Red Cliff Education Division Newsletter

Onaabani-Giizis
(Hard Crust on the Snow Moon) March 2014

Special points of interest:

- Food Shelf Bingo Sunday, March 9th @ LW
- RC Pow Wow Committee Bingo March 16th @ LW
- ECC Parent/ Teacher Conference week is March 17th-20th
- Spring Break March 24th-28th
- ECC CLOSED for In-Service March 31st-April4th

Inside this issue:

Community Events Calendar

Classroom Updates

Health and Budgeting resources

Community and Local Upcoming events

Tribal Council Election information

Policy Council Minutes

Job Postings

Menu

2014 Sugar Bush!!!!

It's that time of year again!! We are hoping for an excellent Sugar Bush season!! This year we will really be counting on parent, family and community involvement. The Sugar Bush season brings so much joy to the Red Cliff community and the ECC, so we look forward to spending much needed time outdoors: learning about the sugar maple, tapping trees, collecting sap, tromping through the deep snow, and spending some good o'l time around the fire as the beautiful sap boils. Please watch for flyers regarding field trips; it is too difficult to predict when the sap will begin to flow so we cannot pre-plan field trips with great notice (we apologize!!). Also watch for the equipment being dug out and set up in the parking lot of the ECC-please feel free to stop in and help, ask questions or just join us! We are so excited and the kids are excited too!!

ECC Attendance looking good!!!!!

The Red Cliff Early Childhood Center would like to say Miigwech for getting your child to school each and every day!! We realize it is a lot of work, especially for those parents that are driving their child to and from school. The bus continues to be an excellent source of transportation for Head Start children; we continue to recruit sub bus drivers and if you or someone you know is interested please let us know. We apologize for the inconsistency in bus pick up and drop off times but please be aware that times may differ from 10 minutes before or after the scheduled time depending on the number of children at school that day.

AS ALWAYS, please continue to communicate with your child's teacher. If we don't hear from you that is an unexcused (no call-no show) absence; a staff person will try to contact you. Head Start performance standards require an 85% attendance rate; this requires little to no absences from students. Due to the growing waiting lists and the risk of loosing your spot, it is vital that your child is present at school or you have a unique arrangement with the school. Miigwech for all the dedication to your child's education and keep up the great work!!

Onaabani-Giizis
(Hard Crust on the Snow Moon)
March 2014 Events Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 WIC Pick Up Tribal Council Mtg 4:30	4 WIC Pick Up	5 GED @ ECC 11:00-1:30 3:30 JOM Mtg	6 Language Table 4:30-7	7	8 Family Swim Day 10-12 Sign Up @ ECC Lunch Provided
9 Food Shelf Bingo 12:30-4 @ LW	10	11 Learn About Mining 6pm @ LW	12 *GED @ ECC 11:00-1:30	13 *Policy Council Mtg 12:30 @ ECC *Pow Wow @ ECC 10:45 *Language Table 4:30-7	14	15 Family Swim Day 10-12 Sign Up @ ECC Lunch Provided
16 Pow wow Comm. Bingo 12:30 @ LW	17 ECC Parent-Teacher Conference Week	18 Tribal Council Mtg 4:30	19 GED @ ECC 11:00-1:30	20 *Pow Wow @ ECC 10:45 Language Table 4:30-7	21	22 Family Swim Day 10-12 Sign Up @ ECC Lunch Provided
23	24 SPRING BREAK → ECC CLOSED March 24th-April 4th (2 weeks)	25	26	27	28	29
30	31 STAFF IN-SERVICE/ECC CLOSED →	April 1	April 2 *GED @ ECC 11:00-1:30 *3:30 JOM	April 3	April 4	April 5 Family Swim Day 10-12 Sign Up @ ECC Lunch Provided
April 6	April 7 WIC Pick Up	April 8 WIC Pick Up	April 9	April 10	April 11	April 12 Family Swim Day 10-12 Sign Up @ ECC Lunch Provided

March 2014 News

Agongos

Home Based

March Socializations

Friday, March 14th- Scrapbooking- we will provide supplies and lunch! We will also have a set up for the kids to make backgrounds for pages.

**Sugarbush should start this month. The dates will vary. Please watch for fliers, as this will be our second socialization for the month.

SPRING BREAK IS COMING!!!!!

Just a reminder the ECC will be closed March 24th -28th for Spring break.

March Birthdays:

We have no birthdays this month, but Happy Birthday Dr. Seuss (March. 2) !!!

A Look Ahead:

The ECC will be closed March 31st Through April 4th (the week After spring break) for a mandatory Making It Work training.

Waabooz Newsletter

Onaani-Giizis 2014

Niigaani is talking, sharing and showing his classmates a lot of new things.

Maycee is crawling around and playing with her friends at school.

Avery is walking along furniture and taking steps all by herself.

Izzy is playing with her friends at school and really getting around well.

Walter loves playing catch and all kinds of games he can take turns

Samara is walking all over the place and loves to talk and tell stories.

Zaylia help clean up, talk, and sing songs.

Emylia really loves to play in large motor climbing and running around.

Busy Busy Waabooz

Boozhoo from the Waabooz Room. We are having so much fun growing into big girls and boys. We really have to say a Chi-miigwech for letting us know when your child is not going to be at school. We know a lot of "sicknesses" are going around so we love to know what is going on because we tend to worry about the little ones. So we just wanted to say "Great Job" with all that.

In the classroom we are saying more Ojibwe words to have fun with our friends, stay safe :

Giniitam	your turn
Ninitam	my turn
Wewenii	Be careful
Naashke	Look
Bimosedaa	Let's walk
Biinichigedaa	Let's clean up
Akwaandawe	S/he climbs up.
Niisaandawe	S/he climbs down.

We are using many more but these are just a few. If you have any question on how to say them just ask...

You would be happy to see how much your babies already understand in ojibwemowin.

Remember we always welcome your input and any help you can provide our awesome group of children. Please let us know if you feel we need to change something, you like something, or you would like more information on anything . Miigwech, Fred, Corky and Ashley

Onaabani-Giizia (Hard Crust on the Snow Moon)

Boozhoo Amik We are working on going to the bathroom and putting our own clothing on and off. So with us doing this we are going to need extra clothing. Yay and Sugar Bush should be coming upon us. So watch for flyers. We are going to be going outside a lot more so please have all winter gear for your little ones. More and More Ojibwe Mowin is being used in our classroom the things that we are going to lear in Ojibwe are..

Hat	Wiiwakwan	Boots	Biitookizinan
Gloves	Niisiiwe-minjikaawan	Snow pants	Bibooni-Giboodiyewaazon
Jacket	Babiinzikawaagan	Scarf	Giizhoopizon
Take Off	Gigizikan	Put On	Bizika

There will be ECC Parent Teacher Conference from March 17-21. We will have a sign up by the door for when you want to schedule for in that week. Then we will be going on Spring Break the week of March 24-31 and we will be back April 1.

We would like to WISH Mino Dibiska Giizhigad to

Warren is

Teresa and Shenna

Makwa Room

Volume 1, Issue 1

Onaabani-giizis

Words of the Month:

- Anaamayi'ii (under)
- Ishkweya'ii (Behind)
- Biinjayi'ii (in)
- Ishpayi'ii (above it)
- Naawayi'ii (middle)
- Niigan (in front of)

Special Notices:

- Mino Dibishkaan Shaun March 24!
- No School March 24-28 for Spring Break
- No School March 31– April 4th for ECC Training.
- Parent/Teacher Conferences will be coming up. Please look for flyers!

Attention Parents:

Your son or daughter are working very hard at mastering self-help skills. They use the bathroom every day and are learning how to get dressed and undressed to go outside. They are also working at cleaning up and putting toys back when they are done with them. During meal times they are serving themselves with serving spoons and spreading peanut butter and jelly onto their bread. They are also working very hard at using their silverware when they are eating. Please work on these skills at home with your children. Remember you are their first teacher. We know that sometimes it is easy to just do it for our children, but letting them try and do it themselves will give them pride as them complete a task on their own!

We haven't been able to get outside as much as we would like to but we have high hopes that this month we will be able to get out more than last month. So please make sure to send your child to school everyday with mittens, hats, snow pants, jacket and boots.

Looking forward to Ziigwan!

During Onaabani-giizis, we will be working on cutting, drawing, some more matching, our self-help skills, pouring our own milk. We will be doing a Post office Theme. So if you can, please take your child to the post office with you so they can see what a real one looks like.

Miigwech to all of you! You are all doing a fantastic job with your child! Keep up the good work. Remember if you have any questions or concerns, please feel free to come in and discuss it with us.

Ms. Jamie & Ms. Caitlin

(715) 779-5030 ext 244

A Glimpse into your child's Day!

- Zaiden loves to identify colors.
- Maylean loves to play with the dolls.
- Jose loves to build towers
- Jacob loves to push his dump truck around the room.
- Robert loves to play with the tools
- Charlotte loves to make things in the kitchen, while carrying her purse.
- Caleb loves to do puzzles
- Shaun loves to read books

MARCH 2014
ONAABANI-GIIZIS

NADINE AND KAREN

ESIBAN ABIWIN

SPECIAL POINTS OF INTEREST:

- **Weather**
- **Group Plans**
- **Closing**
- **Cognition**
- **Ojibwemowin**

Look at what we are doing this month...

Last month we learned about pirates, treasures, ocean life and the kids really enjoyed dressing up, doing projects and finding treasures in the room.

This month we will be learning about **Dinosaurs** and do some projects for **St. Patrick's Day.**

We will include numbers, shapes, letters, matching, comparing, patterns, etc., with our everyday lessons too.

We are learning new Ojibwemowin in our classroom everyday. Thanks to Rosie and Reggie.

`Niigan	In front of
`Ogijayi'ii	On top of
`Biinjayi'ii	In
`Anaamayi'ii	Under
`Ishweya'ii	Behind
`Ishpayi'ii	Above it
`Naawayi'ii	Middle
`Niisayi'ii	Below

March should bring warm weather?!Right?!

The weather will be warming up and we will be outside daily so make sure your child has his/her snow gear here. Miigwech!

Look at what we like..

-Manuel likes to paint.
-Bella likes to color.
-Jaxin likes the book, "The brave little monster!"
-Kenyon likes to sing.
-Makoons likes the Baker song.
-Brandy likes the dolls.
-Leiam likes the small legos.
-Nathan likes the cars and ramp.

BREAKING NEWS..

CLOSED FOR SPRING BREAK:

March 24th-28th

Also CLOSED (due to training)

March 31st-April 4th

First day back for children will be APRIL 7th.

Parent Teacher Conferences are the week of the 17th. We will be setting up times that work for each family.

WHAT IS IT: *Cognition* is how we know, learn, and remember. It involves making sense of the world and developing the ability to acquire, organize, and use information in increasingly complex ways.

MIGIZI

MARCH 2014

Class Discussions and learning:

Morning Calendar- Name of the month –Onaabani-giizis "Hard Crust on the Snow", Helper of the week helps out with the weather, pointing from left to right when counting and gets the meal tray.

Social/Emotional - Safe Touches, Unsafe Touches and Unwanted Touches and More Feelings "Afraid and Scared"

Animals - bear *, fox* *, mouse* *, and rabbit* *can now walk on top of snow to hunt.*

Positional Phases – on top and under.

