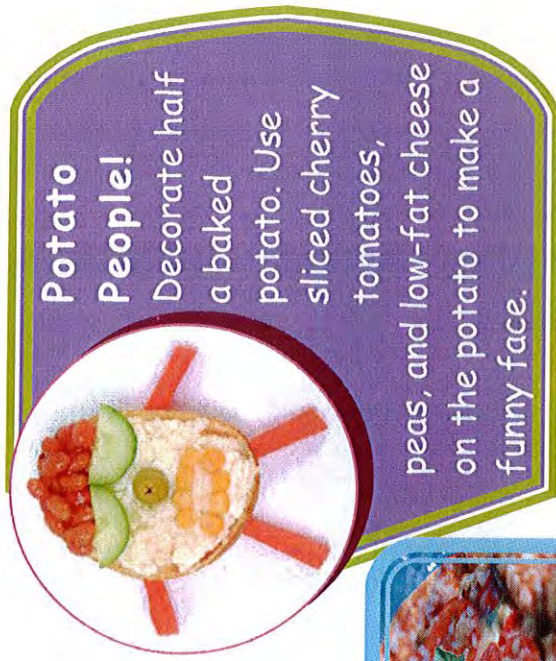
## Homemade Trail Mix!



Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Adding whole-grain cereals to the mix adds a bit of filler to the snack. Try coordinating colors and ingredients to match any event or season for a fun twist.

## Season Challenge!

Every fruit and veggie has a season where it is cheaper and fresher in grocery stores. Take a second to find out when the best time is for the family's favorite fruits and vegetables and what is currently in season.



## Potato People!

Decorate half a baked potato. Use sliced cherry tomatoes, peas, and low-fat cheese on the potato to make a funny face.





# Live Well, Work Well

March 2014



## Stay Safe During Spring Weather Hazards

From hail and mudslides to thunderstorms and tornadoes, severe weather takes many different forms in the spring months. By knowing the extent of hazardous weather, you will be able to prepare yourself and protect your family and property.

Having a storm readiness plan in place saves valuable time if severe weather strikes. Advance planning may even limit the damage caused by harsh weather. Take the opportunity now to choose the best shelter in your home, and make sure your family knows where it is. Choose a meeting place to gather after the storm to ensure that everyone is safe and accounted for.

While severe weather can strike at any time, the following types of weather hazards become more prevalent during spring:

**1. Floods.** Floods are among the most

frequent and costly natural disasters in terms of human hardship and economic loss. Most flooding occurs when the volume of water in a river or stream exceeds the capacity of the channel. In the spring, heavy rains and melting snow can greatly increase the risk of flooding. To assess your susceptibility to flooding, consult flood hazard maps for your community. If you live in a high-risk area, consider elevating your furnace, water heater and electric panel. Install "check valves" to prevent flood water from backing up into the drains of your home and seal walls in your basement with waterproofing compounds.

**2. Mudslides.** Mudslides develop when water rapidly accumulates in the ground and results in a surge of water-saturated rock, earth and debris. As with floods, the most important precaution you can take is to determine your susceptibility to mudslides. Consult a geotechnical expert (a registered professional

engineer with soils engineering expertise) for advice on reducing landslide problems and risks. Local authorities should be able to help you contact a geotechnical expert.

**3. Tornadoes and High Winds.** A tornado is a violently rotating column of air extending from the base of a thunderstorm down to the ground. While tornadoes have been reported in every state, in areas where tornadoes are frequent it's important to know the difference between a tornado watch and a tornado warning. A tornado watch is issued when weather conditions favor the formation of tornadoes—for example, during a severe thunderstorm. A tornado warning is issued when a tornado funnel is sighted or indicated by weather radar, and you should take shelter immediately.

For all weather hazards, maintain an emergency pack with a battery-powered flashlight, a radio, tools for emergency repair, food supplies, a first-aid kit, blankets and extra clothing. Store important identification and insurance documents in a fire- and water-proof safe. Be sure to fill your car's gas tank when severe weather is incoming. Planning ahead will help you be ready when severe weather hits.

**The most common spring allergy is pollen—tiny grains released into the air by trees, grasses and weeds.**

## Combating Allergy Season

While most people can't wait to welcome the end of winter, for millions of others spring's warmth and rebirth brings debilitating allergies. The most common spring allergy is pollen—tiny grains released into the air by trees, grasses and weeds for the purpose of fertilizing other plants. In allergy sufferers, the immune system mistakes pollen for harmful foreign germs, and triggers hypersensitive reactions that may include red eyes, runny nose, itchiness, eczema, hives or an asthma attack.

Fortunately, when potential hazards are recognized, allergies and asthma can often be prevented or their effects minimized. To reduce your exposure to pollen and other allergy triggers, check local weather reports to find out current pollen forecasts. If pollen counts are high, take allergy medication preemptively instead of waiting for symptoms to start. Stay indoors on dry, windy days. The best time to be outside is after a rainstorm, when the air is mostly pollen-free.

Refrain from gardening or doing yard work. Change your clothes after being outside for a long period of time. Consider taking a shower or rinsing your hair if your allergies are starting to act up. Be sure to use an air filter in your home as well. Don't let the onset of spring cause you to suffer.



# Reboot Your Workout

It's very common to fall out of a fitness routine, especially at this time of year. Everyone has their excuses: holiday schedule changes, bad winter weather, injury or illness, failed New Year's resolution, etc.

