

Waatebagaa-Giizis (Leaves Changing Color Moon)



Red Cliff Education Division Newsletter

Welcome Back Everyone!!!

Summer is slowly coming to an end and Fall is right around the corner. We would like to welcome everyone returning and especially those who are joining us for the first time.

September we will celebrate Attendance Awareness! Good attendance is very important and beneficial to children's education. School starts at 8:00am and ends at 2:00pm. Parents are encouraged to have their children here as close to 8:00am as possible. Head Start children are encouraged to ride the bus so they can begin their day with their peers and don't miss anything that may be occurring right away at 8:00am. Please remember to sign your child in and out each time you drop off or pick up; it is important to have record of who is dropping off and picking up.

If your child is going to be absent please contact the school. If your child is absent and we don't hear from you, please expect to hear from us. We care about each child and want to be aware of any scheduled or unscheduled absences.

****Head Start still has child care openings from 2-5! Please contact Kim, Fred or your child's teacher for more info.**

Special points of interest:

- ⊗ ECC/Tribe Closed Sept 7th for Labor Day
- ⊗ ECC Opening Ceremony/Open House Sept. 8th 11am @ ECC
- ⊗ First day of classes is Sept. 9th
- ⊗ Home Base Social 10-Noon @ ECC
- ⊗ Waabooz/Esiban Orientation 10- Noon @ ECC
- ⊗ First Language Table on Sept. 17 4:30 to 7pm
- ⊗ ECC Picture Days will be on Sept. 23 and Sept. 24
- ⊗ Family Night/Home Base Social Sept 23 5pm @ ECC
- ⊗ CPR Training Sept. 25 @ ECC / Recertification @ LW
- ⊗ ECC/Tribe Closed Sept. 30 for Treaty Day

Head Start Bus Transportation



We would like to welcome back all the Head Start Students to the 2015-2016 School year. As we begin our year we would like to remind and inform families of the following bus safety policies and practices: Children must be walked to and from the bus by an adult, Children will only be released to authorized adults, children should not bring food or toys onto the bus, bus times are approximate, bus will wait 2 minutes at each house before moving on, use Stop and Go bus signs, and report any bus changes to main office any time. We look forward to safely transporting your children this year. If you have any questions, please stop in anytime or contact your child's teacher, Terry Newago Jr or Nicole Boyd at 715-779-5030.

Inside this issue:

ECC/Community Event
Calendar
Classroom Updates
Upcoming Events
Education
Health/Safety
Attendance/Education
Employment
Opportunities
Menu



Waatebagaa-Giizis (Leaves Changing Color Moon) September 2015



Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 *Bayfield K-5 Open house grade s 6-12 first day	2	3 SIDS/SBS CAN Training 8am-11am	4	5
		← ECC INSERVICE PREP →				
6	7 ECC/Tribe CLOSED Labor Day * Tribal Council Mtg Bayfield Closed	8 ECC Opening/ Open House Ceremony @ 11am (No School) WIC Pickup	9 First Day of ECC Classes 	10	11 *Grandparent's Day *Home Base Social 10 -noon *Waabooz/Esiban Orientation 10am - Noon *WIC Recertification Day	12
13	14 School Board Mtg WIC Pickup	15 Tribal Council Mtg WIC Pickup	16 Housing Mtg GED 12:30 - 3:30 @ ECC	17 Policy Council Mtg Language Table	18 *WIC Recertification Day	19  Red Cliff Community Health Center Fall Celebration
20	21	22	23 *ECC Picture Day *Family Night/ Home Base Social 5pm *Policy Council elections *GED 12:30 - 3:30	24 *ECC Picture Day  Language Table	25 CPR Training  *Bayfield School Picture day	26
27	28 Grandfather's Feast 5-7pm @ LW	29	30 ECC/Tribe CLOSED Treaty Day	Oct 1 GED Makeup Day 12:30	Oct 2 Applefest Bayfield Early Release 12:45	Oct 3 
Oct 4	Oct 5 ECC Closed Bayfield Closed	Oct 6	Oct 7	Oct 8	Oct 9	Oct 10



AGONGOS

Waatebagaa-Giizis

Home Based September News



HOME BASE SOCIALIZATION

*Friday, Sept. 11th

10am-Noon

ECC Large Motor Room!



ECC CLOSED

Sept. 7th

Labor Day

Sept. 30th

Treaty Day

FAMILY NIGHT

Tuesday 9/23



LANGUAGE TABLE

Starts 9/17 on

THURSDAYS!

4:30 PM—7PM



Mino Dibishkaa!

If you have any
questions or concerns,
please contact us!

715-779-5030

Amaris—ext. 238

Caitlin—ext. 237

Gena—ext. 236



AUGUST

Lynneleigh

8/2

Alexander

8/15

SEPTEMBER

Christian

9/3

Kashus

9/4

James

9/9

Katelynn

9/13



Waabooz Room

Welcome to School!!

The Waabooz Room teachers this year are Miss Teresa & Miss Lacie. Also, Miss Judy Boutin will be the third teacher in the Waabooz Room. We are so excited to meet all the new babies and we are happy to welcome all the new families and babies to the ECC.

The month of September will be a transition month for all the new babies. We have a transition schedule for all of our parents so you know the days and times to have your child attend. We will also be getting to know each child and their families.

Some other things that we

will be working on throughout the day in the Waabooz Room will be our sign language and our ojibwemowin. Also, getting to know each of the children and interacting with them on a daily basis.

The sign language and ojibwemowin that we will be working on is more, eat, please, and thank you.

More- naawaj

Eat- wiisini

Please- daga

Thank you- miigwech

Hello-Boozhoo

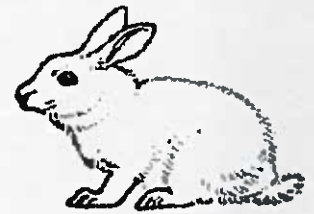
Goodbye-Gigawaabamin

We will have these hung up

by our table so the children can see them throughout the day and also if parents would like copies we would love to give you copies because you are your child's first teachers!

Thank you for letting us spend time with your children each day.

Teresa, Lacie, & Judy :)



**Waabooz
Rabbit**

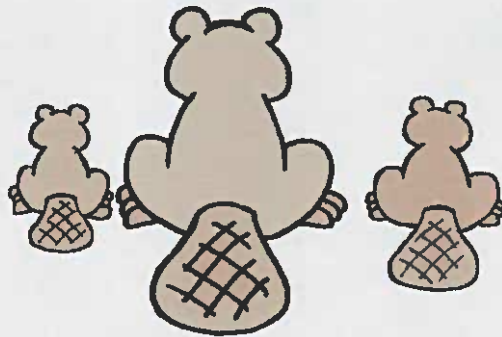
Special points of interest:

- ⊕ Sept 7- ECC Closed Labor Day
- ⊕ Sept 8- Opening Ceremony at ECC 11AM
- ⊕ Sept 9-ECC First day of Classes
- ⊕ Sept 17- Language Table starts 4:30-7:30pm
- ⊕ Sept 30-Treaty Day ECC Closed

If you have any questions or concerns please feel free to come in and talk to us or give us a call.

715-779-5030 ext. 224

Parents: Language table starts on September 17 from 4:30-7:30 and every Thursday unless otherwise stated. This is a great experience to bring our culture back to our community.



AMIK ROOM 2015/2016

We would like to welcome back all the students and parents. We hope you all have had a wonderful summer!

In the Amik Room we are happy to announce that we have a new teacher! Ms. Lisa Defoe will be joining Ms. Maggie as her new co-teacher!

We already have been having fun working together setting up our new room, decorating, and planning projects for the children to do. We are both very excited for the new school year, and the opportunity to teach your children.

Going outside, weather permitting, will be part of our daily schedule. Please make sure your child has clothing adequate for our ever-changing outdoor conditions.

It will be great to see all the kids and parents on our first day of school!

If you have any questions, please don't hesitate to call the Amik Room at 715-779-5030, Ext. 225.

Ms. Maggie and Ms. Lisa

Boozhoo Makwag

Our Class!!!

JALEN	
ISABEL	
AVERY	
ZAYLIA	
MAYCEE	
SAMARA	
MADILYNN	
CECELIA	

Makwa Class

715-779-5030

#244 -Classroom

#243-Office

Dawn Deragon

And

Tara Albert

Welcome back to school

Welcome back from your summer vacation! We hope you all had a great time. This year in the makwa room, we have a lot of great activities planned for this coming year! We would like to welcome 2 new kids into the Makwa class Jalen and Madilynn.

Please parents remember we do a lot of playing inside and outside

that will get your child **DIRTY**. Don't forget extra clothes and label all of them.

We are super excited to further the process of the potty training.

A friendly reminder to bring your children in for their well child visits; so we can have a **GREAT** attendance score this year!!!!

We cant wait for the first day to

start.

Corky and Tara



Classroom Gavidelines

- Arrive by 8am to allow child playtime.
- Call In by 9am if your child isn't going to be in for that day.
- **EXTRA CLOTHES**, because your child will get dirty through play in and outside of the classroom.
- Extra shoes just in case they get wet!!!!

- Health checkups
- Dental Checkups

We would like to wish Jalen a Happy Birthday for the month of August!!!!!!



ESIBAN ABIWIN 2015

GIDANAMIKAAGOO to all our families and especially to *Layla, Emma, Melvin, Kendall, Tate, Miika, Elizabeth, and Walter!* We are looking forward to teaching your child this year. We will be doing different activities through out the year so have your child in clothes they can get dirty/messy in. ALSO, send in **2 extra sets of clothes for your child at school and the appropriate outdoor wear because we are outside daily.**



For the month of **September** we will be working on transitions from home to school, wild ricing and apples. We will do our best to make sure your child is comfortable with us and if there is anything to help that out please let us know! All new children will have their own transitions for the first month but the **carry over children will begin with regular school days on September 9th.**



We will introduce and use Ojibwe language into our daily routines and activities.

IF you have any concerns or questions please give us a call at 779-5030 x 242 (office) or classroom at x 241.

MIIGWECH for entrusting us with your child. We are looking forward to a great year!!

Karen and Nadine



Mashkodebizhiki Room

Boozhoo! We are so excited to be starting a new school year and getting to know your child and watch them grow! We have so many things planned and are anxious to begin filling our minds with wonder and new ideas.



Just a few reminders for the new year...

- Bring extra clothes to stay at school.
 - Make sure your bus sign is up.
 - Get any missing paperwork in.
 - Don't forget to sign in/out daily.
- Don't forget to call if your child will be absent.
 - You are welcome in the classroom anytime.
 - Your input is always needed.

September

MA'IINGAN



WELCOME TO THE CLASSROOM OF LEARNING.

Our first week will be "Getting to know each other, exploring the classroom, outdoor environment and meeting new friends"

Learning about personal safety in the classroom, on shopping stores,



Ojibwemowen

Hello, See You Later

Days of the week

Songs

Numbers

Colors

Shapes; triangle, square, rectangle, circle, oval

Feelings; happy, sad, shy, proud

Commands; sit, stand, sing, dance, run, walk, quite, listen

sing

September Goals are classroom rules, daily routine, taking turns, sharing.

During circle time they will learn how to say hello "Boozhoo" and my name is "nindizhinikaaz".

Learning about personal safety and listening skills, learn about numbers, the color yellow "Ozaawaa", and the letter "A".



Ms. Alicia & Ms. Patsy





Welcome to all the New Kids And the returning Children into the Migizi Classroom

We hope everyone had fun this pass summer which has went by way to fast! But now on too learning and having fun in the Migizi room! We will be learning many new things and remembering old things we have already learned.

We have many new friends to meet and see our old friends from last year.

Lets get going to having a FUN Year!

Ms, Diann, Ms. Linda



88385 Pike Rd, Hwy 13 • 89830 Tiny Tot Drive
Bayfield, Wisconsin 54814 • (715) 779-5030 • FAX (715) 779-5046

TO: ECC Head Start Families

FROM: Nicole Boyd, Head Start Director
Terry Newago Jr., Transportation Supervisor and Driver

DATE: August 26th, 2015

RE: Head Start Bus Transportation

Nicole Boyd
Terry Newago Jr.

I'd like to take this time to welcome back returning Head Start students and those that are just joining us for the first time! Head Start Bus transportation safety and precautions is a huge priority for the ECC and we would like to start the year with reminding and informing families of the following bus safety policies and practices:

- **Children must be walked to and from the bus by an adult**- this means a child may not get off the bus while you wait for them at the house door or walk to the bus in the morning alone while an adult watches from the house. Bus monitors and drivers DO NOT leave the bus.
- **Children will only be released to authorized adults**- this means that if you have an extended family member waiting at your home who is not on the authorization form, the driver will not release your child to them. Releases can be updated at anytime.
- **Children should not bring food or toys onto the bus**- this means children cannot bring the snack or breakfast they were eating with them onto the bus. Toys may be in backpacks and exceptions may be made for those children that require a security item such as a blanket or stuffed animal- please let us know if this is necessary so we can explain the dangers of bringing toys onto the bus and work out a plan that meets both the Head Start and child's requests. ☺
- **Bus times are approximate**- this means that when the ECC provides a time that your child will be picked up or dropped off it could vary by 10 or more minutes depending on the day. Variances such as number of children present that day, if there was an incident that day, if no one was home at a house, etc. could change the time. We apologize and hope that with good practice, times will become more routine for the convenience of everyone.
- **Bus will wait 2 minutes at each home before going on**- this means that at each bus stop the bus will wait approximately two minutes so please try to be ready and waiting.
- **Report any bus changes to main office any time**- this means if your child will be picked up or dropped off at a different location, please call 779-5030 and leave a message-bus drivers and monitors check messages before they leave the facility and someone will get the message.
- **Use stop and go bus sign**- please post the sign in a visible place for the driver to view. Turn to stop when your child coming to school on the bus and go when your child will be not riding the bus.

We look forward to safely transporting your child to and from school each day. If you have any questions or comments, please stop in anytime or contact myself at 779-5030 ext 230, your child's teacher, or Terry. Miigwech for your cooperation and understanding of providing safe transportation to and from school. ☺

2015-2016 Policy Council

Parent and Community Reps are needed for the 2015-2016 Policy Council.