Kitchen Area – Mathematical goals (matching, sorting, grouping, classification object by name, color and patterns) spoons, plates, cups, pots and bowls.

Blocks Area – building with blocks and adding dinosaurs.

Music and Movement - Literacy goals -visual motor coordination, left to right concepts during dance.

Alphabet Tracing- S, SH, T and child's name

Art – shamrock patterns, cutting with scissor, glue and green rice.

Sand Table- green, blue rice and adding dinosaurs

Easel painting - literacy goals, writing, developing their own creative art expression

*********************************Reminder to parents*************************************

Spring Break for week beginning 3/24 to 3/28 no ECC Classes.

Sugar Bush events may begin this month so, please watch for flyers!

Ms. Diann and Ms. Patsy

MA'IINGAN ROOM

Ma'iingan Room News

This month we are going to be learning about Dr. Suess and celebrating his birthday! The children will be working on different kinds of Dr. Suess projects, making our own snacks, and creating some St Patty's Day crafts and much more. We invite any family members that would like to be part of our day into the classroom and help out or just see what we do throughout the day. We will also continue to work on our self-help skills everyday, and using a lot of our energy to learn new things at school. We have been practicing sharing and waiting our turn which can be hard at times but the kids are really getting the idea to wait and share. We have to keep up on the high energy the kids have so we have been playing twice a week at the youth center. The children love being in a bigger space, the long cold winter has us all eager for spring, so just a **reminder to pack warm clothes.**

Miigwech,

Ms. Alicia &

Ms. Linda

What we like to do....

Rowan likes to play cars.

Owen likes to play dinos

Nakodan likes to play with animals.

Braden loves to play outside.

Aron likes to play with the shopping cart.

Ella likes to play dress up.

Tessla like to play house.

Ozaawaa likes to play super hero.

Kenneth likes to play trucks.

Phoenix likes to play basketball.

Lovey Jo likes to do puzzles.

Dillon likes to build.

Adriaunna likes to play with dolls.

Miranda likes to draw.

Stormy likes to read.

Ayden likes to play super hero.

Mashkodebizhiki Class

Boozhoo. We are happy to report that our field trip to the Northern Lights Rehabilitation Center was a huge success! Thank you to everyone who helped make it possible for us to purchase the flowers for Valentine's Day. A huge thank you goes out to Ashland Floral for providing the flowers. We were able to brighten many faces and hearts. The kids did great and we plan to go back sometime this Spring.

For some children, kindergarten is right around the corner. There will be a list of transition activities coming home soon so you can make plans to attend as many as possible. The more times a child is exposed to something new the easier their transition will be.

We are also hoping to get a lot of help from home when it comes to the kids obtaining skills and knowledge that will assist them in kindergarten. Working on letter and number identification are two things that would help us greatly. Just pointing out letters in books, on signs, etc are a few ways you can incorporate learning without having to "plan it out". Sometimes, being able to associate the letters with familiar things, like the beginning letter of a family member's name, helps them retain the name of the letter.

From now until Spring break we will be learning about dinosaurs. We are introducing new words such as carnivores, herbivores, paleontologists, and other dino related terms daily. Ask your child what new things they learned and you might get surprised.

We are also talking about how to name our feelings and "calm" our bodies down when we feel strong feelings. Learning these skills helps the children label and understand their feelings as well as know how to calm down by themselves and possibly avoid negative behavior that commonly goes also with some of those strong feelings.

Don't forget...

Parent / Teacher conferences are the week of March 17th. While it may seem silly to have conferences with preschool aged children it is really beneficial to the teachers and the parents to have the opportunity to touch base and discuss strategies for helping each child reach their individual goals.

Spring break begins on March 24th and we will return on March 31st.

Ms. J and Ms. Jenn

Gigaawaabaamin Nicole, Boozhoo Nicole!

The staff of the ECC was very sad to see Nicole Gurnoe accept another position after being with the ECC since 1999! Her last day was January 21. Nicky we wish you only the best and we hope you enjoy your new job!

Welcome to Nicole Boyd, our new Head Start Director! Nicole we are excited to work with you in your new role. We are confident that you will be highly successful in your new position!!!!

ECC Spring Conferences are the week of March 17 - 20, 2014

Your child's teachers will be contacting you to set up a conference time. Conference times are available from 2:00 – 4:00, unless other arrangements are made with your child's teachers.

See you then!

ECC Family Swimming

Open to families with children ages 0-8

Where: Bayfield Area Rec Center

When: EVERY Saturday

Through April

Time: 10:00am-12:00pm

Food: Light lunch

Reservations needed! Only 40 spots available.

Please try to call by Thursday.

Please call Maureen (ext 258) at 779-5030 or see Ashley in the main office to reserve your spot.

Please do not bring valuables into the locker room **or** bring a lock to lock up your items.

The ECC & Rec Center are not responsible for any theft or incidents.

If you have reserved a spot and are unable to make it, please call to let us know. Miigwech!!

*Sponsored by ECC/LAUNCH

ANA Head Start

Ojibwe Language Table

4:30p.m to 7:00pm

Incentives available for ECC Families

Please bring a dish to pass

Language Tables will be every Thursday at this time

Winter Terms

Aaniin ezhiwebak?	What's happening?/How's the Weather?
Biboon	Winter
Chinoodin	It's very windy
Gichinoodin	It's very very windy
Mikwam	Ice
Mikwamikaa	Lot's of ice
Goon	Snow
Zogipoon	It's snowing
Aagimag	Snowshoes
Dwaa'ibii	Make a hole in the ice
Bagidawaa	Set a net
Anit	Spear
Waagaakwad	Ax
Miizh	Give
Ishpaagoonagaa	The Snow is High
Naagaj	Later
Ozhaashaa	Slippery
Ozhaashaamagad ina?	Is it slippery out?
Zooshkwaada'e	Skates

COMMANDS

These commands are a mixture of various verb forms and particles. Most transitive verbs are already in their command form, such as biidoon and biizh. Other commands come from intransitive animate verbs like minikwe where an n is added to make into a command. A more detailed description of the various command forms can be found at the end of this book.

1. Ambe omaa.	Come here.
2. Namadabin.	Sit down.
3. Bizaan ayaan.	Be quiet, be still.
4. Niibawin.	Stand up.
5. Onishkaan.	Get up.
6. Wiisinin.	Eat.
7. Nibaan.	Sleep.
8. Biindigen.	Come in.
9. Gego.	Don't.
10. Minikwen.	Drink.
11. Biidoon omaa.	Bring it here.
12. Biizh omaa.	Bring him here.
13. Niinitam.	My turn.
14. Giinitam.	Your turn.
15. Wiinitam.	Her or his turn.
16. Bizindan.	Listen.

NOTE: Commands are always in the imperative mood.

Please name the following food items in Ojibwe:

1. Raspberry (miskomin)	11. Coffee (makade mashkikii waboo)
2. Strawberry (ode'imin)	12. Tea (aniibiish)
3. Apple (mishiimin)	13. Egg (waawan/waawanoon)
4. White rice (waabishki manoomin)	14. Onion (zhigaagawaanzh)
5. Tomato (gichi ogin)	15. Soup (naboob)
6. Potato (opin/opiniig)	16. Bread (bakwezhigan)
7. Corn (mandaamin)	17. Cup (onaagaans)
8. Blueberry (miinan)	18. Spoon (emikwaanens)
9. Ice cream (dekaag)	19. Knife (mookomaan)
10. Milk (doodooshaboo)	20. Fork (badaka'igan)

Please count in Ojibwe:

1. Bezhig	11. Ashi bezhig (midaswi ashi bezhig)
2. Niizh	12. Ashi niizh
3. Niswi	13. Ashi niswi
4. Niiwin	14. Ashi niiwin
5. Naanan	15. Ashi naanan
6. Ningodwaaswi	16. Ashi ningodwaaswi
7. Niizhwaaswi	17. Ashi niizhwaaswi
8. Ishwaaswi	18. Ashi ishwaaswi
9. Zhaangaswi	19. Ashi zhaangaswi
10. Midaswi	20. Niizhitana

Nisimidana 30, niimidana-40, naanimidana-50, ningodwaasimidana-60, niizhwaasimidana-70, ishwaasimidana-80, zhaangasimidana-90, ningodwaak-100, niizhwaak-200, niswaak-300, niiwaak-400, naanwaak-500, ningodaasagoons-1000, niizhosagoons-2000

Please act out the following commands in Ojibwe:

1. Sit down (namadabin)	7. Run (bimibatoon)
2. Eat (wiisinin)	8. Crawl (bimooden)
3. Listen (bizindan)	9. Sleep (nibaan/gawishimon)
4. Come Here (ambe omaa)	10. Wake up (goshkozin)
5. Stand up (bazigwiin)	11. Jump (gwaashkwaanin)
6. Lay down (zhingishinin)	12. Walk (bimosen)

Namadabin, Wiisinin, Bizindan, Ambe Omaa, Bazigwiin, Zhingishinin, Bimibatoon, Bimooden, Nibaan, Goshkozin, Gwaashkwaanin, Bimosen, Minopogwaad, Minomaagwad, Apagindan, Nakwe-biidoon, Noogishkaa, Gego-dakwamaken, Gego-baakitewaken

Family Ojibwe Language *

Please name the following animals in Ojibwe:

1. Bear (makwa)	11. Mouse (waawaabiganoojiinh)
2. Deer (waawaashkeshii)	12. Dog (animosh)
3. Fox (waagosh)	13. Cat (gaazhagens)
4. Wolf (ma'iingan)	14. Cow (bizhiki)
5. Beaver (amik)	15. Squirrel (ajidamoo)
6. Skunk (zhigaag)	16. Buffalo (mashkode bizhiki)
7. Porcupine (gaag)	17. Sheep (maanishtaanish)
8. Rabbit (waabooz)	18. Pig (gookoosh)
9. Muskrat (wazhask)	19. Horse (bebezhigooganzhii)
10. Otter (nigig)	20. Moose (mooz)

Ginebig (snake), Ezigaa (woodtick), Enigoons (ant), Mikinaak (snapping turtle), Miskwaadesi (painted turtle), Ogaa (walleye), Omakakii (frog), Bimiskodisi (snail), Oojiins (house fly)

Please name the following birds in Ojibwe:

1. Turkey (mizise)	11. Mosquito (zagime)
2. Chickadee (gijigijigaaneshiinh)	12. Butterfly (memengwaa)
3. Robin (opichii)	13. Bat (bapakwaanaajiinh)
4. Chicken (baaka'aakwenh)	14. Grasshopper (bapakine)
5. Duck (zhishiib / ininishib)	15. Diindiisi (blue jay)
6. Eagle (migizi)	16. Miskobineshii (cardinal)
7. Owl (gookooko'oo)	17. Gayaashk (sea gull)
8. Bee (amoo)	18. Maang (loon)
9. Rooster (naabese)	19. Nika (Canadien goose)
10. Thunderbird (animikii binesi)	20. Bine' (partridge)

Mooningwane (flicker/yellow breasted woodpecker), Omiimii (mourning dove), Aandeg (crow), Gaagaawe (raven), Wewe (Snow goose) Wiinaange (buzzard), Gaagaagishib (cormorant), Meme (Pileated woodpecker), Waabizii (swan)

Please name the following in Ojibwe:

1. It's raining (gimiwan)	7. It's Windy (noodin/chi-noodin)
2. It's snowing (zoogipon)	8. There's blowing snow (biiwan)
3. Snow on the ground (goon)	9. Good day (mino giizhigad)
4. It's foggy (awan)	10. Good morning (mino gigizheb)
5. It's hot (gizhaate)	11. Good night (mino dibikad)
6. It's cold (gisinaa)	12. It's thundering (animikiikaa)

GED/HSED COURSES offered at the ECC

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

Wednesday's 11am-1:30pm @ ECC

NO CLASS MARCH 26th

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

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

Please bring a form of identification with you.