Regardless of the reason, you need to get back in the habit. Now is a perfect time to recommit to achieving and maintaining a prime fitness level. But before you start to pick up where you left off, be mindful of the following things:

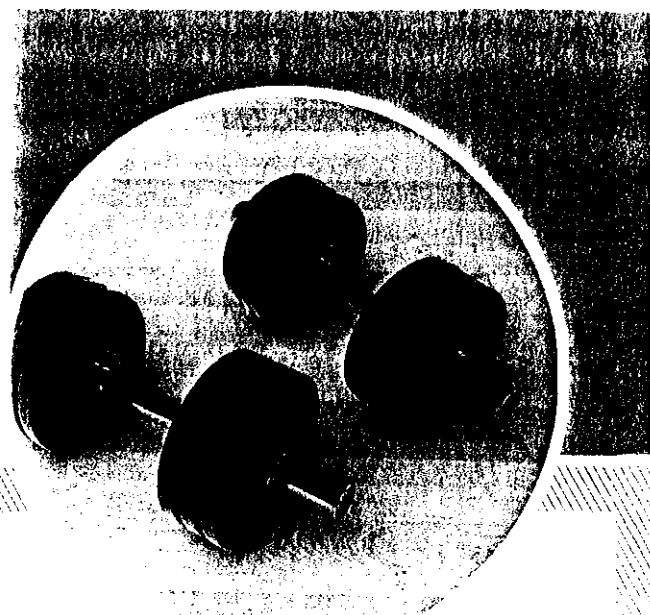
1. **Start slow.** Do not try to make up for lost time. Depending on the length of time since your last workout and the reason for stopping, you might not want to resume working out at the same level you were at when you stopped. Rather, decrease your exertion by 20 to 30 percent and gradually build your way back up.
2. **Choose an activity you like.** Enjoying your workouts is a must. If you find cardio preferable to weight lifting, focus on that. The goal during the first month is to get moving, whichever way you choose.
3. **Recruit a buddy.** Grab a friend to join you. Adding a partner to your workouts can boost your commitment and give you someone to discuss fitness with, and the two of you can keep each other motivated.
4. **Track every workout.** Charting your workouts is a great way to watch yourself steadily improve and to stay motivated. Small fitness milestones give you a series of short-term goals to reach as you work towards your overall goals.

# Spring Clean Your Finances



If you haven't already, spring is a great time to get a handle on your debt, especially if you have holiday bills due. Revisit your accounts to find out exactly how much you owe and what the interest rate is per account. It may be possible to refinance or consolidate debt at a lower interest rate than what you're currently paying. Once you've done that, set up a new monthly budget for the year, taking into account debt and insurance payments, savings deposits, and living and entertainment expenses.

Other steps you can take to reorganize your finances include throwing away non-essential account statements from the last year, gathering your tax information, checking your credit report, updating dependent and beneficiary information and getting new quotes for insurance policies if you think it's possible to obtain the same quality of coverage for less.



## Slow Cooker Beef Stew

Whether you're celebrating St. Patrick's Day or just trying to stay warm during an extra-chilly winter, this savory, healthy stew will stick to your ribs without emptying your wallet. Preparing it in a slow cooker will allow you to enjoy your day without having to worry about dinner. Bon appetit!

- 2 pounds beef stew meat, cut into 1-inch cubes
- ¼ cup all-purpose flour
- 2 cups beef broth
- 1 garlic clove, minced
- 3 carrots, chopped
- 3 potatoes, chopped
- 3 tbsp. vegetable oil
- 1 celery stalk, chopped
- Herbs (bay leaf, basil, oregano) to taste
- Salt and pepper to taste

Brown meat in a skillet over medium-high heat for about 1 minute per side. Place meat in slow cooker. Mix flour, salt and pepper in a medium bowl and pour over meat. Stir until meat is coated with flour mixture. Add remaining ingredients and stir to mix. Cover and cook on low for 8 to 10 hours or on high for 4 to 6 hours. Stir stew thoroughly and discard bay leaf before serving.

Yield: 6 servings. Each serving provides 240 calories, 6g of fat, 2.5g saturated fat, 70mg of cholesterol, 290mg of sodium, 3g of sugar and 2g of fiber.

Source: USDA



# 10 Home Maintenance Tips for Spring

A certified home inspector shares 10 home-maintenance tips for spring.

By Dwight Barnett, Scripps Howard News Service

After a long, dark winter, spring's bright sun and warm winds are, well, a breath of fresh air. The only downside? All that sunshine spotlights your leaf-filled gutters, cracked sidewalks and the dead plants in last year's flower beds. Dwight Barnett, a certified master inspector with the American Society of Home Inspectors, shared this checklist to help you target the areas that need maintenance so you can get your chores done quickly, leaving you time to go outside and play in the sunshine.

- Check for loose or leaky gutters. Improper drainage can lead to water in the basement or crawl space. Make sure downspouts drain away from the foundation and are clear and free of debris.
- Low areas in the yard or next to the foundation should be filled with compacted soil. Spring rains can cause yard flooding, which can lead to foundation flooding and damage. Also, when water pools in these low areas in summer, it creates a breeding ground for insects.
- Use a screwdriver to probe the wood trim around windows, doors, railings and decks. Make repairs now before the spring rains do more damage to the exposed wood.
- From the ground, examine roof shingles to see if any were lost or damaged during winter. If your home has an older roof covering, you may want to start a budget for replacement. The summer sun can really damage roof shingles. Shingles that are cracked, buckled or loose or are missing granules need to be replaced. Flashing around plumbing vents, skylights and chimneys need to be checked and repaired by a qualified roofer.
- Examine the exterior of the chimney for signs of damage. Have the flue cleaned and inspected by a certified chimney sweep.
- Inspect concrete slabs for signs of cracks or movement. All exterior slabs except pool decks should drain away from the home's foundation. Fill cracks with a concrete crack filler or silicone caulk. When weather permits, power-wash and then seal the concrete.

- Remove firewood stored near the home. Firewood should be stored at least 18 inches off the ground at least 2 feet from the structure.
- Check outside hose faucets for freeze damage. Turn the water on and place your thumb or finger over the opening. If you can stop the flow of water, it is likely the pipe inside the home is damaged and will need to be replaced. While you're at it, check the garden hose for dry rot.
- Have a qualified heating and cooling contractor clean and service the outside unit of the air conditioning system. Clean coils operate more efficiently, and an annual service call will keep the system working at peak performance levels. Change interior filters on a regular basis.
- Check your gas- and battery-powered lawn equipment to make sure it is ready for summer use. Clean equipment and sharp cutting blades will make yardwork easier.





# FEMA

## Spring Flooding: Risks and Protection

### WHAT YOU SHOULD KNOW

While spring brings the promise of warm weather and longer days, it also brings a variety of conditions that can include heavy rains, severe weather, and rapid snowmelt that can increase your flood risk.

Don't be caught off guard. Get the facts. Know the risks. Take action to protect yourself, your family, your business, and your finances—before a weather event occurs and it's too late.

