



Binaakwe-Giizis (Falling Leaves Moon) October 2015

REDCLIFF EDUCATION DIVISION NEWSLETTER

SPECIAL POINTS OF INTEREST:

- ECC Will be closed
Oct. 5
- Home Base Social
Oct. 9 10am -
Noon
- Home Base Social
Oct. 21 4:30pm to
6:30pm
- ECC Fall Harvest
Oct. 29 starting at
9am (Regular
School Day)

INSIDE THIS ISSUE:

ECC/Community Event
Calendar

Classroom Updates

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Health/Safety

Literacy/Parenting

Money Smart in Head
Start

Ojibwemowin

Employment Opportuni-
ties

Menu

FALL HARVEST

The leaves are turning colors and Fall is upon us. As we begin this season, the ECC will have its Annual Fall Harvest. This years Fall Harvest will be on Thursday, October, 29, 2015. It will begin at 9:00am. This will be a regular school day. The event will take place inside or outside depending on the weather. The games include: Face Painting, Cookie Walk, Home base social, Fish Pond, and many more. A fabulous lunch will be provided by our amazing cooks. Parents are invited and welcome to come. If you have any questions, please call Cindy Garrity (ext. 253) and Jennifer Defoe (ext.257) @



Congratulations 2015-2016 Policy Council Members

We would like to welcome our 2015-2016 Policy Council Members

- Head Start Center Base: Amber Hanson and Misty Nordin
- Early Head Start Center Base: Kasie Gokee
- Community Representatives: Nicole Newago and Salena Buffalo

We are still looking for Home Base parents that would be interesting in being on our policy council. If you are interested or have any questions: Please contact Cindy Garrity (ext. 253) @ 779-5030.



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| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| | | | | 1 <i>Language Table</i> | 2 <i>Bayfield early release @ 12:45</i> Applefest | 3  |
| 4 | 5 ECC Closed <i>*Bayfield School Closed *WIC Pick up *Tribal Council</i> | 6 <i>WIC Pick up</i> | 7 <i>GED 12:30 - 3:30 @ ECC</i> | 8 <i>Language Table</i> | 9 <i>Home Base So- cial 10-Noon @ ECC</i> | 10 |
| 11 | 12 <i>School Board mtg</i> <i>WIC Pickup</i> | 13 <i>WIC Pickup</i> | 14 <i>GED 12:30 - 3:30 @ ECC</i> | 15 <i>Language Table</i> | 16 | 17 |
| 18 | 19 | 20 <i>Tribal Council Mtg</i> | 21 <i>*Home Base Social 4:30-6:30 @ ECC *GED 12:30 - 3:30 @ ECC *Housing Mtg</i> | <i>Language Table</i> | 23 | 24 |
| 25 | 26 | 27 | 28 <i>GED 12:30 - 3:30 @ ECC</i> | 29 Fall Harvest <i>(Regular School Day)</i> <i>Language Table</i> | 30 <i>Red Cliff Gate Night</i> | 31  <i>Halloween</i> |



Agongos Binaakwe-Giizis

Home Based October News

Home Base Socialization
October 9th 10-noon @ ECC
October 21st 4:30-6:30 @ ECC



I hope everyone had
a great Applefest Weekend!

GED CLASSES
WEDNESDAY'S 12:30-3:30
@ ECC

If you have any questions
Please Call 715-779-5030

Amaris @ ext. 238
Caitlin @ ext. 237

Thank you, to all my Families
I just want to let everyone
know how grateful I am to have
worked with such great families.
You let me into your homes and into your lives
it breaks my heart to have to say goodbye.
Miigwech and Gigawaabamin
Forever in my heart, Eugena

Mino Dibishkaa!
Draycen Holyan
10/03/2013



Language Table
Thursday's
4:30 P.M.-7:00

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Waabooz Room News

This month is the Waabooz room we will be working on some Halloween projects for our moms and dads. We will also be having a new friend joining our classroom after Applefest. Our classroom will be going outside weather permitting. So please remember to bring in weather appropriate clothes for your child. Also, please remember to bring in two extra outfits for your child.

Our Ojibwemowin and sign language we will be working on are:

More- naawaj

Eat- wiisini

Please- daga

Thank you- Miigwech

Hello-Boozhoo

Goodbye-Gigawaabamin

Drink-Minikwe



On October 29th we will be having out Fall Harvest at the ECC its also a regular school day for all children.

Lacie, Teresa, Judy

715-779-5030

Ext. 224

What we got going on?!

Mertell B.- Is very vocal and is venturing more and more outside.

Aviauna H.- Learning to pull herself up holding onto the toy box. And trying to get into the crawling position.

Zyauna G.- Is starting to crawl using her hands and knees.

Sloane T.- Starting to interact more with her friends in the room.

Lucien L.- Is very observant about his surroundings.

Rosalee H.- Can walk along holding onto furniture.

**We hope everyone
has a safe and
Happy Halloween!!!**

Special points of interest:

- October 2-4 Bayfield Applefest
- October 5th- ECC Closed Staff Appreciation Day
- October 29th- Fall Harvest
- October 30th- Gate night Red Cliff
- October 31st- Halloween

AMIK

Boozhoo,

This month in the Amik room we will be working Fine motor skills. We would please ask parents to dress your children in none good clothing because we will be getting messy. Also It is fall now we would ask if you bring Hats and warm Jackets for your children.

In the amik room Brylee is one busy girl riding her bike all over the playground. Bryson loves to climb the steps. Francis loves playing in the sand. Jon Jr. is one busy body he loves to explore the whole playground and plays well in the sand. Kylie loves to wear her helmet while she rides her bike. Lexcia loves to draw and paint her pictures for her mom. Lola loves to push her baby in the stroller. Qiana is our big helper of the room she helps put away the mats after nap time and also loves to draw on the walls and tables.

Thanks for sending your children to school each and every day we enjoy having them in our room. They getting used to having Ms. Lisa in the room with us.

Lisa and Maggie

October 2015

Our Makwag are growing fast

We are beyond proud to say that our class is doing a wonderful job of the process of potty training!!!!!! We can't thank the parents enough for the help in the transitions into big kid underpants.

OUTSIDE: We have been going outside on a daily basis and please

remember that with the weather changing please send appropriate clothing for your child.

In the month of October we are doing a lot of activities with apples, leaves, trees, pumpkins.

We are also learning about the seasons changing and the leaves are changing. Fall harvest is hap-

ping here on the 29th with Halloween just around the corner.

We are in the lesson plans about being kind to other's and teaching the children that sometimes loud noises can affect our classmates and to use your words and not your hands.

Special points of interest:

- Warm clothing
- Safety during holidays
- Open communication to the teachers





In Today News...

Thanks to all the families for recognizing how important it is to transition your child into the classroom. The children are adjusting well and we are so proud of all the strides they have made during the month of September.

We will begin writing up lesson plans, doing observations and assessments on all the children. We will be incorporating your goals you have for your child into lessons daily.

For the month of



October, our group lesson plans will focus on Pirates and Halloween. The Fall Harvest will be on October 29th.



We will practice cutting, stringing, counting, drawing, turn taking, self-help skills and more daily. We look forward to the new school year with each child!



ANIIBIISH

October Calendar...

Fall Harvest is the 29th and families are welcomed to come in and enjoy the time with your

child.
PLEASE be sure **your child is dressed for the weather and has extra clothes for**

the Autumn cold.
(Check their bins too!)

MIIGWECH!

Kendall likes the dolls and buggy.

Melvin likes the bikes.

Tate likes playing with the playdoh.

Emma likes the Dora book.

Walter likes the rice table.

Miika likes the magnet princess.

Layla likes the doll house.

Elizabeth likes painting.

Karen & Nadine

Mashkodebizhiki Room



Boozhoo. The school year is off to a great start! Thank you to everyone for sending extra clothes to stay at school. Remember, the weather is still hot and cold so please dress your child in layers so they can enjoy the outdoors and be comfortable.

With cold and flu season coming we are really working hard at encouraging proper hand washing. This includes using warm (not cold) water, getting the germs off our hands and out from under our nails and using a paper towel to turn off the faucet. It would benefit everyone if these techniques were followed through with at home. Fewer sick days for the kids mean happier kids and less missed days at work for mom and dad.

We will be going to Erickson's orchard on October 8. We would love to have parents come with us, so please give us a call.



It is a great time of year to spend some time outside and enjoy the people around you. Collect some leaves and make a picture or take a walk to re-energize or unwind. Whatever it is you do, remember, it is the time you spend with each other that matters. Have some fun and make some memories.



**Enjoy the fall colors!
Julie and Jamie**

Binaakwe Giizis

Ma'iingan Room News!!

Ma'iingan Room is very busy learning lots of different things every day. We are learning how to take turns, self help skills, being a good helper, shape identification, letter identification, name identification, writing our names, and much more. We would like to send a reminders to all the families that the weather is getting colder now, and **we will need your children to be sent to school with the proper clothing, hat, mittens, warm jacket, and boots.** Remember our daily schedule is very busy and we are learning all day long, that our day starts at **8:00am to 2:00 pm.**

We encourage all of our children to ride the bus daily it makes it a easier start of the day for them. We are asking for parents or family to come in and see what we are learning in our classroom so come in and be part of our day, eat breakfast or lunch or come in and attend Thursday pow wows. The children will love seeing you being part of the day!!

Miigwech , Miss Patsy and Miss Alicia

Migizi Room

Boozhoo! We have had a GREAT Start to our year.

We hope everyone had a Fun and Safe Apple Fest! As the weather is changing so fast, please dress and send your child with the appropriate clothing.

This month we will be working on Fire Safety Prevention, how to focus, trying not to interrupt when someone else is talking, share, taking turns, waiting for our turn, how to be friend, Fall Harvesting, and much more!

We will be taking a field trip to the Erickson's Orchard and Maze on Tuesday October 6, 2015 @ 9:30.

Attendance is very important! If your child is not going to be at school, please notify your child's teacher/classroom as soon as possible. If you have any questions, please feel free to contact our classroom at 715-779-5030 ext. 240.

Miss Linda and Miss Diann



Red Cliff Early Childhood Center
 88385 Pike Rd Hwy 13—89830 Tiny Tot Drive—Bayfield, WI 54814
 PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239



PRE-APPLICATION FORM

| | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------|----------------------|--------------------------------|-------------|
| Child's/Prenatal Name: | | Child's Date of Birth or Due Date: | | Child's Tribal Affiliation: | |
| Living Address | | City: | | Zip: | |
| Mailing Address: | | City: | | Zip: | Sex: M or F |
| Parent 1's Name: | | Parent 1's Date of Birth: | | Parent 1's Tribal Affiliation: | |
| Parent 2's Name: | | Parent 2's Date of Birth: | | Parent 2's Tribal Affiliation: | |
| Number in Household: | Home Phone: _____ | | Email Address: _____ | | |
| | Contact Phone: _____ | | | | |
| (Please Check All That Apply) | | | | | |
| <input type="checkbox"/> Home Based Only <input type="checkbox"/> Center Based Only <input type="checkbox"/> Home Based and Center Based <input type="checkbox"/> Child Care Classroom (for children 18-36 months) | | | | | |
| <input type="checkbox"/> Zaagichigaazowin Home Visiting Referral | | | | | |
| Eligibility for Openings is dependent upon VACANCIES AND SCORE. | | | | | |

ENROLLMENT CRITERIA

Please mark all that apply to the family as this information will be used to assist in determining enrollment priority along with income eligibility. This information is confidential and will be used for program purposes only.