Any questions, call Nicole Boyd @ 779-5030 ext 253
or Sue Hopkins @ 682-4591
ext 3118

RED CLIFF EARLY CHILDHOOD CENTER

WITC
WISCONSIN INDIANHEAD TECHNICAL COLLEGE

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, Brian Jackson, President (800) 472-7207or (715) 588-3324 bjackson@glitc.org .

- Contact First Nations Studies Program at UW Green Bay: www.uwgb/fns/

- There are resources as well at the tribal colleges: College of the Menominee Nation www.menominee.edu and Lac Courte Oreilles Ojibwe Community College 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

- 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 715-588-3838 or Carol Amour amourcarol@yahoo.com 715-439-3078.

- Participate in Widening the Circle ACT 31 Symposium 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 11th time KICK has toured Wisconsin universities, education conferences and schools. 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/

- 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

- 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/

- Visit the "Indian" Mascot and Logo Taskforce Website: 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

- See educational materials from Great Lakes Indian Fish and Wildlife Commission at: www.glifwic.org/publications/index/html

Red Cliff Food Shelf

BINGO

WHEN: MARCH 9TH, 2014– SUNDAY
WHERE: LEGENDARY WATERS RESORT & CASINO CONVENTION CENTER
TIME: 12:30 P.M.

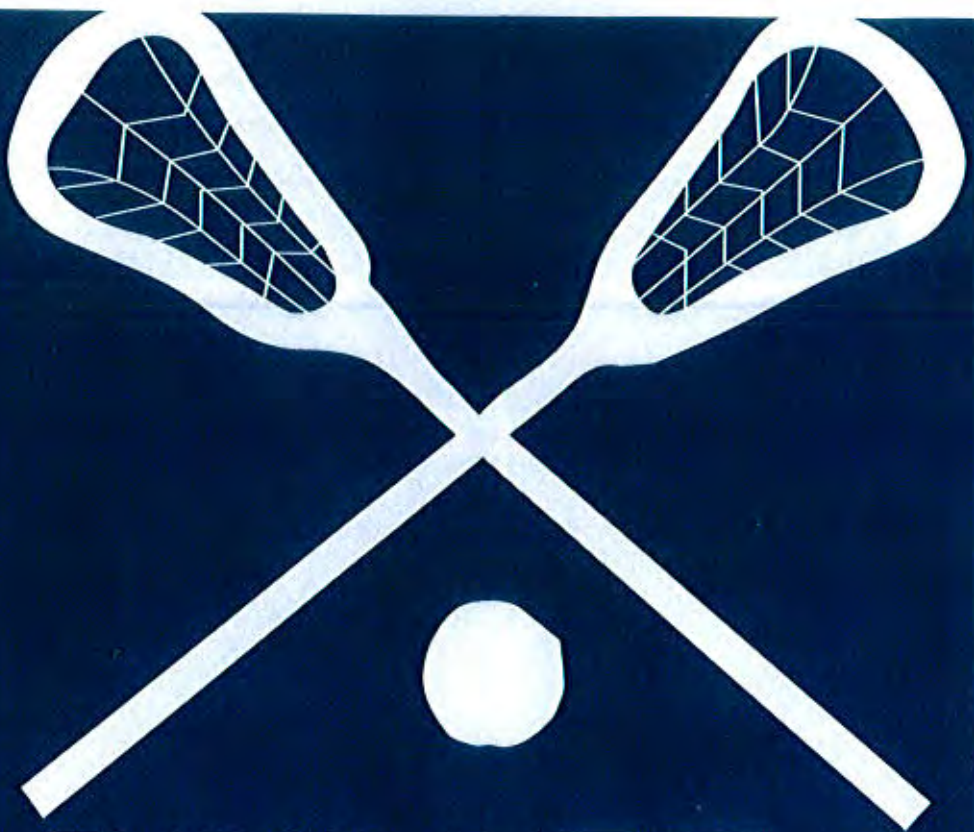
Please Contact Sarah Defoe-Gordon (Food Shelf Manager)

(715) 779-3706 ext. 1270

To Volunteer, Donate Food for the Concession or Raffles.

Come Support the Food Shelf!!!!

LACROSSE



TUESDAY MARCH 11 6PM

SIGURD OLSON ENVIRONMENTAL INSTITUTE

Join Northland alumni **Damon Panek** as he discusses the traditional game of lacrosse, one of the oldest team sports in North America. Damon will provide stories, teachings, and demonstrations of the game, as well as a comparison to the modern day version of the sport. Participants will be able to handle traditional and modern sticks and ask questions about this unique sport that sometimes spanned the length of several villages, was once used to settle tribal disputes, and trained warriors for hunting and combat.

MARCH IS INDIGENOUS CULTURES AWARENESS MONTH
Check website for other campus events happening throughout the month.

northland.edu/naicc

NATIVE AMERICAN AND INDIGENOUS CULTURE CENTER
NORTHLAND COLLEGE

Sponsored by the NAICC & the office of Diversity & Inclusion

Learning About Mining

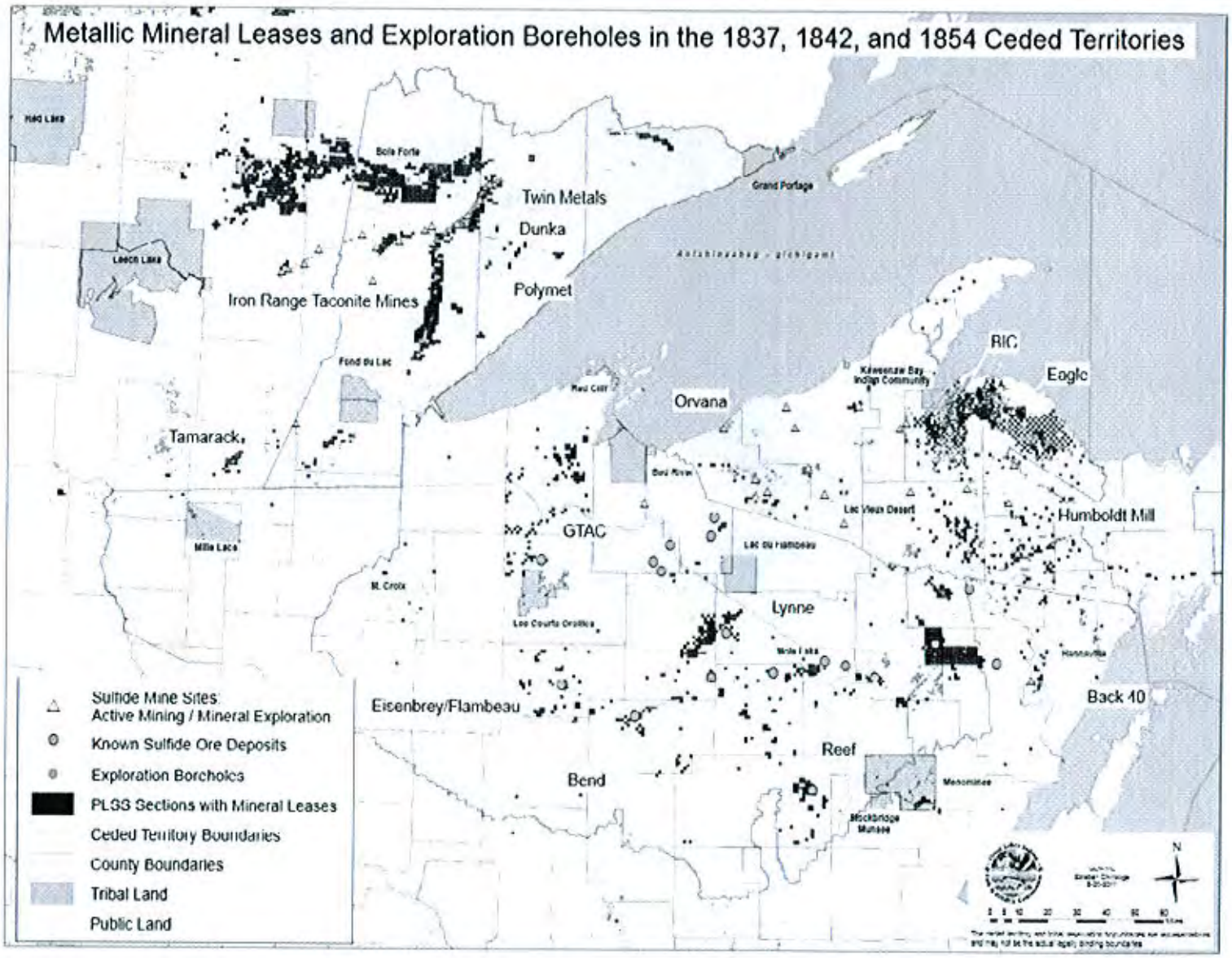
Prizes! Hands-On Activities! Movie Screening! Food and Fun! Compete to win prizes and watch a private screening of *Protect Our Future.*

March 11th, 2014

Legendary Waters Event Center

Doors open at 6pm. Movie Screening begins at 8pm.

Must participate to win prizes



Legendary Waters - Doors Open at 6pm

Lake Superior Barrels Celebration-Gathering

Join us for celebration of the NALEMP Lake Superior Barrels Project.

Date: March 12, 2014

Time: 4:00-6:00

Where: Legendary Waters Resort and Casino-Buffalo Bay Event Center

Food will be provided

NATIVE AMERICAN LANDS
ENVIRONMENTAL MITIGATION PROGRAM

The Northland College Native American and Indigenous Culture Center and the Native American Student Association present

Native American Awareness Days

Monday, March 17th

Screening of "Protect Our Future"- A short documentary about preserving the waters of Lake Superior, directed by students from the Bad River Reservation

-6pm in the Alvord Theatre-

Tuesday, March 18th

Craftwork Day! - Teaching stations will be set up in the Alvord. Dream catcher weaving, tobacco ties, and beading techniques will be taught. All supplies will be provided, take home what you make!

-6pm in the Alvord Theatre-

Wednesday, March 19th

Dance and Drum Exhibition - Community members and students from local schools are invited to watch and learn about Native dance and song

-10 am & 1pm in the Alvord Theatre-

Thursday, March 20th

Ma'iingan - LCO elder Jerry Smith speaks about wolves and their value and symbolism within Native American Culture

-6pm in the Sigurd Olson Environmental Institute-

Friday, March 21st

Alumni Dinner & Social - Native American Alumni & Alumni of the Native American Student Association are invited to attend.