#### SPRING FLOOD RISKS

**Spring Thaw.** Warmer temperatures and resulting snow melt can produce large amounts of runoff in a short period of time, as each cubic foot of compacted snow contains gallons of water. During the early spring, frozen land prevents melting snow or rainfall from seeping into the ground. The water then runs off the surface and flows into lakes, streams, and rivers, causing excess water to spill over their banks. Add seasonal storms to the mix, and the result is often severe spring flooding.

**Spring Rains.** Spring storms can bring several inches of precipitation in just hours or can stall out over an area for days. These heavy rains can lead to severe flooding by oversaturating the ground, overflowing storm drains, or causing rivers to spill over their banks or levees.

**Flash Flooding.** A flash flood is a rapid flooding of low-lying areas in less than six hours, which is caused by intense rainfall from a thunderstorm or several thunderstorms. Flash floods can also occur when there are drought-like conditions.

**Levees and Dams.** The U.S. has thousands of miles of levees and dams that are designed to protect against a certain level of flooding. These structures can erode and weaken over time, and they can also be overtopped—or even fail—during larger flood events.

#### KNOW YOUR RISK

Everyone is at risk for spring flooding, yet many remain unprotected. Just a few inches of water can cause tens of thousands of dollars in damage. Between 2006 and 2010, the average flood claim was nearly \$34,000. That's more than many survivors can afford to pay out of pocket for damages due to flooding, and without flood insurance, many must cover the costs to repair or rebuild on their own. Consider your risk and the consequences of a flood event, and make the choice to protect yourself.

#### BE FLOODSMART – REDUCE YOUR RISK

A flood does not have to be a catastrophic event to bring high out-of-pocket costs, and you don't have to live in a high-risk flood area to suffer flood damage. Around twenty percent of flood insurance claims occur in moderate-to-low-risk zones. Property owners should remember:

- **The time to prepare is now.** Visit [ready.gov/floods](http://ready.gov/floods) for more on family preparedness for flood and other emergencies. There are a number of steps individuals and families can take to better prepare themselves for flooding and reduce their risks. Remember to have a family evacuation plan, put an emergency kit together, and keep important papers and valuables in a safe, dry place. Gather supplies in case of a storm, strengthen your home against damage, and review your insurance coverages.
- **Only flood insurance covers flood damage.** Most standard homeowners policies do not cover flood damage. Remember: it typically takes 30 days for a new flood insurance policy to go into effect, so get your policy now. Flood insurance is also affordable. An average flood policy costs around \$600 a year, and rates start at just \$129 a year for homes in moderate-to-low-risk areas.

# Pest Prevention: Tips for Keeping the Bugs Away This Spring

Published on March 01, 2012

There's plenty to look forward to as spring approaches: Flowers blooming. Birds singing. New life seems to be popping up everywhere you look. Unfortunately, that rule also holds true for pests. Because many insects are dormant in the cold months of winter, spring is when many homeowners realize that they may have a problem with pest control.

Ants are some of the first bugs to reappear as temperatures rise. Sugar ants, carpenter ants, large black ants, winged ants and little black ants are all commonly spotted by consumers. Other springtime pests include bees, wasps, spiders, crickets, mites and beetles.

Fortunately, by following the preventive pest control methods outlined below, you can prevent springtime insect populations from booming in the first place. Pest prevention and control go hand-in-hand; it's much easier to prevent a pest infestation than it is to battle a full-blown insect invasion.

## **Seek Out Stinging Insects**

Tour your property looking for wasp and bee nests. Don't forget to look in attics and outbuildings. Rafters and vents are favorite nesting grounds for these stinging insects. If you do discover a nest, call a professional pest control company. Removing these unwanted inhabitants is just too dangerous to do on your own.

Once your home is bee- and wasp-free, consider following up with annual pest prevention and control. Pest experts can recommend treatments to be applied along the roofline, on decks and in attics, and anywhere else wasps and bees tend to congregate.

## **Examine your Home's Exterior**

Don't let go of that Sherlock Holmes approach to preventive pest control just yet. Now it's time to scour your home's exterior, looking for cracks and holes in foundation or openings around windows. Ant pest control problems can usually be traced to tiny fissures around windows. Remember, insects must enter your home before they can pose a real pest control problem.

Seal any cracks you find. By eliminating any openings in your home's periphery, you're taking the first step in pest control. Ants are especially diligent about locating new entry points, so you may need to conduct this tour several times a year, resealing as you go.

## **Cut Trees and Shrubs Away from House**

Think of plants as the bridges insects cross to enter your abode. If grass is growing right up against your foundation, insects are more likely to be present, as well. In addition to proximity, poorly placed plants can exacerbate pest problems by weakening the structural integrity of your home's exterior.



Many residential pests are fully capable of surviving in nature as well as inside your home. For instance, sugar ants actually farm aphids in order to gather the sweet, honey-like substance they emit. Therefore, if any aphid-harboring plants are near your home's exterior, chances are you're in dire need of ant pest control. Maintaining a clear, plant-free zone around your home is an excellent habit for pest prevention and control.

### **Keep a Clean Kitchen and Pantry**

For pests, an unkempt pantry is like a buffet line. If food packages are not completely sealed, pests will be happy to eat their fill. And even random crumbs can be enough to create the need for pest control. Ants are especially vigilant about food left in the open; sugar ants will discover a few spare grains of sugar in mere minutes. Therefore, wipe down your counters, clean out your cabinets and keep a clean floor. All of these household chores also double as excellent preventive pest control.

### **Tight-Fitting Lids on Trash Cans**

Really, any area that commonly holds food will act as a magnet for pests. The trash can is a common weak point in pest prevention and control. As you run through your springtime pest control checklist, take a good look at your trash cans to ensure they have tight-fitting lids. Also, lining bins with garbage bags is a good routine for pest prevention and control; the bag acts as an extra layer of defense.

### **Move Firewood Away from Home**

Firewood piles are attractive to pests such as termites. Indeed, to many insects, a stack of firewood acts as both shelter and food supply. To keep pulp-eating pests out of your home's woodwork, move your firewood pile away from any buildings. Store it off the ground, if possible.

# Notice

## Community

The Tribal Council is seeking individuals to serve on the following Committees/Boards/Commissions.