Elections will take place at the Family Night in September.

If you are interested please contact Cindy Garrity at 779-5030 ext. 253

Policy Council plays a very important role here at the ECC; oversees program operation, reviewing financials and participates in very important decision making. Meetings are typically once a month. The participation of the parents and the community is what makes the ECC such a wonderful program. Reps can not be directly related to any ECC employee or have served a total of three years on policy council in their lifetime.



Waabooz/Esiban Families

New Family Orientation & Classroom Open House

September, 11, 2015

10:00am to Noon

@ Red Cliff Early Childhood

Lunch will be provided....



**PARENT
ORIENTATION**



Subs Needed!

***Do you love working with and caring for children?**

***Are you reliable?**

***Do you love to be in a supportive and fun environment?**

The Red Cliff Early Childhood Center is looking for substitutes (both classroom and kitchen setting).

**Please stop at the ECC anytime (89830 Tiny Tot Drive-Red Cliff)
for subbing information.**

Call 779-5030

Visit our website at www.redcliffecc.org

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 and a minimum of 8 hours shadowing in the classroom/kitchen).

Please stop by the ECC anytime and ask for a "sub packet"

[Back To Employment Page](#)

Attention Parents :

2015 ECC Health Screen Dates Height, Weight, Hearing, and Vision

Head Start ~ Monday, September 21 and Tuesday, September 29

Early Head Start ~ Tuesday, September 22 and Thursday, October 1

Make-up screens will be scheduled as needed.

Remember, our 45th day is Thursday, October 22. All required screens must be completed by that date.



ECC Picture Day

The ECC will be having Picture Day September 23rd and September 24, 2015. If families are interested in having their child's pictures, the ECC will provide \$5.00 per family and the reminding amount will need to be paid by the family. Pictures will be taken at the ECC. A flyer with more details will be send home with your child.

Wednesday, September 23, 2015
and
Thursday, September 24, 2015

If you have any questions, please contact Cindy Garity @ 779-5030 ext. 253

ECC Family Night



Wednesday, September 23, 2015

**@Red Cliff
Early Childhood Center**

5pm to 7pm




Policy Council Elections

Home Base Social

Car Seat Safety

Raffles

Dinner will be provided



The Red Cliff ECC

Language Tables will be starting September 17th!

Agenda:

<i>Registration / Orientation</i>	<i>4:30 – 5:00</i>
<i>Pot luck Feast</i>	<i>5:00 – 5:30</i>
<i>Opening / Introductions</i>	<i>5:30 – 6:00</i>
<i>Ojibwe Language Lessons</i>	<i>6:00 – 7:00</i>

- Every Thursday at the ECC!
- Open to all levels of learners!
- Limited Child Care is available (under 6 years old)!

For more information call:
Reggie Cadotte @ 715-779-5030 ext. 233

ECC Language Tables for the 2015/2016 School Year!

September 17 – Orientation	February 11
September 24	February 18
October 1	February 25
October 8	March 3
October 15	March 10 – No class – ECC P/T Conf.
October 22	March 17
October 29	March 24 – No class – Spring Break
November 5	March 31
November 12	April 7
November 19	April 14
November 26 – No class – Thanks.	April 21
December 3	April 28
December 10	May 5
December 17	May 12
December 24 – No class – Christmas	May 19
January 7	May 26
January 14	June 2
January 21	June 9 – No Class – Bayfield Last Day!
January 28	June 16
February 4	June 23 – Final Language Table!

Please let Reggie Cadotte know if you would like to sign up for weekly reminders via Remind.com!



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

September

2019
















































Red Cliff GED/HSED & Adult Education Schedule

Sun	Mon	Tue	Wed	Thu	Fri	Sat
5 	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	October 1	2
16 Fall Semester Starts Today Class 12:30-3:30				Class Today 12:30-3:30	Open Enrollment: Students can enroll in class anytime throughout semester. Contact Sue Hopkins for more information.	
				NO Class Today		

All New GED/HSED Students MUST Register & Complete a Mandatory GED Orientation
Please contact Sue Hopkins or Theresa Beckman at WITC Ashland **CALL 715-682-4591**

Ext. 3118 - Sue Hopkins or email: sue.hopkins@witic.edu

September 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 Culture Night  5p-8p **to be announced	2  Open gym: 5-8pm 	3  OJIBWE INTRODUCTIONS 4:30P  Open gym: 5-8pm	4  Archery @ 4pm  Open gym: 4-8pm	5 WILD RICE **HARVEST** camp #2: "ricing" @ 8AM
6  CLOSED	7  CLOSED	8  CLOSED TRIBAL HOLIDAY- TREATY DAY	9  Open gym: 5-8pm 	10  OJIBWE INTRODUCTIONS 4:30P  Open gym: 5-8pm	11  GAME NIGHT 5PM  Open gym: 5-8pm	12 INTRO'S IN OJIBWE ASHLAND MOVIE THEATER TRIP  Open gym: 12-8pm
13  CLOSED	14  CLOSED	15 Culture Night  5p-8p YOUTH 3:30-5pm 	16  Open gym: 5-8pm 	17  ECC Language Table  Open gym: 5-8pm	18  Archery @ 4pm  Open gym: 5-8pm	19 YOUTH COUNCIL ASHLAND MOVIE THEATER TRIP  Open gym: 12-8pm
20  CLOSED	21  CLOSED	22 Culture Night  5p-8p **to be announced	23  Open gym: 5-8pm 	24  ECC Language Table  Open gym: 5-8pm	25  GAME NIGHT 5PM  Open gym: 5-8pm	26 Crafts with  Open gym: 12-8pm
27  CLOSED	28  CLOSED	29 Culture Night  5p-8p **to be announced	30  CLOSED TRIBAL HOLIDAY- TREATY DAY			

Cooking Classes

Every Tuesday and Thursday
from 10:00-12:00

at the

Food Distribution Building

Starting September 8, 2015

For more information call the
Food Distribution 779-3740



USDA is an equal opportunity provider and employer

After School Program

Starting Sept. 8, 2015

Monday—Thursday

3:30-4:00

Food distribution building

Tutoring

**physical activities healthy
snacks**

For more information call
food distribution 779-3740

USDA is an equal opportunity provider and employer

INFORMATIONAL MEETING AND PUBLIC DIALOGUE SESSION

SMART GROWTH: BUILDING BLOCKS FOR SUSTAINABLE COMMUNITIES



The Red Cliff Band has been awarded a two-day workshop with the EPA and their expert consultants to address the issue of how Red Cliff can plan for a sustainable future. Before tribal staff get down to the technical nitty-gritty, we will be hosting a public presentation and discussion to give you a chance to address questions like: How can we encourage development that supports our goals as a sovereign nation? What tools can we employ to ensure our codes and ordinances effectively protect our health, environment, and economy? What is already working and why does it work?



When:

Wednesday, September 9

3:00 to 5:00 p.m.

Where:

**Legendary Waters Casino
Conference Room**

Questions/Comments? Call Beth Raboin at 779-3650 or email
beth.raboin@redcliff-nsn.gov

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:



Thursday, Sept 10
3:00-5:00 p.m.
Washburn Public Library
Free



REGISTRATION IS REQUIRED FOR THIS FREE WORKSHOP

To register or learn about upcoming workshops call:

Bayfield County UW-Extension ■ 715-373-6104 ext. 252

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.

2015

Dagwaagi Ombikamigizing

Fall Celebration

SEPTEMBER | 19th |

**Red Cliff
Community Health
Center Campus**

37645 Aiken Road HWY 13 Red Cliff, WI 715.779.3707

**Live Music by
Danny Blake**

**Healing Fire:
New Pow wow
Grounds
Sun-up to
Sun-down**

**Walk/Run:
8am
Registration
Legendary
Waters
Casino**

**Family
Activities:
10am - 2pm
RCCHC
Campus**

**Farmer's
Market:
10am - 2pm
Mino Bimaadiziwin
Farm**



**All activities are free and open
to all Chequamegon Bay Area communities:
Red Cliff - Bayfield - Madeline Island -
Town of Russell - Cornucopia - Port Wing - Washburn -
Ashland - Bad River**

Sponsored by the Red Cliff Tribe: A Multi-Divisional Family Event

AGENDA Dagwaagi Ombikamigizing

Fall Celebration

SEPTEMBER | 19th |

Red Cliff
Community Health
Center Campus

37645 Aiken Road HWY 13 Red Cliff, WI 715.779.3707

Healing Fire

- ❖ Sun up to Sun Down
- ❖ Red Cliff's New Powwow/Cultural Grounds
- ❖ 6am Sunrise Ceremony
- ❖ 11am Texting and Driving/Distracted Driving Speaker
- ❖ Noon Lunch at RCCHC Campus
- ❖ 2pm Anti-Bullying Activity
- ❖ 3:30pm Blessing of sacred articles - all community members are welcome to bring their regalia, drums, drum sticks, pipes, feathers, blankets, and other sacred articles for a blessing.
- ❖ 5pm Potluck Dinner - please bring your favorite dish to pass
- ❖ 7pm Jingle Dress Healing Ceremony

Walk/Run

- ❖ 8am Registration - Legendary Waters Snack Bar area
- Walk/Run Starting Points:
- ❖ Frog Bay
 - ❖ Early Childhood Center
 - ❖ Red Cliff Campground
- T-shirts and a light snack will be gifted to all participants.

Mino Bimaadiziwin Farmer's Market

Don't forget to bring in your coupons to redeem for fresh produce!

- ❖ Produce for sale
- ❖ Cooking demonstrations
- ❖ Soup
- ❖ Apple Cider Press demo
- ❖ Lots of Fun & Laughter

Dagwaagi Ombikamigizing

- ❖ 10am to 2pm
- ❖ Red Cliff Health Center Campus
- ❖ Fun
- ❖ Games
- ❖ Family friendly activities
- ❖ Noon Lunch

**All
activities**
*are free and
open to the
public*

Zaagichigaazowin Home Visiting Proudly Presents

Grandfather's Feast



**A community gathering to honor all
Grandfathers, Fathers, Uncles, and Brothers**

**2015 SEPT 28TH
5PM to 7PM**

**Legendary
WATERS**

**OPENING CEREMONY | COMMUNITY FEAST
HONOR OF ELDER MEN AGE 60+ | HONOR SONG**

FOR FURTHER INFORMATION, PLEASE CONTACT:

JIM PETE AT 715/779-5782

GUYAUSHK2002@YAHOO.COM



Welcome Mary Casanova

Author of over 30 titles from
Picture Books to Young Adult

Monday, September 28th

Presentations at Bayfield Public School

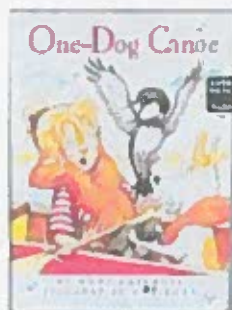
Grades K-2 @ 12:45 in the School Library

Grades 3-5 @ 2:00 in the School Library

Presentation at
Bayfield Carnegie Library
for grades 6 and up
4:00 in the Lower Level

"I share my journey of becoming an author. I wasn't the top student at my school; instead, I was a struggling reader and an active, outdoorsy, can't-sit-still kind of kid. I remember how it felt not to finish books. And I remember how excited I was to discover can't-put-down titles."

"As one in a family of ten children, I grew up in a bustling, camp-like atmosphere. It wasn't quiet and I didn't feel heard. Writing, I discovered, was a way to have a voice."





1.5 Miles

New Housing Rd. Red Cliff, WI



Community Walk LET'S GET MOVING!



For A Healthy Community!
Meet up @ the RedCliff Youth
Center (Every Thursday Starting
October 1st) @ 5:00PM!



(Bring water bottles, wear walking/sports
shoes, & dress for the weather!)

Contact for more info: David Livingston
dlivingston@redcliff-nsn.gov

Circles of Care

WITHIN
My Reach
PREP, Inc.



Relationships Matter!

Communication ■ Respect ■ Awareness
Decisions ■ Smart Love



Would you like to reduce stress and improve communication in your couple, family, work, and other relationships?

Are you in a relationship you'd like to strengthen?

Are you wondering what to look for in a successful, future relationship?

Relationships Matter is an awareness and communication skills program for individuals. Through discussion and activities, students learn how communication, conflict management, expectations and goals can make or break all kinds of relationships: couple, parenting, friendships, work and more. **Relationships really matter!** They impact our health and well-being, our families, financial stability, even our communities. Explore ways to boost your relationship smarts.

Tuesdays, September 8—October 13, 10:30am –12:00noon, Washburn Public Library

6 sessions ■ \$10 Includes class materials and light refreshments

Features curriculum from the PREP, Inc. evidence-based relationship series.

Registration Required ■ Space is Limited. ■ Call: 715-373-6104 ext. 2 for registration or questions.



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 Youth Center

Hours of Operation



New Hours

Sept 1st—Fall Hours

Sunday & Monday— CLOSED

Tuesday— 5:00 PM to 8:00 PM

Wednesday— 5:00 PM to 8:00 PM

Thursday— 5:00 PM to 8:00 PM

Friday— 4:00 PM to 8:00 PM

Saturday— 12:00 PM to 8:00 PM

**Note: Hours stated above may change due to Special
Events or Holidays...MIIGWECH!**

Healthy Habits for Happy Smiles



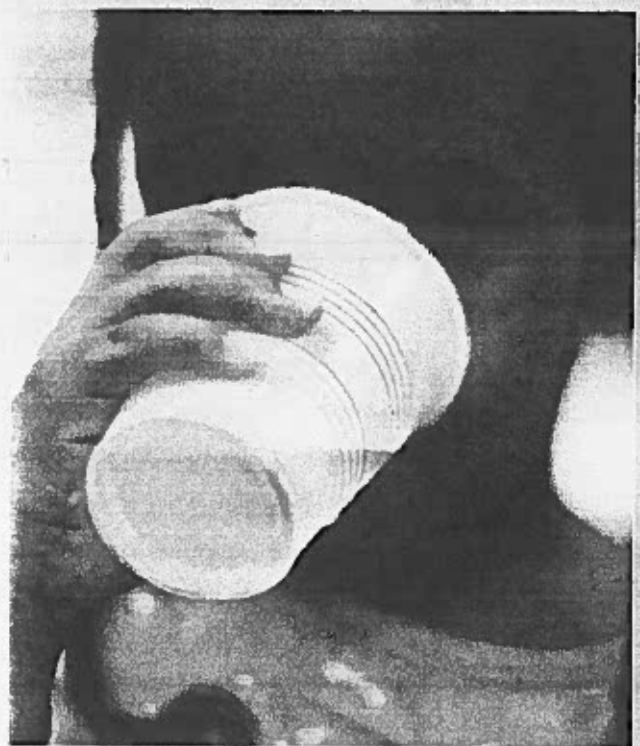
Getting Fluoride for Your Child

Fluoride is found in nature in soil, plants, and water. Fluoride is safe. Drinking tap (faucet) water with fluoride, brushing with fluoride toothpaste, and having a health professional apply fluoride varnish to the teeth are important ways to make teeth strong and prevent tooth decay.