RSVP to: alumni@northland.edu

-5:30 in the Sigurd Olson Environmental Institute-

Author of "Braiding Sweetgrass", Robin Wall Kimmerer - Robin will share selections from her latest book, *Braiding Sweetgrass* and provide insights into a spiritual relationship with the greater web of life

-7pm in the Alvord Theatre-

Saturday, March 22nd

Northland College 40th Annual Spring Pow Wow! All dancers and drummers welcome. Vendors & educational booths will be present.

-Grand entries at 1 & 7pm, feast at 5pm in the Kendrigan Gymnasium-

All Events free and open to the public

HUMAN IMPACT

TREATY RIGHTS & MINING

WEDNESDAY
MARCH 12 · 7PM

SIGURD OLSON
Environmental Institute
AT NORTHLAND COLLEGE

WITH **ANN McCAMMON-SOLTIS**
GREAT LAKES INDIAN FISH & WILDLIFE COMMISSION

Eleven federally-recognized Ojibwe tribes in Wisconsin, Michigan and Minnesota have reserved hunting, fishing and gathering rights in territories ceded to the United States through treaties. No state may take away tribal treaty rights, nor allow the destruction of treaty-protected resources such as land or water. So, how are treaty rights affected by human activities such as mining?

McCAMMON-SOLTIS

is an attorney and the director of the Division of Intergovernmental Affairs at the Great Lakes Indian Fish and Wildlife Commission in Odanah, Wisconsin. She is also a member of the Lake Superior Binational Program, which is a partnership group of managers and scientists who help manage shared land and water in the Lake Superior basin.

PERSPECTIVES ON MINING *SERIES*

NORTHLAND COLLEGE

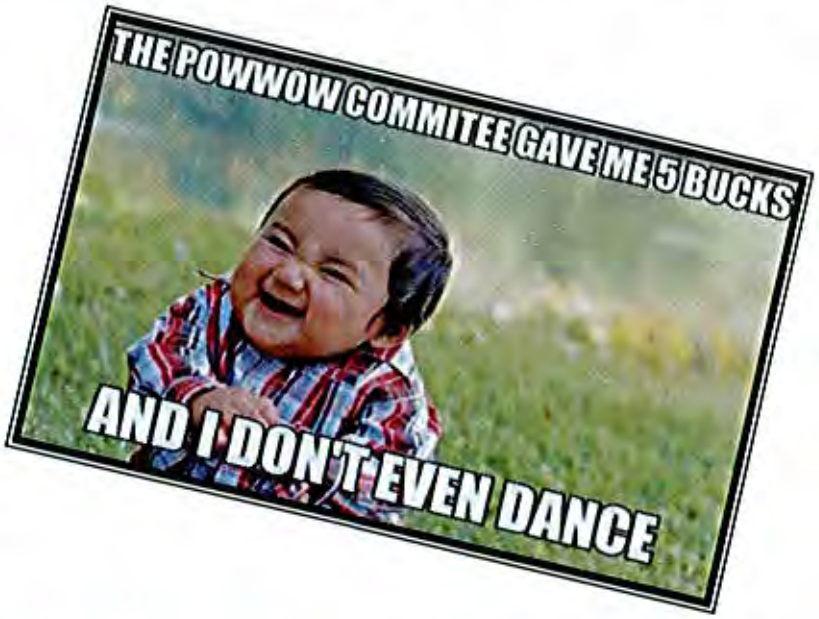
LECTURE 3

Red Cliff Pow Wow Committee "BINGO"

When: March 16th-April 20th-May 25th, 2014

Where: Legendary Waters Resort & Casino-Event Center

Time: 12:30 P.M.



Food-Raffles-Good Time

If you have any questions, would like to donate food or raffle items. Please contact Sam La Grew at 715-779-3712

Email: slagrew@legendarywaters.com

Come support the 36th Annual Traditional Pow Wow

UW Extension
Cooperative Extension

Ashland/Bayfield Counties ■ University of Wisconsin-Extension

Basic Budgeting Workshop

Basic Budgeting is a free workshop offering tools to help people meet monthly household expenses, organize finances and build savings. Participants will create a monthly spending plan, explore saving strategies, discuss financial goals and identify community resources that can help.

Basic Budgeting is offered monthly at alternating locations in Ashland and Bayfield Counties. The next workshop will be held:

Tuesday, March 18
4:00-6:00 p.m.
Washburn Public Library
Lower Level
Free & Open to the Public

REGISTRATION IS REQUIRED FOR THIS FREE WORKSHOP

To register or learn about upcoming workshops call:

Bayfield County UW-Extension ■ 715-373-6104 ext. 2

or

Ashland County UW-Extension ■ 715-682-7017

An EEO/Affirmative Action employer, University of Wisconsin-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Requests for reasonable accommodations for disabilities or limitations should be made prior to the date of the program or activity for which it is needed. Requests will be kept confidential.

Red Cliff

Domestic Violence Prevention Program

Will be starting an empowerment circle.

Please come and share ideas, input, and stories.

Food will be provided.

When: Wednesday, March 19th from 6pm - 7:30pm

Where: Family Service Building- 37280 Community Road

For questions, please call:
Sue at 715-779-3706 or
Lorna at 715-779-3785

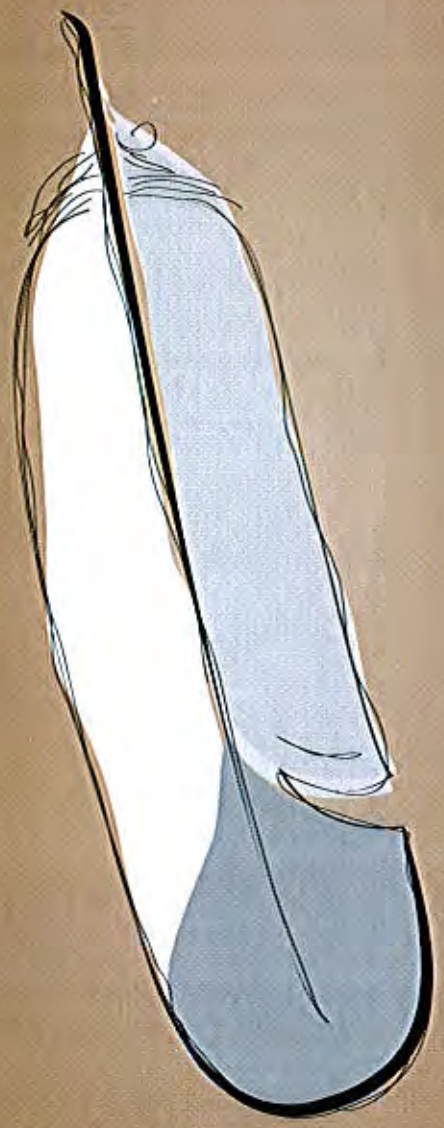
RESCHEDULED WISCONSIN ACT 31 TRAINING

REGISTRATION 8:30 AM
THURSDAY 9AM-4PM
FRIDAY 9AM-2PM

MARCH 20 & 21

ALVORD THEATER
NORTHLAND COLLEGE
ASHLAND, WISCONSIN

2014



The Native American and Indigenous Culture Center at Northland College will present a training on Wisconsin Act 31 to provide educators with an understanding of the history, culture, and sovereignty of the American Indian Nations in the state of Wisconsin. Local School districts are required to include the provisions of Wisconsin Senate Bill 31 (also known as Act 31) in developing a curriculum for grades four through twelve on Chippewa treaty rights.

PRESENTERS

David O'Connor is a member of the Bad River Band of Lake Superior Chippewa Indians. In January 2012 he became the Education Consultant for the American Indian Studies Program at the Wisconsin Department of Public Instruction.

Alan J. Caldwell is a member of the Menominee Indian Tribe of Wisconsin. He is a Veteran, retired Educator, and Men's traditional Pow Wow dancer. Alan is credited with writing the basis for legislation which lead up to the passage of Wisconsin Act 31.

Lunch and refreshments will be provided.

For more information about the ACT 31 Training, contact Katrina Werchouski, interim director of the Native American and Indigenous Culture Center, at 715/682-1344, kwerchouski@northland.edu. For more information about other NAICC and Indigenous Cultural Awareness Month events at Northland College please go to: **northland.edu/naicc**.

PLEASE REGISTER BY EMAIL OR PHONE BEFORE MARCH 17, 2014

NATIVE AMERICAN AND INDIGENOUS CULTURE CENTER
NORTHLAND COLLEGE

We also invite you to attend the 40th Annual Northland College Spring PowWow on Saturday, March 22. More info is available at the ACT 31 Training or online at northland.edu/naicc

ROBIN WALL KIMMERER

BRAIDING SWEETGRASS

Indigenous Wisdom, Scientific Knowledge, & the Teachings of Plants

Kimmerer is a mother, scientist, decorated professor, and enrolled member of the Citizen Potawatomi Nation. Her first book, Gathering Moss, was awarded the John Burroughs Medal for outstanding nature writing. Her writings have appeared in "Orion," "Whole Terrain," and numerous scientific journals. She lives in Fabius, New York, where she is a SUNY Distinguished Teaching Professor of environmental biology, and the founder and director of the Center for Native Peoples and the Environment. Onondaga Nation Faithkeeper Oren Lyons calls her writing "instructive poetry."

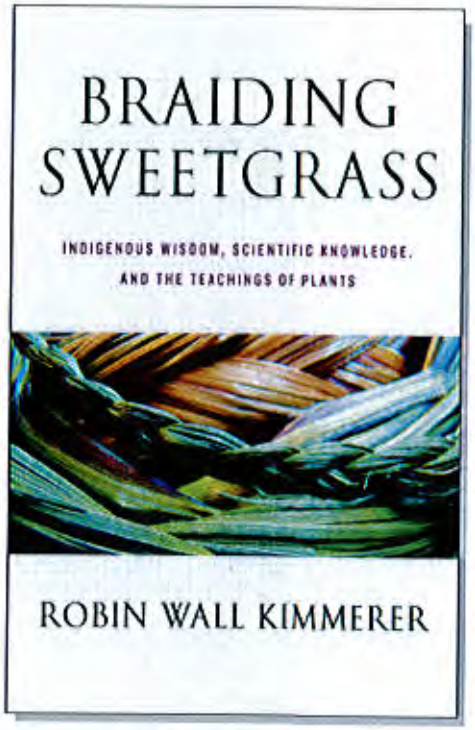
PUBLIC READING

FRIDAY MARCH 21

ALVORD THEATER · 7 PM

Author ROBIN WALL KIMMERER will share selections from her latest book, "Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants" and provide insights into a spiritual relationship with the greater web of life.

FREE AND OPEN TO THE PUBLIC.
REFRESHMENTS WILL BE SERVED.



NORTHLAND COLLEGE

Sponsored by the A.D. and Mary Elizabeth Andersen Hulings Distinguished Chair in the Humanities, Northland College Native American & Indigenous Culture Center, and Native American Student Association.

NORTHLAND COLLEGE

40TH ANNUAL SPRING POWWOW

- A CELEBRATION OF OUR COMMUNITY AND CULTURES -

GRAND ENTRY

1PM & 7PM

FEAST AT 5PM

HONOR SONG

3PM

NORTHLAND COLLEGE STAFF, FACULTY, AND STUDENTS FROM THE PAST 40 YEARS ARE ENCOURAGED TO ATTEND!