Proof of Age & Proof of Income MUST accompany this pre-application for your child to be considered for enrollment:

Homeless (includes living with relatives or friends) **Yes or No**
 Child is in Foster Care **Yes or No**
 On public Assistance (TANF/SSI) **Yes or No**

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|
| Special Needs Child Prenatal-Age 5 with a diagnosis and verification | Incarcerated Parent | |
| Do you have a concern that your child has a special need (If yes follow up will be required) | Military Parent Absent from home due to Active Duty | |
| Serious Health Issues of Child Applicant (Need Physician Documentation) | First Time Parents | |
| Prenatal Substance Abuse (Check all that apply) <input type="checkbox"/> Drugs <input type="checkbox"/> Alcohol <input type="checkbox"/> Tobacco | Teen Parent/Pregnant Teen | |
| Parent or Sibling Living in the Household with a Long Term Chronic Illness | No Prenatal Care | |
| Alcohol & Drug Abuse within Child's Primary Household | Premature Birth (before 35 weeks) or Low Birth Weight(<5lbs 5oz) | |
| Was mother in the habit of drinking before she knew she was pregnant | High Birth Weight (>10 lbs) With Diabetes(any type) during pregnancy | |
| Parent Diagnosed with Mental Illness (Check all that apply) <input type="checkbox"/> Anxiety <input type="checkbox"/> Bi-Polar <input type="checkbox"/> ADHD <input type="checkbox"/> PTSD <input type="checkbox"/> Depression <input type="checkbox"/> Other | Multiple Births (Twins, Triplets, etc.) | |
| Domestic Violence within Child's Primary Household | Single Parent | |
| Child History of Neglect/Abuse | Parent Does Not Have High School Diploma or GED | |
| Loss of Child's Parent/Sibling by Death | Not working and not in School/Job training | |
| Elder is Primary Caregiver (55 years or older) | Home Safety Concerns | |
| Health Insurance: No Yes (Circle Type): MA IHS Badger Private | | |

When all factors are equal; preference will be given as follows within the service area

1. Red Cliff Tribal Member on and off reservation
 2. Other Tribal Members
 3. Non-Tribal Members living on Reservation
I certify that the above information is correct to the best of my knowledge and will provide additional documentation if needed

Signature of Parent/Guardian: _____ **Date:** _____

Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13—89830 Tiny Tot Drive—Bayfield, WI 54814
PH: 715-779-5030 FAX: 715-779-5046 or 715-779-3239

| |
|--------------------------------------------------|
| All Carry Over 4 year olds (Automatic) |
| 4 year olds income eligible |
| 4 year olds with no Head Start experience |
| 4 year olds over income |
| 3 year olds income eligible |
| 3 year olds over income |

| | |
|----------------------------------|----------------|
| Date Application Received: _____ | By Whom: _____ |
|----------------------------------|----------------|

| | | | | |
|-----------------------------------------------------------------------------------|------------------------|------------------------------------------------|----------------|----------------------|
| Proof of Income Attached: _____ | Income Eligible: _____ | Pre-App. Score: _____ | CC Score _____ | Combined Score _____ |
| Application Status: ACCEPTED: _____ WAITING LIST: _____ Assigned Classroom: _____ | | | | |
| On Reservation _____ | Off Reservation _____ | Proof of Tribal Identification Attached: _____ | | |

September Attendance

2015



Congratulation to this Month's Winners for perfect attendance.

Early Head Start Lexcia Claremboux and Head Start Adena Topping

In the Early Head Start we had a total of 21 out of 32 students that met the perfect attendance requirement.

Waaboos 5 Children

Amik 5 Children

Makwa 4 Children

Esiban 7 Children

In the Head Start we had a total of 31 out of 50 students that met the perfect attendance requirement.

Migizi 8 Children

Maiingan 9 Children

Mashkodebizhiki 14 Children

Keep up the great work parents.....

Family Service Staff

**AWESOME
JOB!!** 

ECC SUBS NEEDED!!

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

PARENTS:

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

Free Ojibwe Language Classes!!



Every Thursday from 4:30 – 7:00

Pot Luck Feast @ 5:00

\$10 Gas Vouchers for Adults!

All levels of learners welcome!

Come learn from a Fluent First Speaker!



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



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-usn.gov

Circles of Care

S
STRIDELINE

RED CLIFF POLICE DEPARTMENT
RED CLIFF TRIBAL COUNCIL

SPECIAL 2 DAY EVENT

RED CLIFF COMMUNITY YOUTH CENTER

FEATURING:

Marcus "M9" Robinson

October 9 & 10, 2015

Friday 7PM: Roundtable Discussion/Movie Night
AGES 6-12 /ALL AGES

Saturday 10AM: Specialty Basketball Skills Clinic
K-4 (10AM-11AM) 5-8 11AM-12PM)
9-12 (12PM-1PM)

Registration will be at Youth Center on October 10th Prior to each session

FAMILY & HUMAN SERVICE DIVISION

RED CLIFF EDUCATION DEPARTMENT

omax3
THE LOCAL PARTS DEPARTMENT

For more information contact: Bill Mertig or Hayley Nye at 715-779-3733 or Misty at
the Youth Center 715-779-3722



LAST SAIL

2015

BUFFALO BAY MARINA
SATURDAY | OCTOBER 10 | 2 PM

Entertainment by

DANNY BLAKE & FRIENDS

Compliments of

LEGENDARY WATERS RESORT & CASINO

Enjoy an

Autumn

BOILED

DINNER

While it lasts!



Bad River Ecosystem Tour: A Generation of Education

October 24th 2015

Tour a Living History of the Bad River during an educational event. Tribal youth are invited to take a bus tour from the headwaters of the Bad River at Caroline Lake in East Central Ashland County to stops in and around Copper Falls State Park. To promote generational learning Tribal youth are encouraged to bring or invite their mother/father/ grandfather/ or grandmother to be part of the generation of education. Space is limited to 4 people per family.

The tour will leave for Corrigan's lookout for a scenic overview of the Penokee Mountains. After a brief ceremony at Caroline Lake we will depart for Copper Falls State Park. The walking tour for those capable to do so begins near the picnic area by the concession stand. The park also has vehicle paths that lead to Brownstone Falls where the Tyler Forks join the main part of the Bad River.

Reserve your spots by calling Tony Gilane Monday –Friday at 715-682-7111 ext. 1602 in the Bad River Tribal Historic Preservation Office (old double wide clinic) space may be limited.

Meeting Place: Bus arrives at Legendary Waters at **8:00am departure 8:30am.**

Tour Stops:

1. Corrigan's Lookout
2. Caroline Lake
3. Copper Falls State Park

Locations and times are subject to change

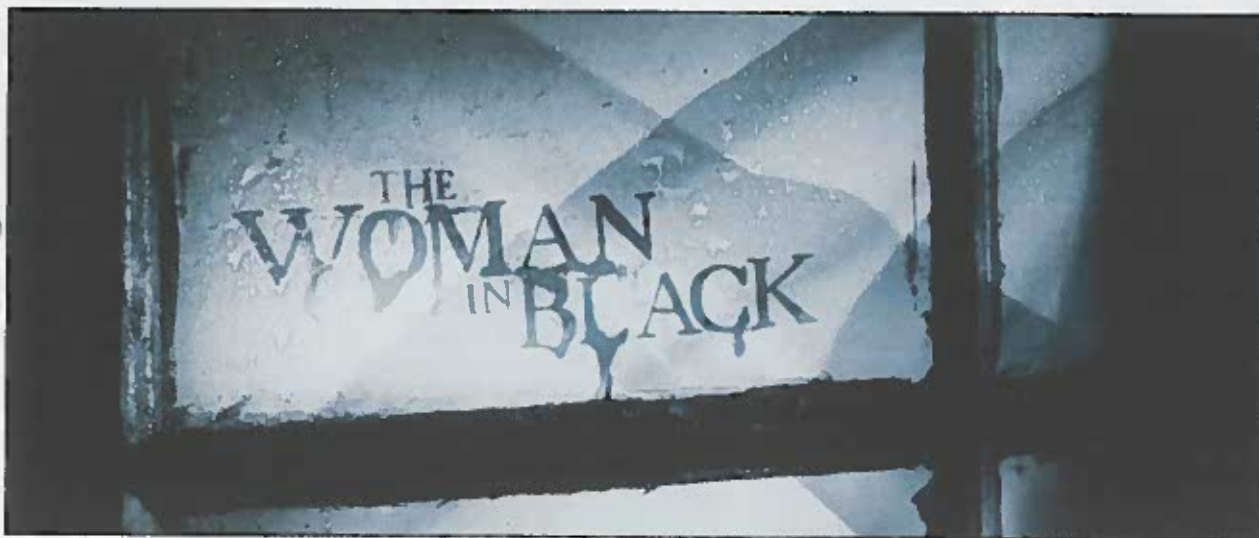
*** Lunch will be served in the park***

*** Tour will return at approximately at 2:30pm***

More info: Tony Gilane IAS@badriver-nsn.gov or 682-7111 ext. 1602



Bayfield Carnegie Library



October 26, 2015

7:00pm - 9:45pm

This suspenseful Horror movie, based on the scary classic novel by Susan Hill, is a spooky treat. Featuring stunning cinematography, we will be showing the film as this year's Halloween movie—complete with popcorn and jack-o'-lanterns!

***Ages 13 and up only, as the movie is rated PG-13.**

A large, stylized American flag with red and white stripes and a blue field with white stars, waving across the top half of the poster.

Veteran's Day Celebration

Saturday, Nov. 7th, 2015

Legendary Waters Casino Event Center

AGENDA

10:00 a.m. Veteran Honor Guard Ceremony
(Veteran Memorial Park)

11:00 a.m. Registration

12:00 p.m. Celebration Begins

Opening Ceremony

Speakers

Feast

Raffles & 50/50 Raffle

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

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

Bayfield Recreation Center October Events

Preschool Swim Lessons with Shannon Swanstrom

Wednesdays Oct 14-Nov 4 (Parent must be in the water)

Water Babies/Little Fish (6 months-3 years) 5-5:30 pm

Big Fish (3-5 years) 5:30-6 pm

Members \$22, Non-members \$27 Financial Assistance is Available!

Red Cross Swimming Lessons with Brittany Schmitt

Mondays and Fridays Oct 26-Nov 20

Levels One-Five available. Please call the Rec Center for exact times or to sign up 715-779-5408 or visit www.bayfieldreccenter.com for more information.

Members \$57, Non-members \$68 Financial Assistance is Available!

Beginning Oct 5th, we will be offering supervised play time for kids while a parent or guardian uses the facility, at the following times:

Mon 9:15-10:45 am (fitness gym is open) and Fri noon-1:30 (fitness gym is open and lap swim is also available). Members: \$5/child, Non-members \$10/child.

Pool Baby Play Group

Weds at 4pm beginning Oct.7

An informal gathering of caregivers and toddlers to help young swimmers get comfortable being in the water from an early age.

Members: FREE, Non-members can attend for the usual facility fee.

INFORMATION FROM : **Choose My Plate. gov**

Clean: Wash Hands and Surfaces Often

Bacteria can be spread throughout the kitchen and get onto hands, cutting boards, utensils, counter tops, and food.

- Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom or changing diapers.
- Wash your hands after playing with pets or visiting petting zoos.
- Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item and before you go on to the next food.
- Consider using paper towels to clean up kitchen surfaces. If you use cloth towels wash them often in the hot cycle of your washing machine.
- Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten.
- Rub firm-skinned fruits and vegetables under running tap water or scrub with a clean vegetable brush while rinsing with running tap water.
- Keep books, backpacks, or shopping bags off the kitchen table or counters where food is prepared or served.

Separate: Don't Cross Contaminate

Cross-contamination is how bacteria can be spread. When handling raw meat, poultry, seafood, and eggs, keep these foods and their juices away from ready-to-eat foods. Always start with a clean scene -- wash hands with warm water and soap. Wash cutting boards, dishes, countertops, and utensils with hot soapy water.

- Separate raw meat, poultry, seafood, and eggs from other foods in your grocery shopping cart, grocery bags, and in your refrigerator.
- Use one cutting board for fresh produce and a separate one for raw meat, poultry, and seafood.
- Use a food thermometer, which measures the internal temperature of cooked meat, poultry, and egg dishes, to make sure that the food is cooked to a safe internal temperature.

- Never place cooked food on a plate that previously held raw meat, poultry, seafood, or eggs.

Cook: Cook to Proper Temperatures

Food is safely cooked when it reaches a high enough internal temperature to kill the harmful bacteria that cause foodborne illness. Use a food thermometer to measure the internal temperature of cooked foods.