THE NATIONAL CENTER ON
Health

School readiness begins with health!



Fluoride in Water

- Since most water doesn't have enough natural fluoride to prevent tooth decay, many communities add fluoride to their water supply (tap water) used for drinking and cooking.
- Give your child tap water with fluoride. If you are not sure if your water has enough fluoride, ask your child's dental clinic for help in finding out.
- Some bottled waters contain fluoride, and some do not. Check with the bottled water's manufacturer to ask about the fluoride content of a particular brand.
- If your tap water does not have enough fluoride, ask your dental or medical clinic if your child needs fluoride drops or tablets.

Fluoride Toothpaste

- Brush your child's teeth after breakfast and before bed once the first tooth begins to show.
- Use a child-sized toothbrush with soft bristles and fluoride toothpaste.
- See *Healthy Habits for Happy Smiles: Brushing Your Child's Teeth* for more information.

Fluoride Varnish

- Fluoride varnish is painted on a child's teeth to prevent or reduce cavities.
- It is not permanent but keeps fluoride on the teeth for several hours.
- Fluoride varnish has a pleasant taste and is well tolerated by children.



.....
This handout was prepared by the National Center on Health under cooperative agreement #9OHC0005 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

National Center on Health. 2014. *Healthy Habits for Happy Smiles: Getting Fluoride for Your Child*. Elk Grove Village, IL: National Center on Health.

Photo requiring credit: makelessnoise / Foter / CC BY (back page)

10 Tips to Prevent The Common Cold

The common cold is arguably the most common illness in humans. According to the U.S. Centers for Disease Control and Prevention (CDC), it is also one of the most common causes of work and school absenteeism, with up to 22 million school days lost each year in the U.S. Colds are caused by viral infections. Over 200 different viruses can cause cold symptoms of varying severity.

Viruses that cause colds are spread from person to person through tiny droplets of mucus that enter the air from the nasal passages of infected persons and are inhaled by others. Colds can also be spread by touching surfaces that have been contaminated by contact with infected persons and then touching your mouth, nose, or eyes.

While it is impossible to completely prevent the spread of colds, there are steps you can take to reduce your and your family's chances of becoming infected with a virus that causes colds:

- **Wash your hands often.** This is probably the single best measure to prevent transmission of colds. Especially after shopping, going to the gym, or spending time in public places, hand washing is critical. Frequent hand washing can destroy viruses that you have acquired from touching surfaces used by other people. You can also carry a small tube of hand sanitizer or sanitizing hand wipes when visiting public places. Teach your children the importance of hand washing too.
- **Avoid touching your face,** especially the nose, mouth, and eye areas, if you are around someone with a cold or have been touching surfaces in a public area.
- **Don't smoke.** Cigarette smoke can irritate the airways and increase susceptibility to colds and other infections. Even exposure to passive smoke can make you (or your children) more vulnerable to colds.
- **Use disposable items if someone in your family is infected.** Disposable cups can be thrown away after each use and prevent accidental spread of the virus from sharing of cups or glasses. This is particularly important if you have young children who may try to drink from others' cups.
- **Keep household surfaces clean.** Door knobs, drawer pulls, keyboards, light switches, telephones, remote controls, countertops, and sinks can all harbor viruses for hours after their use by an infected person. Wipe these surfaces frequently with soap and water or a disinfectant solution.
- If your child has a cold, **wash his or her toys as well** when you are cleaning household surfaces and commonly-used items.
- **Use paper towels** in the kitchen and bathroom for hand washing. Germs can live for several hours on cloth towels. Alternatively, have separate towels for each family member and provide a clean one for guests.
- **Throw tissues away after use.** Used tissues are sources of virus that can contaminate any surface where they are left.
- **Maintain a healthy lifestyle.** While there isn't direct evidence to show that eating well or exercising can prevent colds, maintenance of a healthy lifestyle, with adequate sleep, good nutrition and physical exercise can help ensure that your immune system is in good condition and ready to fight infection if it occurs.
- **Control stress.** Studies have shown that people experiencing emotional stress have weakened immune systems and are more likely to catch a cold than their calmer counterparts.

eating better on a budget



10 tips to help you stretch your food dollars

Get the most for your food budget! There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

1 plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or stir-fries, which "stretch" expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.

2 get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.



3 compare and contrast

Locate the "Unit Price" on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is more economical.

4 buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of potatoes and frozen vegetables. Before you shop, remember to check if you have enough freezer space.

5 buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

6 convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut vegetables, and instant rice, oatmeal, or grits will cost you more than if you were to make them from scratch. Take the time to prepare your own—and save!

7 easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy carrots, greens, or potatoes. As for fruits, apples and bananas are good choices.



8 cook once...eat all week!

Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

9 get your creative juices flowing

Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry or over a garden salad, or to make chicken chili. Remember, throwing away food is throwing away your money!

10 eating out

Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for "2 for 1" deals. Stick to water instead of ordering other beverages, which add to the bill.

Family Cooking = Learning Fun!

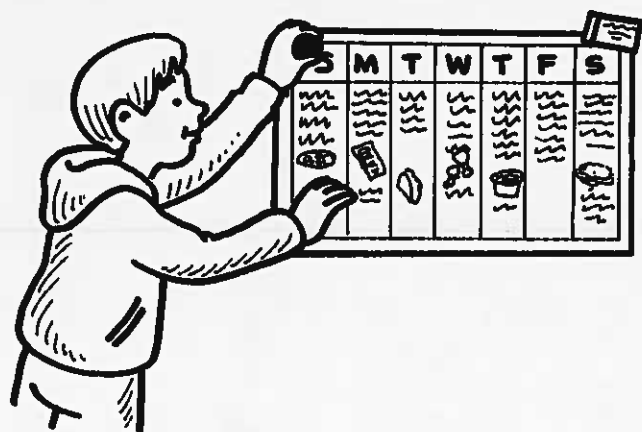
The kitchen is more than a place to cook and eat—it can also be a fun “classroom” for your children. Planning and preparing healthy meals together is a great way to build reading, math, and science skills. Plus, your kids will enjoy eating the results of their “lessons”!

.....

Planning meals

Read cookbooks

Browse through cookbooks or food blogs together, looking at the pictures and reading healthy recipes aloud to each other. You'll find new recipes and foods, and your child will get reading practice. Encourage her to look up unfamiliar words (*sift*, *thyme*) in the cookbook glossary or in a dictionary. Earmark recipes to try, and have your youngster make shopping lists—she'll work on writing, spelling, and organization. *Idea:* Check out cookbooks at the library. The librarian can suggest ones geared toward children.



Write a weekly meal plan

What's for dinner this week? Let your child help you decide on a meal for each evening that includes protein, whole grains, vegetables, fruit, and dairy. For instance, say your Sunday meal will be salmon with sweet potatoes and brussels sprouts. Ask him what's missing (grains, fruit, and dairy) and what foods could fill in the gap (brown rice and a side salad of blueberries and feta cheese). Have him make a weekly meals calendar to post in your kitchen.



Shop for deals

Show your youngster how you use math to save money at the grocery store and make decisions about what to buy. Before leaving home, let her look through grocery ads for coupons and sale items. Have her suggest items for your list based on what she sees. Then as you shop, help her figure out the best deals. You might say, “If frozen asparagus is regularly \$2.50, but now it's \$4 for two bags, how much would we save by buying two bags?” (\$1, because $2 \times \$2.50 = \5 , and $\$5 - \$4 = \$1$.) Or tell her to compare the per-pound price of whole chicken, chicken parts, and boneless, skinless chicken breasts. What's the difference in price?



Create a family cookbook

Let your child put together a cookbook filled with healthy recipes for your family. You could start by brainstorming ways to make his favorite meals more nutritious (add pureed butternut squash to macaroni and cheese, switch to whole-grain spaghetti). Have your youngster write and illustrate a revised recipe for each dish and put the sheets into a three-ring



binder. Or help him make connections to what he's learning in school by finding recipes that relate. If he's studying Greece, he can add a recipe for spanakopita (spinach pie), or if he's learning Chinese, he might look for stir-fries. *Tip:* Encourage your child to be creative by coming up with his own recipes or adding twists to ones he finds.

Preparing meals

Measure ingredients

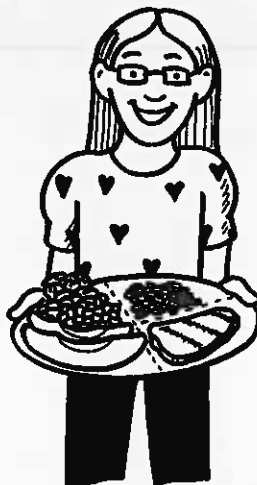


Cooking is a natural way to practice measuring. Try putting your youngster in charge of measuring ingredients when you cook. Have him experiment with different sizes of measuring cups and spoons to

discover that 3 tsp. = 1 tbsp. or 2 cups = 1 pint. Also, pose math problems as you go: "This recipe calls for $\frac{1}{2}$ cup chicken broth. We're doubling the recipe—how much broth do we need?" ($\frac{1}{2}$ cup \times 2 = 1 cup.) *Idea:* Suggest substitutions or easy changes to make recipes healthier. For instance, he could use less sugar in a pancake recipe (say, $\frac{1}{2}$ cup instead of 1 cup), and see if he notices a difference in the taste.

See healthy fractions

Instead of serving your child's food, let her dish it out herself. That way, she can learn the healthiest way to fill her plate—and see fractions in action. First, go to choosemyplate.gov and talk about what fraction of the colorful plate each food group takes up: Vegetables and fruit cover $\frac{1}{2}$ of the plate, grains a little over $\frac{1}{4}$, and protein just under $\frac{1}{4}$. Then, have your youngster practice using fractions at meal time. She could put peas and melon slices on $\frac{1}{2}$ of her plate, brown rice on $\frac{1}{4}$, and chicken on the last $\frac{1}{4}$. Ask her to say the number sentence she just made ($\frac{1}{2} + \frac{1}{4} + \frac{1}{4} = 1$).



Bake and experiment

What makes muffins and cookies rise? Your youngster can explore the science of baking with this experiment. First, find a healthy muffin recipe to try—one that includes whole-wheat flour and applesauce rather than oil is ideal. Help him make half the batch with baking soda and half without. What happens? (The ones without baking soda will turn out flat.) Explain that baking soda combines with other ingredients to produce air bubbles—and these tiny pockets of air allow the muffins to rise. *Idea:* Illustrate this idea simply with water, vinegar, and baking soda. Have your child fill a cup halfway with water, stir in 2 tsp. baking soda, and slowly add 2 tbsp. vinegar. He'll see firsthand the bubbles that are created.

Make your own ice cream

Here's a cool, tasty way for your youngster to whip up a batch of healthier ice cream while learning about states of matter.

Help her put 1 cup milk, 1 tsp. sugar, and 1 tsp. vanilla into a quart-sized plastic freezer bag. She should tightly seal the bag, gently pressing out the air, and put that bag in a second freezer bag, sealing and pressing that one carefully as well. Next, have her add ice cubes to a large empty can with a lid (for example, a coffee can) to fill it halfway. Sprinkle the ice with 1 tbsp. salt. Then, she should place the bag inside the can, snap on the lid, and roll the can back and forth vigorously for 15 minutes.

When she opens the bags, she'll see ice cream! Explain that the very cold ice (the salt lowers the freezing point) turned the liquid mixture into a solid. And it's healthier than store-bought versions that have more sugar and fat.

Editor's Note: Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

Nutrition Nuggets™

Resources for Educators, a division of CCH Incorporated ■ 128 N. Royal Avenue, Front Royal, VA 22630 ■ 540-636-4280

© 2015 Resources for Educators, a division of CCH Incorporated

NH15xx4/2E

Best Recipes

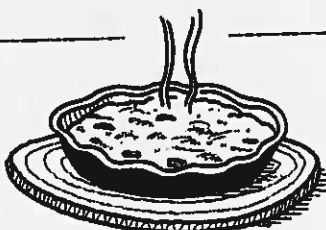
2015
Edition

Use this collection of favorite recipes to make tasty meals your family will love!

Burger pie

- 1 lb. lean ground turkey
- $\frac{1}{2}$ cup diced onions
- 1 can tomato sauce (8 oz.)
- 1 tsp. chili powder
- Salt and pepper
- 1 cup shredded cheddar cheese

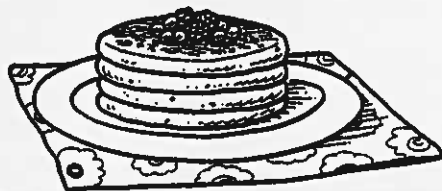
Brown ground turkey with onions, and drain off fat. Stir in tomato sauce and chili powder, and simmer until hot. Add salt and pepper to taste. Pour into a pie dish, and cover with cheese. Bake at 375° until the cheese melts, about 10 minutes. Serves 6.



Cornmeal pancakes

- $1\frac{1}{2}$ cups cornmeal
- $\frac{1}{2}$ cup flour
- 1 egg
- 1 tsp. baking soda
- 1 tsp. sugar
- 2 cups fat-free milk
- 2 tbsp. vegetable oil
- Nonstick spray

Mix cornmeal, flour, egg, baking soda, sugar, milk, and oil. Coat a skillet with nonstick spray, and drop on $\frac{1}{4}$ cup of batter for each pancake. Cook until golden brown on both sides. *Tip:* Serve with fresh or frozen berries. Serves 2.