FREE AND OPEN TO THE PUBLIC

NORTHLAND COLLEGE CAMPUS

ASHLAND, WI

KENDRIGAN GYMNASIUM

ALL DANCERS, DRUMS, AND VENDORS WELCOME

ART, CRAFT, AND FOOD VENDORS WILL BE LOCATED IN THE PONZIO CAMPUS CENTER. EDUCATIONAL/COMMUNITY ORGANIZATION BOOTHS WILL BE SITUATED IN THE GYMNASIUM.

-SPONSORED BY-

THE NORTHLAND COLLEGE NATIVE AMERICAN AND INDIGENOUS CULTURE CENTER, NATIVE AMERICAN STUDENT ASSOCIATION, NORTHLAND COLLEGE STUDENT ASSOCIATION, AND THE OFFICE OF DIVERSITY AND INCLUSION

SATURDAY, MARCH 22ND, 2014

VENDORS & BOOTHS: TO REGISTER, CONTACT KATRINA WERCHOUSKI AT 715.682.1344 OR KWERCHOUSKI@NORTHLAND.EDU

DRUGS AND ALCOHOL ARE PROHIBITED AT THIS EVENT.

25th Annual Circle of Native Nations Pow Wow

Saturday April 19, 2014

Grand Entries: 1:00 p.m. and 7:00 p.m.

Feast: 5:00 p.m.

Siinto S. Wessman Arena @ UW-Superior

2701 Catlin Avenue, Superior, WI

Head Dancers:	Andrea & Dennis Debungie
Arena Director:	George Strong
Host Drum:	Little Horse Drum Group
Emcee:	Les Gibbs

Vendors contact CNN at 715-394-8007 leave message for Alex Gokee. Tables are $50.00

Co-sponsored by the University of Wisconsin-Superior's Circle of Native Nations student organization & First Nations Center

Gary Johnson
gjohnson@uwsuper.edu
715-394-8132

Wrist bands free with UWS ID

$3.00 each or 2 for $5.00

Patser Lynch
plynch1@uwsuper.edu
715-394-8358

TRIBAL ELECTION

CANDIDACY ANNOUNCEMENT

At the July 8th, 2014 General Election the membership will be electing a Vice-Chairperson, Secretary and two (2) at-large members.

At the Primary Election you will be voting for Vice-Chairperson and Secretary

If you are interested in running for the Vice-Chairperson or Secretary Position, you must submit your name in writing to Laura J. Gordon, Tribal Secretary or designee by Wednesday, April 9th, 2014 by 6:00 p.m.

Primary Election: May 9th, 2014

If you have any questions, contact:
Laura J. Gordon Tribal Council Secretary
At 779-3706 ext. 1254 or 779-5518

2014 Election Timeframes

Monday April 7, 2014	Regular Council Meeting, appoint Election Board (No later than 30 days prior to election, RCCL 32.2.3)
Wednesday April 9, 2014	Deadline for candidates for Vice Chair and Secretary (30 days prior to Primary Election, Art. IV, Sec 2)
Tuesday April 22, 2014	Certification of candidates for Primary Election at regularly scheduled Special Council Meeting. (See note 1.)
Wednesday April 30, 2014	Posting for Primary Election Officer Candidates. (10 days prior to Primary Election, Art. IV, Sec 2)
Friday May 9, 2014	Primary Elections. (60 days prior to General Election, Art. III, Sec 3)
Monday June 23, 2014	Deadline for At-Large candidates to announce candidacy. (2 seats open) (15 days prior to General Election, Art. IV, Sec 2)
Tuesday June 24, 2014	Certification of candidates for General Election at Special Council Meeting. (See note 1)
Friday June 27, 2014	Posting of candidates for General Election. (10 days prior to General Election, Art. IV, Sec 2)
Tuesday July 8, 2014	General Election (1st Tuesday after the 1st Monday in July, Art. IV, Sec 1)

Note 1: There is no time requirement for certification of candidates prior to primary or general election contained within the Tribe's Constitution. As a result, this simply should be done sometime prior to the posting requirement (10 days before the election).

ELECTION BOARD

The Red Cliff Tribal Council is seeking seven (7) community members to serve on the 2014 Election Board.

You must be 18 years of age a Red Cliff Tribal Member and eligible to vote at the Tribal Elections.

The Election Board will serve both the Primary and General Elections

If you are interested to serve on the Election Board, pick up an application At the Tribal Administration Building – upper level.

Application needs to be submitted to the Front Desk of the Administration Office by:

April 3rd, 2014 by noon

For further Information Contact:
Laura J. Gordon, Tribal Council Secretary, at 779-3706 ext. 1254 or 779-5518

NOTICE

COMMUNITY MEMBERS

The Tribal Council is seeking individuals to serve on the following Boards and Commission

Health Board (1) member

(Health Board term Expires October 2014)

Library Board (1) Member

Gaming Commission (1) member

(A resume must be submitted with your application for the Gaming Commission)

If you are interested in serving on the Boards or Commission,

Please contact the Tribal Administration & fill out the application or call

Julie Gordon at 715-779-3700 for more information. Return application to the

Tribal Administration (upper level) by:

Deadline: March 27th, at noon

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.

Influenza is a serious disease... Make sure your child is protected!

What is influenza?

Influenza (flu) is a serious disease caused by a virus.

Influenza can make your child feel miserable. Fever, cough, shaking chills, body aches, and extreme weakness are common symptoms.

How do you catch influenza?

Your child can catch influenza from people who cough, sneeze, or even just talk around him or her. It is very contagious.

Is influenza serious?

Yes. Tragically, every year infants, children, teens, and adults die from influenza.

Influenza is dangerous for children as well as for people of all ages. Children younger than 2 years of age are at particularly high risk for hospitalization due to complications of influenza.

Influenza is not only serious for your child, but it can be serious for others, such as babies and grandparents, if your child passes the virus on to them.

Ask your child's healthcare provider if your child is up to date for all vaccines!

Is my child at risk?

Yes. Anyone can become seriously sick from influenza – even healthy children.

How can I protect my child from influenza?

Vaccination is the best way to protect your child from getting influenza.

Everyone 6 months of age and older should get vaccinated against influenza every year.

Vaccination not only protects people who get immunized, it also protects others who are around them.

▶ For more information, visit www.vaccineinformation.org

For other vaccine handouts in this series, visit www.immunize.org/vaccine-summaries

immunization action coalition
IAC
immunize.org

Technical content reviewed by the Centers for Disease Control and Prevention
1573 Selby Avenue • Saint Paul, Minnesota • www.immunize.org
www.immunize.org/catg.d/p4312.pdf • Item #P4312 (6/13)

Four Steps to a Monthly Spending Plan

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

- **Do you ever wish you hadn't spent money on that last pair of jeans? That coffee drink? That fast food meal?**
- **Does cash ever seem to leak out of your wallet?**
- **Do you have trouble paying bills at the end of the month?**

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

When we make a plan for how we want to spend our money, we have a better chance of targeting it toward things that are really important to us. Do you want to enjoy a monthly night at the movies with the kids? Plan for it. Want to be able to pay for new tires when you need them? Plan for it. Want to have money for holiday gifts without relying on your tax refund to pay it all off? Plan for it.

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

Prepared by E. Lexau, UW –Extension Bayfield County Family Living Program

UW Extension
Cooperative Extension

Before you begin....

- Use a sharp pencil with a good eraser. Or use an online spending plan, like the one found at Power Pay: **www.powerpay.org** . (See back page.)
- Gather your monthly bills, income statements and a calculator.
- Use monthly amounts for all items. If you don't know the monthly amount, estimate. If the amount varies from month to month, take an average from 3-12 months.

1 Start with income

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

2 List debts

- List a total amount for each debt and a target monthly payment for each debt.
- Add up all debts and the total monthly amount you plan to spend on paying down debt.
- List that monthly debt payment amount on the expense side of your worksheet.

3 List expenses

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

4 Crunch the numbers

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

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

(see back page)

Monthly Spending Plan

Name Month

3

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

2

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

1

Monthly Take Home Income/Paychecks/Benefits	
Income (1)	$
Income (2)	$
Income (3)	$
Income (4)	$
TOTAL MONTHLY NET (TAKE HOME) INCOME	$
Subtract Monthly Spending -	
Difference =/- 4	

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

If you're like most people who create a spending plan for the first time (or even the second or third time), your plan may not balance at first. Get your sharp pencil and eraser and start adjusting the numbers. **Ask yourself:**

Can I increase income?

- Are there assistance programs you may be eligible for? Could you get paid for something you already do for free? For example, if you provide child care for free for a family member, perhaps you could provide paid care for another child. Brainstorm all options. Avoid any that could cost money.
- You may want to consider additional part-time work until you catch up. However, be cautious about taking on a new job if you already have a full-time job. This could add too much stress on you or your family.

Are debt payments dragging me down?

- If debt keeps you from living within your income, consider negotiating with lenders to reduce payments or even your balance.
- Concentrate on putting any extra money (such as gifts or a tax refund) toward paying down debt.
- The website www.powerpay.org offers a great resource for creating an effective debt repayment plan. It also offers a useful tool for creating your spending plan online instead of with a paper and pencil.

Could I decrease spending?

- This is where most people make the biggest difference.
- Look at each expense. Think carefully about whether you could reduce it. Can you take advantage of food distribution programs to reduce grocery costs? Can you look for ways to reduce housing costs, such as taking a roommate, turning down the furnace, eliminating TV or Internet fees. Can you reduce costs for transportation, entertainment, or gifts to others? Only you can decide what might work for you.
- Each time you decide to reduce an expense, erase the old number, insert the new number, and re-do the math. Watching your negative balance decrease can be a powerful motivator.

Track your spending.

- Every few days or once a week, check how much you're spending in each category. You can do this by writing down your spending in a notebook, by saving receipts or by tracking it online if you use a bank.
- Some people use envelopes to set aside money for expenses: one envelope for groceries, one for heating oil and other utilities, one for holiday gifts, etc. They put a monthly amount in their envelopes and commit to using it only for that purpose. They keep adding to the envelope so they have enough when the expense is ready to be paid.

Sometimes there just isn't enough money...

- If you've cut expenses wherever you can and still don't have enough to pay all bills, focus first on ways to keep the current problem from growing bigger. Then look for ways to improve the situation over time.
- Always pay bills that secure your housing and any bills that will incur stiff consequences or legal action if they aren't paid. Ask "What will happen if I don't pay this now? Could I lose our home? Will utilities get shut off? Will I incur big fines that increase debt and make my problem worse?"
- Then focus on negotiating with those you owe money to in order to see if you can reduce payments. Avoid using loans— especially those with a high APR—to pay monthly expenses. This usually just makes matters worse as growing debt makes it harder to pay future bills.