- Use a food thermometer, which measures the internal temperature of cooked meat, poultry, and egg dishes, to make sure that the food is cooked to a safe internal temperature.
- Cook beef roasts and steaks to a safe minimum internal temperature of 145°F. Cook pork to a minimum of 145°F. All poultry should reach a safe minimum internal temperature of 165°F throughout the bird, as measured with a food thermometer.
- Cook all ground meat to 160°F. Information from the Centers for Disease Control and Prevention (CDC) links eating undercooked ground beef with a higher risk of illness. Remember, color is not a reliable indicator of doneness. Use a food thermometer to check the internal temperature of your burgers.
- Cook eggs until the yolk and white are firm, not runny. Don't use recipes in which eggs remain raw or only partially cooked. Casseroles and other dishes containing eggs should be cooked to 160°F.
- Cook fish to 145°F or until the flesh is opaque and separates easily with a fork.
- Make sure there are no cold spots in food (where bacteria can survive) when cooking in a microwave oven. For best results, cover food, stir and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.
- Bring sauces, soups and gravy to a boil when reheating. Heat other leftovers thoroughly to 165°F.
- Use microwave-safe cookware and plastic wrap when cooking foods in a microwave oven.

Chill: Refrigerate Promptly

Refrigerate foods quickly because cold temperatures slow the growth of harmful bacteria. Do not overstuff the refrigerator. Cold air must circulate to help keep food safe. Keeping a constant refrigerator temperature of 40°F or below is one of the most effective ways to reduce the risk of foodborne illness. Use an appliance thermometer to be sure the temperature is consistently 40°F or below. The freezer temperature should be 0°F or below.

- Refrigerate or freeze meat, poultry, eggs, and other perishables as soon as you get them home from the store.
- Never let raw meat, poultry, eggs, cooked food, or cut fresh fruits or vegetables sit at room temperature more than two hours before putting them in the refrigerator or freezer (one hour when the temperature is above 90°F).

- Never defrost food at room temperature. Food must be kept at a safe temperature during thawing. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave using the defrost setting. Food thawed in cold water or in the microwave should be cooked immediately.

- Always marinate food in the refrigerator.

- Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.

- Use or discard refrigerated food on a regular basis.

Keeping Cold Lunches Cold

Prepare cooked food, such as turkey, ham, chicken, and vegetable or pasta salads, ahead of time to allow for thorough chilling in the refrigerator. Divide large amounts of food into shallow containers for fast chilling and easier use. Keep cooked food refrigerated until time to leave home.

To keep lunches cold away from home, include a small frozen gel pack or frozen juice box. Of course, if there's a refrigerator available, store perishable items there upon arrival. Insulated, soft-sided lunch boxes or bags are best for keeping food cold, but metal or plastic lunch boxes and paper bags can also be used. If using paper lunch bags, create layers by double bagging to help insulate the food.

Some food is safe without a cold source. Items that don't require refrigeration include whole fruits and vegetables, hard cheese, unopened canned meat and fish, chips, breads, crackers, peanut butter, jelly, mustard, and pickles.

Keeping Hot Lunches Hot

Use an insulated container to keep food like soup, chili, and stew hot. Fill the container with boiling water, let stand for a few minutes, empty, and then put in the piping hot food. Keep the insulated container closed until lunchtime to keep the food hot — 140°F or above.

For more information, visit the USDA Food Safety and Inspection Service (FSIS).

HEAD LICE (PEDICULOSIS)

Life Cycle

The head louse is one of three types of lice that infest people. These tiny insects (about 1/10 to 1/8 of an inch long) make their home in human hair and feed on human blood. Head lice multiply rapidly, laying small grayish-colored oval-shaped eggs (called nits), which they glue to the base of the hair, close to the scalp.

Signs of Head Lice Infestation

Although head lice are hard to find, you can see the nits if you look closely. They are most often found along the hairline at the back of the head and neck, and behind the ears. Nits should not be confused with an accumulation of hair spray, hair gels, or dandruff. Dandruff can be easily flicked off the hair; nits cannot because they are firmly attached to individual hairs.

Who Can Get Head Lice?

Anyone can get head lice. They are not a sign of being dirty. Most people don't know they are infested until they see the nits or lice. One telltale sign of head lice is a persistent itching of the scalp, which is sometimes accompanied by infected scratch marks or what appears to be a rash.

How Does an Infestation Occur?

Head lice have no wings and do not fly or jump, but they can run through hair quickly. You can "catch" head lice through:

1. Direct contact with an infested person;
2. Sharing personal items such as combs, brushes, other hair-care items, towels, and pillowcases; and
3. Sharing clothing, headgear (hats, scarves, football and batting helmets, etc.), ribbons, and other head coverings.

Treatment and Control

If you have questions concerning diagnosis and treatment of head lice, call your doctor or public health department. The recommended treatment includes using either a prescription or over-the-counter (OTC) medicated (lice-killing) product. Effective head lice treatments include:

1. "Nix," a cream rinse product available OTC which contains permethrin, a synthetic insecticide;
2. many brands of pyrethrin-based shampoo products ("RID," "R&C," "Triple-X," etc.) which are also available OTC; and
3. "Ovide," a prescription drug containing malathion. With all of these products, the lice are usually killed with one treatment; however, a second treatment 7 to 10 days later is often necessary to ensure all of the nits are killed.

Because there have been reports of treatment failure with OTC products, when re-treating make sure instructions on the product are being carefully followed or talk to your health care provider. Shampoos containing lindane ("Kwell," etc.) are no longer the first choice for head lice treatment because of the risk of neurological toxicity associated with lindane.

Dead nits do not fall off the hair after treatment. Because they are strongly cemented on, they are often difficult to remove. A nit comb or fingernails can be used to remove nits. Nits remaining in the hair after treatment should not be confused with live nits. Head lice lay their eggs very close to the scalp, and they hatch within a week – before the hair grows more than ¼ inch. Nits found any farther along on the hair shaft than ½ inch will have already hatched or been killed during treatment and their removal is not necessary.



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Alternative Treatments

Many alternatives to OTC or prescription head lice control products have been suggested. Although there is little scientific information to support these methods, successful treatment has been reported using several alternative treatments when conventional treatments haven't worked, or when there is a concern about the toxicity of using head lice control products repeatedly.

The Minnesota Department of Health cannot recommend these treatments without further evidence of their effectiveness. However, we feel it is important to mention some of the more commonly used methods.

The alternative treatments listed below are referred to as suffocants. When applied, the treatment may suffocate and/or create a habitat unfavorable to the head lice.

- Petroleum jelly (Vaseline™)
- Mayonnaise
- Oil (e.g., vegetable, olive, or mineral)

Clean Up

Head lice cannot survive off the human body for more than two days. They do not reproduce off the body. They do not live on pets. Any nits, which fall off the head, will not hatch or reattach. To keep lice from returning, you should:

1. Wash bedding in hot water (130 degrees F) and dry in a hot dryer or iron with a hot iron. Wash and dry recently worn clothing (including coats, caps, and scarves) in hot temperatures. Clothing or bedding that cannot be washed may be dry cleaned or sealed in a double plastic bag for two weeks.
2. Clean combs, brushes, and similar items by:
 - soaking in the medicated shampoo for 10 minutes, or
 - soaking in a 2% Lysol solution for one hour, or
 - heating in water of at least 130 degrees F for 10 minutes.
3. Clean floors, carpeting, and furniture by thorough vacuuming only. The use of insecticide sprays is not recommended.

Prevention

When it is known that head lice are present in a community, parents are encouraged to check their children's heads for lice on a regular basis throughout the year. **FAMILIES SHOULD NOT DEPEND ON SOMEONE ELSE TO CHECK A CHILD'S HEAD – THIS MAY DELAY TREATMENT.** Remember, if one person in a family, camp, or school has head lice, there's a chance others will too. Check everyone, and use the same treatment, if necessary.

The Minnesota Department of Health makes the following recommendations to schools concerning head lice:

- School districts should make their own policies on whether or not to do "head checks" at school. Parents should not rely on school staff to check for lice but should do this at home, whether or not the children are checked at school.
- Infested children should be dismissed from school until the first treatment is completed.
- When a case of head lice is found, notices should be sent home to inform parents and advise them to check for lice in their children's hair.

***Note:** The use of brand names is for identification purposes only, not for product endorsement.*

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Halloween Health and Safety Tips



Fall celebrations like Halloween and Harvest Day are fun times for children, who can dress up in costumes, enjoy parties, and eat yummy treats. These celebrations also provide a chance to give out healthy snacks, get physical activity, and focus on safety.

Check out these tips to help make the festivities fun and safe for trick-or-treaters and party guests.

Going trick-or-treating?

S

Swords, knives, and other costume accessories should be short, soft, and flexible.

A

Avoid trick-or-treating alone. Walk in groups or with a trusted adult.

F

Fasten reflective tape to costumes and bags to help drivers see you.

E

Examine all treats for choking hazards and tampering before eating them. Limit the amount of treats you eat.

H

Hold a flashlight while trick-or-treating to help you see and others see you. Always WALK and don't run from house to house.

A

Always test make-up (<http://www.fda.gov/Cosmetics/ProductandIngredientSafety/ProductInformation/ucm143055.htm>) & (<http://www.cdc.gov/Other/disclaimer.html>) in a small area first. Remove it before bedtime to prevent possible skin and eye irritation.

L

Look both ways before crossing the street. Use established crosswalks wherever possible.

L

Lower your risk for serious eye injury by not wearing decorative contact lenses.

<http://www.fda.gov/MedicalDevices/ProductsandMedicalProcedures/HomeHealthandConsumer/ConsumerProducts/ContactLenses/ucm270953.htm> &

<http://www.cdc.gov/Other/disclaimer.html>



Only walk on sidewalks whenever possible, or on the far edge of the road facing traffic to stay safe.



Wear well-fitting masks, costumes, and shoes to avoid blocked vision, trips, and falls.



Eat only factory-wrapped treats. Avoid eating homemade treats made by strangers.



Enter homes only if you're with a trusted adult. Only visit well-lit houses. Never accept rides from strangers.



Never walk near lit candles or luminaries. Be sure to wear flame-resistant costumes.

Expecting trick-or-treaters or party guests?

Follow these tips to help make the festivities fun and safe for everyone:

- Provide healthier treats for trick-or-treaters such as low-calorie treats and drinks. For party guests, offer a variety of fruits, vegetables, and cheeses.
- Use party games and trick-or-treat time as an opportunity for kids to get their daily dose of 60 minutes of physical activity.
- Be sure walking areas and stairs are well-lit and free of obstacles that could result in falls.
- Keep candle-lit jack o'lanterns and luminaries away from doorsteps, walkways, landings, and curtains. Place them on sturdy tables, keep them out of the reach of pets and small children, and never leave them unattended.
- Remind drivers to watch out for trick-or-treaters and to drive safely.

For more information on Halloween safety

- **Halloween Food Safety Tips** (<http://www.fda.gov/Food/ResourcesForYou/Consumers/ucm187021.htm>) & (<http://www.cdc.gov/Other/disclaimer.html>)

Help your children have a safe Halloween, from the food they eat to the parties they attend, from the U.S. Food and Drug Administration.

- **Halloween Safety Tips** & (<http://www.cpsc.gov/cpscpub/pubs/100.pdf>) & (<http://www.cdc.gov/Other/disclaimer.html>)

Stay safe this Halloween with safety tips from the U.S. Consumer Product Safety Commission.

Health-e-Cards

Pumpkins and Ghosts e-Card (<http://t.cdc.gov/ecards/message.aspx?cardid=593>)



(<http://t.cdc.gov/ecards/message.aspx?cardid=593>)

Healthy Halloween e-Card (<http://t.cdc.gov/ecards/message.aspx?cardid=517&category=210>)



(<http://t.cdc.gov/ecards/message.aspx?cardid=517&category=210>)

Related Links

'Lucky 13'



Tips for a Safe Halloween



Whether you're goblin or ghoul, vampire or witch, poor costume choices—including decorative contact lenses and flammable costumes—and face paint allergies can haunt you long after Halloween if they cause injury.

Enjoy a safe and happy Halloween by following the "lucky 13" guidelines from FDA, the Consumer Product Safety Commission, and the Centers for Disease Control and Prevention:

1. Wear costumes made of fire-retardant materials (www.cpsc.gov/CPSC/PUB/PREREI/prhtml10/10028.html); look for "flame resistant" on the label. If you make your costume, use flame-

resistant fabrics such as polyester or nylon.