Waffle sandwich

- 2 whole-grain frozen waffles
- 1 tbsp. peanut butter or other nut butter
- $\frac{1}{2}$ tsp. jelly

Toast the waffles. Spread peanut butter on one waffle and jelly on the other. Squeeze together for a PBJ-and-waffle sandwich. Serves 1. *Idea:* Instead of jelly, use sliced grapes, kiwi, or other fruit.



Egg in a cup

- 1 slice oatmeal bread
- 1 egg
- 1 asparagus stalk, chopped
- 1 tbsp. cheddar cheese, shredded

Press a slice of oatmeal bread into a muffin tin. Crack an egg into the bread. Add the asparagus, and sprinkle with cheese. Bake at 325° for 10–15 minutes until the egg is fluffy. Serves 1. *Note:* Make a dozen using an entire muffin pan.



Chicken and broccoli casserole

- 2 cups cooked brown rice
- 1 cup chopped broccoli
- 1 cup shredded rotisserie chicken
- 1 can (10.5 oz.) low-sodium cream of mushroom soup
- 1 can (10.5 oz.) low-sodium cream of chicken soup

Spread the brown rice in a casserole dish. Add half of the broccoli and half of the chicken. Mix the two cans of soup, and spoon half the mixture on top. Layer the rice, broccoli, chicken, and soup mixture once more. Bake at 375° for 45 minutes. Serves 6.



Fish packet

- 4 fish fillets (red snapper, cod, or flounder works well)
- 1 tomato, diced
- 1 onion, diced
- 4 oz. mushrooms, sliced
- 1 tsp. thyme

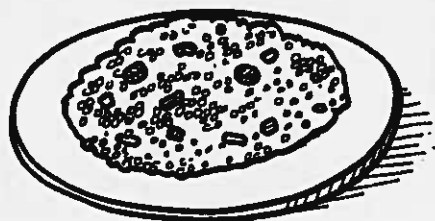
For each serving, place 1 fish fillet on a large piece of aluminum foil. Divide the vegetables on top of the fish, and sprinkle with thyme. Fold the foil into a packet, pressing down the edges to seal. Bake at 400° for 15–20 minutes, until the fish is cooked through. Serves 4.



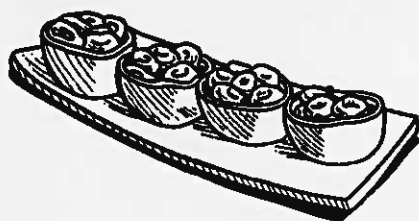
Vegetable couscous

- 2 carrots
- 1 small onion
- 1 bell pepper
- 1 zucchini
- 1½ tsp. olive oil
- 1 tsp. garlic salt
- 1 tsp. lemon pepper seasoning
- 1 cup couscous
- 1½ cups chicken or vegetable broth

Dice carrots, onion, bell pepper, and zucchini. Heat olive oil, and saute vegetables for 5 minutes. Season with garlic salt and lemon pepper. Stir in couscous and broth. Remove from heat, cover, and let stand 5 minutes. Fluff with a fork — and eat! Serves 4.



Tortellini tomatoes



- 4 large tomatoes
- 1 package cheese tortellini (12 oz.)
- 1 cup frozen peas
- 4 tbsp. pesto

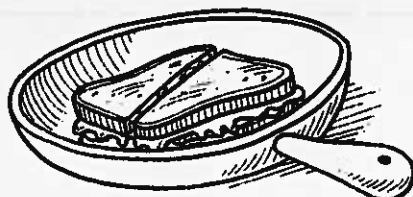
Cut off the tops of the tomatoes, and scoop out the insides. Set aside. Cook tortellini according to

package directions. Add 1 cup frozen peas for the last two minutes. Drain, and toss with pesto. Spoon the tortellini salad into the tomato shells. Serves 4.

Turkey cheese melt

- 2 slices lean turkey
- 1 slice low-fat Swiss cheese
- 2 slices whole-grain bread
- ¼ cup fat-free milk
- 1 egg
- Nonstick spray

Make a sandwich with turkey, cheese, and bread. Press together, and cut in half. In a bowl, whisk together milk and egg. Dip sandwich halves into the mixture, and brown them in a hot pan coated with nonstick spray. Serves 1.



Editor's Note: Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

Creole succotash

- 2 cups frozen corn
- 2 cups frozen shelled edamame
- Creole seasoning

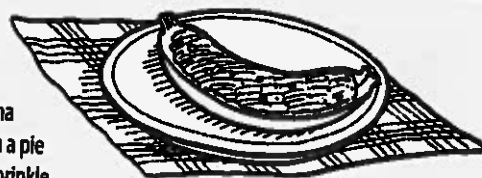
Combine the corn and edamame in a microwave-safe bowl. Microwave until hot, 4–6 minutes. Add Creole seasoning to taste. Serves 6.



Baked banana

- 1 banana
- ½ tsp. cinnamon
- ½ tsp. brown sugar

Slice an unpeeled banana lengthwise, and place in a pie pan (peel side down). Sprinkle the banana halves with cinnamon and brown sugar, and bake at 350° for 20 minutes. Cool slightly, and eat right out of the peel with a spoon. Serves 1.



Peanut noodles



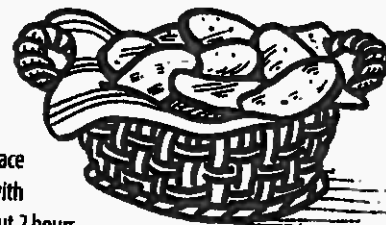
- 1 lb. thin spaghetti
- ½ cup creamy peanut butter
- ½ cup warm water
- 1 tbsp. low-sodium soy sauce
- 1 tbsp. sesame oil
- ½ cup water chestnuts, sliced
- ½ cup scallions, sliced

Cook noodles according to package directions, and drain. Whisk together peanut butter, water, soy sauce, and sesame oil. Toss with the noodles, and top with water chestnuts and scallions. Enjoy warm or at room temperature. Serves 4.

Veggie chips

- 1 sweet potato
- 2 carrots
- 1 beet
- 1 yellow squash
- Salt

Thinly slice all the vegetables. Place on baking sheets, and sprinkle with salt. Bake at 200° until crisp, about 2 hours.



Active Inside and Outside

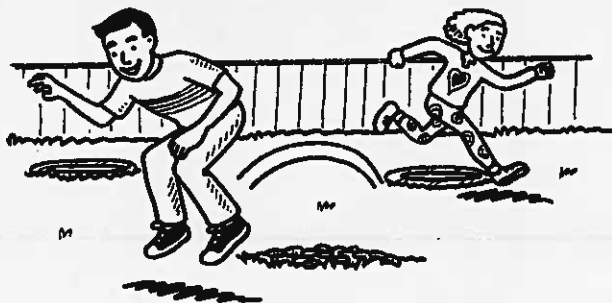
Active play makes the best exercise since it keeps kids coming back for more! Encourage your children to stay active—whether outside or inside—with these fun activities and games. You don't need fancy equipment or a gym membership, just a little creativity.



OUTDOORS

Adventure course

Together, create a course with “hazards.” Your child might line up pebbles as a “rock slide” to hop over and scatter hula hoops as “pools” to run around. Add a red towel for a “lava river” for him to cross by jumping over with both feet. Then, take turns completing the course, and time each person. Who can get through the fastest? Or make it a follow-the-leader game, and take turns being the leader.



Dress-up relay

Let your youngster gather two coats, two hats, two scarves, and two pairs of gloves. Put each set of clothing into a bag, and place the bags on separate chairs at one end of a yard. Have players divide into two lines and stand 15 yards away from a chair. The first person on each team races to the chair and puts on the coat, hat, scarf, and gloves. Then she races back and takes off the items. The next person puts them on, runs to the chair, removes them, puts them back in the bag, and runs back to tag the next player. Keep going until one team finishes—and wins.

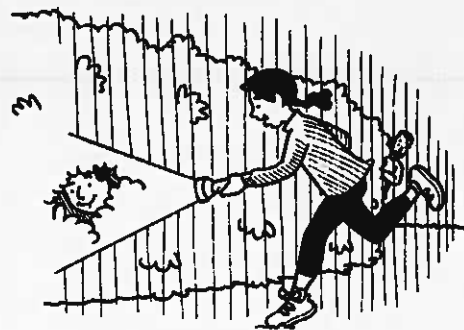
Straddle ball

This game is good for a group. Stand in a circle, facing each other with feet wide apart and each foot touching the foot of

the person next to you. One person rolls a playground ball, aiming to get it through another person's legs before that player can stop it with his hands. *Note:* Players have to keep their hands on their knees unless a ball is rolled toward them. If the player stops it, he gets a point and rolls it again. If he doesn't, he retrieves the ball and then rolls it (no point scored). The first one to get 10 points is the winner.

Flashlight hide-and-seek

Grab a flashlight for this fun nighttime game. Give the flashlight to one person (“It”), who has to find and tag the other players by shining the flashlight on them. Players get a 30-second head start to hide, and then It goes searching for them. The last one found becomes It for the next game. *Variation:* When It tags a player, she hands the flashlight over, and that person becomes It. Keep transferring the flashlight until everyone has been found.



Water balloon toss

Fill a few water balloons, and plan on getting wet! Form two-person teams, and give each team a towel to stretch between them (holding it by the corners). Have the teams stand a few feet apart and bounce a water balloon from one towel to another—without popping the balloon. With each toss, take a step away from each other. Play until the balloon pops, and then begin again with a new one.

continued

INDOORS

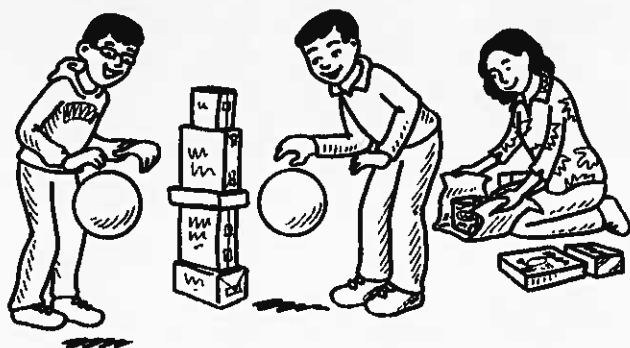


Stuffed animal dance

For this game, you'll need one stuffed animal per player. Put the stuffed animals in a pile in the middle of the room. Name one person the "zookeeper." Have her turn on music, and everyone else dances, jumps, and hops around to the beat. As they're dancing, the zookeeper removes one stuffed animal from the pile and then stops the music. The players have to grab a stuffed animal from the pile, and the person who doesn't get one is out. Keep playing, removing one stuffed animal on each round. The last one with an animal gets to be the next zookeeper.

Workout tower

Help your child cover 10–12 empty cereal, tissue, or other boxes with plain paper. On each box, he should write an exercise ("jumping jacks," "sit-ups"). To play, take turns adding a box to build a tower. Each time, all the players do the exercise written on the box. The number of times they do it depends on the block's position in the tower. For example, if a player adds the fifth box ("Bounce a ball"), each person bounces a ball five times. Then, they repeat the activities from the rest of the tower (four jumping jacks, three sit-ups, and so on). When the tower topples, start the fun again.



Sock basketball

You don't need a hoop or even a basketball for this game—just socks and two laundry baskets! Make the socks into balls by folding one sock into another. Then, place the laundry baskets on opposite sides of a room, and divide the room in half by laying down a jump rope. Each player has one side of the room (if you have more players, form teams). The object of the game is to get the most sock balls into the opposing player's basket. You can try to block the other player's shots, but you can't cross the line. When all the balls are tossed, count the ones in each basket. Whoever landed the most shots wins.

Bug races

Tap into your youngster's imagination with this clever race. Use an open space in a basement, hallway, or family room. Decide on three "bugs" and their moves. For example, beetles could crawl on hands and knees, caterpillars might scoot on their tummies, and grasshoppers would crouch and jump forward. Race three times, with all players being the same bug. Which bug is the fastest? The silliest?



Broom hockey

This two-player game calls for two brooms, a small rubber or plastic ball, and two empty cartons. At opposite ends of a room, place the boxes on their sides (open end facing in)—they'll be the goals. Give each player a broom, place the ball in the middle of the room, and start with a face-off. The players stand opposite each other, count to three, and use their brooms to try to control the ball. Then, each person tries to score points by getting the ball into her goal. After a goal is scored, begin again with a face-off. The first player to score five points wins.

Editor's Note: Nutrition Nuggets™ is reviewed by a registered dietitian. Consult a physician before beginning any major change in diet or exercise.