Conservation Committee	5 members – Open until filled
Friends of the Dirt	4 members – Open until filled
Membership Committee	2 members – Open until filled
Constitution Committee	Open to the Community
Tenant Association	7 members – Open until filled
Cemetery Committee	6 members – Open until filled
Kids Christmas Committee	Open to the Community
Pow Wow Committee	2 members – Open until filled
Library Board	1 members – Open until filled

If you are interested in serving on the Committee's listed above, you can pick up and return an application at the upper level of the Tribal Administration office.

If you have any questions, please contact the Tribal Administration Office at: 715-779-3700.





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

88385 Pike Road  
Bayfield, WI 54814  
Phone: 715-779-3700 Fax: 715-779-3704  
Email: redcliff@redcliff-nsn.gov

### *Red Cliff Tribal Council*

#### **JOB DESCRIPTION**

**POSITION:** ECC Family Services Manager 0-5

**EXEMPT:** 38 hours per week until July 1, 2014 then 40 hours per week thereafter

**LOCATION:** Red Cliff Early Childhood Center

**PROGRAM:** HS (45%)/ EHS (55%)

**WAGE:** \$11.00-15.00 depending on qualifications

**SUPERVISOR:** Education Division Administrator

#### **GENERAL STATEMENT OF DUTIES:**

The Family Services Manager is responsible for the development of community partnerships with community programs, for planning and implementation of activities related to the Family & Community Partnership component of the Early Head Start/Head Start Programs, as defined in the Federal EHS/HS Performance Standards, in cooperation and coordination with Education Division Administrator, Directors, Managers and other Early Childhood Center Family Service workers.

#### **RESPONSIBILITIES:**

- Must maintain confidentiality.
- Encourage parent involvement with assistance from all staff and provide educational activities that are responsive to the parents, both as individuals and as members of a group. Facilitate involvements of parents, elders and community members in program planning and implementation. Contacts must be respectful of each family's diversity and ethnic background, using a variety of methods such as phone, personal, correspondence and home visits.
- Embrace the Head Start Parent, Family & Community Engagement framework to promote family engagement and school readiness.

*Revised March 2014*

- Responsible for development and progress tracking of the Family Partnership Agreements and informing teaching staff of families' goals/strengths. To avoid duplication, the Family Service Manager must attempt to identify and coordinate with other programs working with enrolled EHS/HS Families.
- Responsible for establishing identification of families and children in need of: health, mental health, educational, parenting, wellness or social services and implement program activities or referrals to meet the families' identified needs.
- Responsible for analyzing absenteeism that falls below 85% and notifying staff. Parents need to be contacted when a child is no call/no show, and when there are 2 consecutive days of unexcused absences.
- Assist with tracking, and round-up of new eligible children for each program.
- Plan or assist in the implementation of parent training, education and other appropriate interventions including opportunities for parents to participate in counseling programs or receive information i.e.; health, nutrition, mental health, education, parents, family preservation, child development and protection, disabilities and provide supportive services such as transportation and child care.
- Assist with the implementation and the on-going updates of the Child Plus.net data management system.
- Coordinate monthly family services team meetings.
- Attend quarterly ECC Coordinated Services Team meetings for all ECC families.
- Responsible to create opportunities for continuing education and employment training and other employment services through formal and informal collaborative efforts.
- Work cooperatively with EHS/HS/Child Care staff and other Tribal service providers to identify and build community partnerships with new and established programs to better serve our enrolled and extended Early Childhood families.
- With assistance of other management staff, the Family Services Manager is responsible for compiling family services data for Head Start and Early Head Start children and families needed for tracking services to families; aggregate data is also needed for the monthly Program Summary and the annual Program Information Report.
- Responsible for supervision of Family Services Worker.
- Responsible to provide direct or referral services to pregnant women and their families.
- Responsible to provide either direct or through referral, opportunities for children and families to participate in family literacy services.
- Assist in collaboration with staff and provide educational training for parents, so as to empower them in exercising their rights for their child as advocates and educational support.
- Coordinate and assist with facilitating parent and Policy Council monthly meetings which also includes preparing notices, agendas, minutes, maintains and files regular office correspondence in appropriate location.
- Prepare monthly newsletters for the Early Childhood Center notifying ECC families and community of events, workshops/trainings and new information regarding each ECC Program.

#### **QUALIFICATIONS/KNOWLEDGE/SKILLS:**

- Minimum of AA degree in Human Services or closely related field is required; BA degree preferred. Demonstrated positive experience working with tribal families



necessary. Must have a considerable amount of experience in working with computers. Knowledge of Native American tribes and the uniqueness of the Red Cliff community. Must have basic understanding of the extended family system as it exists in the Red Cliff community. Knowledge of Federal Early Head Start/Head Start Performance Standards and understanding of program goals, objectives, and philosophy highly desirable. Knowledge of Ojibwe culture preferred. Ethnic and cultural sensitivity required. Must pass health exam, including TB test. Must obtain Hepatitis B vaccine or sign waiver. Must pass mandatory criminal background check. Must have a working vehicle, valid driver's license and liability insurance within three weeks of hiring. Must be able to work independently and have good organizational skills.

**WORK ENVIRONMENT:**

Red Cliff Early Childhood Center office environment.

**PERSONAL CONTACTS:**

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

**SPECIAL REQUIREMENTS:**

Must be physically able to work with young children, pass a annual health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc. Must attend appropriate staff meetings.

**TRAVEL REQUIREMENTS:**

Must be able to attend overnight job-related trainings-- local, regional, and national trainings as needed/requested/required.

**DEADLINE:** ~~March 21, 2014 by 4:00pm~~ *Deadline extended to April 25, 2014*

**FOR FURTHER INFORMATION CONTACT: Personnel Department**

Red Cliff Tribe  
88385 Pike Rd. Hwy 13  
Bayfield, WI 54814  
(715) 779-3706, Ext. 267 or 268

*All Early Childhood Center (ECC) employees must submit mandatory criminal background check information to the Personnel Director with application, annually thereafter, and following any conviction occurring after commencement of employment.*

*The Red Cliff Tribe has a Drug-Free Work Place Policy and follows the intent of the Drug-Free Work Place Act. All new employees will be tested prior to starting employment.*

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

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

**JOB DESCRIPTION**

**POSITION:** Dental Assistant Fill-In

**LOCATION:** Red Cliff Community Health Center

**SALARY:** Negotiable depending upon qualifications

**THIS IS A TEMPORARY FILL-IN NON EXEMPT POSITION**

**SUPERVISOR(S):** Dentist and Health Center Administrator

**JOB SUMMARY:** Serves as a certified or registered dental assistant aiding the dentist in performing restorative, prophylactic, endodontic and surgical procedures.