2. Wear bright, reflective costumes or add strips of reflective tape so you'll be more visible; make sure the costumes aren't so long that you're in danger of tripping.
3. Wear makeup and hats rather than masks that can obscure your vision.
4. Test the makeup you plan to use by



wrappers. Throw away anything that looks suspicious.

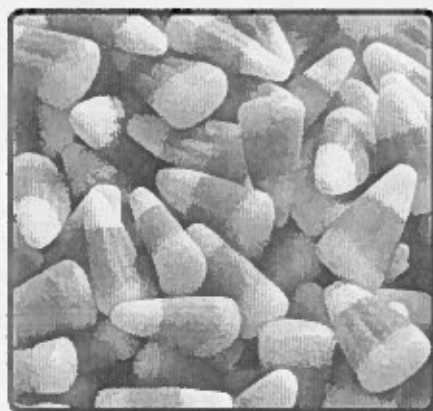
For partygoers and party throwers, FDA recommends the following tips for two seasonal favorites:

12. Look for the warning label to avoid juice that hasn't been pasteurized or otherwise processed, especially packaged juice products that may have been made on site. When in doubt, ask! Always ask if you are unsure if a juice product is pasteurized or not. Normally, the juice found in your grocer's frozen food case, refrigerated section, or on the shelf in boxes, bottles, or cans is pasteurized.
 13. Before bobbing for apples—a favorite Halloween game—reduce the amount of bacteria that might be on apples by thoroughly rinsing them under cool running water. As an added precaution, use a produce brush to remove surface dirt.
- putting a small amount on the arm of the person who will be wearing it a couple of days in advance. If a rash, redness, swelling, or other signs of irritation develop where you applied it, that's a sign of a possible allergy.
5. Check FDA's list of color additives (www.fda.gov/Cosmetics/GuidanceComplianceRegulatoryInformation/VoluntaryCosmeticsRegistrationProgramVCRP/OnlineRegistration/ucm109084.htm) to see if makeup additives are FDA approved. If they aren't approved for their intended use, don't use them.
 6. Don't wear decorative contact lenses unless you have seen an eye care professional and gotten a proper lens fitting and instructions for using the lenses.

Safe Treats

Eating sweet treats is also a big part of the fun on Halloween. If you're trick-or-treating, health and safety experts say you should remember these tips:

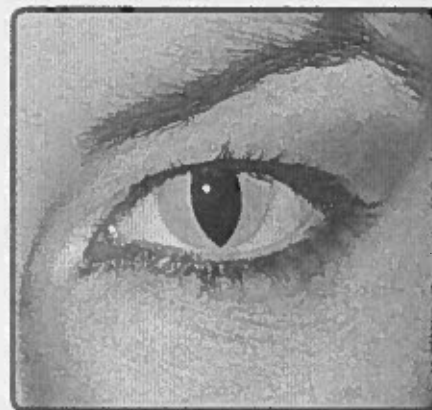
7. Don't eat candy until it has been inspected at home.
8. Trick-or-treaters should eat a snack before heading out, so they won't be tempted to nibble on treats that haven't been inspected.
9. Tell children not to accept—or eat—anything that isn't commercially wrapped.
10. Parents of very young children should remove any choking hazards such as gum, peanuts, hard candies, or small toys.
11. Inspect commercially wrapped treats for signs of tampering, such as an unusual appearance or discoloration, tiny pinholes, or tears in



Eye Safety

FDA joins eye care professionals—including the American Academy of Ophthalmology, the American Association for Pediatric Ophthalmology and Strabismus, the Contact Lens Association of Ophthalmologists and the American Optometric Association—in discouraging consumers from using decorative contact lenses (www.fda.gov/ForConsumers/ConsumerUpdates/ucm048902.htm).

These experts warn that buying any kind of contact lenses without an examination and a prescription from an eye care professional can cause



serious eye disorders and infections, which may lead to permanent vision loss. Despite the fact that it's illegal to sell decorative contact lenses without a valid prescription, FDA says the lenses are sold on the Internet and in retail shops and salons—particularly around Halloween.

The decorative lenses make the wearer's eyes appear to glow in the dark, create the illusion of vertical "cat eyes," or change the wearer's eye color.

"Although unauthorized use of decorative contact lenses is a concern year-round, Halloween is the time when people may be inclined to use them, perhaps as costume accessories," says FDA eye expert Bernard Lepri, O.D., M.S., M.Ed.. "What troubles us is when they are bought and used without a valid prescription, without the involvement of a qualified eye care professional, or without appropriate follow-up care. This can lead to significant risks of eye injuries, including blindness." FDA

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Wisconsin Department of Transportation—Division of State Patrol

September 23, 2015

Potential for deer crashes will be high again this fall

Even when hunters have a difficult time finding deer in the woods, the elusive creatures may still be prevalent on Wisconsin roads.

October and November are the mating season for deer, and they soon will increase their activity particularly at dusk and dawn while moving back and forth between their bedding and feeding areas. As they roam, deer may dart unexpectedly onto roads and into the path of vehicles.

Last year, Wisconsin law enforcement agencies reported a total of 18,312 deer vs. motor vehicle crashes, according to the Wisconsin Department of Transportation (WisDOT). Dane County had the most motor vehicle vs. deer crashes reported in 2014 with 863. Shawano County had the second most with 725 followed by Waukesha County with 700. In Shawano and Green Lake counties, more than half of all reported crashes in 2014 involved deer. Deer are the third most commonly struck objects in Wisconsin traffic crashes (behind other vehicles and fixed objects).

"To avoid hitting deer with your vehicle, you should slow down whenever you see them nearby. If you see one deer, there are probably more in the area," says David Pabst, director of the WisDOT Bureau of Transportation Safety. "If you can't avoid a deer in the road, it's safer to hit the brakes and hit the deer than to swerve suddenly and try to miss it. If you swerve, you risk losing control of your vehicle. You may end up hitting another car or a stationary object like a tree."

Motorcyclists must be especially careful because deer crashes can be fatal. Motorcycles were involved in eight of the 10 fatal deer vs. motor vehicle crashes in Wisconsin last year. "The one exception to the 'don't swerve' recommendation applies to motorcyclists," Pabst says. "Motorcyclists should slow down, brake firmly and then swerve if necessary to avoid hitting the deer. If they must swerve, motorcyclists should try to stay within their driving lane to avoid hitting other vehicles or objects."

WisDOT and the Wisconsin State Patrol offer the following advice to prevent deer crashes:

- Be on the lookout for deer, eliminate distractions while driving, and slow down, especially in early morning and evening hours, which are the most active times for deer.
- Always buckle up. There are fewer and less severe injuries in vehicle vs. deer crashes when drivers and passengers wear seat belts.
- If you see a deer by the side of the road, slow down and blow your horn with one long blast to frighten it away.
- When you see one deer, look for another one. Deer seldom run alone.
- If you see a deer looming in your headlights, don't expect it to move away. Headlights can confuse a deer causing it to freeze.
- Brake firmly when you notice a deer in or near your path.
- Don't swerve suddenly because you may lose control of your vehicle.
- If you hit a deer, get your vehicle off the road if possible, and then call a law enforcement agency. Walking on a highway is dangerous, so stay in your vehicle if you can.
- Don't try to move the animal if it is still alive. The injured deer could hurt you.

Car Seat Checkup

Top 5 Things to Do



- ☐ **Right Seat.** This is an easy one. Check the label on your car seat to make sure it's appropriate for your child's age, weight and height. Like milk, your car seat has an expiration date. Just double check the label on your car seat to make sure it is still safe.



- ☐ **Right Place.** Kids are VIPs, just ask them. We know all VIPs ride in the back seat, so keep all children in the back seat until they are 13.



- ☐ **Right Direction.** You want to keep your child in a rear-facing car seat for as long as possible, usually until around age 2. When he or she outgrows the seat, move your child to a forward-facing car seat. Make sure to attach the top tether after you tighten and lock the seat belt or lower anchors.



- ☐ **Inch Test.** Once your car seat is installed, give it a good shake at the base. Can you move it more than an inch side to side or front to back? A properly installed seat will not move more than an inch.



- ☐ **Pinch Test.** Make sure the harness is tightly buckled and coming from the correct slots (check car seat manual). Now, with the chest clip placed at armpit level, pinch the strap at your child's shoulder. If you are unable to pinch any excess webbing, you're good to go.

Please read the vehicle and car seat instruction manuals to help you with this checklist. If you are having even the slightest trouble, questions or concerns, don't worry about a thing. Certified child passenger safety technicians are waiting to help or even double check your work.

**SAFE
KIDS**
WORLDWIDE

Visit safekids.org to find a car seat inspection event in your community.

TIPS

 for parents of

Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

■ **Read together every day.**

Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

■ **Give everything a name.**

Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"

■ **Say how much you enjoy reading.**

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.

■ **Read with fun in your voice.**

Read to your child with humor and expression. Use different voices. Ham it up!

■ **Know when to stop.**

Put the book away for awhile if your child loses interest or is having trouble paying attention.

■ **Be interactive.**

Discuss what's happening in the book, point out things on the page, and ask questions.

■ **Read it again and again.**

Go ahead and read your child's favorite book for the 100th time!

■ **Talk about writing, too.**

Mention to your child how we read from left to right and how words are separated by spaces.

■ **Point out print everywhere.**

Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

■ **Get your child evaluated.**

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.

Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

Children's Behavior:

Why won't my child behave?

Questions to ask yourself:

- Am I expecting too much for my child's age?
- Do I always say no?
- Do I tend to scream?
- Am I too strict?
- Have there been major changes in our home or lives?
- Am I under a lot of stress?

What you can do:

- Praise behavior you want to encourage
- Make sure your child understands your rules
- Limit "No's"
- Look for the *reason* for the behavior
- Listen to your child
- Try to understand your child's feelings
- Find out about stages children go through
- Give your child individual attention every day
- Take care of your own needs, too.

The TLC's of parenting:

Teach

All children need guidance

Listen

Encourage your child to express feelings

Care

Your child needs your love and support

For more help, look in the first few pages of your local phone book for "Community Services" listings. There might be several organizations to call for parenting advice or help. Look under headings like Children's Services, Counseling Services, Human Services, United Way First Call for Help, etc. If you're afraid you might hurt your child, call the National Child Abuse Hotline at: 1-800-4A-CHILD (1-800-422-4453).

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For moms and dads:

Think before you spank

It's hard to raise a kid!

When your child acts bad, you get angry. Sometimes it's tough not to spank. Next time, try these things instead:

- Stop. Cool off before you do anything.
- When you're not mad, ask yourself:
 - What's the matter with my child?
 - Is she tired, sick, or worried about something?
 - Can she *do* what I want?
 - Did I do something?
 - Am I still mad?
- Watch what you say. Mean words hurt a lot.
- Teach your child how to do what's right.
- Don't show him that hitting is okay.
- Help him feel good about himself. Use praise.
- Be patient. It takes a while for kids to catch on because they're so little.
- Learn about children and how they grow. Talk to other moms or dads or join a parent group.
- Take some time for yourself! You'll feel better, and wind up being a better mom or dad to your kid.



Watch over us
The sea is so wide
and our boat is so small.

Ten things to do instead of yelling or hitting

It's hard to raise a kid!

You don't have to lift a hand to hurt your child. Words hit just as hard. The next time everyday pressures build up to the point that you might lash out, stop!

Try any of these simple alternatives:

1. Put your hands over your mouth. Count to 10. Or better yet, 20.
2. Stop in your tracks. Press your lips together and breathe deeply.
3. Phone a friend or phone the weather.
4. Say the alphabet out loud.
5. If someone can watch the children, go out and take a walk.
6. Take a hot bath or splash cold water on your face.
7. Pick up a pencil and write down your thoughts.
8. Put your child in a "time-out" for a few minutes.
9. Turn on the radio or TV.
10. Hug a pillow.



Watch over us
The sea is so wide
and our boat is so small.

Why do kids get in trouble?

Because 1-3 year olds:

- Want to do it all by themselves
- Hate being away from mom and dad
- Get mad quickly
- Need to keep busy all the time
- Want to be good but don't know how

What you can do:

- Say, "Let's do this instead," and show your child how. A child learns by watching and helping.
- Don't say "no" all the time or your child won't listen. Say "no" when they could hurt themselves or someone else.
- Help them tell you why they are upset. Use words; talk about feelings.
- Let your child know you mean what you say. Kids need to be told over and over.
- Spend as much time as you can with your child.