Nutrition Nuggets™

Resources for Educators, a division of CCH Incorporated ■ 128 N. Royal Avenue, Front Royal, VA 22630 ■ 540-636-4280

© 2015 Resources for Educators, a division of CCH Incorporated

1N15xx453E



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

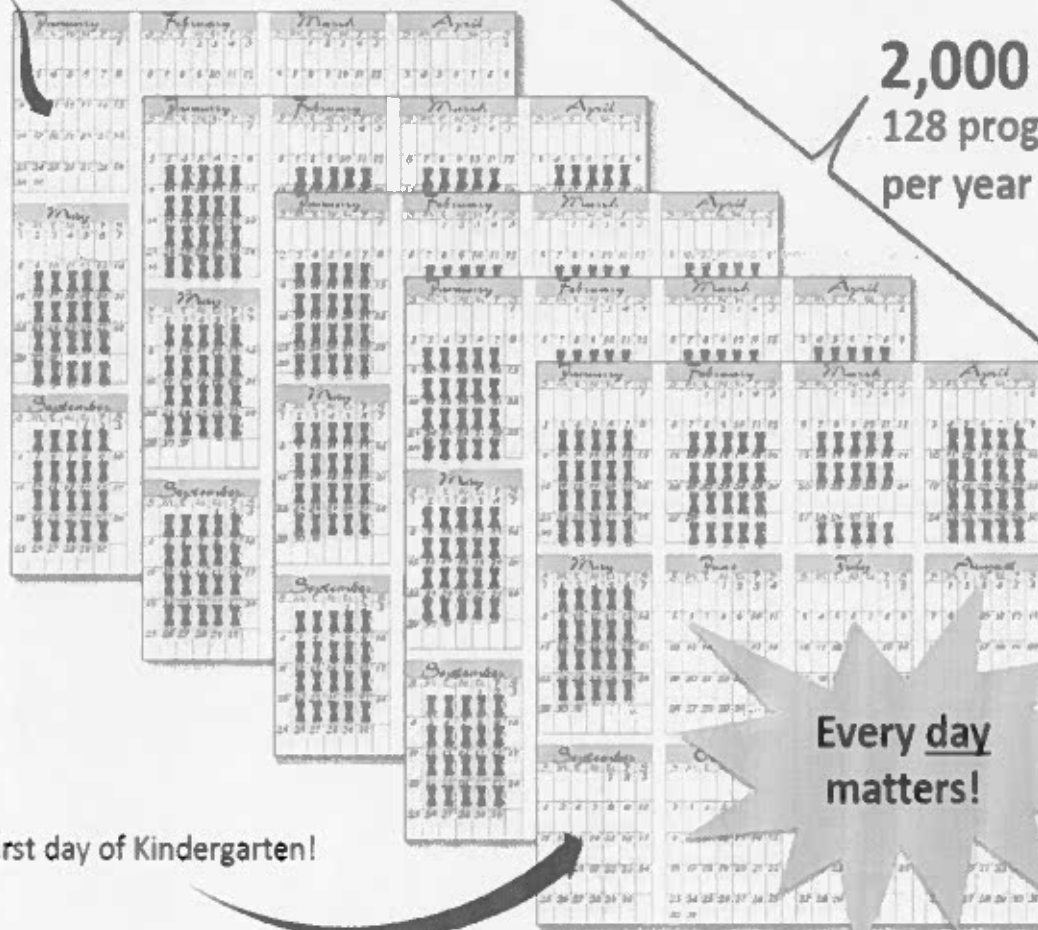
Did you know that missing just 10% of the school year in the early grades can leave many students struggling throughout elementary school? Or that by 6th grade, missing that much school is strongly linked to course failure and even eventually dropping out of high school? That's just 18 days — or two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

Parents,

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

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

Born!



2,000 days
128 program days
per year

Every day
matters!

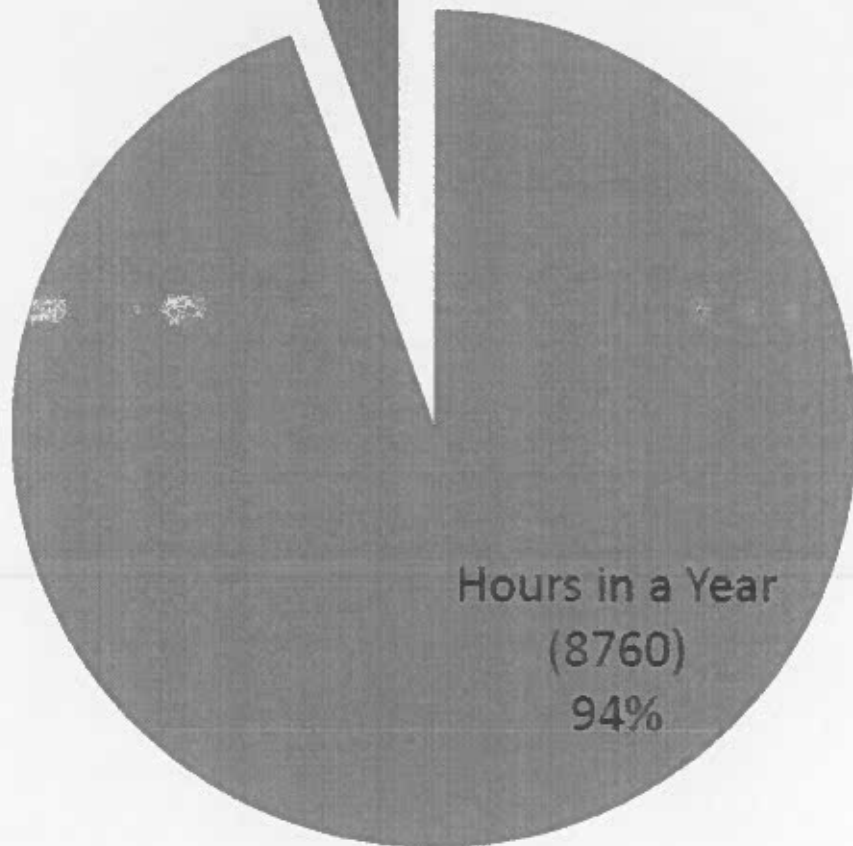
First day of Kindergarten!

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

Program Time

(512)

6%



Hours in a Year

(8760)

94%

Birth to 3 Program Mission

The Birth to 3 Program is committed to serving children under the age of 3 with developmental delays and disabilities and their families. We value the family's primary relationship with their child and work in partnership with the family. We work to enhance the child's development and support the family's knowledge, skills and abilities as they interact with and raise their child.



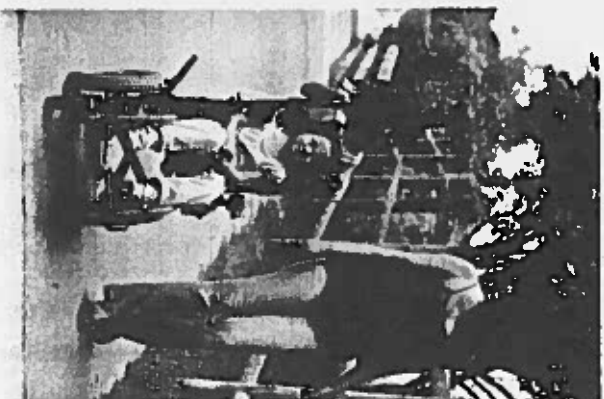
Birth to 3 Program Guiding Principles

- Children's optimal development depends on their being viewed first as children and second as children with a disability.
- Children's greatest resource is their family.
- Parents are partners in any activity that services their children.
- Just as children are best supported within the context of the family, the family is best supported within the context of the community.
- Professionals are most effective when they can work as a team member with parents and others.
- Collaboration is the best way to provide comprehensive services.
- Early intervention enhances the development of children.

Where are programs located?

The Birth to 3 Program is available in every county in Wisconsin. Each county has a designated agency that is responsible for providing Birth to 3 Program services.

To find out the contact information for the Birth to 3 Program in your county, call:
Wisconsin First Step
1-800-642-STEP or visit
www.dhs.wisconsin.gov/children/birthto3.



Wisconsin
Department of Health Services

BIRTH TO 3 PROGRAM

1 West Wilson Street • P.O. Box 7851
Madison, WI 53707-7851
www.dhs.wisconsin.gov/children/birthto3



P-23163 (02/2014)



FAMILIES
ARE THE

FOUNDATION

EARLY INTERVENTION PROGRAM

WISCONSIN'S BIRTH TO 3 PROGRAM



BIRTH TO 3

Families are the Foundation



What is the Birth to 3 Program?

The Birth to 3 Program is Wisconsin's early intervention program for infants and toddlers with developmental delays or disabilities and their families. A federal law, the Individuals with Disabilities Education Act (IDEA), provides a framework for a comprehensive program for coordinating developmental, health and social services within the family's community. The Wisconsin Department of Health Services (DHS) oversees the Birth to 3 Program in Wisconsin.

How are families' rights protected?

- Parents provide written consent for evaluations, assessments and services.
- Records are kept confidential.
- Parents may review their child's records and request changes or corrections.
- Parents have the right to disagree with decisions regarding their child's eligibility or the provision of appropriate services to their child and family.
- Participation is voluntary.

Who is eligible to receive Birth to 3 Program services?

The Birth to 3 Program is for children ages birth to 36 months. Eligibility is based on a diagnosed disability or developmental delay of 25 percent in one or more areas of development determined through an evaluation.



The Birth to 3 program team will evaluate 5 areas of development.

- **Cognitive development:** how your child learns
- **Physical/motor development:** how your child moves, sees and hears
- **Speech and language development:** how your child communicates and understand other's communication
- **Social and Emotional development:** how your child respond, relates and plays with others
- **Adaptive development:** how your child eats, dresses and cares for his/her daily living needs.

When a child is eligible for the program, the service coordinator will work with the family to ensure services and supports are in place to meet the outcomes identified by the family. An Individualized Family Service Plan (IFSP) is developed with the family to direct services.

How does the Birth to 3 Program support children and families?

The Birth to 3 Program provides support to parents and caregivers in identifying and building upon their child's participation in everyday routines and activities unique to that particular family.

The Birth to 3 Program's practices are supported by research. These practices are commonly referred to as evidence-based practices. There are three important components of the Birth to 3 Program evidence-based practices. The 3 components of Birth to 3 Program practices meet the requirement of the Part C of the IDEA law.

- **Natural Learning Environment practices:** Services are provided in the child's natural environment, including home, child care and other settings.
- **Coaching as an Interaction Style:** An adult learning strategy that promotes the parents' or caregivers' confidence and competence in supporting a child's learning and development.
- **Primary Coach Approach to Teaming:** All families and children are supported by a early interventionists (EI) team. One member of the EI team, with the support of whole EI team, acts as the primary coach to parents and other primary caregivers.

What is the Birth to 3 Program?

The Birth to 3 Program is Wisconsin's early intervention program for infant and toddlers with developmental delays or disabilities and their families. A federal law, the Individuals with Disabilities Education Act (IDEA), provides the framework for a comprehensive program for coordinating developmental, health and social services within the family's community. The Wisconsin Department of Health Services oversees the Birth to 3 Program in Wisconsin.

To be eligible for the Birth to 3 Program, your child must have a 25 percent delay in development or have a diagnosed condition that results in developmental delays. A team of professionals with input from parents will determine eligibility for the Birth to 3 Program.

If your child is eligible, an **Individualized Family Service Plan (IFSP)** is developed to plan what will be provided to meet your child's needs.

A service coordinator will support you to:

- develop a plan for services (IFSP) that meets your child and family's needs;
- find services that meet you and your child's individual needs, and help ensure the services continue to meet your needs; and
- understand your rights and what to do if you disagree with the service(s) you are receiving. These rights are called *Procedural Safeguards*.

YOUR RIGHTS DURING THE CONFLICT RESOLUTION PROCESS

Services will be provided during the dispute resolution process if you agree. Your child will continue to receive the services provided before the dispute was filed. If the dispute involves initial services, your child will receive any services that are not in dispute.

Confidentiality will be maintained during the resolution process. Information will not be disclosed without your written consent. Only people who have a legitimate need for information related to your dispute will have access to information.



Wisconsin
Department of Health Services

BIRTH TO 3 PROGRAM

1 West Wilson Street • P.O. Box 7851
Madison, WI 53707-7851

Phone: 608-267-5150

<http://www.dhs.wisconsin.gov/birthto3/index.htm>



P-23134 (11/2014)



PARENT & CHILD RIGHTS

WISCONSIN'S BIRTH TO 3 PROGRAM



BIRTH TO 3

Parent and Child Rights



Your parental rights include:

- **Having your child's eligibility determined** and, if eligible, receiving assessments to help develop a plan to support your family and child.
- **Receiving information** about the program and decisions made to support your child and family.
- **Accessing**, if eligible, services that are appropriate to support your child and family.
- **Giving informed consent** for any evaluations, assessments, services or releasing of information to others.
- **Refusing** any services, evaluations or assessments, while keeping the services you do want.
- **Expecting confidentiality** of personally identifiable information.
- **Reviewing** or requesting corrections to your child's and family's records.
- **Receiving information** about your rights and where to get help if you feel your rights are violated.

- **Inviting** a friend or advocate to assist you at meetings if needed.
- Contact your county Birth to 3 Program for a copy of your Parent and Child Rights in full.**

Resolution of Disputes

As a parent, you have the right to disagree with decisions regarding your child's eligibility or the provision of appropriate services to your child and family.

You have several options to assist in resolving the disagreement:

Negotiation

If you have a dispute, you may first want to talk informally with the staff member with whom you disagree. If that does not work, you can speak to the coordinator of your child's Birth to 3 Program.

You may contact or write a letter to your local Birth to 3 Program. The letter should describe the action or inaction that you disagree with and your reasons for disagreeing.

However, you do not have to do this to use any of the other options under your parental rights.

Mediation

Mediation involves a neutral and impartial third party called an impartial mediator who helps the two parties (you and the Birth to 3 Program) to resolve the conflict.

See www.WIB3MS.us for a form to file a request for mediation.



Due Process Hearings

Due Process Hearings involve an impartial hearing officer who listens to both parties and makes a decision regarding the dispute. A decision is made within 30 days of receipt of the due process request.

Both parties (you and the county) in the dispute and any witnesses will present evidence. You are entitled to have an attorney and advisors present. The hearing is provided at no cost to you except for any professionals that you hire to represent you.

Visit

<http://www.dhs.wisconsin.gov/birthto3/hearings.htm> for a form to file a request for a due process hearing.



IDEA Complaints

IDEA Complaints involve alleging the Birth to 3 Program has violated a law governing the program. An IDEA complaint can be made with respect to any matter relating to the identification, evaluation, or placement of the child or provisions of services. An IDEA complaint may be filed with the Dept. of Health Services (DHS) regarding a violation that occurred not more than one year earlier. The DHS complaint officer will gather information and make a decision within 60 days. Visit: Birth to 3 Program IDEA complaint website

<http://www.dhs.wisconsin.gov/birthto3/complaints.htm> to file an IDEA complaint.



Public Service Loan Forgiveness Program

What Is the Public Service Loan Forgiveness (PSLF) Program?

The PSLF Program is intended to encourage individuals to enter and continue to work full-time in public service jobs. Under this program, you may qualify for forgiveness of the remaining balance due on your William D. Ford Federal Direct Loan Program (Direct Loan Program) loans after you have made 120 qualifying payments on those loans while employed full-time by certain public service employers. Since you must make 120 qualifying payments on your eligible federal student loans after October 1, 2007 before you qualify for the loan forgiveness, the first forgiveness of loan balances will not be granted until October 2017.