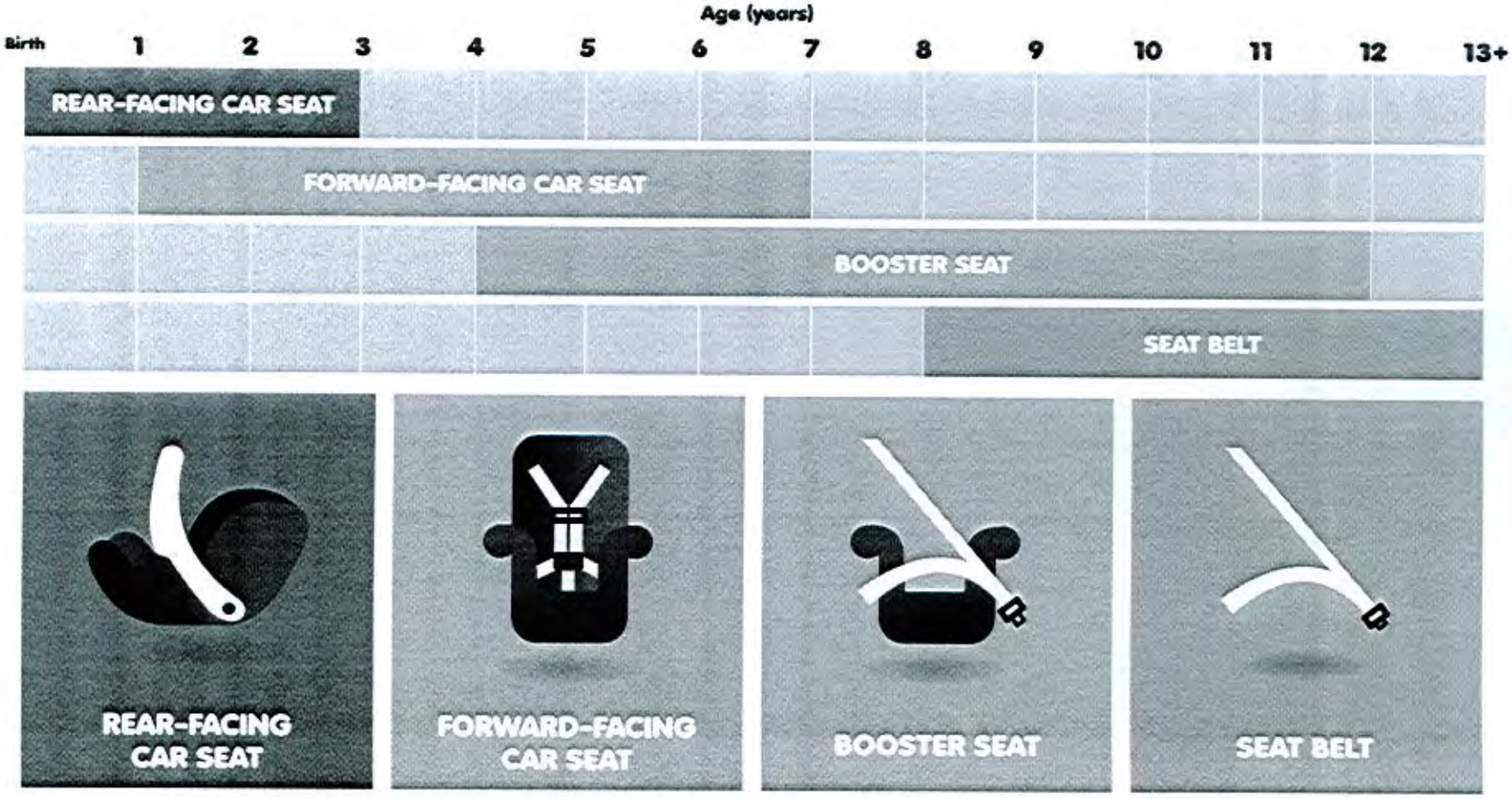
Be patient with yourself and keep trying! Building a spending plan that works for your household is a *process*—not a one-time event. Check your plan often to see what's working and what isn't and make adjustments. **The more you work with it, the better it will work for you!**

How to find the right car seat

There are many car seat choices on the market. Use the information below to help you choose and install a car seat that best meets your child's needs. More information is available at www.SaferCar.gov/therightseat.

Types of Car Seats

Children require both rear- and forward-facing car seats before they are ready to use an adult seat belt. The following chart will help you decide which type of restraint system is best for your child. For more information on car seats, visit www.SaferCar.gov/therightseat.



	Rear-Facing Car Seat	Forward-Facing Car Seat	Booster Seat	Seat Belt
Best Practices	Children under the age of one should always be in a rear-facing seat that is installed in the back seat. A rear-facing car seat is the best seat for your young child to use. Children should remain in a rear-facing seat until they reach the top height or weight limits stated by the manufacturer.	Children should remain in a rear-facing seat until they reach the top height or weight limits stated by the manufacturer. Only then should a child move into a forward-facing seat with a harness that is installed in the back seat.	Children should remain in a forward-facing seat with a harness until they reach the top height or weight limits stated by the manufacturer. Only then should a child move into a booster seat placed in the back seat.	Keep children in a booster seat for as long as possible until the adult seat belt fits properly. Children are generally ready to use a seat belt when 1) they are tall enough to sit in the seat without slouching; 2) they can keep their back against the vehicle seat; 3) they can keep their knees naturally bent over the edge of the vehicle seat; and 4) they can keep their feet flat on the vehicle floor. To fit a seat belt properly, the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snugly across the shoulder and chest, not across the neck or face. Keep your child in the back seat at least through age 12.
Type of Car Seat	Infant-Only Seat (Rear-Facing only): Designed for newborns and small babies, the Infant-Only seat is a small, portable seat that can only be used in a rear-facing position. Convertible Seat: As a child grows, this seat can change from a rear-facing to a forward-facing seat with a harness. Because it can be used with children of various sizes, it allows for children to stay in a rear-facing position longer. All-in-One Seat: This seat can change from a rear-facing seat to a forward-facing seat to a booster seat as a child grows. This type of seat is called by other names, including 3-in-1, so you should carefully read the manufacturer's description of which phases of a child's growth that the seat will fit.	Forward-Facing-Only Seat: Equipped with a harness and designed to be used forward-facing only. Convertible Seat: See description in the previous column. Combination Seat: As a child grows, this seat transitions from a forward-facing seat with a harness into a booster. All-in-One Seat: See description in the previous column.	Booster Seat with Back: This type of booster seat is designed to boost the child's height so the seat belt fits properly. It also provides neck and head support and is ideal for vehicles that don't have head rests or high seat backs. Backless Booster Seat: A backless booster seat is designed to boost the child's height so the seat belt fits properly. It does not provide head and neck support. It is ideal for vehicles that have head rests. Combination Seat: See description in the previous column. All-in-One Seat: See description in the rear-facing car seat column.	Seat Belt: Seat belts come standard in all vehicles. Make sure that the belt fits properly on your child (see the tips provided above).
What the Restraint Does	In a crash, a rear-facing car seat cradles and moves with the child. This helps reduce stress to the child's fragile neck and spinal cord.	During a crash, the harness contacts the child at the strongest parts of the body to distribute the crash forces and to keep the child in the seat. The tether limits the child's forward head movement.	A booster seat positions the seat belt so that it fits properly over the strongest parts of a child's body. This can help reduce injury during a crash.	A seat belt restrains a grown child or adult in the event of a crash to help prevent injury. The seat belt is placed over the strongest parts of the body.
What it May Look Like				

TEXAS A&M AGRILIFE EXTENSION

20 Reasons Why Your Child Needs You to Be an Active Father

Fathers play a critical role in the development of their children. The latest research indicates that fathers who are actively involved in raising their children can make a positive and lasting difference in their lives. In contrast, this same research reveals a number of potentially negative outcomes for children whose fathers are not involved. Listed below are 20 reasons why your child needs you to be an active father. Being an active father:

1. **Lets your child know that you love her.** Love involves more than saying the words, "I love you." Fathers who love their children demonstrate their love by spending quality and quantity time together. Children who feel loved are more likely to develop a strong emotional bond with their father and a healthy self-esteem.

2. **Provides your child with greater financial resources.** Research clearly indicates that families with an active father are "better off" financially. This means that children with active fathers will be more likely to have access to resources that facilitate healthy development (e.g., food, clothing, shelter, quality medical care).

3. **Provides your child with a positive male role model.** Children, regardless of gender, need positive male and female role models. Children tend to model behavior (positive and negative) that they witness on a consistent basis. Active fathers can promote positive behaviors by setting a proper example for their children.

4. **Provides your child with emotional support.** In addition to financial support, children also need emotional support from their parents. Active fathers listen and support their children when they experience joy, sadness, anger, fear, and frustration. Fathers who support their children emotionally tend to raise children who are more in-tune with the needs of others.

5. **Enhances your child's self-esteem.** Self-esteem refers to how a person feels about himself. Children with high self-esteem tend to be happier and more confident than children with low self-esteem. Active fathers promote their children's self-esteem by being fully involved in their lives and letting them know that they are highly valued.

6. **Enhances your child's intellectual development.** Children who are raised with actively involved fathers tend to score higher on measures of verbal and mathematical ability, and also demonstrate greater problem-solving and social skills.

7. **Provides your child with guidance and discipline.** From infancy, children need proper guidance and discipline. Active fathers play an important role in teaching their children proper behavior by setting and enforcing healthy limits.

8. **Gives your child someone to play with.** One of the primary ways that fathers bond with their children is through play. According to researchers, there are qualitative differences in the ways fathers and mothers play with their children. Fathers tend to use a more physical style of play (e.g., wrestling) that offers a number of benefits to children, including enhanced cognitive ability.

9. **Provides your child with someone to talk to when she has questions.** Young children are full of questions. This natural curiosity helps them learn about their environment. Active fathers can be a valuable source of information for children who are seeking answers to life's important questions.

10. **Increases your child's chances for academic success.** Children whose fathers are actively involved in their lives are more likely to achieve academic success than children whose fathers are not actively involved. These academic benefits appear to extend into adulthood.

11. **Provides your child with an alternative perspective on life.** Research indicates that men and women often differ in their parenting styles; however, one style is not necessarily better than the other. Instead, it can be healthy for children to be exposed to different perspectives on life, such as a father's.

12. **Lowers your child's chances for early sexual activity.** Children with actively involved fathers are less likely to engage in early sexual activity, thus reducing their chances for teen pregnancy and sexually transmitted diseases.

13. **Lowers your child's chances for school failure.** Children with actively involved fathers are less likely to drop out of school than children with uninvolved fathers.

14. **Lowers your child's chances for youth suicide.** Children with actively involved fathers are less likely to commit suicide than children with uninvolved fathers.

15. **Lowers your child's chances for juvenile delinquency.** The benefits of having an active father throughout a child's early years extend into the teen years as well. Children with active fathers are less likely to commit juvenile crimes than children with inactive fathers.

16. **Lowers your child's chances for adult criminality.** The chances that a child will commit crimes as an adult also diminish when he grows up with an actively involved father.

17. **Provides your child with a sense of physical and emotional security.** One of the major benefits that fathers can provide to their children by being actively involved is a sense of security (physical and emotional). By being actively involved in a child's life, a father promotes a trusting relationship. The child does not have to worry about being abandoned.

18. **Facilitates your child's moral development.** Children need a moral compass to guide them when they face difficult moral choices. Fathers, like mothers, help children to develop a sense of right and wrong that serves as a foundation for establishing moral character.