Because 3 year olds:

- Want to know "why," and enjoy talking
- Like to make believe
- Learn by doing, try to please

Because 4 year olds:

- Want to do it all by themselves
- Like to be the boss
- Fight back when angry or upset
- Know what they want to do and find it hard to stop or be taken away

Because 5 year olds:

- Do things for themselves
- Know how to tell you what they want to do
- Still find it hard to remember what to do every time

What you can do:

- Spend lots of time with your child
- Plan what you're going to do together
- Keep it simple. Remember how hard it is to follow too many rules.
- Listen to what your child is saying. He might be afraid or feel like he's being pushed.
- Talk about being sad, angry, scared.
- Tell him when he pleases you - that'll make him feel great!
- Be nice to your child. If she thinks she's bad, she may act bad just to prove it.

Teach your child what's right. Remember: don't show him that hitting is okay. Everybody has bad days, even your kid! It's all part of growing up.

For more help, look in the first few pages of your local phone book for "Community Services" listings. There might be several organizations to call for parenting advice or help. Look under headings like Children's Services, Counseling Services, Human Services, United Way First Call for Help, etc. If you're afraid you might hurt your child, call the National Child Abuse Hotline at 1-800-4A-CHILD (1-800-422-4453).

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Money \$mart in Head Start

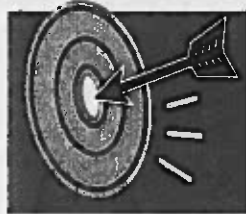


Issue 1

Setting Goals for Your Money

What's a goal?

A "goal" is a purpose. It's something to aim for. It's something that you want to be, or do, or have sometime in the future. A goal can point you in the direction you want to take. And when you meet your goal, you might feel so great that you set your next goal for bigger or better things!



How do I set goals?

A good place to start is thinking about what's important to you. Is there a family activity you'd like to do? Is there something you want to buy? A bill you'd like to pay off? A savings account you'd like to start?

You can set goals for your health, your habits, your work, your education, or for your family. Once you know your goal, you can decide how to move forward.

Strong goals have some things in common:

- They say *specifically* what you want
- They say **when** you want it
- They say **how** much you need
- And they are **written down** (think about carrying a goal card in your wallet or posting it on the refrigerator)

What if I have a BIG goal?

If your goal is a big one, think about the small steps that you can take to meet that goal. Big goals can be easier if you break them down into some smaller goals, to be tackled one at a time. As you meet each small step, you will be building confidence and a successful track record. Remember to celebrate your success!



What if my goal involves money?

Some goals take money. Maybe it's money to put towards savings or to put towards paying off bills. If you have a money goal, it's helpful to think about how long it might take to reach it because not many of us can come up with a pile of money overnight.

- Goals that you want to meet in the next few months are called **short-term goals**. Short-term money goals might be saving for the holidays, getting new tires, opening a bank account, checking your credit report, or being ready for back-to-school shopping.
- **Medium-term goals** can take a year or two to meet. They take more patience and planning. Some medium-term money goals might be paying off a car, going back to school, saving for a trip, or finding a different place to live.
- If your money goal is going to take more than a couple of years, it is a **long-term goal**. Long-term money goals could be finishing school, having a down payment on a house, having all credit paid in full, saving for a child's education, or saving for retirement.

What if I have more goals than money?

To get to your medium and long-term money goals, you may need to give up something you want right now so you can get something even better in the future. That's not easy to do!

Although it might feel good to have something new right away, it usually puts us further away from our longer-term and bigger goals.

TIP

You are more likely to meet your goals when you work on only *one* or *two* at a time. More goals mean you have less money, less time, and less energy to put toward any of them.

How can I increase my chances for success?

Think back to something you needed or wanted in the past.

- How did you get there?
- What support did you need?
- What worked for you that helped you reach that goal?
- How did it feel when you got there?

To increase your chances for success, think about what worked for you in the past, what road blocks came up and how you handled them, and what you learned from that experience. You can use that "know-how" as you set a new goal.

Besides having too many goals at once, other reasons people might not meet their goals are:

- The goal is out of reach for the amount of time and money available: Maybe you just need a little extra time to come up with the money?
- Another goal took priority: You wanted to get a new TV, but then the car needed repairs so the TV has to wait a little longer.
- The goal is too broad or unclear: "Paying down debt" is a great idea. Now the next step is to come up with a plan to get started.

What else do I need to succeed?

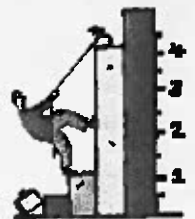
Before you set your money goals, it's helpful talk about plans, dreams, and values with your family (including your children) and your friends. Just having a conversation with those who are close to you can help them understand what you want to do and why. Your friends and family are more likely to support you if they know why your goals are important to you. Plus, you are much more likely to reach your goals if you make them public by telling others about them.



As you include your children in this discussion, this may be a good time to talk with them about **needs** (things required to live like food, shelter, transportation) and **wants** (extras that make life more fun and comfortable, or things they'd like to have but that aren't necessary to survive). Needs and wants are different for every person and for every family. That's why it's so helpful to talk about them.

Knowing what's most important to all of you, and talking about it often, will help you and your children agree on common goals. With the support of your family and friends, it will be easier to work toward your goals and resist other ways to spend your money.

If you begin with the end in mind, you will have a great head start on the goals you want to reach!



"Money Smart in Head Start" is provided by UW-Extension Family Living as part of the Head Start Financial Literacy Project which is funded through the generous support of the Annie E. Casey Foundation. This issue was written by Ruth N. Schrieffer, Family Living Agent, UW-Extension Iowa County and edited by Cyndy Jacoby, Peggy Olive and Jane Schaaf. Reviewed by J. Michael Collins, Family Financial Security Specialist, UW-Madison/Extension. Sources for this issue include NEFE HSFPF, 2007; FCS Money 2000, Michigan State University; Charting Your Course to Home Ownership, Louisiana State University, 2007; and Your Personal Journey to Financial Success, UW-Extension, 2008. (Revised 2011)



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

BOOZHOO NIJ ANISHINABEG

| | | | |
|-------|--------------------------------|-------|-----------------------------|
| _____ | INDIZHINIKAAZ | _____ | IS MY NAME |
| _____ | NINDOODEM | _____ | IS MY CLAN |
| _____ | INDOONJIBAA | _____ | IS WHERE I AM FROM |
| _____ | IZHINIKAAZO NIWI'IW (NINAADEM) | _____ | IS MY WIFE'S NAME (HUSBAND) |
| _____ | ODOODEMAN | _____ | IS HER/HIS CLAN |
| _____ | OONJIBAA | _____ | IS WHERE SHE/HE IS FROM |

| | 1 | 2 | 3 | 4 | 5 |
|----------------|------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| Child/Children | Bezhigo niniijaanis | Niizhiwag niniijaanisag | Nisiwag niniijaanisag | Niwiwag Niniijaanisag | Naaniwag Niniijaanisag |
| Girls | Bezhigo ikwezens | Niizhiwag ikwezensag | Nisiwag ikwezensag | Niwiwag ikwezensag | Naaniwag ikwezensag |
| Boys | Bezhigo gwiiwizens | Niizhiwag gwiiwizensag | Nisiwag gwiiwizensag | Niwiwag gwiiwizensag | Naaniwag gwiiwizensag |
| Grandchild/ren | Bezhigo Noozhishenh | Niizhiwag noozhishenyag | Nisiwag noozhishenyag | Niwiwag noozhishenyag | Naaniwag noozhishenyag |

Eyaawag / Eyaawagwaag

Ages

| | | |
|---|----------------------|-----------------------------|
| 1 | ningo bibooney | Nindaanis / Nindaanisag |
| 2 | niizho bibooney | Ningoziis / Ningoziisag |
| 3 | niso bibooney | Noozhishenh / Noozhishenyag |
| 4 | niiyo bibooney | |
| 5 | naano bibooney | |
| 6 | ningodwaaso bibooney | |

Sample with one child:

Boozhoo niij anishinaabeg!

_____ indizhinikaaz

_____ indoodem

Miskwaabikaang indoonjibaa

Bezhigo niniijaanis eta.

Bezhigo (ikwezens / gwiiwizens)

_____ izhinikaazo (nindaanis/ningozis) miinawaa _____ bibooney.

Sample with two children:

Boozhoo niij anishinaabeg, _____ indizhinikaaz, _____ indoodem, Miskwaabikaang indoonjibaa.

Niizhiwag niniijaanisag.

Bezhigo ningozis miinawaa bezhigo nindaanis. (Niizhiwag ningozisag / Niizhiwag nindaanisag)

_____ izhinikaazo ningozis miinawaa _____ izhinikaazo nindaanis. (____ miinawaa _____ izhinikaazowag (ningozisag / nindaanisag))

_____ bibooney ningozis miinawaa _____ bibooney nindaanis. (____ bibooney _____ miinawaa _____ bibooney _____)

Sample with three children:

Boozhoo niij anishinaabeg, _____ indizhinikaaz, _____ indoodem, _____ indoonjibaa

Nisiwag niniijaanisag.

(Niizhiwag ningozisag miinawaa bezhigo nindaanis / Nisiwag ningozisag / Nisiwag nindaanisag / Niizhiwag nindaanisag miinawaa bezhigo ningozis)

_____ miinawaa _____ izhinikaazowag ningozisag.

Ishwaaso giizis daso bibooney _____ miinawaa **niiyo** bibooney _____.

_____ izhinikaazo nindaanis. _____ bibooney.



Red Cliff Band of Lake Superior Chippewa Indians

88385 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

**THE RED CLIFF TRIBAL COUNCIL IS SEEKING
SEVEN (7) INDIVIDUALS INTERESTED IN
SERVING ON THE HUMAN/FAMILY SERVICES
ADVISORY COMMITTEE.**

2 Elders

1 Tribal Council Member

1 TANF or Former TANF Participant

3 Community Members

**FOR FURTHER INFORMATION CONTACT
BECKY BENTON AT 715-779-3706.**

**If you are interested in serving on this committee, please
pick up an application at the front desk of the
administration building.**

**Please return your application to the receptionist at the
administration building.**

The deadline is October 26th at 4:00pm.

"The Hub of the Chippewa Nation"



**VACANCY NOTICE
ON-CALL FERRY BOAT MONITORS NEEDED**

The School District of Bayfield is accepting applications to establish an on-call Ferry Boat Monitors list to provide supervision to students that need to be transported to or from school other than their regular times. Applicants may also be called upon to substitute for the regular Ferry Boat Monitors if needed. Hourly wage is \$15.54. The School District of Bayfield is a multicultural environment making experience with and sensitivity to Native American culture imperative. Knowledge of Wisconsin Act 31 is important. Native Americans are encouraged to apply.

APPLICATION PROCEDURE: Support Staff applications may be obtained by visiting www.bayfield.k12.wi.us, or by contacting the District Office at (715) 779-3201 extension 100. Please mail your completed application to:

**Dr. David Aslyn, District Administrator
School District of Bayfield
300 North 4th Street
Bayfield, Wisconsin 54814**

**THE SCHOOL DISTRICT OF BAYFIELD IS AN EQUAL
OPPORTUNITY EMPLOYER AND DOES NOT
DISCRIMINATE ON THE BASIS OF RACE, GENDER, AGE,
HANDICAP, OR SEXUAL ORIENTATION**



Deadline: 10/26/15

2:45pm

1

Red Cliff Band of Lake Superior Chippewa Indians

88385 Pike Road

Bayfield, WI 54814

Phone: 715-779-3700 Fax: 715-779-3704

Email: redcliff@redcliff-nsn.gov

Red Cliff Tribal Council

JOB DESCRIPTION

POSITION: Early Head Start Home Based Teacher

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Early Head Start

WAGE: \$9.00 to \$12.00 Entry Level Wage Scale

*Entry level wage scale refers to starting wage for new hires only.
Educational background and years of experience will be considered
in wage determination upon hiring.*

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR: Early Head Start Director

GENERAL DESCRIPTION OF DUTIES

Primary responsibility is to provide weekly home-based services to a maximum of 12 Early Head Start families, which includes infants and toddlers 0 – 3 and pregnant women, using a Parents As Teachers home-based curriculum. Home visits are provided primarily during weekday and daytime hours. Job duties require planning and implementation of home-based option which reflects best practices while incorporating Ojibwe language and culture into curriculum.