What federal student loans are eligible for forgiveness under the PSLF Program?

Any non-defaulted loan made under the Direct Loan Program is eligible for loan forgiveness. (See below for information on how non-Direct Loans may become eligible.) The Direct Loan Program includes the following loans:

- Federal Direct Stafford/Ford Loans (Direct Subsidized Loans)
- Federal Direct Unsubsidized Stafford/Ford Loans (Direct Unsubsidized Loans)
- Federal Direct PLUS Loans (Direct PLUS Loans)—for parents and graduate or professional students
- Federal Direct Consolidation Loans (Direct Consolidation Loans)

NOTE: Parents who received a Direct PLUS Loan may qualify for forgiveness of the PLUS loan, if the parent borrower—not the student on whose behalf the loan was obtained—is employed by a public service organization (additional conditions apply; see the Q&As below).

How can other federal student loans become eligible for loan forgiveness under the PSLF Program?

Although loan forgiveness under this program is available only for loans made and repaid under the Direct Loan Program, loans made under other federal student loan programs may become eligible for forgiveness if they are consolidated into a Direct Consolidation Loan. However, only payments made on the Direct Consolidation Loan will count toward the required 120 qualifying payments.

The following loans may be consolidated into the Direct Loan Program:

- Federal Family Education Loan (FFEL) Program loans, which include
 - Subsidized Federal Stafford Loans
 - Unsubsidized Federal Stafford Loans
 - Federal PLUS Loans—for parents and graduate or professional students
 - FFEL Consolidation Loans (excluding joint spousal consolidation loans)
- Federal Perkins Loans
- Certain Health Professions and Nursing Loans

NOTE: To consolidate a Federal Perkins Loan or Health Professions or Nursing Loan into a Direct Consolidation Loan, you also must consolidate at least one FFEL Program loan or Direct Loan. If you are unsure about what kind of loans you have, check the U.S. Department of Education's (ED's) National Student Loan Data System (NSLDS) at www.nslds.ed.gov.

What are the borrower eligibility requirements for loan forgiveness under the PSLF Program?

- You must not be in default on the loans for which forgiveness is requested.
- You must be employed full time by a public service organization
 - when making each of the required 120 qualifying loan payments (certain repayment conditions apply—see below);
 - at the time you apply for loan forgiveness; and
 - at the time the remaining balance on your eligible loans is forgiven.

What are the specific loan repayment requirements for loan forgiveness under the PSLF Program?

- You must have made 120 separate monthly payments after October 1, 2007, on the Direct Loan Program loans for which forgiveness is requested. Payments made before this time do not count toward meeting this requirement. Each of the 120 qualifying payments must be made for the full scheduled installment amount and no later than 15 days after the scheduled payment due date. The 120 required payments do not need to be made consecutively.
- The 120 required payments must be made under one or more of the following Direct Loan Program repayment plans:
 - Income-Based Repayment (IBR) Plan (not available for Direct PLUS Loans made to parents or for Direct Consolidation Loans that repaid Direct or FFEL PLUS Loans made to parents)
 - Pay As You Earn Plan (not available for Direct PLUS Loans made to parents or for Direct Consolidation Loans that repaid Direct or FFEL PLUS Loans made to parents)
 - Income Contingent Repayment (ICR) Plan (not available for Direct PLUS Loans made to parents; however, Direct Consolidation Loans that repaid Direct or FFEL PLUS loans made to parents may be repaid under ICR)
 - 10-Year Standard Repayment Plan
 - Any other Direct Loan Program repayment plan; but only payments that are at least equal to the monthly payment amount that would have been required under the 10-Year Standard Repayment Plan may be counted toward the required 120 payments

For more information about the repayment plans available in the Direct Loan Program, please visit www.studentaid.ed.gov/repay-loans.

IMPORTANT NOTE: *The PSLF Program provides for forgiveness of the remaining balance of a borrower's eligible loans after the borrower has made 120 qualifying payments on those loans. In general, only borrowers who are making reduced monthly payments through the IBR, Pay As You Earn, or ICR repayment plans will have a remaining balance after making 120 payments on a loan.*

What types of public service jobs will qualify a borrower for loan forgiveness under the PSLF Program?

You must be employed full time (in any position) by a public service organization, or must be serving in a full-time AmeriCorps or Peace Corps position. Organizations that meet the definition of "public service organization" for purposes of the PSLF Program are listed below.

- A government organization (including a federal, state, local, or tribal organization, agency, or entity; a public child or family service agency; or a tribal college or university).
- A not-for-profit, tax-exempt organization under section 501(c)(3) of the Internal Revenue Code.

- A private, not-for-profit organization (that is not a labor union or a partisan political organization) that provides one or more of the following public services:
 - Emergency management
 - Military service
 - Public safety
 - Law enforcement
 - Public interest law services
 - Early childhood education (including licensed or regulated health care, Head Start, and state-funded pre-kindergarten)
 - Public service for individuals with disabilities and the elderly
 - Public health (including nurses, nurse practitioners, nurses in a clinical setting, and full-time professionals engaged in health care practitioner occupations and health care support occupations)
 - Public education
 - Public library services
 - School library or other school-based services

What is full-time employment?

You must meet your employer's definition of full-time. However, for PSLF purposes, that definition must be at least an annual average of 30 hours per week. For purposes of the full-time requirement, your qualifying employment at a not-for-profit organization does not include time spent participating in religious instruction, worship services, or any form of proselytizing.

If you are a teacher, or other employee of a public service organization, under contract for at least eight out of 12 months, you meet the full-time standard if you work an average of at least 30 hours per week during the contractual period and receive credit by your employer for a full year's worth of employment.

If you are employed in more than one qualifying part-time job simultaneously, you may meet the full-time employment requirement if you work a combined average of at least 30 hours per week with your employers.

How can I keep track of my eligibility?

ED has created the **Employment Certification for Public Service Loan Forgiveness** form (Employment Certification form) and a process to help you monitor your progress toward making the 120 qualifying payments necessary to apply for PSLF. You should complete the form, including your employer's certification of employment, and submit it to FedLoan Servicing (PHEAA), the PSLF servicer, at the address listed in Section 6 of the Employment Certification form.

The form allows you to get your employer's certification of employment while you are still employed at that organization or shortly after leaving. The process allows you to receive confirmation of qualifying employment and Direct Loan payment eligibility. You may also submit the form less frequently than annually to cover more than one year's employment or for more than one employer.

While use of the form and process is not required, it will help you keep track of your progress toward meeting the PSLF eligibility requirements. If you do not periodically submit the form, you will still be required to submit a form for each qualifying employer at the time you apply for forgiveness and when forgiveness is granted.

Where can I find additional information about the PSLF Program?

This fact sheet only provides a summary of the basic requirements of the PSLF Program. For more detailed information, including how to monitor your progress toward qualifying for PSLF, read the PSLF Questions and Answers document at www.studentaid.ed.gov/publicservice or contact your federal loan servicer.

This information was updated in the fall of 2013. For updates or additional information on federal student aid, visit StudentAid.gov.

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
the AMERICAN MIND™

December 2013



Keyword:

Keywords, Job Title, Control #, Agency

Location:

City, State, ZIP Code, or Country

Search

[Advanced Search >](#)

[Overview](#)
[Duties](#)
[Qualifications & Evaluations](#)
[Benefits & Other Info](#)
[How to Apply](#)



Job Title: Park Guide (Fee Collection), GS-0090-04

Department: Department Of The Interior

Agency: National Park Service

Job Announcement Number: HRCSS-WICA-15-1472964

SALARY RANGE: \$13.68 to \$13.68 / Per Hour
OPEN PERIOD: Thursday, September 3, 2015 to Thursday, September 17, 2015
SERIES & GRADE: GS-0090-04
POSITION INFORMATION: Full Time - Temporary NTE 1039 hours
DUTY LOCATIONS: 2 vacancies in the following location:
 Hot Springs, SD [View Map](#)
WHO MAY APPLY: United States Citizens
SECURITY CLEARANCE: Public Trust - Background Investigation
SUPERVISORY STATUS: No
JOB SUMMARY:

Experience your America and build a fulfilling career by joining the National Park Service, as we prepare for a second century of Stewardship and Engagement. Become a part of our mission to connect with our past and create important connections to the future by building a rich and lasting legacy for the next generation of park visitors, supporters and advocates.

The HR Customer Services and Solutions group is currently accepting applications to fill up to (2) temporary positions at Wind Cave National Park, SD. Appointments made under this announcement are limited to 1039 hours (six months) in a service year and may be terminated at any time. Appointments under this announcement are eligible for rehire and/or extension (when initial appointment is less than 1039 hours) if workload and funding allow. **Anticipated Entry on Duty: November 2015**

Wind Cave National Park is located in the southern Black Hills of southwest South Dakota. Climate extremes range from sub-zero temperatures during winter to over 100 degrees during summer. Medical and dental services, schools K-12, shopping, and churches of most faiths are available in Hot Springs (12 miles) and Custer (20 miles). Housing for rent or purchase is available in Hot Springs and Custer.

This is a temporary seasonal position that may have a full time, part time or intermittent work schedule.

This announcement is being advertised under delegated examining procedures and is open to all U.S. citizens.

This announcement may be used to fill additional positions if identical vacancies occur within 90 days of the issue date of the referral certificate.

APPLICANTS WHO DO NOT SUBMIT THE REQUIRED DOCUMENTATION WILL NOT RECEIVE FULL CONSIDERATION.

TRAVEL REQUIRED

- Not Required

RELOCATION AUTHORIZED

- No

KEY REQUIREMENTS

- U.S. Citizenship required.
- Background Investigation and Favorable Credit Report.
- Selective Service Registration if applicable.
- Must possess or be able to obtain state issued driver's license.
- Wearing a National Park Service uniform is required.

DUTIES:

[Back to top](#)

Duties include preparing and presenting interpretive programs (cave tours, environmental education programs, guided hikes, and interpretive talks), providing information and informal interpretation at the visitor center desk and at other park locations, and fee collection duties (collecting fees for cave tours, selling Annual Passes and Senior Passes, distributing Access Passes, completing shift reports, and securing funds). Other duties may include responding to written or telephone information requests and assisting with interpretive and environmental education projects. Other duties as assigned. A large part of this position includes working preschool and elementary school age children. Duties will also include presenting biweekly programs for preschool and elementary school age children.

PHYSICAL DEMANDS: Standing for long periods of time, walking for distances up to six miles daily, climbing and descending steep inclines, bending, and lifting moderately heavy items in a repetitive motion is required. Mental stress and physical fatigue occur due to high volume of personal contacts, occasional emergency responses, and repetitive nature of interpretive programs. Extreme physical exertion may be required while performing search and rescue, wildland fire fighting and other emergency response duties. As a regular duty you must have the physical ability to climb a three story rung ladder (metal rungs attached to the wall) and not possess a fear of heights. There is no alternative route that can be taken to access the elevator equipment.

WORK ENVIRONMENT: Work is performed indoors at the visitors center as well as in outdoor areas resulting in exposure to extreme temperatures, rain, snow, wind and direct sunlight.

QUALIFICATIONS REQUIRED:

[Back to top](#)

All qualifications must be met by the closing date of this announcement, Thursday, September 17, 2015 (unless otherwise stated in this vacancy announcement).

To qualify for this position, you must demonstrate that you possess either the specialized experience or the education as described below. Equivalent combinations of experience and education may also be used to qualify.

Selective Placement Factor (Mandatory Screen Out): Handling Money

Applicants must be able to handle, collect, and account for money. (**MUST SUPPORT IN RESUME OR WILL BE RATED INELIGIBLE FOR CONSIDERATION**)

In order to qualify for this position at the GS-04 level, you must possess one of the following:

A. Six (6) months of general experience and six (6) months of specialized experience for a total of one year of experience. General experience is any type of work that demonstrates the applicant's ability to perform the work of the position, or (2) experience that provided a familiarity with the subject matter or processes of the broad subject area of the occupation. Examples of general experience include, but are not limited to, selling merchandise, collecting and accounting for fees or other monies, greeting visitors, disseminating information, providing directions, or other work which required dealing with people on a recurring basis; and that indicates the ability to acquire the knowledge and skills needed to perform the duties of this position. Specialized experience is experience that involved oral presentation of historical, scientific, or program information to groups; or developing and/or revising technical, historical, or scientific information for oral presentation to groups. Examples of specialized experience could include Park Guide or tour leader; naturalist; environmental educator or teacher; or other similar work. **-OR-** **B.** Successfully completed two years of study above high school (60 semester hours or 90 quarter hours) which included at least 12 semester hours in subjects such as American history, science and/or public speaking. **-OR-** **C.** Equivalent combination of experience and education.

Credit will be given for all appropriate qualifying experience. In order to receive credit for experience, your resume must clearly indicate the nature of the duties and responsibilities for each position, starting and ending dates of employment (month/year), and the number of hours worked per week.

Credit for experience is given on a 40-hour workweek. Part-time experience is credited on a part-time ratio, i.e., working 20 hours per week for two months equals one month of experience. No additional credit is given for overtime.

In describing the nature of your duties (your experience), please be clear and concise. We will not make assumptions regarding your experience.

Qualifying experience may be obtained in the private or public sectors. The OPM Qualification Standards Handbook is available for review at:

<http://www.opm.gov/policy-data-oversight/classification-qualifications/>.

ARE YOU USING EDUCATION TO QUALIFY? You **MUST** provide transcripts or other documentation to support your educational claims. Unless otherwise stated: (1) unofficial transcripts are acceptable, or (2) a list with all your courses, grades, semester, year, and credit for the course. All materials must be submitted by the closing date of this announcement.

Education must be accredited by an accrediting institution recognized by the U.S. Department of Education in order for it to be credited towards qualifications. Applicants can verify accreditation at the following website: <http://www.ed.gov/admins/finaid/accred/index.html> All education claimed by applicants will be verified by the appointing agency accordingly.