19. **Promotes a healthy gender identity in your child.** Boys and girls benefit from having healthy role models from both sexes. Research points to the fact that mothers and fathers socialize their children in different ways. Fathers can help their children, especially boys, to develop a healthy sense of what it means to be a male.

20. **Helps your child learn important life skills.** Most of the essential life skills that children need to survive are learned within the home. Fathers have a unique opportunity to teach their children valuable skills that will enable them to grow up to be healthy and productive adults.

Fathers, your children need you! Make a commitment to be an active father. Your children will greatly benefit from your involvement in their lives.

Prepared by Stephen D. Green, Ph.D., Child Development Specialist, Texas A&M AgriLife Extension Service, October 2000.

Source: Wade F. Horn, David Blankenhorn, and Mitchell B. Pearlstein (Eds.), *The Fatherhood Movement: A Call to Action*. New York: Lexington Books.

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The Texas A&M University System • College Station, Texas

PROTECT YOUR FAMILY.

If you smoke:

- Think seriously about quitting. Call 1-800-QUIT-NOW (1-800-784-8669) or a local support group for help.
- Never smoke in your home or car, or where children play.
- Wear a shirt or jacket that you can leave outside after you smoke.
- Wash your hands right away.
- Bathe, wash clothes and clean carpets and drapes often.

If you don't smoke:

- Don't allow smoking in your home or car.
- Make sure childcare workers and babysitters are nonsmokers.
- If your relatives or friends smoke, ask them to wash their hands and put on smoke-free clothing before holding your baby.
- Try to keep your children out of the homes of smokers. Meet at a smoke-free place instead.

Have you ever walked into a room that smells like smoke but there is no smoker in sight? You're smelling third-hand smoke – the toxins from tobacco that stay on surfaces like carpets and clothing and toys. Learn why it's harmful – especially to babies and young children – and how to protect them.

This pamphlet is not a substitute for medical care. If you have questions or concerns, please talk with a health care provider.

Written by Denise O'Connor.
Designed by Eva Bernstein. Illustrated by Fred Bell.
Special thanks to our medical, professional and audience reviewers.

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DANGERS OF TOBACCO

Third-hand Smoke

What It Is and How It Hurts Your Family

PROTECT YOUR CHILDREN

THIRD-HAND SMOKE: WHAT IT IS AND HOW IT HURTS YOUR FAMILY

Tobacco smoke is full of toxins. But did you know you don't have to smoke, or even be near a smoker, to be harmed by tobacco? The toxins from smoke can also be found on things you touch every day, long after a cigarette has been put out. It's called third-hand smoke.

What is third-hand smoke?

✓ Third-hand smoke refers to the toxins from cigarette smoke that stick to soft surfaces.

✓ Have you ever stood near someone who wasn't smoking but smelled like tobacco smoke? That smell is from third-hand smoke.

Is third-hand smoke harmful?

✓ Through third-hand smoke, people can be exposed to the same toxins found in tobacco smoke.

Where is third-hand smoke found?

✓ Third-hand smoke gets on clothes, hair, skin, carpets, baby blankets, furniture, toys, car seats, tiny bits of dust, and many other surfaces.

✓ Third-hand smoke can stay on unwashed surfaces for days, weeks, even months.

Third-hand smoke can harm children.

✓ Low levels of toxins can build up to dangerous levels in the body. This can cause learning problems for children.

Third-hand smoke can harm babies.

✓ Babies have tiny lungs and breathe rapidly, so more tobacco toxins get into their bodies.

✓ Babies spend time on floors and other surfaces that can have toxins from smoke. They put their hands and mouths on these surfaces all day long.

✓ If you have third-hand smoke on your clothes and then cuddle your baby, your baby can breathe in those toxins.

Third-hand smoke can hurt pets too.

✓ Toxins from smoke can land on the fur and feathers of your pets.

✓ When pets groom, they can get the tobacco toxins in their mouths.

Physical Activity Recommendations

	Infants	Toddlers	Preschoolers	School Age
Physical Activity	Physical activity and active exploration **daily**	At least than **60-90 minutes** per eight-hour child care day	At least **90 to 120 minutes** per 8-hour child care day	At least **60 minutes** of daily physical activity
Structured or Teacher-Led	**Daily** caregiver-infant interactions that encourage physical activity and active exploration	At least **30 minutes** per eight-hour child care day	At least **60 minutes** per 8-hour child care day	
Unstructured or Free Play	Active exploration and physical activity **daily**	At least **30 minutes** per eight-hour child care day	At least **60 minutes** per 8-hour child care day	
Outdoor Play	**Play outdoors daily,** weather permitting • Make time for independent gross motor play outdoors • Balance the use of riding strollers with plenty of independent outdoor time • Dress infants appropriately for weather	At least **2–3 times (60 – 90 minutes) daily** of outdoor play, weather permitting • Dress toddlers appropriately for weather, including appropriate footwear	At least **2–3 times (60 – 90 minutes) daily** of outdoor play, weather permitting • Dress children appropriately for weather, including appropriate footwear	School aged children should have daily outdoor time
Sedentary Time	Infants should not be in settings that restrict movement for prolonged periods of time	**No more than 60 minutes** of sedentary time per day **No more than 15 minutes** at a time, unless sleeping	**No more than 60 minutes** of sedentary time per day **No more than 15 minutes at a time**, unless sleeping	School aged children should have **no more than 120 minutes** of sedentary activity at a time

Physical Activity Recommendations, cont'd.

	Infants	Toddlers	Preschoolers	School Age
Physical Activity Environment & Practices	Place infants in safe settings that: • facilitate physical activity • promote the development of movement skills • allow small and large muscle activities	Make sure there is plenty of: • indoor and outdoor space • equipment for active play • opportunities to develop gross and fine motor skills Physical activity should never be withheld for misbehavior. Instead, let children calm themselves before returning to active play.	Make sure there is plenty of: • indoor and outdoor space • equipment for active play • opportunities to develop gross and fine motor skills Physical activity should never be withheld for misbehavior. Instead, let children calm themselves before returning to active play.	Physical activity should include aerobic as well as age-appropriate muscle- and bone-strengthening activities. (This can be done in small doses of 10 – 15 minutes throughout the day.) It is important to encourage participation in physical activities that are appropriate for their age, that are fun, and that offer variety. It is not recommended to play elimination games.
Screen Time	**Zero hours of screen time for infants**	**Zero hours for 2 year olds and younger** Limit to educational or active movement programs	**Less than 30 minutes per week for 2 year olds** Limit to educational or active movement programs	Limit screen time to **less than one hour a day** In after school settings, parent permission should be requested for children participating in any screen time. This includes: TV/ DVD, computer, and video games

Sources: NAP SACC - Nutrition and Physical Activity Self-Assessment for Child Care. Ammerman A, Ward DS, Benjamin SE, Ball SC, Sommers J, Malloy M, Dodds J. An Intervention to Promote Healthy Weight: Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) Theory and Design. Prev Chron Dis (serial online) 2007 July. Available from: www.cdc.gov/pcd/issues/2007/jul/toc.htm. AAP – American Academy of Pediatrics. Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition. RWJ – expert panel funded by the Robert Wood Johnson Foundation). Model Physical Activity Standards for Child-Care Providers (For Infants Through Preschool-Age Children) Developed by the National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN). NASPE - National Association for Sport and Physical Education. ECERS - R – Early Childhood Environment Rating Scale. SHAPES – Study of Healthy Activity & Eating Practices and Environments in Head Start. NYC – New YorK City standards. COC - Caring for Our Children, 3rd Edition Comprehensive Set of Standards (will be published in 2011)

Job Description

POSITION: Custodian/Building Maintenance Lead

LOCATION: Red Cliff Early Childhood Center

SALARY: $10.00 to $12.00 per hour depending on experience, 40 hours per week

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR(S): Custodial Supervisor/Maintenance Supervisor

JOB SUMMARY: To provide janitorial/maintenance services to the Red Cliff Early Childhood Center. These duties include custodial services, grounds maintenance, and preventative and corrective maintenance functions will be performed as needed. Supervision of other custodial & maintenance personnel 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.
2. Kitchen- Sweep floor, mop floor, empty garbage.
3. Classrooms, Office and Hallways- Vacuum carpet and rug areas, sweep floors, mop floors, empty garbage, clean and disinfect sinks.
4. Other- Lock janitors closet when not in use, check furnace and air conditioners monthly replace when needed, wax all floors as needed, building safety checklist, shampoo all carpets and rugs as needed, disinfect all door knobs, spot check all windows daily, and perform year-round grounds and facilities maintenance.
5. Maintain an organized, clean and safe work environment.
6. Provide supervision and direction to any additional staff in the custodial/maintenance area.
7. Perform grounds keeping duties, e.g. lawn mowing, weeding, snow removal, plowing, and remove snow from roofs as necessary.
8. Must attend appropriate ECC and Public Works staff meetings.
9. The job responsibilities named above are not the only ones that this job requires. All staff are expected to perform any other job related duties as directed.

SUPERVISORY AUTHORITY: Over additional staff assigned to the custodial/maintenance department at the Early Childhood Center.

KNOWLEDGE: General knowledge of custodial services and maintenance of offices, classroom and early childhood education facilities. Knowledge of HVAC Systems and in-floor heating and cooling systems. Knowledge of year-round building and grounds maintenance.

QUALIFICATIONS:

1. Must be at least 18 years of age, High School diploma or GED preferred.
2. Must have a valid driver's license, and be able to operate a light truck with snow plow.
3. Substantial work experience as janitor, custodian or maintenance.
4. Should be able to work well around children and pass a back ground check.
5. Good communication skills.
6. Must be able to do manual labor and lift objects of at least 20 pounds.
7. Must be able to climb ladders, shovel snow, and operate and maintain snow removal and lawn maintenance equipment.
8. Preference is given to qualified parents of Head Start/Early Head Start children (45) CFR Part 1301.31.
9. Should have prior supervisory experience.

PERSONAL CONTACTS: Will work directly with all ECC staff and Red Cliff Facilities Management staff.

PHYSICAL REQUIREMENTS: Must be physically able to work with young children, annual health exam, TB test, immunizations including Hepatitis B (or sign waiver) and required trainings such as confidentiality, CPR, etc. Must be physically able to perform janitorial and year round grounds and building maintenance duties. Must be able to climb ladders, shovel snow, and operate and maintain snow removal and lawn maintenance equipment.

WORK ENVIRONMENT: Red Cliff Early Childhood Center. Be able to work indoor and outdoor in all weather conditions.

TRAVEL REQUIREMENTS: Must be able to attend overnight job-related local, regional and national trainings as required.

POSTING: March 5, 2014

DEADLINE: March 20, 2014 until 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resource
88385 Pike Road
Hwy13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 1267 or 1268
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 YOU ARE UNDER CONTINUEING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.

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

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: Dental Assistant Fill-In

LOCATION: Red Cliff Community Health Center

SALARY: Negotiable depending upon qualifications

THIS IS A TEMPORAY 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

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 it 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

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

susie.gurneo@redcliff-nsn.gov

(715) 779-3700 ext. 267 or 268

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

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.

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.