JOB RESPONSIBILITIES

- Conduct minimum of 1½ hour weekly home visits for each Early Head Start home-based family as stated in Federal Performance Standards, with minimum requirement of 32 home visits per family per program year. Also must provide enrolled prenatal moms' home visits once per month until delivery of infant.
- Plan and implement home-based activities which are age appropriate and that enhance infant and toddlers' social/emotional, physical, and intellectual development and child development, parenting information for pregnant women.
- All EHS Home Based teachers will jointly provide up to two group socializations per month for Early Head Start children and their parents to allow for age-appropriate peer group interaction with parent involvement. (Minimum of 16 socializations per year.)

This could include play groups, group meetings, other activities as scheduled, which may include nights or weekends.

- Responsible for working with each family to develop a Family Partnership Agreement in accordance with Head Start Federal Performance Standards.
- Responsible for recordkeeping on Child Plus, Visit Tracker, maintenance of weekly P.A.T. home-based files and portfolios, and resource/referral for delivery of other services as needed.
- Teachers must obtain and maintain *Parents As Teachers* Home Visitor certification annually to work with ages 0-3 and prenatal.
- Receive appropriate training and information to administer screening for prenatal and postpartum depression for prenatal women
- Will provide EHS director with program statistics for both annual *Parents As Teachers* and Head Start Program Information Report (PIR) statistics.
- Work with tribal, community, and county service providers in order to provide necessary services to the EHS home based child, their parents and any pregnant women enrolled in the program.
- Documentation of all recruitment efforts and contacts with families as well as other required program information.
- Develop and maintain a professional relationship with families enrolled in Early Head Start as well as must maintain confidentiality of all child/family information and records.
- Collaborate with other home based staff, parents, and community resources to incorporate Ojibwe language and culture into home-based activities and curriculum.
- Reinforce positive self-image, pride, and cultural identity with both the parents and the infants/toddlers during all activities.
- Must attend and participate in weekly EHS meetings, specific home base staff meetings, parent meetings and Policy Council as requested and participate in job related training as required.
- Any program equipment, cameras, laptops, or any other supplies purchased or obtained by the EHS program must remain within the EHS Home Based offices, and cannot be used outside of the Early Childhood Center unless you have *prior express permission* by the EHS Director to use outside of the center. Violations of this policy can result in disciplinary action.
- Adhere to all EHS/ECC policies and procedures and insure that Head Start Federal Performance Standards are being met. The above identified responsibilities are not intended to reflect all tasks necessary for the position. Perform other duties as directed.

QUALIFICATIONS

Required:

- 1) High school diploma
- 2) Minimum of one year prior experience in home visitation services, counseling/guidance, or family service/human service field.
- 3) Excellent oral and written communication skills and knowledge of local community resources.
- 4) Cultural sensitivity to Ojibwe culture, Native American beliefs, values, community mores.
- 5) Current first aid and CPR certification or willingness to obtain these certificates within six (6) months of date of employment. Program will cover costs as needed.
- 6) Must successfully complete eight (8) hour training through collaboration with the Red Cliff Community Health Center on the *Two Week Newborn Home Visit* prior to scheduling or holding any home visits with enrolled newborn infants.
- 7) Must pass mandatory background check and drug tests prior to hiring.
- 8) Mandatory requirement for valid driver's license, reliable automobile, and proof of auto insurance. (Proof of auto insurance can be provided upon hire.)

Preferred:

Associate Degree in Early Childhood Education or related degree or

- a) Applicants can be considered if enrolled in an associates' degree early childhood program and meets minimum education requirements
- b) Applicant has early childhood education coursework and is willing to enroll in associates' degree early childhood within probationary period.
- c) One year minimum coursework in early childhood or related field.

Highly desirable (but not required):

Bachelors' degree in Early Childhood Education

Early childhood coursework or any specialized training in infant/toddler development, current certification for *Parents As Teachers* (training will be provided by program as needed).

WORK ENVIRONMENT: Red Cliff Early Childhood Center facility

SPECIAL REQUIREMENTS: Must be able to work some nights if needed for home based socializations.

PHYSICAL REQUIREMENTS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions as long as the staff disability does not create an undue risk of injury to any enrolled children in the home based option.

Must be physically able to work with young children and must be able to regularly lift and/or move up to *forty pounds*; twenty pounds overhead and forty pounds from waist to shoulder; occasional lifting of fifty pounds is required and must be able to push/pull up to fifty pounds horizontally.

Required to stand, walk, climb or balance, stoop, kneel, crouch or crawl when working with small children and parents in the home. Required to use hands to finger, handle or feel objects,

keyboards, tools or controls, reach with hands and arms, speak and hear, and ability to operate keyboard (computer).

Also required are: five year health exam, initial TB test and annual TB questionnaire, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, Shaken Baby Syndrome, Sudden Infant Death (SIDS), etc.

TRAVEL REQUIREMENTS: Must be able to attend local, regional, and national trainings as required for successful performance of job duties.

POSTING DATE: October 7, 2015

DEADLINE: October 26, 2015 at 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:

Human Resources Department
Red Cliff Tribe
88455 Pike Road
Bayfield, WI 54814
(715) 779-3700,
Ext. 4267 or Ext. 4268

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

Native American preference will be applied in case of equally qualified applicants, but all qualified applicants will be considered.

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

The Red Cliff Early Head Start has a Drug Free/Smoke Free environmental policy and follows the intent of the Drug Free Work Place Act.

JOB DESCRIPTION

POSITION: Family/Human Services Administrator

LOCATION: Family and Human Services Building

SALARY: Negotiable, 40 hours per week plus benefits

THIS IS A REGULAR FULL-TIME EXEMPT POSITION

SUPERVISOR (S): Division Administrator Manager

JOB SUMMARY: To ensure that all departments within the Family/Human Services Division are meeting their goals & objectives that is set forth within the programs. Plans, implements, directs and monitors all Divisional departments providing for the efficient and effective functioning of all systems and personnel. Coordinates and confers with other Divisions, departments, public, tribal officials and representatives of various agencies and institutions on matters pertaining to child and social welfare of the community.

DUTIES AND RESPONSIBILITIES:

1. Identifies the needs of families within the tribal service area to develop culturally sensitive programming through grant writing, planning, and program development.
2. Provide leadership to Directors including the future direction of the Division and Departments.
3. Supervises Program Directors, holding each accountable for budgets, program goals and objectives and implementation and of their programs.
4. Family/Human Services Divisional Programs at this time include: Income Maintenance, FSET, Medicaid Transportation, TANF Program, General Assistance Program, WHEAP Program, SHARES (Childcare funding) program, Weatherization, CITGO Supplemental Heating Program, Food Distribution, GLITC Food, Food Shelf, FEMA, Child Support Agency, Indian Child Welfare Program, Kinship Care, CST Grant, Brighter Futures Initiative, Elderly Programs including Title IV, WINSIP, Aging Nutrition, Elderly Caregivers Grant, Disability Grant, GWAAR, and Money Follows the Person, Family Violence Prevention Program, Re Entry Program, Family Services Grants, Youth Programs and the Summer Food Service Program along with various other applicable programming and grant-funded projects when necessary.
5. Facilitates conflict resolution within the auspices of all client service programs within the Family and Human Services Division.
6. Maintains documentation on programs and provides reports when required/requested, with the assistance of the Program Directors.
7. Ensures the maintenance of all records and files according to all applicable regulations and Red Cliff Band Policies & Procedures.
8. Attends training workshops, seminars and workshops to enhance skills and abilities.
9. Establishes and maintains an environment that encourages teamwork, interdependence, and ethical behavior.
10. Monitors Program budgets & expenditures.
11. Writes grants with the assistance of the Program Directors & Planner.
12. Holds monthly staff meetings to provide direction on task completion and consistent feedback on work performance. Provides consultation, follow-up, and support to staff.
13. Completes evaluations on all staff per the Red Cliff Band Policies and Procedures.
14. Oversees and directs two Family Services Grants. Completes all required reports, manages budgets, and gathers statistical data to complete annual plans.

15. Performs other job-related duties as assigned by the Tribal Administration.

SUPERVISORY AUTHORITY: Supervises all Family/Human Services Program Directors and staff.

KNOWLEDGE:

Knowledge of:

1. State and Federal budgetary processes.
2. Principles of budget development and management.
3. The history, culture, laws, rules, customs and traditions of the Red Cliff Band of Lake Superior Chippewa.
4. The needs of families within the Red Cliff service area.
5. The principles and practice of reflective supervision.
6. Program planning and design and inter-departmental planning methods.
7. Policies, procedures, rules and guidelines (State and Federal) for related HHS, BIA, OVW, OJB, DWD, DCF, and DHS programs.
8. Understanding of principal documents and procedures such as: Red Cliff Tribal Codes, Red Cliff Policy and Procedure Manual, HHS, DWD, and DHS Procedural Guidelines, Grant Request procedures, budgeting and quarterly reporting.

Skilled in;

1. Organizational leadership and management.
2. Knowledge of tribal codes and laws including ICW, Child support, and Domestic Violence
3. Knowledge of economic support program requirements, eligibility, and policy
4. Analyzing and evaluating staff and program effectiveness
5. Promoting program objectives, developing measurable outcomes, and providing services in accordance with program objectives
6. Establishing and maintaining effective working relationships with other professionals and community members. Ability to establish and maintain effective working relationships with Community officials, Department managers, other Tribal entities, governmental agencies and vendors/suppliers
7. Using computers, related software, calculators and other office machines/supplies

QUALIFICATIONS: Master's Degree in Human Service field preferred with at least three year's administrative experience serving in a leadership capacity. Or a Bachelor's Degree required with six year's work experience in Health and Human Service field in an administrative capacity serving families. Must have demonstrated professional relationships and experience with County, State, Federal and Tribal Officials in a broad range of Family/Human Service related areas. Must have knowledge of historical and intergenerational trauma and experience working with tribes.

Must possess a valid Wisconsin driver's license and be insurable.

PERSONAL CONTACTS: May include: Tribal Council Members and appointees; Tribal employees; representatives of other Tribes and Governments and families in the Red Cliff service area.

PHYSICAL REQUIREMENTS: Primarily office position that may require bending, lifting and reaching. May need to lift up to 25 pounds.

WORK ENVIRONMENT: Family and Human Services Building which is also smoke free.

TRAVEL REQUIREMENTS: Must possess a valid Wisconsin driver's license and be insurable. There will be regular local and regional travel.

ADDITIONAL INFORMATION: Due to the confidential and sensitive nature of this position, successful completion of an extensive background investigation is required. May be subject to working evenings, weekends and occasional travel (in-state and out-of-state).

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

POSTING DATE: October 2, 2015

POSTING DEADLINE: October 19, 2015 at 4:00 p.m.

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building

Human Resources Department

88385 Pike Road, Hwy 13

Bayfield, WI 54814

www.redcliff-nsn.gov

susie.gurnoe@redcliff-nsn.gov

rwygonik@redcliff-nsn.gov

(715) 779-3700 ext. 4267 or 4268

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.

JOB DESCRIPTION

POSITION: Protective Services Division Administrative Assistant- Position may be for a period of up to 1 year.

LOCATION: Police Department /Protective Services Division

SALARY: \$11.50 to \$13.00 per hour based on experience. 20 hours per week with possible additional hours dependent upon work needs.

THIS IS A PART-TIME NON EXEMPT POSITION.

SUPERVISOR(S): Chief of Police and Assistant Chief of Police

JOB SUMMARY: The position will assist with the handling and storage of Audio / Visual evidence and protection in addition to the Evidence software program management. This individual will also be required to learn how to prepare criminal and non-criminal case files for the Court systems and Vehicle registration and licensing in order to assist full time Administrative Assistant. This position will have other duties as assigned.

DUTIES AND RESPONSIBILITIES: Maintain computer programs and data storage for case management. Assist with the preparing case files providing services to customers as needed. Other duties may include preparing accounting payroll records for Department. Perform other related duties as required.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Good Computer skills and knowledge is required. Ability to interact with the Public and Staff in a positive manner. Good written and oral communications is a must.