Foreign Education: If you are using education completed in foreign colleges or universities to meet the qualification requirements, you must show that the education credentials have been evaluated by a private organization (commonly called credential evaluation service) that specializes in interpretation of foreign education programs and such education has been deemed equivalent to that gained in an accredited U.S. education program. For a listing of credential evaluation services, please visit <http://ope.ed.gov/accreditation/>. It is the applicant's responsibility to provide such evidence when applying for Federal jobs.

Applicants must possess a valid state driver's license. This position requires that you operate a government (or private) motor vehicle as part of your official duties. As a condition of employment, you will be required to submit a completed GSA Form 3607, Motor Vehicle Operator's License and Driving Record. You must also submit (within a State sealed envelope or submitted directly by the State authorities), and at your own expense, all certified driving records from all States that discloses all valid driver's licenses, whether current or past, possessed by you. Your employment, after your tentative selection, will be contingent upon receipt of these documents in a timely manner and that those documents establish, to the satisfaction of the selecting official, that you possess a valid driver's license.

- Must wear the National Park Service uniform and comply with National Park Service uniform standards.
- May be assigned to work nights, early mornings, rotating shifts, holidays, and weekends.
- Occasional travel is not required.
- Occupancy in government housing is not required for this position.
- Government housing may be available.
- Overtime is not required.
- All federal employees are required to have federal payments (salary) made by direct deposit.
- Males born after 12-31-1959 must be registered or exempt from Selective Service (visit www.sss.gov).

HOW YOU WILL BE EVALUATED:

The assessment questionnaire is designed to measure your ability in the following competencies needed to successfully perform the job:

- Ability to communicate orally to diverse groups.
- Ability to communicate effectively.
- Skill in operation of a busy visitor center.
- Ability to deliver historical information through prescribed talks/demonstrations.

Basis for Rating: Your application will be evaluated and rated using Category Rating Procedures. Candidates will be ranked into 3 categories:

- **Best Qualified** - applicants possessing experience that substantially exceeds the minimum qualifications of the position including all selective factors, and who are highly proficient in all requirements of the job and can perform effectively in the position.
- **Well Qualified** - applicants possessing experience that exceeds the minimum qualifications of the position including all selective factors, and who are proficient in most of the requirements of the job.
- **Qualified** - applicants possessing experience that meets the minimum qualifications of the position including all selective factors, and who are proficient in some, but not all of

the requirements of the job.

After the job announcement closes, a review will be conducted of your resume and supporting documentation. We will ensure you meet the qualification requirements and the application materials support the rating received. If you rated yourself higher than what is supported by your application material, your score will be adjusted and/or you may be excluded from consideration for this job. Please follow all instructions carefully. Errors or omissions may affect your rating or consideration for employment. To preview the Assessment Questionnaire, click on the following link [View Occupational Questionnaire](#)

Veterans Preference: If you are a veteran with preference eligibility and you are claiming 5-points veterans' preference, you must submit a copy of your DD-214 or other proof of eligibility. If you are claiming 10-point veterans' preference, you must also submit an SF-15, "Application for 10-Point Veterans' Preference" plus the additional proof required by that form. For more information on veterans' preference see <http://www.usajobs.gov/Veterans>

Veterans Preference applies to category rating after candidates are assessed. Preference eligibles who meet the qualification requirements are assessed and placed in the appropriate quality categories. Preference eligibles receive veterans' preference by being listed ahead of non-preference eligibles within the same quality category in which they are placed. No preference points, i.e., 5 or 10 points, are added to the preference eligibles' rating. An agency may not select a non-preference eligible if there is a preference eligible in the same category unless the agency receives approval to pass over the preference eligible in accordance with 5 U.S.C. § 3318.

Preference eligibles who meet the qualification requirements for the position and who have a compensable service-connected disability of at least 10 percent must be listed in the highest quality category (except in the case of scientific or professional positions at the GS-9 level or higher). As noted above, an agency may not select a non-preference eligible over a preference eligible in the same category unless the agency receives approval to pass over the preference eligible in accordance with 5 U.S.C. § 3318.

BENEFITS:

[Back to top](#)

Temporary employees are eligible for sick leave and annual leave, for additional information please click here: [benefits](#)

Participation in the Federal Employees Health Benefit (FEHB) program - Employees on temporary appointments, seasonal schedules who will be working a schedule of less than six months per year, and intermittent employees who are expected to work 130 hours per month or more for at least 90 days will be eligible to enroll in an FEHB plan. Employees electing to participate in the FEHB will be responsible for the employee share of the premium while on the official agency roles, which is deducted from bi-weekly earnings. After separating from federal employment, employees will be offered to continue participation in FEHB under the Temporary Continuation of Coverage (TCC) option. Employees electing to continue coverage under the TCC provision will be responsible for the full premium amount plus a 2% administration fee.

OTHER INFORMATION:

Current surplus and current or former displaced Federal individuals who have special priority selection rights under the Agency Career Transition Assistance Program (CTAP) or the Interagency Career Transition Assistance Program (ICTAP) must be well qualified for the position to receive consideration for special priority selection. Well qualified means that the applicant meets the following: OPM qualification standards for the position; all selective placement factors, where applicable; special qualifying conditions that OPM has approved for the position, where applicable; is physically qualified with reasonable accommodation, where appropriate to satisfactorily perform the duties of the position upon entry; and is rated by the organization at least at the well qualified level on all KSAs.

Federal employees seeking CTAP/ICTAP eligibility must submit proof that they meet the requirements of 5 CFR 330.605(2) for CTAP and 5 CFR 330.704 for ICTAP. This includes a copy of the agency notice, a copy of their most recent Performance Rating, and a copy of their most recent SF-50 noting current position, grade level, and duty location. Please annotate your application to reflect that you are applying as a CTAP/ICTAP eligible.

If you are selected for Federal employment, you will be required to fill out a Declaration of

Federal Employment, OF-306, prior to being appointed to determine your suitability for Federal employment and to authorize a background investigation. Failing to answer all questions truthfully and completely or providing false statements on your application may be grounds for not hiring you, or for firing you after you begin work. Also, you may be punished by fine or imprisonment (U.S. Code, Title 18, section 1001).

For more information on seasonal employment with the National Park Service, visit our websites at: <http://www.nps.gov/personnel/seasonal.htm>

- Travel, transportation, and relocation expenses will not be paid by the National Park Service.
- **Do not submit photographs with your application package.**

HOW TO APPLY:

[Back to top](#)

To apply for this position, you must complete the occupational questionnaire and submit the documentation specified in the Required Documents section below. To receive consideration, the complete application package must be submitted by 11:59 PM (EST) on Thursday, September 17, 2015 **WE DO NOT ACCEPT HARD-COPY OR E-MAIL APPLICATION PACKAGES.**

- To begin, click Apply Online to create a USAJOBS account or log in to your existing account. Follow the prompts to select your USAJOBS resume and/or other supporting documents and complete the occupational questionnaire.
- Click the Submit My Answers button to submit your application package.
- It is your responsibility to ensure your responses and appropriate documentation is submitted prior to the closing date.
- To verify your application is complete, log into your USAJOBS account, <https://my.usajobs.gov/Account/Login>, select the Application Status link and then select the more information link for this position. The Details page will display the status of your application, the documentation received and processed, and any correspondence the agency has sent related to this application. Your uploaded documents may take several hours to clear the virus scan process.
- To return to an incomplete application, log into your USAJOBS account and click Update Application in the vacancy announcement. You must re-select your resume and/or other documents from your USAJOBS account or your application will be incomplete.

Go to section of this Job:

REQUIRED DOCUMENTS:

- Resume showing detailed relevant experience, to include month, year and hours worked per week.
- Response to Assessment Questionnaire.
- Copy of college transcripts or college course list, if qualifying based on education.
- Legible copy of DD-214 showing character of discharge, SF-15 and VA Letter, if applicable.
- If you're currently serving on active duty: You MUST submit a certification from the armed forces commanding officer which certifies the service member is expected to be discharged or released from active duty service under honorable conditions and be able to start employment on the enter on date. If you supply a certification at this stage, your preference/eligibility will be verified prior to appointment. For more information about Veteran's Preference, please click this link:
<http://www.opm.gov/employ/veterans/html/vetguide.asp>.
- Selective Placement Factor(s) Certifications, such as copy of LE Commission, EMT certification, Driver's License, First Responder certification, etc., if applicable.
- CTAP/ICTAP documentation, if applicable. This includes a copy of the agency notice, a copy of their most recent Performance Rating, and a copy of their most recent SF-50 noting current position, grade level, and duty location.

Faxing Applications or Supporting Documents:

You are encouraged to apply online. Applying online will allow you to review and track the

status of your application.

NOTE: If you applied online and your application is complete, do not fax the paper application (1203FX) as this will overwrite your prior online responses and may result in you being found ineligible.

If you completed the occupational questionnaire online and are unable to upload supporting document(s):

1. To fax your documents, you must use the following cover page
<https://staffing.opm.gov/pdf/usascover.pdf> and provide the required information. The Vacancy ID is 1472964.

2. Fax your documents to 1-478-757-3144.

If you cannot complete the Application Package online, you may fax all of your materials. The complete application package must be submitted by 11:59 PM(EST) on Thursday, September 17, 2015 to receive consideration. Keep a copy of your fax confirmation in the event verification is needed.

To complete the occupational questionnaire and submit via fax:

1. Click the following link to view and print the occupational questionnaire
[View Occupational Questionnaire](#)

2. Print the 1203FX form, follow the instructions and provide your responses to the occupational questionnaire Items http://www.opm.gov/forms/pdf_fill/OPM1203fx.pdf.

3. Fax the completed 1203FX form along with any supporting documents to 1-478-757-3144. Your 1203FX will serve as a cover page for your fax transmission

AGENCY CONTACT INFO:

SROC Hiring
Phone: (000)000-0000
Email: SROCHIRING@NPS.GOV

Agency Information:
Seasonal Recruitment Operations
Center
Please do not mail hard copy
documents
Harpers Ferry, WV
25425
USA

WHAT TO EXPECT NEXT:

Once the online questionnaire is received, you will receive an acknowledgement email that your submission was successful. For those applicants who rated Best Qualified, a review of your application package will be conducted to ensure that you meet qualifications requirements and did support your responses to the online questionnaire. After this review, all applicants will be notified of their eligibility and whether or not they were referred to the selecting official. If referred, the selecting official may choose to conduct interviews. If not referred because a veterans' only referral was made or that you did not rank high enough to be referred, you will be notified if additional referrals are made. We expect to make a selection within 120 calendar days from issuance of the referral certificate(s) for this announcement. You will be notified when a selection is made. Your status will be updated on USAJOBS throughout the process. To check your status, log onto your USAJOBS account, click on "Application status", and then click "More Information."

[Back to top](#)

[Back](#)

[Go to section of this Job:](#)

[Apply Online](#)

[Print Preview](#)

[Save Job](#)

[Share Job](#)

Agency Contact Info

Job Announcement Number:
HRCSS-WICA-15-1472964

Control Number: 412775400

[EEO Policy Statement](#)

[Reasonable Accommodation Policy Statement](#)

[Veterans Information](#)

[Legal and Regulatory Guidance](#)

[Site Map](#)

[Privacy Act and Public Burden Information](#)

[FOIA](#)

[About Us](#)

[USA.gov](#)

This is a United States Office of Personnel Management website.
USAJOBS is the Federal Government's official one-stop source for federal jobs and employment information.

Job Search

Hot Deals

Narrow search by:

Any Category ▼

Enter Keyword

Any Employer ▼

Search

Results Found: 3

Sort by: A-Z Category

Big Top Chautauqua

101 West Bayfield St Washburn, WI 54819

Development Director

Category: *Non-Profit and Social Services*

Big Top will celebrate its 30th anniversary in 2016, and is renowned for providing world-class arts and entertainment experiences for the Northwoods. This position is responsible for raising funds through sponsorships, grants and other donation programs.

Successful candidates for this position will have proven success in fundraising and friend-raising, excellent verbal and written ...[read more](#)

Contact:

Terry Matier

[Send Email](#)

Phone:(715) 373-5552

MAP

VISIT WEBSITE

Enso Wellness Center & Day Spa



83645 State Hwy 13 Bayfield, WI 54814

Licensed Massage Therapist

Category: *Personal Care and Services*

Enso is hiring a part-time Licensed Massage Therapist! We are looking for someone who has a strong skill set in multiple massage and body work modalities. We focus on wellness and connection to health and well being, so we want to have someone who has a strong work ethic and has a desire to help our customers improve their overall well being.

Must be personable, friendly, prompt, and have ...[read more](#) →

Contact:

Darcy Schwerin

[Send Email](#)

Phone:(715) 209-5553

MAP

VISIT WEBSITE

Brownstone Centre



121 Rittenhouse Avenue Bayfield, WI 54814

Contact:

Beta

Phone:(715) 779-5571

Retail Sales Staff

Category: Sales

M:JP

Job Description:

We are looking for part time year around sales associates for immediate hire and also seasonal summer staff. No experience necessary, will train the right person! We are seeking happy and energetic individuals to join our sales team! This job would entail working with customers, running the cash register, working with food, merchandising products, stocking, and light cleaning, ...[read more →](#)

©2015 Bayfield Chamber of Commerce & Visitor
42 South Broad St | P.O. Box 138, Bayfield, WI 54814 | 715-779-3335



RED CLIFF BAND

of Lake Superior Chippewa

[Home](#) :: [Planning](#) :: [Heritage and Culture](#) :: [Tourism](#) :: [Current Events](#) :: [Tribal Government](#) :: [Newsletters](#) ::
[Red Cliff Mail Login](#) :: [Council Meetings](#) :: [Divisions](#) :: [Employment Opportunities](#) :: [Request for Proposals](#) :: [Resources](#) ::

■ [Employment Opportunities](#)

■ [Job Openings](#)

■ [Job Application](#)

■ [Law Enforcement Job Application](#)

■ [Background Information Disclosure Form \(HFS-64\)](#)

■ [Tribal Benefits Sheet](#)

:: Job Openings ::

Current Openings

Job Center of Wisconsin displays open job orders maintained by the Job Center of Wisconsin.