**DUTIES AND RESPONSIBILITIES:**

1. Performs limited intra-oral procedures and chair side assistant duties in all phases of prosthodontic, surgical, endodontic and periodontal treatment as provided in general dentistry.
2. Receives and routes patients and assists patients in completing medical history questionnaire.
3. Charts examination and treatment information as relayed by the dentist.
4. Maintains dental equipment in a clean and operative condition, including sterilization of instruments, materials and equipment.
5. Properly lays out all instruments and materials needed for each treatment, prepares all tray sets for operative, endodontic and surgical procedures.
6. Instructs patients in preventive dental care; demonstrates brushing and flossing techniques and use of disclosing tablets, explains the cause of decay and its relationship to diet.
7. Takes radiographs, impressions for study models, applies rubber dam, removes sutures, performs prophylaxis and applies topical fluoride.
8. Obtains and records vital signs as directed by dentist.
9. Relays dentist's instruction to patients for post-op care.
10. Maintains and records for supply levels and order supplies to be used and charting forms
11. Applies sealants as directed by dentist.
12. Aids in training of trainee dental assistants. Demonstrates clinic maintenance, chair side assistance and radiographic duties regularly performed. Observes and advises trainee as they perform these duties.
13. Pours and trims models and fabricates custom temporaries.
14. 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.
15. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
16. Present a professional, caring image for the Health Center and its programs.
  - a. Maintain a cooperative relationship with other Health Center staff and co-workers.
  - b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.



- c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
  - d. Dress appropriately to promote professionalism within the Health Center.
17. Utilize the resources, materials, office supplies, equipment and physical plant allocated for use by the Red Cliff Community Health Center in accord with professional practice norms and Tribal policy.
  18. Participate in quality assurance measures conducted within the Health Center.
  19. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
  20. Attend staff and other meetings, in-services, and other events as directed by supervisor.
  21. 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.
  22. Performs other job related duties as directed by the immediate supervisor or Tribal Administration.

**SUPERVISORY AUTHORITY:** None

**QUALIFICATIONS/KNOWLEDGE:**

1. Prefer individual who is accredited by the American Dental Association that included radiographic techniques, darkroom/processing and film mounting, but not necessary.
2. Knowledge of oral anatomy and bone structure of the face to take diagnostic dental radiographs.
3. Basic dental disease prevention techniques, basic dental terminology and record keeping procedures.
4. Knowledge of sterilization and infection control techniques.

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

**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. At times, the Dental Assistant will be required to personally assist patients.

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

**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. May require overnight travel to attend meetings or training.

**REPOSTED: NOVEMBER 15, 2013**

**DEADLINE: OPEN**

**FOR FURTHER INFORMATION:**

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

**[rwygonik@redcliff-nsn.gov](mailto:rwygonik@redcliff-nsn.gov)  
[susie.gurnoe@redcliff-nsn.gov](mailto:susie.gurnoe@redcliff-nsn.gov)  
(715) 779-3700 ext. 267 or 268**

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

**ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE ARE SUBJECTED TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.**

**[Back To Employment Page](#)**



## **JOB DESCRIPTION**

**TITLE:** Drop Team Member  
**DEPARTMENT:** Drop  
**SUPERVISOR:** Drop Supervisor/Vault Manager  
**WAGE:** Dependent on Qualifications  
**SHIFT:** Days/Weekends/Holidays or as needed  
**CLASSIFICATION:** Gaming License Required

**JOB SUMMARY:** Under the direction of the Drop Supervisor and/or Vault Manager, this position is responsible for the drop and count process for Gaming Machines and Table Games. The drop team is responsible for completing all machine and table drops effectively and in a timely manner. Applicants should be advised that the Tribe reserves the right to disqualify applicants whose prior activities pose a threat to the public interest. Friendly, professional attitude required at all times. Must be willing to work early mornings, weekends, and holidays. Neat clean appearance is a must. Red Cliff Tribal member preferred but all qualified applicants will be considered.

### **JOB QUALIFICATIONS:**

- Demonstrated ability to accurately account for large amounts of cash.
- Must have excellent communication skills.
- Must be well organized.
- Must be reliable, punctual, efficient, and diligent.
- Ability to use a 10 key calculator.
- Basic computer skills.
- Customer service, interpersonal and teamwork skills necessary.
- Accurate and detail oriented

### **DUTIES AND RESPONSIBILITIES:**

- Must adhere to all Legendary Waters Resort & Casino's policies and procedures.
- Must adhere to all appearance and uniform standards.
- Removes and replaces slot machine bill validating currency drop boxes.
- Transfer slot drop boxes, escorted by Security, to a locked count room.
- Count and sort money and tickets; verify accuracy of money records according to established standards, requirements, and procedures.
- Document meter reading from slot machines.
- Prepares and bundles the currency drop for verification.
- Maintains confidentiality of all information.
- Ensures area is maintained and clean.
- Must be able to stand, walk, or sit for long periods of time.
- Lift up to 50 lbs.
- Perform other duties as assigned.

Not a smoke free environment.

The Red Cliff Tribal Council has a drug free workplace policy and adheres to the intent of the drug free

workplace act. All new hires will be subject to a drug test prior to starting.

Applications are available at the Cashier's window, the Personnel office of the casino, and on the website [www.legendarywaters.com](http://www.legendarywaters.com)

**Deadline: 5/12/14**

**For further information contact:**

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

[Back To Employment Page](#)



**JOB DESCRIPTION**

**POSITION:** Medical Assistant- Limited Term Employment/Fill-in

**LOCATION:** Red Cliff Community Health Center

**THIS IS A FULL TIME NON EXEMPT POSITION.**

**SALARY:** \$10-12 per hour depending upon experience

**SUPERVISOR:** Clinic Manager  
Administrator – Health Center

**JOB SUMMARY:**

The medical assistant supports the role of the physician or other primary care provider in the care and treatment of individuals served by the Outpatient Clinic Program of the Red Cliff Community Health Center. This position is one of several support or ancillary personnel, who perform assigned duties in a collaborative manner.