QUALIFICATIONS: Person should have a minimum of a High Scholl Diploma or Equivalent. Must be dependable, a team player and have good communication skills. Computer knowledge and background is desired.

PERSONAL CONTACTS: Daily contact with supervisor, other staff, other agencies and Public.

PHYSICAL REQUIREMENTS: Mainly office setting but may have to do bending, lifting and carrying of at least 20 pounds.

WORK ENVIRONMENT: Police Department Offices. May also be assigned to work in Fire and Ambulance Halls at times. All Tribal offices are smoke free.

TRAVEL REQUIREMENTS: Local travel but may have to attend meetings out of the immediate area.

Indian preference will be applied in the case of equally qualified applicants.

POSTING: October 2, 2015

DEADLINE: October 19, 2015 at 4:00 p.m.

FOR FURTHER INFORMATION:

**Human Resources Department
88385 Pike Road
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygolik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3700 ext. 4267 or 4268**

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JOB DESCRIPTION

POSITION: Tribal Law Enforcement Officer -- Part Time

LOCATION: Red Cliff Reservation

SALARY: \$17.00 per hour, approx. 29 hours per week

THIS IS A REGULAR PART-TIME NON EXEMPT POSITION

SUPERVISOR(S): Chief of Police, Police Sgt. and/or Tribal Administration

JOB SUMMARY:

1. Perform duties under the supervision of the Chief of Police.
2. Become acclimated to assigned areas, acquiring knowledge to it needs and activities.
3. Enforcement of all law and ordinances of the State and Tribal governments.
4. Investigate complaints received, dispatched and assigned.
5. Investigate accidents and render first aid, photograph, citation and complete reports.
6. Complete all required paper work in a timely manner.
7. Appears in court as required.
8. Does process serving.
9. Submits quality and concise reports.
10. Maintains departmental and personal equipment in good working condition.
11. Assists other department personnel with their duties as needed.
12. Do other related duties as required or assigned.
13. Work assigned duty hours.
14. Conducts themselves in accordance with departmental regulations.

DUTIES AND RESPONSIBILITIES: A Red Cliff Tribal Police Officer is assigned to field duty, which consists of both routine and complex law enforcement responsibilities. General job functions include reporting and documentation; preservation of public safety, peace and security. Officer must be able to have good verbal and written communication skills. React quickly and effectively to stressful situations. Clean and concise speech. Ability to handle several tasks simultaneously.

The Officer must be able to work evenings, weekends and holidays. Officer must be able to work independently which necessitates a high degree of self-discipline, integrity and decision-making ability. In addition to the skills, knowledge and abilities natural to the police function, there are specialized positions requiring other skills. These positions consist of corrections, identification, warrant or process, investigations, communications, juvenile, community service, property management and training. Duties and responsibilities are performed under the direction of Chief of Police or there designee.

SUPERVISORY AUTHORITY: As directed by chief of police.

KNOWLEDGE: Must have knowledge in law enforcement, computers and working with the public.

QUALIFICATIONS: Prefer individual who is currently certified by Wisconsin Law Enforcement

Training and Standards Board or can be certified by the Wisconsin Training and Standards Board. High school diploma. Ability to possess a firearm; No Felony convictions; No domestic abuse convictions. Must have a valid driver's licenses and have a good driving record, and be able to be put on Tribes insurance. Able to pass a background investigation check. Able to pass a Drug screening test administer by the Tribe and State of Wisconsin. Knowledge of Native American Tribes and the uniqueness of the Red Cliff community.

PERSONAL CONTACTS: Daily contact with community members, supervisor and other officers, legal staff as needed and Tribal Administration.

PHYSICAL REQUIREMENTS: Must be able to work in various weather conditions. Be able to pass requirements of Law Enforcement Training and Standard Board. Must be in good physical condition.

WORK ENVIRONMENT: Patrolling the Red Cliff Reservation, Town of Russell and acting as backup as required by the Bayfield County Sheriff.

TRAVEL REQUIREMENTS: Will be required to attend meetings and trainings as directed. Must be available for overnight travel.

Native American preference will be applied in the case of equally qualified applicants, but all qualified applicants will be considered

POSTING: October 2, 2015

DEADLINE: October 19, 2015 at 4:00 p.m.

FOR FURTHER INFORMATION:

**Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road, Hwy 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwyonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov**

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GREAT LAKES INDIAN FISH & WILDLIFE COMMISSION

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

• MEMBER TRIBES •

MICHIGAN

Bay Mills Community
Keweenaw Bay Community
Lac Vieux Desert Band

WISCONSIN

Bad River Band
Lac Courte Oreilles Band
Lac du Flambeau Band

MINNESOTA

Fond du Lac Band
Mille Lacs Band



VACANCY ANNOUNCEMENT

INLAND FISHERIES BIOLOGIST: (full-time, permanent) for the Great Lakes Indian Fish & Wildlife Commission (GLIFWC), located on the Bad River Indian Reservation at Odonah, Wisconsin. GLIFWC serves 11 Chippewa tribes in implementation and management of treaty harvesting rights. GLIFWC's Biological Services Division employs biologists with expertise in fisheries, wildlife, wild plant, and environmental issues.

DUTIES AND RESPONSIBILITIES: Under the supervision of the Inland Fisheries Section Leader or designee, the Inland Fisheries Biologist will function as a primary source of fisheries management and expertise for fish in public waters of the 1837 and 1842 ceded territories. Duties include:

1. Assist member tribes in the development and implementation of fish harvest management and monitoring systems.
2. Assess fish populations, particularly adult and juvenile walleye in ceded territory lakes that have been or are likely to be fished under treaty-reserved rights.
3. Update and generate information from computerized databases used to determine walleye recruitment codes, to manage tribal harvest, to develop survey plans for ceded territory lakes, and to assess the status and population trends of walleye in important mixed fishery waters.
4. Assist in preparing annual Administrative reports summarizing fish population assessments and tribal harvest.
5. Assist in updating established fishery models and in evaluating models being developed or proposed.
6. Develop and maintain working relationships with others by participating on inter-agency fish management committees, coordinating fish surveys, and through established information exchange procedures and schedules.
7. Provide information and advice to member tribes regarding inland fisheries resources, to include assistance in negotiation and litigation; and in reviewing and developing comments for select proposals and activities.
8. Provide on-reservation technical assistance to tribes upon request and approval.
9. Supervise full-time and seasonal fisheries assessment staff, and other duties as assigned.

QUALIFICATIONS: The Inland Fisheries Biologist must exhibit the skills, knowledge, and abilities necessary to perform the duties and responsibilities outlined above and must possess:

1. Masters degree in fisheries or closely related field; or Bachelors of Science degree and at least 5 years of experience in fisheries or closely related field.
2. Proficiency with statistics, data analysis, and data/statistical analysis software to include SAS or R.
3. Experience with fishery assessment techniques and knowledge of fish population dynamics.
4. Demonstrated skill in written and oral communications, and with spreadsheet and word processing software.
5. Demonstrated ability to work both independently and in close cooperation with others.
6. Experience with fishery modeling and in working with tribal communities preferred.
7. A valid driver's license and be insurable.
8. Indian Preference will be applied consistent with GLIFWC policies and the federal Indian Self Determination and Education Assistance Act (PL 93-638).

SALARY AND BENEFITS: The starting salary is \$43,075 or as adjusted based on qualifications and experience. GLIFWC offers a full range of fringe benefits including health insurance, retirement plan, disability insurance, and life insurance. This position has been classified as 100% tax exempt for qualified tribal members under Internal Revenue Code 7873 - Tax Exemption for Income Derived from Treaty Fishing Rights-Related Activities.

TO APPLY: Send resume, cover letter, and three references to:

Jennifer Krueger-Bear, Biological Services Division
Great Lakes Indian Fish and Wildlife Commission
P. O. Box 9
Odonah, WI 54861

CLOSING DATE FOR APPLICATIONS: November 13, 2015

JOB DESCRIPTION

POSITION: Tribal Mining Resource Specialist

LOCATION: Red Cliff Environmental Office

SALARY: \$12.00 to \$14.00 per hour, 25 hours per week (wage will be determined based on qualifications and experience)

THIS IS A PART TIME PERMANENT NON-EXEMPT POSITION THAT IS CONTINGENT UPON FUTURE FUNDING

SUPERVISOR(S): Environmental Director and Treaty Natural Resources Division Administrator

JOB SUMMARY: Educational Outreach/Research based position. The Mining Specialist will be solely responsible for tracking, documenting, and commenting on mineral prospecting and exploration activities in the Chippewa Ceded Territories. This may include attendance and facilitation of meetings, development of educational materials for distribution, coordination with state and federal agencies in addition to other tribal entities regarding exploration/prospecting within the ceded territories. Other duties as assigned by Supervisor.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Applicant must have a basic understanding of natural resource issues, mineral prospecting, in particular. Knowledge of Non-Point source water pollution issues. Ability to work independently and cooperatively with others is necessary.

QUALIFICATIONS: Technical or Bachelor's degree in Natural Resources or equivalency of high school diploma and 2+ years of natural resource management/mining related work. Good communication skills, both oral and written. Applicant must have good computer skills and knowledge of multimedia programs, including GIS. Applicant must be able to work in various weather conditions. Valid driver's license and at least liability insurance is mandatory. Experience in working with tribal communities preferred.

PERSONAL CONTACTS: Tribal Administration and community members.

PHYSICAL REQUIREMENTS: Be able to walk through uneven terrain in various weather conditions, bend and lift up to 50 lbs.

WORK ENVIRONMENT: Office and outdoor setting with a willingness to work outside the normal 8 to 5 hours, with potential for meetings to be after 4:30 p.m. All tribal offices are smoke-free.

TRAVEL REQUIREMENTS: May be required to travel to and from various project sites. Be required to attend training and meetings both in state and out of state. Attend Tribal Council meetings as directed by supervisor, in addition to Mining Task Force meetings with the Tribe or surrounding agencies as directed by supervisor.

Native American preference will be applied in the case of equally qualified applicants but all qualified applicants will be considered.

TO APPLY: The following items **MUST** be in your application package to be considered for this position:

1. Fully completed Red Cliff Job Application (available on webpage)
2. Background Information Form (also available on webpage)
3. Resume and cover letter
4. Writing sample- choose one of the following:
 - Grant Proposal
 - Research paper
 - Lab Report
 - Position Paper

POSTING: September 9, 2015

DEADLINE: Open Until Filled

FOR FUTHER INFORMATION:

**Red Cliff Tribal Administration Building
Human Resources or Personnel Office
88385 Pike Road, Highway 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwgonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov**

(715) 779- 3700 ext. 4267 or 4268

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.

Only applicants who have submitted a full application package will be considered for an interview. Full application package must in the following: cover letter, complete application and resume.

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 CONCERNIN ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.

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RED CLIFF COMMUNITY HEALTH CENTER

36745 AIKEN ROAD

BAYFIELD, WI 54814

JOB DESCRIPTION

POSITION: Health Center Business Administrator

REGULAR FULL-TIME EXEMPT POSITION

LOCATION: Red Cliff Community Health Center

REPORTS TO: Health Center Division Administrator

WAGE: Negotiable (Dependent on individual qualifications and experience)

GENERAL: Plans, directs, coordinates, and manages day to day management of all processes related to business and operational reporting and analysis, performance measures.

DUTIES AND RESPONSIBILITIES:

FINANCE

1. Prepares the annual Indian Health Service 638 and Health Center Third Party budgets and assists with the preparation of other budgets as necessary.
2. Responsible for day to day management of Health Center budgets to include: budget modifications; budget to actual performance; invoice processing and accounts payable monitoring.
3. Analyzes and prepares monthly financial statements including board financials and monthly cash flow budget.
4. Month end duties including reconciling accounts receivable to general ledger.
5. Provide supervision of payroll, purchasing, accounts payable and accounts receivable as it relates to Health Center funding sources.

Business Office

6. Supervises and coordinates reimbursement including general ledger accounting; accounts receivable, claims processing and cashing.
7. Supervises the analysis of service costs and makes recommendations to ensure appropriate income/cash flow
8. Completes Medicaid and Medicare FQHC cost reports.
9. Reviews billing/collection patterns and gives guidance for corrective action.
10. Maintains compliance with governmental and regulatory agency requirements. Acts as Compliance Officer and ensures updated and operational compliance plan.
11. Develops and implements financial and business policies and procedures to ensure sound fiscal management and compliance.
12. Supervises, orients, trains and evaluates departmental personnel to ensure quality of service and technical expertise.