Deadline: 5/12/14

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

GREAT LAKES INDIAN FISH & WILDLIFE COMMISSION

P. O. Box 9 • Odanah, WI 54861 • 715/682-6619 • FAX 715/682-9294

• MEMBER TRIBES •

MICHIGAN

Bay Mills Community
Keweenaw Bay Community
Lac Vieux Desert Band

WISCONSIN

Bad River Band
Lac Courte Oreilles Band
Lac du Flambeau Band
Red Cliff Band
St. Croix Chippewa
Sokaogon Chippewa

MINNESOTA

Fond du Lac Band
Mille Lacs Band

JOB ANNOUNCEMENT

POSITION: 1837 Minnesota Ceded Territory Monitoring Team
For 2014 Spring Spearing & Gill Netting

WAGES:
$7.60 per hour - 1st year
$8.15 per hour - 2nd and 3rd year
$8.65 per hour - 4th and 5th year
$9.20 per hour - 6th year - 9th year
$9.70 per hour - 10th year +

CLOSING DATE: March 14, 2014 or until filled

CONDITIONS OF EMPLOYMENT: This is a temporary, part-time position. Dates of employment are not fixed but generally will be for around 15-20 days during April-May 2014.

SUPERVISION: Reports to GLIFWC Warden/Biologist or designee.

DUTIES AND RESPONSIBILITIES: Monitor fish catches of Chippewa tribal members at boat landings on Mille Lacs Lake and other 1837 Minnesota ceded territory waters. Count, measure, weigh fish, and record effort information for spearing and gill net harvest. Check walleye and northern pike for tags or other markers on Mille Lacs Lake. Work hours may vary daily to include monitoring spear harvest at night and gill net harvest during daylight hours. Working conditions have been demanding in some areas in the past. Monitoring teams are expected to maintain a professional, cooperative, and non-confrontational demeanor.

QUALIFICATIONS: Ability to identify fish species. Persons will be expected to collect information in an efficient manner and to record data neatly, accurately, and completely. Persons who drive must hold a driver's license and will be reimbursed at the approved federal mileage rate. Indian preference will be applied consistent with GLIFWC policies and the federal Indian Self Determination and Education Assistance ACT (PL 93-638).

TO APPLY:

Jenny Krueger, GLIFWC
P.O. Box 9
Odanah, WI 54861
(715)682-6619 (ext. 2122)

Rachel Shaugobay, Mille Lacs
43408 Oodena Drive
Onamia, MN 56359
(320)532-7439

Robin Arunagiri, GLIFWC Officer
18835 47th Street
Garrison, MN 56450
(715)889-0734

GLIFWC applications are available on the website at www.glifwc.org

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P. O. Box 9 • Odanah, WI 54861 • 715/682-6619 • FAX 715/682-9294

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Bay Mills Community
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WISCONSIN

Bad River Band
Lac Courte Oreilles Band
Lac du Flambeau Band
Red Cliff Band
St. Croix Chippewa
Sokaogon Chippewa

MINNESOTA

Fond du Lac Band
Mille Lacs Band

JOB ANNOUNCEMENT

POSITION: Monitoring Team- Spring Spearing 2014

WAGES: *(Wisconsin and Michigan)*
$7.60 per hour - 1st year
$8.15 per hour - 2nd and 3rd year
$8.65 per hour - 4th and 5th year
$9.20 per hour - 6th year - 9th year
$9.70 per hour - 10th year +

CLOSING DATE: March 14, 2014.

CONDITIONS OF EMPLOYMENT: This is a temporary, part-time position. Dates of employment are not fixed but generally will be for around 15-20 days during April-May 2014.

SUPERVISION: Reports to GLIFWC Supervisory Warden or designee.

DUTIES AND RESPONSIBILITIES: Monitor fish catches of Ojibwe tribal members at boat landings on ceded territory lakes and perhaps rivers. Count and measure fish and record time spent spearing. Check walleye for fin clips or other marks (i.e., floy tag) on some lakes. All work will be at night but an evening meeting may be held daily to assign persons to lakes. In general, hours will be from 6:00 p.m. until spearing ends on the assigned lake. Working conditions have been stressful in some areas in the past. Teams are expected to maintain a professional, cooperative, and non-confrontational demeanor.

QUALIFICATIONS: Ability to identify gamefish and panfish. Persons will be expected to collect information in an efficient manner and to record data neatly accurately, and completely. Applicants must be able to follow directions both verbal and written, and be able to work nightly for around 3 weeks as required. Persons who drive must hold a driver's license and will be reimbursed at the approved federal mileage rate. Indian preference will be applied consistent with GLIFWC policies and the federal Indian Self Determination and Education Assistance Act (PL 93-638).

TO APPLY: **SEE AREA GLIFWC WARDEN**

GLIFWC applications are available from a GLIFWC warden and on the website at www.glifwc.org

******Persons who have submitted an application for this position in the past need not send another application. However, these persons must notify their local area GLIFWC Warden of interest in the position and fill out all necessary accounting paperwork.**

Red Cliff Early Childhood Center

Regular Policy Council Meeting
MINUTES
Thursday, November 14th, 2013
12:30pm @ Memengwaa Trailer

Policy Council Members Present: Liz King, Ashly Gurnoe, Jamie Sokolowski, Jessie Defoe

Policy Council Members Absent: Karalee Defoe, Amanda Cadotte, Amanda Thomas, and Marvin Defoe (Tribal council Liaison)

Others Present: Dee Gokee-Rindal, Education Division Administrator; LaVonne Goslin, EHS Director; Nicole Gurnoe, HS Director; Nicole Boyd, Family Services Manager; Patt Kenote-DePerry, Health/Mental Wellness Manager; Lori Duffy, Nutrition Manager

Sign In Completed

Meeting called to order at 12:30pm by Liz

Minutes: October 9th, 2013
Jessie motioned to approve the meeting minutes from October 9th, 2013, Ashley seconded, all in favor, motion carried.

Current EHS & HS Financial Reports
Nicky reported on Head Start financials. LaVonne reported on Early Head Start financials. Dee reported on the in-kind status. We need in-kind (cash, goods or services); Dee informed of some strategies being used and put into place.

Nutrition Plan
Lori presented the nutrition plan; there were some changes noted and some additional ones that need to be made. Jessie motioned to approve with changes discussed, Ashly seconded, all in favor, motion carried.

Transportation Plan
Nicky presented the transportation plan (with consolation from Keith, transportation manager). Ashly motioned to approve with discussed changes, Jessie seconded, all in favor, motion carried.

2013 ECC Self-Assessment & Corrective Action Plan
Dee presented the Assessment and Corrective Action Plan; FANTATSIC JOB, ECC had two findings. Jessie motioned to approve the 2013 ECC Self-Assessment, Jamie seconded, all in favor, motion carried.

Distribute Program Summary
Nicky distributed the program summary report.

Trainings Rescheduled:
Policy Council was informed of the change in training: Program Governance Training December 11th 9am-12pm @ LW. Fiscal Training December 12th: 9am-12pm @ ECC trailer.

December 12th Policy Council Meeting
December meeting rescheduled from December 12th to December 11th immediately following the program governance training at the Legendary Waters. Training starts at 9am, meeting to follow at approximately 12:00.

December 12th Early Closing-Bayfield School Winter Program
Ashly motioned to close the ECC early at 11:30am on December 12th so families and staff can attend the Bayfield K-6 Winter Musical program, Jamie seconded, all in favor, motion carried.

Head Lice Policy Discussion
Discussion was held regarding the current policy and various policy options and research. Ashly motioned to continue with the current no-nit policy, Jessie seconded, all in favor, motion carried.

Other
Dee presented information about an ACT 31 training opportunity at Northland College in January.

Executive Session-Head Start Teacher Position
Ashly motioned to go into Executive Session at 1:49pm, Jamie seconded, all in favor, motion carried.

Regular Session
Jessie motioned to return to Regular Session at 1:53pm, Ashly seconded, all in favor, motion carried. Ashly motioned to support the recommendation of the selection committee for the Head Start teacher position, Jessie seconded, all in favor, motion carried.

Adjourn
Jessie motioned to adjourn at 1:55pm, Ashly seconded, all in favor, meeting adjourned.

_____ _____
Policy Council Chairperson Date

ECC SUBS NEEDED!!!

The ECC is looking for subs!!
Please stop at the
ECC and see Ashley Peterson
for subbing information.

PARENTS:

Subbing during the day is a great way to get involved in your child's education and ECC activities. This opens the door to many learning and working experiences. To be a sub, you must complete a "sub packet" (background information, TB Test, Drug test, Shaken baby training, SIDS training). Please stop by the ECC anytime and ask for a "sub packet"!

MARCH 2014

ONBAANI-GIIZIS

NITAM ANOKII-GIIZHIGAD	NIIZHOO-GIIZHIGAD	AABITOOSE	NIIYO-GIIZHIGAD	NAANO-GIIZHIGAD
3B FR TOAST STIX, BLUEBERRIES, CC L CHIX POT PIE, CARROTS, APPLE, YOGURT, SALAD S NUTRA GR BAR/MILK	4B CORN CHEX, PB, TOAST, ORANGES L KEILBASA, KRAUT, PEAS, BABY REDS, MANGO,CC BUN S CHEEZ/CRACKERS	5B HB OATS, ENG MUFFIN, PEARS, YOGURT L BEEF VEG SOUP, BISCUIT, FRUIT COCKTAIL, CC, SALAD S CHEEZ STICK/CRACK	6B RICE CRISPIES, BANANA, BAGEL, PGJ L CHIX PATTY, FRIES, VEG/DIP, ORANGES S YOGURT PARFAIT	MENU SUBJECT TO CHANGE
10B MALTO MEAL, APPLESAUCE, TOAST, PB L PORK CHOP, GR BEANS, MANGO, CC, SALAD S GRAHAM/PB	11B KIX, TROP FRUIT, CC, MUFFIN L BBQ CHIX, POTATO, CORN, BUN, BERRIES S RICE CAKES/MILK	12B RICE CHEX, APPLES, YOGURT, ENG MUFFIN L BOILED DINNER, BISCUIT, ORANGES, SALAD S FRUIT CUP/MILK	13B CHEERIOS, BANANA, TOAST, CC L RAVIOLI, CARROTS/PEAS, STRBERRIES S APPLESAUCE/NILLA	MILK SERVED WITH ALL MEALS
17B EGG WRAPS, ORANGES, CC L TACOS/WFIXINGS, MANGO, CORN, PUDDING S PUDDING PARFAIT	18B CHEX, APPLES, TK BACON, TOAST L HAM SOUP, CARROTS, PINEAPPLE, CC, BR STIX S CINN TOAST/JUICE	19B CORNFLAKES, BERRIES, YOGURT, BAGEL, JELLY L BBQ, FRIES, GR BEANS, SALAD, PEA S TRAIL MIX/MILK	20B HB OATS, APPLESAUCE, CC, MUFFIN LTUNA HD, SALAD, BROCCOLI, TROP FUIT S PIZZA ROLLS/JUICE	
SPRING BREAK ECC CLOSED	SPRING BREAK ECC CLOSED	SPRING BREAK ECC CLOSED	SPRING BREAK ECC CLOSED	