**DUTIES AND RESPONSIBILITIES:****LABORATORY:**

1. Draws and collects specimens for patients and prepares the specimens for routine testing or packages them for referral to the reference laboratory.
2. Performs/monitors limited routine tests in hematology, chemistry, urinalysis and serology.
3. Adheres to all quality control requirements in laboratory.
4. Reports laboratory test results to the physician in a timely manner.
5. Monitors when referral laboratory reports are sent and returned.
6. Performs routine laboratory testing available, within compliance and under the supervision of a physician, nurse practitioner or registered nurse.

**CLINIC:**

1. Assist with daily preparation for scheduled patients to ensure maximum packing of visit and all needs are addressed:
  - a. Utilize current computer software programs to identify patient needs.
  - b. Complete various tools to assist in patient management.
2. Prepare patients to be seen by the primary provider:
  - a. Escort patients from the waiting area to the exam room.
  - b. Complete and record vital signs and patient characteristics per Clinic policy.
  - c. Complete and record brief history, background data and assess situation.
  - d. Instructs and prepares patient for physician visit.
  - e. Enters information into electronic health record as appropriate.
  - f. Informs physician or primary provider of patient's presence in the exam room and of other pertinent information.
  - g. Clean and refurbish exam rooms between patients in accord with prescribed clinic policy.
3. Responsible for assisting Nursing, Physicians and other providers in the provision of direct care to patients in the ambulatory setting.
  - a. Provide safe, accurate and clinically competent care to patients as well as through telephone/lobby

- screening
  - b. Carries out established techniques for administration of medications, vaccines and obtaining specimens.
  - c. Assists provider with diagnostic procedures, examination, treatments and dressing changes. This may include surgical assisting.
  - d. Safely and proficiently operates clinic and patient care equipment within level of expertise.
  - e. Recognizes variations of normal and/or urgent problems and seeks appropriate assistance.
  - f. Provides patient education material and information as directed.
  - g. Completes assignments within legal limits of the certification of the State.
4. Effectively communicates with staff to provide information that contributes to effective operations.
    - a. Observes, listens and is responsible to what others communicate.
    - b. Clearly conveys information regarding patient status to Nursing and/or provider.
    - c. Uses established channels of communication to express personal or work related needs, suggestions and/or concerns.
  5. Assist Care Manager in patient care priorities:
    - a. Coordination of referrals generated to outside Provider.
    - b. Utilization of the Sunday schedule to make required follow up appointments.
    - c. Complete targeted outreach with an emphasis on improving patient health outcomes.
    - d. Initiate medical record request per policy for continuity of care.
    - e. Initiate Contract Health Service and other prior authorizations as needed
  6. Maintain an appropriate inventory of clinic, treatment room, and laboratory supplies, forms, patient handouts, and routine equipment. Order replacement items according to Health Center policy to insure accurate inventory control and proper fiscal accounting.
  7. Clean and prepare the treatment room and the nurses' station on a daily basis or more often, as necessary. Clean and sterilize medical equipment.
  8. Participate in quality assurance and other efforts that assure appropriate care and services.
  9. Follow procedures established for universal precautions and sterile techniques.
  10. Maintain strict confidentiality and safeguard the privacy of patients in common areas of the clinic.
  11. 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.
  12. Maintain a clean and safe physical environment. Alert administration and/or Health Center staff to problems and difficulties, as circumstances may warrant.
  13. Advance job knowledge and skills through continuing education efforts with the approval of Health Center Administration.
  14. Attend staff and other meetings, in-services, and other events as directed by supervisor.
  15. 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.



16. Perform other duties as assigned.

**SUPERVISORY AUTHORITY:** None

**QUALIFICATIONS:**

1. High school diploma, HSED, or GED.
2. Graduate of accredited Medical Assistant Program.
3. MA Certification preferred, or must obtain within one year of hire.
4. Current CPR certification or must become certified within 90 day of hire.
5. General knowledge of lab tests and procedures.
6. Native American preference will be applied in the event of equally applicants.

**KNOWLEDGE:**

1. Working knowledge of medical terminology.
2. Personal abilities and maturity to function in a fast paced environment, to interact positively with individuals in distress, and to deal appropriately with potential medical emergencies.
3. Demonstrates good public relations and customer service skills.
4. Proven ability to work as a team member.
5. Basic computer skills.

**PERSONAL CONTACTS:**

Daily contact with clients, visitors, vendors, Tribal and Health Center Administration, and other Tribal program 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 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 also 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 12, 2014**

**DEADLINE: OPEN**

**FOR FURTHER INFORMATION CONTACT:**

**JOB DESCRIPTION**

**POSITION:** Relief Manager 1-3 positions

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

**SALARY:** \$8.00 per hour

**THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION**

**SUPERVISOR(S):** Residential Treatment Coordinator and AODA Treatment Director/Counselor

**JOB SUMMARY:** Will provide assurance that the CBRF and its occupants are safe. Transport clients to assigned groups, recreation and cultural activities.

**DUTIES AND RESPONSIBILITIES:**

1. Direct, coordinate, and oversee the day-to-day operation of the residential facility, the activity of residents in the absence of and in place of the Residential Treatment Coordinator.
2. Arrange and schedule resident activities in accord with program protocols and group and individual treatment plans.
3. Assist residents to insure their compliance with individual treatment plans.
4. Implement cultural programming that supports AODA treatment strategies and respects individual preferences and differences.
5. Maintain resident records, program records, and other materials required by the AODA Program.
6. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
7. Transport residents in accord with facility policy and as directed by administration and in collaboration with treatment staff.
8. Participate in quality assurance measures conducted with the AODA Treatment Program.
9. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
10. Present a professional, caring image for the Health Center and its programs.
  - a. Maintain a cooperative relationship with other Health Center staff and co-workers.
  - b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
  - c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
11. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal administration.
12. Perform other job-related duties as directed by the immediate supervisor or Tribal Administration.
13. Maintain a clean and safe working environment.