Health Administration

13. Participates in and provides input into management decisions, has knowledge of Center operations (including national programs and initiatives) and provides information, insight and guidance with respect to financial and operational matters.
14. Assists with the development of Health Center objectives; establishes staffing patterns and organizes the work consistent with the overall strategic plan.
15. Assists Health Director in daily management of Health Center

General

16. Present a professional, caring image for the Health Center and its programs.
 - o Maintain a cooperative relationship with other Health Center staff and employees.
 - o Demonstrate tact, courtesy, and respect in communication and interaction with health Center patients, visitors, and staff and with outside agencies and programs.
 - o Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
 - o Dress appropriately to promote professionalism within the Health Center.
17. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payors. Maintain a record of all reports and supporting documentation as required.
18. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal Administration.
 - o Attend Health Board Meetings
 - o Coordinate Supervisor Meetings
 - o Participate in Revenue Generation Meetings
19. Adheres to and supports facility policies, programs and activities.
20. Participate in departmental continuous improvement team activities.
21. Responsible for personal development to ensure current knowledge in the profession.
22. 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 as deemed necessary by the supervisor.

SUPERVISORY AUTHORITY:

Responsible for the direct supervision of the Business Office staff. Other staff as directed.

KNOWLEDGE:

- Knowledge of medical practices, fiscal management, terminology and reimbursement policies.
- Knowledge of computer systems, spreadsheet and financial systems programs and applications.
- Skill in exercising a high degree of initiative, judgment, discretion and decision-making to achieve organizational objectives.
- Skill in analyzing practice operations as they relate to financial objective, costs and rate levels.
- Skill in establishing and maintaining effective communication and working relationships with patients, medical staff, management, staff and the public.

- Skill in identifying and resolving accounting and financial problems.
- Ability to encourage motivation, innovation, and high performance.
- Ability to delegate responsibility and manage staff.
- Ability to communicate effectively and clearly.

QUALIFICATIONS: Bachelor's Degree in Health Administration, Business Administration, Finance or related field; and a minimum of four years' experience in health care or business office management. Good interpersonal skills, the ability to get along well with diverse personalities. Good communication skills, written and verbal. Possession of a valid driver's license and having regular access to a motor vehicle with appropriate insurance coverage.

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

WORK ENVIRONMENT: Environment must be maintained as clean, non-smoking, well-ventilated work area in adherence to all safety regulations. Private homes and other facilities will not necessarily meet the criteria of the established safety regulations.

TRAVEL REQUIREMENTS: The ability to travel and attend meetings. The availability for out of town and overnight travel.

POSTING DATE: September 2, 2015

DEADLINE: Open until filled

FOR FURTHER INFORMATION CONTACT:

Red Cliff Band of Lake Superior Chippewa
Human Resources Department
88385 Pike Road, Highway 13
Bayfield, WI 54814
(715) 779-3700 ext. 4267 or 4268

www.redcliff-nsn.gov

rwYGONIK@redcliff-nsn.gov

susie.gurnoe@redcliff-nsn.gov

SPECIAL CONSIDERATION:

The Red Cliff Community Health Center is a Drug-Free Workplace in accord with the Drug-Free Workplace Act of 1988, P.L. 100-690, and has a Drug-Free Workplace Policy in effect. All new hires are subject to drug testing prior to the start of employment.

All applicants for employment with the Red Cliff Tribe will be subject to the background investigation and other requirements of RCCL Chapter 43, and 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.

JOB DESCRIPTION REPOSTED

POSITION: PROGRAM PLANNER

LOCATION: Red Cliff Tribal Office

SALARY: Negotiable

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR(S): Planning Administrator/Policy Analyst

JOB SUMMARY: The Red Cliff Reservation is seeking a full time person to act as the program planner. This person will provide planning, development and fundraising (primarily via grants) assistance and support to the various programs and initiatives of Red Cliff Tribal government's divisions and departments.

DUTIES AND RESPONSIBILITIES:

1. Provide planning support to the various divisions and departments of the Tribe to develop short and long term program development and sustainability goals.
2. Prepare and submit grants (federal, state, foundation) in collaboration with division and department staff to develop and advance program goals and objectives.
3. Provide the divisions and departments of the Tribe with notices and opportunities for funding and technical notices associated with that funding.
4. Serve as planning department liaison to Tribal divisions and departments by maintaining regular contact.
5. Work with divisions and departments to review funding agency and Tribal policies, procedures and regulations in the conduct of contract and grant administration to ensure compliance.
6. Assist with data entry in federal grant management systems.
7. Monitor local, state and federal notices of hearing, rule changes and funding opportunities
8. Attend Tribal division directors meetings
9. Other duties as assigned.
10. Divisions of the Tribe are:
 - Family/Human Services
 - Education
 - Health Services
 - Public Works
 - Protective Services
 - Treaty/Natural Resources

SUPERVISORY AUTHORITY: None

QUALIFICATIONS:

Education: Bachelor's degree required or high school diploma with 10 years of planning and grant writing experience.

Experience: Minimum of 3 years federal, state, and foundation grant writing experience required with

experience writing for Tribal programs, preferred. Demonstrated experience in program planning, and researching and writing funding proposals.

Knowledge, skills, and abilities: Knowledge of planning, developing and funding programs and initiatives for the Tribe in some or all areas listed in item 10 above preferred. Knowledge of Native American Tribes and/or previous work experience preferred. Demonstrated knowledge of planning, budgeting, contract preparation, management and project coordination required.

Excellent writing skills required, including demonstrated success in writing and securing funding for programs and initiatives. Superior communication and interpersonal skills and ability to work collaboratively with a wide range of personalities required. Candidates must be adept at prioritizing, integrating and coordinating program needs that at times may be competing and divergent.

Must have valid driver's license, vehicle and at least liability insurance.

PERSONAL CONTACTS: Daily contact with Tribal Planner and the planning division staff, division directors and Tribal administrative staff.

PHYSICAL REQUIREMENTS: Primarily an office position that may require bending, lifting and reaching. May need to lift up to 25 pounds.

WORK ENVIRONMENT: Person will be required to work both within an office environment and outside in working with individual projects.

TRAVEL REQUIREMENTS: May be required to attend meetings and trainings both in state and out of state. Attend Tribal Council meetings as directed.

Native American preference will be applied in the event of equally qualified applicants, but all qualified applicants will be considered.

RE-POSTED: May 19, 2015

DEADLINE: OPEN UNTIL FILLED

FOR FURTHER INFORMATION:

**Red Cliff Tribal Administration Building
Human Resources
88385 Pike Road
Hwy 13
Bayfield, WI 54814
(715) 779-3706 ext. 4267 or 4268
www.redcliff-nsn.gov
rwygolik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov**

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JOB DESCRIPTION

POSITION: Substitute Librarian

HOURS: As Needed: Tuesday – Friday 3:30 – 6:30pm
Saturday 10:00am – 6:00pm

LOCATION: Red Cliff Tribal Administration Building

PROGRAM: Library

WAGE: \$10.00 per hour

SUPERVISOR: Library Supervisor
Education Division Administrator or designee when unavailable

GENERAL STATEMENT OF DUTIES:

Primary duties consist of supervising the tribe's interim Library located at the Tribal Office when the Interim Library Supervisor is unavailable. Library hours will be Tuesday – Friday 3:30-6:30pm, and Saturdays 10:00am-6:00pm. A pool of potential Substitute Librarians is needed to ensure coverage for the Library during all posted hours of operation.

Library Supervisor will contact Substitute Librarian in advance of known absences. Guide patrons in the use of library resources and technologies.

RESPONSIBILITIES:

- Must go through orientation session with Library Supervisor prior to start
- Good customer service and interpersonal skills
- Greet visitors/public/library clientele and allow entry into Library area.
- Supervise use of Library including Children's Nook
- Follow Library Use Policies & Procedures
- Must be reliable, courteous, and display a professional demeanor on the telephone and with the public
- Must adhere to tribe's Confidentiality and Ethics Policy at all times
- Maintain a clean and organized office area.
- Lock building and set alarm at closing
- Other duties as assigned

QUALIFICATIONS/KNOWLEDGE/SKILLS:

- Minimum of high school diploma or GED
- Some college experience preferred
- General computer knowledge
- Familiarity with Microsoft Office products

WORK ENVIRONMENT:

All Tribal offices are smoke-free

PERSONAL CONTACTS:

Community members and general public

SPECIAL REQUIREMENTS:

Must complete and pass mandatory criminal background check prior to start date. Additional background checks must be completed every year thereafter, or following any conviction occurring after start date of employment.

TRAVEL REQUIREMENTS: None

POSTING DATE: March 18, 2015

DEADLINE DATE: Open until adequate pool of substitutes become available

FOR FURTHER INFORMATION CONTACT: Human Resources Department

Red Cliff Tribe

88385 Pike Rd. Hwy 13

Bayfield, WI 54814

(715) 779-3700, Ext. 4267 or 4268

rwygonik@redcliff-nsn.gov

susie.gurnoe@redcliff-nsn.gov

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OCTOBER 2015

BINAAKWE GIIZIS

| NITAM ANOKI-GIIZHIGAD | NIIZHOO-GIIZHIGAD | AABTOOSE | NIITO-GIIZHIGAD | NAANO-GIIZHIGAD | |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------|
| | | | | | MENU SUBJECT TO CHANGE |
| 5 ECC CLOSED | 6B EGG, TOAST, TRK BA- CON, JELLY, ORANGES L SCALLOP POT/HAM, BUN, PEAS, PINEAPPLE S YOGURT PARFALT | 7B HB OATS, STRAWBER- RIES, CC, CINN BREAD L CRABBY PATTIES, SALAD, GR BEAN, PEARS S APPLEBLOSSOM/MLK | 8B RICE CRISPIES, BA- NANA, YGT, ENG. MUF- FIN L HAMB VEG SOUP, PBJ, PEACHES, CORN S CRACHERS/CHZ | MILK SERVED WITH ALL MEALS | |
| 12B PANCAKES, AP- PLES, YGT L TACOS W/FIXINGS, CORN, ORANGES S CC/PINEAPPLE | 13B CORN CHEX, PEARS, CC MUFFIN L OJ CHIX, RICE, SALAD, PEAS, M ORANGES. S PB/ GRAHAM | 14B CHEERIOS, CC, PEACHES, TOAST, JELLY L HAM, PINEAPPLE, BUN, CALI BLEND, POTATO S SMOOTHIE/CRACKER | 15B KIX, BERRIES, YGT, ENG MUFFIN, CR CHEEZ L BEAN SOUP, PBJ, CAR- ROT, APPLES S NUTRIGRN/MILK | | |
| 19B WAFFLE H/C, BLUEBERRIES, L SPAGHETTI, GR BR, CORN, TROP FRUIT S APLESAUCE/PRETZ | 20B RICE CHEX, OR- ANGES, YGT, TOAST, J L PORK CHOP, KRAUT, PEAS, BABYRED, APPLE S TORTILLA/CHZ DIP | 21B CORNFLAKES, BA- NANA, MUFFIN, YGT L CHOPE SUEY, RICE, MANGO, CC S CHEESYPIDER/ JUICE | 22B HB OATS, PEARS, CC, ENG MUFFIN L CHIX HD, CARROTS, SALAD, FR COCKTAIL S VEGGIE/ DIP | | |
| 26B MALTO MEAL, BERRIES, CC TOAST L CHIX NUGGETS, PEAR FRIES, VEG/DIP, RICE S RICECAKES/MILK | 27B RICE CRISPIES, AP- PLES, YGT, ENG MUFFIN L BEEF BARLEY SOUP, BR STIX, MANGO, PEAS S PBJ/MILK | 28B KIX, ORANGES, MUF- FINS, CC L CHIX POT PIE, CAR- ROTS/DIP, PEARS S WITCHHAT/MILK | 29B CHEERIOS, TOAST, PB, TROP FRUIT L HAM, SQUASH, W RICE, APPLECRISP S PUDDING/NILLA | | |