[Link to Job Center of Wisconsin](#)

Current Openings for the Red Cliff Tribe

[Office Support Specialist](#)

DEADLINE: September 21, 2015

[\(2\) Child Care Assistant Teacher](#)

DEADLINE: September 24, 2015

[Mining Resource Specialist](#)

DEADLINE: Until Filled

[Youth Prevention Coordinator](#)

DEADLINE: Until Filled

[Health Center Business Administrator](#)

DEADLINE: Until Filled

[Behavioral Health/Comprehensive Community Services Administrator](#)

DEADLINE: Open Until Filled

[Program Planner](#)

DEADLINE: Until Filled

[Substitute Librarian](#)

DEADLINE: Open until adequate pool of substitutes become available.

[Chief Judge / Court Administrator](#)

DEADLINE: Open Until Filled

[RCECC Subs needed flyer 2014](#)

DEADLINE: Open

Current Openings for Legendary Waters Resort & Casino

[Legendary Waters Resort & Casino - Facilities Manager](#)

DEADLINE: Open until filled

[Legendary Waters Resort & Casino - Administrative Assistant](#)

DEADLINE: Open until filled

[Legendary Waters Resort & Casino - Accountant](#)

DEADLINE: Open until filled

[Legendary Waters Resort & Casino - Marketing Director](#)

DEADLINE: Open until filled

Current Openings for School District of Bayfield, WI

[Click here for Available Job Vacancies at Bayfield School](#)

Current Openings for Great Lakes Inter-Tribal Council (GLITC)

[GLITC Jobs: Deputy Director of Finance, Disability/Tribal Aging Unit Specialist, Receptionist](#)



GLITC Jobs: Deputy Director of Finance, Evaluator/Epidemiologist, Family Assessment Worker/Supervisor, Family Support Worker

Current Openings for Bay Area Home Health

Bay Area Home Health - Personal Care Workers / Supportive Home Care Workers / Certified Nursing Assistants

Current Openings for UW Extension

Current Opportunities for UW Extension

Current Openings for the National Park Service

Park Ranger (Interpretation)

DEADLINE: Wednesday, September 9, 2015 to Sunday, September 13, 2015

Park Guide (Fee Collection) - National Park Service

DEADLINE: Thursday, September 3, 2015 to Thursday, September 17, 2015

[Contact Us](#) : [Terms of Use](#) : [Privacy Statement](#)

© Copyright 2004 Red Cliff Band of Lake Superior Chippewa

POSITION: Assistant Child Care Teacher (2)

LOCATION: Red Cliff Early Childhood Center

PROGRAM: CCDF

WAGE: \$9.00 to \$11.00 per hour (depending on education & experience) 16- 20 hours per week

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

SUPERVISOR: Child Care Director

GENERAL STATEMENT OF DUTIES:

Serve as a part-time assistant teacher for a collaborative Head Start/ Child Care classroom. The classroom will operate from 2:00 to 5:00pm. The assistant teacher will be assigned to a group of children from ages 18 months to 6 years old. Responsible for planning and implementation of educational programs which reflect best practices and integration of Ojibwe language and culture into curriculum. Must ensure the safety and well being of all children at all times.

RESPONSIBILITIES:

- Maintain confidentiality of all child's and family information and records.
- Promotion of safe, attractive and stimulating physical environment for children, also establishing and maintaining consistency of rules.
- Assist the teacher with preparing lesson plans, and implement daily.
- Reinforce positive self-image, pride, and cultural identity with children during all activities.
- Maintain accurate daily records on attendance, daily intake, medical log, children's eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
- Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
- Positive guidance techniques will be utilized by all staff when child guidance/discipline is needed.
- Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
- Work with county, tribal and community service providers in order to provide necessary services to the child and their parents.
- Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging for your own qualified substitute in your absence.
- Adhere to all ECC policies and procedures and insure the Federal Performance Standards and State Licensing Regulations are being met.
- The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.

- Develop and maintain a professional relationship with parents of children enrolled in the center.
- Adhere to all state requirements and all ECC rules.
- Must be able to work a flexible schedule to help meet the needs of children, families and other staff.
- All staff are expected to perform any other job related duties as directed.

QUALIFICATIONS/KNOWLEDGE/SKILLS:

- Must be 18 years of age or older and have completed high school or its equivalent.
- Must have documented 80 full days or 120 half days experience as an assistant teacher in a licensed child care center or other approved early childhood setting, within the first six months of employment.
- Must complete, the two following courses: Introduction to Child Care Profession and Skills and Strategies for Child Care Teacher within the first six months of employment.
- Preferred Associate Degree in Early Childhood Education preferred, or in the process of obtaining your Associate Degree in Early Childhood Education.
- Additional training or education in Early Childhood Development is highly desirable. Prior experience and or strong desire to work with your children and their families required.
- Coursework or any specialized training in Infant/Toddler development highly desirable.
- Knowledge of Ojibwe culture preferred, cultural sensitivity required.
- Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.
- Valid Wisconsin's driver's license, automobile, and insurance.

WORK ENVIRONMENT:

Primary work environment is in the classroom.

PERSONAL CONTACTS:

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

SPECIAL REQUIREMENTS:

Must be physically able to work with young children, including a minimum of **lifting 40 pounds**, health exam, TB test, immunizations including Hepatitis B (or sign waiver), mumps vaccine (or waiver or proof of immunity) and required trainings such as Confidentiality, CPR, Shaken Baby Syndrome, ect. Must attend appropriate staff meetings, Policy Council and Parent meetings as required.

TRAVEL REQUIREMENTS:

Must be able to attend local, regional, and national trainings as required.

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

POSTING DATE: September 9, 2015

DEADLINE: September 24, 2015 @ 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:

Human Resources

Red Cliff Tribe

88385 Pike Rd, Hwy 13

Bayfield, WI 54814

(715) 779-3700 Ext 4267 or 4268

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

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

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

45CFR 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](#)

RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA INDIANS

JOB DESCRIPTION

Red Cliff Child Support Services Agency

POSITION: Office Support Specialist

LOCATION: Makwa House – Red Cliff Child Support Services Agency

SALARY: \$14.00-16.00 per hour, 40 hours per week.

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR: Child Support Program Director

JOB SUMMARY: The Office Support Specialist will provide all front desk reception, general office and administrative support functions and maintain the child support agency's security and telecommunications systems.

DUTIES AND RESPONSIBILITIES:

1. Answer telephone, route calls to appropriate staff, take messages, etc.
2. Greets visitors and notifies staff of visitor's arrival.
3. Schedules appointments and maintain agency calendar.
4. Plan and implement program outreach activities.
5. Responsible for office inventory and ordering.
6. Maintains security and confidentiality by following Agency procedures.
7. Maintains visitor, mail and phone call tracking system.
8. Performs administrative and clerical support services for all staff meetings, workshops, travel, community forums, etc.
9. Document actions taken during case transfers utilizing the State of Wisconsin KIDS system for case management purposes.
10. Facilitate the distribution of notices to be sent via mail, internet, posting on the local Tribal Channel, and other communications methods.
11. Must be able to work with other tribal departments (i.e., Procurement and Accounting staff to make travels arrangements and completing required documentation.)
12. Maintain appropriate filing and recording system which will maintain all records of project activities.
13. Function in a respectable manner to all contacts, resources, individuals, etc., who make contact with the Agency.
14. Adhere to all Tribal Personnel Policies and Procedures, Red Cliff Child Support Services Agency, Federal Child Support

Regulations and IRS Safety Guidelines.

- 15. Maintain strict department security, confidentiality, and quality to meet professional standards of the department. Must sign a confidentiality agreement and attend confidentiality training.**
- 16. Must be willing to work at least one evening per week to meet the need of clients accessing services through the Child Support Services Agency.**
- 17. Regular attendance and punctuality required.**
- 18. Must be able to travel out of town for as long as a week at a time for training.**
- 19. The above duties and responsibilities are not an all-inclusive list but rather a general representation of the duties and responsibilities associated with this position. The duties and responsibilities will be subject to change based on organizational needs and/or deemed necessary by the supervisor.**

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Candidate must be knowledgeable or have the ability to acquire the knowledge:

- Of the Red Cliff Tribe, Tribal history and its families.
- Federal, State and Tribal laws regulating of child support services.
- Of the practical application of core Anishinaabe values in working with tribal youth and families and in generating interest in gaining insight from the community as it relates to program development incorporating these values into the Child Support enforcement agency and program.
- Of human growth and behavior, human relationships, current social and economic problems of Native Americans.
- Of the benefits gained in working together as a collaborative with other tribal and non-tribal entities that interface now and will in the future with this Tribal Child Support Services Agency.

QUALIFICATIONS:

- A High School diploma or GED is required. If a High School diploma is the only education the individual has, they will also be require to have two years' experience in an office setting working with a phone system.
- Ability to function well in a team-oriented environment, utilizing team resources when appropriate.
- Ability to develop and maintain professional relationships with a variety of individuals and groups in complex environments.
- Must be dependable and conscientious; possess initiative, self-motivated and capable of working independently.

- Must present a professional appearance and demeanor as a representative of the Red Cliff Tribe in dealing with the general public.
- Excellent organizational skills are required. Must have the ability to prioritize work and work independently on numerous concurrent tasks, meet strict deadlines and successfully cope with challenging situations and conditions.
- Ability to exercise independent judgment, decisiveness and creativity.
- Must possess good verbal and written communication skills.
- Strong keyboarding skills (50 wpm)
- Advanced knowledge of Microsoft Office software is required.
- Must be a Wisconsin Notary Public or able to obtain within three (3) months of hire and maintain during employment.
- Must be willing and able to obtain additional education and training.
- A valid driver's license, reliable transportation, and insurance. Must obtain a Wisconsin's driver's license within thirty (30) days of employment if applicant has an out-of-state driver's license. Must be authorized as eligible to operate a personal and Tribal vehicle under the Red Cliff Tribe's Vehicle Drivers Policy prior to actual start date. Must maintain driver's eligibility as a condition of employment.

PERSONAL CONTACTS: There will be a number of contacts with individuals associated with the working for the Red Cliff Child Support Services Agency. These may consist of, but not limited to, community members, Red Cliff Human/Family Services and other Tribal Staff, County/State staff members of various agencies, employers, individuals from the funding agency (Federal), contacts with various sub-group within the tribal government services, elders and the population in general.

PHYSICAL REQUIREMENTS: The physical requirements associated with this position include bending, stooping, lifting, overhead lifting and carrying items which are typically less than 50 pounds. Because of security standards staff will be required to vacuum, Swiffer, remove refuse, and work with other staff to keep their offices and secure areas of the building clean.

WORK ENVIRONMENT: The work environment will mainly consists of work in an Office setting. However, some of the work associated with the position will involve training session, community outreach sessions to gather information, and other data related to the Agency's need. There may also be occasions where Agency staff may attend outdoor setting for ceremonies and other Traditional related gatherings, facilitation of project activities in a large group indoor setting such as convention-workshop typesetting will also occur.

TRAVEL REQUIREMENTS: The Office Support Specialist position will occasionally be required to travel to meetings, trainings session, Community events, etc., related to the Red Cliff Child Support Services Agency, locally, regionally, and nationally.

Native American preference will be applied in the event of equally qualified applicants.

POSTED: September 4, 2015

DEADLINE: September 21, 2015

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road, Hwy 13
Bayfield, WI 54814
(715) 779-3700 ext. 4267 or 4268

rwygolik@redcliff-nsn.gov

susie.gummoe@redcliff-nsn.gov

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 CONTINUING OBLIGATION TO SUPPLEMENT THIS APPLICATION FOR EMPLOYMENT WITH INFORMATION CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.

[Back To Employment Page](#)

SEPTEMBER 2015

WAATEBAGAA GIZIS

NITAM ANOKI-GIIZHIGAD	NIIZHOOGIIZHIGAD	AABITOOSE	NIITYO-GIIZHIGAD	NAANO-GIIZHIGAD
7 ECCC CLOSED LABOR DAY WEEKEND	8 OPENING CEREOMONY	9B EGGS, TOAST, TK BA- CON, PEACHES L CHIX W SOUP, PBJ, CANTALOUPE, VEG/DIP S TEDDYGRAMS/MILK	10B KIX, BLUEBERRIES, CC, ENG MUFFIN L BBQ'S, FRIES, HONEY- DEW, YOGURT S FRUIT CKT/CC	MENU SUBJECT TO CHANGE
14B OATMEAL, BER- RIES, CC, MUFFIN L HAMB RICE HD, SALAD, PEAS, APPLES, YGT S CRACKERS/CHZ	15B CHEERIOS, PEARS, CC, TOAST, JELLY L CHIX NUGGET, NOO- DLES, VEG/DIP, TR FRUIT S GOLDFISH/JUICE	16B HB OATS, BANANA, ENG MUFFIN, CR CHEESE L KEILBASA, PEAS, MAC/ CHEESE, HONEYDEW S NUTGRAIN/MILK	17B RICE CRISPIES, YGT, STRAWBERRIES, TOAST L BEEF STIR FRY, STIR FRY, RICE, MANGO, CC S RICECAKES/MILK	MILK SERVED WITH ALL MEALS
21B PANCAKES, AP- PLESAUCE, TK BACON L TOMATO SOUP, GR CHEEZ, FR COCKTAIL, S APPLESauce/PRETZ	22B CORN CHEX, MUF- FIN, CANTALOUPE, YGT L CHIX ALFREDO, PEAS, SALAD, PEACHES S GRAHAM/PB	23B KIX, BERRIES, CC, ENG MUFFIN, JELLY L PIZZA BRG, FRY, VEG/ DIP, TROP FRUIT S YGT./APPLES	24B RICE CHEX, BA- NANA, YGT, CINN TOAST L PORK CHOP, RICE, AP- PLESAUCE, GR BEAN S BERRIES/CC	
28B FR TOAST STIX, BLUEBERRIES, CC L CHIX PATTIES, PEAS, CANTALOUPE, SALAD S CHZ STICK/PEARS	29B CORNFLAKES, CC, STRAWBERRIE, TOAST L FISH NUGGETS, CORN, PEARS, YGT, RICE S PIZZAROLL/JUICE	30 TREATY DAY ECC CLOSED		