**SUPERVISORY AUTHORITY:** None

**KNOWLEDGE:**

1. Personal commitment to a drug and alcohol-free lifestyle consistent with the accept norms for abstinence and sobriety. If there is a personal history of alcohol and/or chemical dependency, a minimum of two years of absolute sobriety is required.
2. Sound judgment and the capacity to respond to unusual circumstances and emergencies.
3. Ability to deal constructively with emergencies and conflicts.
4. Possession of a valid drivers license and regular access to a motor vehicle with appropriate insurance coverage. If no insurance, must obtain within 3 weeks of hire date.
5. Able to travel throughout the community, make home visits, attend meetings, and participate in community educational programs.
6. Available for out of town and overnight travel.

**QUALIFICATIONS:** High school Diploma, GED or HSED. Prefer individuals with some training in the AODA field. Good interpersonal skills and the ability to get along with diverse populations (clients, co-workers, professional staff, administration and the public). Good communication skills, written and oral. Knowledge of and sensitivity for Ojibwa culture and traditions. Work experience or volunteer activities in the field of substance abuse treatment preferred. Native American preference but all qualified applicants will be considered..

**PERSONAL CONTACTS:** Daily with patients, visitors, primary care providers Tribal and Health Center Administration and staff.

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

**WORK ENVIRONMENT:** Mishomis House

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

**POSTING:** October 16, 2013

**DEADLINE:** Open until filled

**FOR FURTHER INFORMATION:**

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

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



## JOB DESCRIPTION

**POSITION:** On-Call Snowplow/Equipment Operator(s) and General Laborer

**LOCATION:** Red Cliff Public Works Division

**SALARY:** \$9.00 - \$12.00 per hour based on qualifications

**THIS IS A LIMITED TERM NON-EXEMPT POSITION. APPLICANT(S) WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.**

**SUPERVISOR(S):** Roads Maintenance Supervisor/Facilities Maintenance Supervisor

**JOB SUMMARY:** Red Cliff Facilities Maintenance and Roads Maintenance Departments are creating call out lists for maintenance labor and snowplow equipment operators to cover job duties for full time staff on general or medical leave, or extended operations based on need and conditions. Selected individuals will be placed on a call-out list based on experience to supplement the full time staff as needed. The purpose of positions in this classification is to perform snow removal and other equipment operation in support of facilities and road maintenance and repair tasks for the Red Cliff Band. The work station may be any of several locations and may be changed as needed by the department.

### **DUTIES AND RESPONSIBILITIES:**

1. Operates snowplow and sanding/salting truck to remove ice and snow from roads and assigned areas, which require early morning starts, extended hours, and weekend duty including holidays.
2. Shovel snow, mowing, grounds maintenance and other duties as assigned related to facilities and roads maintenance.
3. Performs routine equipment maintenance/repair tasks such as changing vehicle fluids, fueling, greasing, painting, etc.
4. Inspects equipment on regularly scheduled basis. Complies with safety precautions.
5. Follows all safety rules, policies, and regulations. Able to work independently with minimal supervision.

**SUPERVISORY AUTHORITY:** None.

**Minimum Training and Experience Required to Perform Essential Job Functions:** Must be at least 18 years of age. High school diploma or equivalent, with prior responsible work experience or any combination of education and experience that provides equivalent knowledge, skills, and abilities. Applicant must possess a valid Wisconsin Driver's License. A Valid Wisconsin Commercial Driver's Class A or B driver's license with air brake endorsement is preferred. This position will include testing and review of previous employment record for substance abuse. This position is subject to random drug and alcohol testing pursuant to Department of Transportation rules.

### **Physical and Mental Abilities Required to Perform Essential Job Functions**

#### **Language Ability and Interpersonal Communication:**

1. Ability to explain, demonstrates, and clarifies to others within established policies, procedures, and

standards, as well as the ability to follow specific instructions and respond to requests from others.

2. Ability to operate various communication devices including telephone, fax, data terminals, and two-way radios.
3. Ability to communicate effectively with department, other Tribal and township personnel as well as the general public.

**Physical Requirements:**

1. Ability to operate equipment and machinery requiring monitoring multiple conditions and making multiple, complex, and rapid adjustments, such as snowplow, sander, dump truck, tractor, front end loader, drill press, welder, common hand and power tools, welder/cutting torch, lawn mower, snow blower, chain saw, weed trimmer, hydraulic jacks, shovel, ax, rakes, brooms, and forks.
2. Ability to coordinate eyes, hands, feet, and limbs in performing highly skilled movements such as operating heavy equipment.
3. Ability to exert moderately heavy (up to 50 pounds) physical effort in moderate to heavy work, typically involving some combination of climbing and balancing, stooping, kneeling, crouching, crawling, lifting, carrying, pushing, and pulling.
4. Ability to recognize and identify degrees of similarities or differences between characteristics of colors, forms, sounds, and textures associated with job-related objects, materials, and tasks.

**Work Environment and Adaptability:**

- Ability to work under moderately safe and comfortable conditions where exposure to environmental factors such as temperature variations and extremes, odors, toxic agents, noise, vibrations, machinery, wetness, electrical current, vehicular traffic and/or dust, may cause some discomfort and where there is a risk of injury.

**PERSONAL CONTACTS:** Will receive direction from supervisor(s) and may have contact with Tribal staff.

**POSTING:** April 15, 2013

**DEADLINE:** Open

**FOR FURTHER INFORMATION:**

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

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

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

**(715) 779-3700 ext. 267 or 268**

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

**ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE ARE SUBJECTED TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.**

[Back To Employment Page](#)



## **JOB DESCRIPTION**

**POSITION:** Custodian/Maintenance On-Call Assistant

**LOCATION:** Red Cliff Tribal Buildings

**SALARY:** \$8.00 - \$10.00 per hour, 0 to 40 hours per week

**THIS IS A LIMITED TERM NON-EXEMPT POSITION. APPLICANTS WILL BE SELECTED FROM THE INFORMATION SUPPLIED ON APPLICATION FORM ONLY. THERE WILL BE NO INTERVIEWS.**

**SUPERVISOR(S):** Maintenance Manager/Maintenance/Custodian Supervisor

**JOB SUMMARY:** Red Cliff Facilities Maintenance Department is creating a call out list for custodians to cover job duties for full time staff on general or medical leave. Selected individuals will be placed on a call-out list based on experience, to fill-in and provide custodial/janitorial services to Tribal buildings as needed. These duties include custodial services, snow clearing, and preventive and corrective maintenance functions that need to be performed, and other duties as assigned.

### **DUTIES AND RESPONSIBILITIES:**

1. Bathrooms – Clean and disinfect toilets and urinals (bowls and all), clean and disinfect sinks, clean mirrors, sweep and mop floors, check all dispensers (soap, paper towel, and toilet paper), empty garbage and recyclables.
2. Kitchen - Sweep floor, mop floor, empty garbage and recyclables, Clean and disinfect sinks.
3. Office and Hallways – Vacuum carpet and rug areas, sweep floors, mop floors, empty garbage and recyclables.
4. Other – Lock janitors closet when not in use, ensure all doors locked and light off, maintenance jobs, wax all floors as needed, building safety checklist, shampoo all carpets and rugs as needed, spot check all windows daily.
5. Maintain an adequate supply of janitorial supplies, paper goods, and other items needed to perform these duties.
6. Maintain a clean and safe work environment.
7. Fill out custodial log sheets, work orders and other as needed forms.
8. Clear snow and maintain walk-ways and entrances to facilities for safe access.
9. The job responsibilities named above are not the only ones that this job requires. Each building will require its own specific cleaning needs and schedules.
10. Be able to work independently under minimum supervision.

**SUPERVISORY AUTHORITY:** None.

**KNOWLEDGE:** General knowledge of cleaning and maintaining offices and facilities. Knowledge of safety practices with use of cleaning supplies.

### **QUALIFICATIONS:**

1. Must be 18 years of age or older, High School diploma or GED preferred.
2. Substantial work experience as janitor, custodian or maintenance person.
3. Must pass a background check and pass a pre-employment drug screening.
4. Good communication skills.
5. Must be able to do manual labor and lift objects of at least 20 pounds.
6. Must have a valid driver's license, vehicle and at least liability insurance. If no insurance must get within 3 weeks.

**PERSONAL CONTACTS:** Will receive direction from supervisor(s) and may have contact with Tribal staff.

**PHYSICAL REQUIREMENTS:** Must be able to do physical manual labor that would require bending twisting, reaching and lifting. Maybe required to use ladder, shovel snow and other like job duties.

**WORK ENVIRONMENT:** All Tribal offices are smoke free. Maybe required to work outside during inclement weather.

**TRAVEL REQUIREMENTS:** Must be able to travel between Tribal office buildings as required.

**POSTING:** April 15, 2013

**DEADLINE:** Open

**FOR FURTHER INFORMATION:**

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

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

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

**(715) 779-3700 ext. 267 or 268**

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

**ALL APPLICANTS FOR EMPLOYMENT WITH THE RED CLIFF TRIBE ARE SUBJECTED TO THE BACKGROUND INVESTIGATION AND OTHER REQUIREMENTS OF RCCL CHAPTER 43, AND THAT YOU ARE UNDER A CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.**

# APRIL 2014

## ISKIGAMIZIGE-GIZIS

NTAM ANOKI-GIZHIGAD

NIZHIOO-GIZHIGAD

AABITOOSE

NITO-GIZHIGAD

NAANO-GIZHIGAD

TRAINING

TRAINING

TRAINING

TRAINING

MENU  
SUBJECT  
TO  
CHANGE

7B WAFFLE/HAM/  
CHEESE/BERRIES, CC  
L PIZZA BRG.FRIES,  
HDEW/CANTALOUPE,  
VEG/DIP, SALAD  
S PRETZELS/JUICE

8B RICE CHEX, PEARS,  
TOAST/PB  
L POTATO/HAM SOUP,  
CHEES SAND, YGT CAR-  
ROTS/PEAS, APPLES  
S CC/FRUIT

9B HB OATS, BLUEBER-  
RIES, YGT, ENG MUFFIN  
LBBQ CHIX, RICE, CAR-  
ROTS, MANGO, CC,  
SALAD  
S SLEEPY BEAR/MILK

10B RICE CRISPIES, BA-  
NANA, TOAST/PB/J  
L TATOR TOT HD NOO-  
DLES, GR BEANS, FR  
COCKTAIL, JELLO  
S GOLDFISH/MILK

MILK SERVED  
WITH  
ALL  
MEALS

14B OATMEAL, PEARS,  
TOAST, JELLY  
L PORK CHOP, RICE, AP-  
PLESAUCE, SALAD  
S NUTRA BAR/MILK

15B CHEERIOS, BAGEL,  
APPLE, CC  
L SPAGHETTI, SALAD,  
MANGO, CORN  
S ANTON A LOG/MILK

16B CORN CHEX, STRAW-  
BERRIES, YGT, MUFFIN  
L HAM BABY REDS, PEAS,  
PEARS, BUN, FLUFF  
SMUFFIN/MILK

17B KIX, APPLES,  
TOAST, PB  
L CHIX RICE SOUP, CC  
PEACHES, BR STIX, GR  
BEANS  
S CAKE/MILK

21  
ECC/BAFIELD SCHOOL  
CLOSED

22B EGG OMELET,  
TOAST, BERRIES, CC  
L CHIX NUGGET, CAR-  
ROTS, PEARS, SALAD  
S CHEES/CRACKERS

23B RICE CHEX, CC, ENG  
MUFFIN, PEACHES  
L HAM/POTATO SOUP,  
APPLES, CHEEZ SAND, Y  
S FOOD PYRA ID/MILK

24B CORNFLAKES, BA-  
NANA, YGT, BAGEL  
L HAMB HD, SALAD, GR  
BEANS, TROP FRUIT  
S CEREAL BAR/MILK

28B FR TOAST STIX,  
BLUEBERRIES, CC  
L KEILBASA, PEAS, BB  
REDS, FR COCKTAIL,  
S TOSTADOS/SALSA

29B CHEERIOS, APPLE,  
YGT, TOAST, JELLY  
TACOS W/FIXIN,  
MANGO, CC, CORN  
S GR CRACKERS/PB

30B RICE CRISPIES,  
PEACHES, CC, BAGEL  
L CHIX VEG SC P, PB, M  
VEGGIE, PEARS  
S SMOOTHIE/PRETZELS