Family Storytelling Night

Welcome back and Happy New Year. Biboon is here and its time to tell some stories. We invite families and community members to our annual Family Storytelling night Wednesday, January 27, 2016 from 5pm to 7pm at the Legendary Waters Event Center. Please join us was we hear stories about the past from our local community members. We will also have dinner and raffles.

Update your information

Do you have a new number? Did you move to a new place? Let us know. Parent contact information is a very important part of making our center a great program. When emergencies or non-emergencies happen having the correct phone numbers to contact families is essential. Make sure to update your emergency contact list also. If we are unable to contact you for any reason we will attempt to contact the people on the emergency list. Miigwech!
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We hope you all had a wonderful Christmas and enjoyed the holiday vacation! We would like to welcome Haley Hyde to the ECC as the new Home Base Teacher! Haley will be starting visits with her families this month and she is very excited to start working with you all!

This month we will continue working on the goals that you set for your children and using the PAT with you. This month is Gichi-Manidoo-Giizis (Great Spirit Moon). So, we will also be giving information on dream catchers, ice fishing and winter in form of ojibwe, stories and crafts:

There will be two Home Base Socials this month! We have not had many people attend the last few times and we would like to see a lot more join us to visit with the other families and us and to just enjoy yourself. If you have any suggestions for these please message one of us and we would be more than happy to try it out if possible!

Happy Birthday!

Carson 1/1
Samuel 1/10
Migizi 1/11

Things going on this month:
* Classes resumed on 1/4
* Home Base Social 1/8 10am—noon!
* Language Table every Thursday night @ ECC
* ECC/Tribe closed 1/18
* Home Base Social 1/20 4:30—6:30
* Martin Luther King Jr Day
* Bayfield Early Release 1/22 @ 12:45
* ECC Family Night! 1/27
Welcome Back!!

Hat, mittens, boots, snowsuit, or jacket and snow pants. Also, please remember to bring in two pairs of extra clothes for your child, we do get messy in the Waabooz room. If you are going to be late bringing in your child or if they aren’t going to be here please be sure to give us a call.

Welcome Back Waabooz families. We hope everyone had a safe and great winter break.

During the month of January we will be continuing with our Ojibwemowin.

Please remember to dress your child in weather appropriate clothing now that the weather is starting to get colder.

Do you want to build a snowman?

Lacie, Teresa, & Judy
715-779-5030 ext. 224

ECC News

- Every Thursday Language Table 4pm 7pm
- January 1st- ECC CLOSED New Years Day
- January 18th- ECC

January Birthday’s

Lucien L.- January 12
Aviauna H.- January 29
Welcome Back!

Welcome back from our holiday break. We hope that everyone had a great Christmas, and a Happy New Year!

This month we will be learning all about winter. We will learn about what clothing we wear, and what activities we do in the winter months. We will also be doing fun winter crafts and activities. And also continuing our ojibwemowin each day.

We will be going outside daily, weather permitting. Please send extra clothes, and warm winter outerwear for your children.

Please call by 9:00 AM if your child will be late or absent.

Thank you!

January Special Dates

Every Thursday Language Table from 4:30 - 7:00pm

January 18th - ECC CLOSED Martin Luther King Jr. Day

January 27th - ECC Family Night

Maggie & Lisa
715-779-5030 ext. 225
Boozhoo,

To all our families, we are excited to start the new year off with more words and commands in ojibwemowin!! We hope that you all enjoyed your holidays. If there is any suggestions please don’t hesitate to bring it forward on what you would like to learn. We will be learning about Biboon (Winter), Ice Fishing, and Clothes. Please remember to send your child with the proper clothes for this time of year. Please send them with extra shoes (for classroom only) snow pants, boots, gloves, hats, and Winter Jacket! We will be taking more walks by holding hands. Please remind your child of how safe it is to stay by an adult during the walk.

Thanks
Tara and Corky

Words for Winter:
Jacket – Babiinzikwagan
Winter Boots – Biboon Makizinan
Snow Pants – Goon-giboodlyegwaazon
Gloves – Minjikaawanan
Hat – Wiiwikwaan
Socks – Azhigananan
Scarf – Giizhoopizon
Esiban Obiwini

Nadine and Karen

WELCOME BACK

We hope everyone had a great holiday and are ready to get back into the swing of things. We will be focusing our lesson plans around dinosaurs/snow and clothes this month. We will be adding new Ojibwe words to our list. If you are interested in what we use in the classroom just ask and we can print out words for you to use at home. Rose and Reggie are available daily too.

The children are learning to take care of each other and beginning to understand we all need our own space.

Snow
Its snowing
Cold
Goon
Zoogipon
Gisinaa

JANUARY NEWS

January 18, 2016
the ECC/TRIBE will be CLOSED for Martin Luther King Day.

Family Night will be at 5pm at the ECC on January 27th.

Emergency Closings

Watch: WDIO ch.10
Listen to: 96.7 fm

If Bayfield school and/or the RC tribal office is closed, the ECC is also closed!
Mashkodebizhiki Room

2016

Boozhoo. Welcome to the new year. 2016 promises to bring with it happiness and growth. Each of the kids has grown so much since September and we are excited to see where they will be by the end of the year.

For the month of January we are going to do a study of clothes. This is part of our Teaching Strategies Curriculum. We will have many different types of clothes in our dress up area. Please remember to label all of your children’s clothing so it does not get mixed up.

Please continue to send appropriate gear for outside. A little reminder that stretchy, finger gloves are not very warm and our supply of winter gloves at school is very small. Please help us make sure your child is safe and warm when outside. We will be leaving snow pants and gloves at school. It gets difficult shoving wet snow pants and gloves in backpacks everyday.

If you would like your child’s stuff sent back and forth daily please call us. If they do go home daily please remember to take them out of the backpack and dry them. It is no fun wearing wet snow pants and gloves outside.

Thanks for your understanding.

Ms. Jamie and Ms. J
Boozhoo All!

We've been busy working on many different projects this month, and learning many different social/emotional skills including problem solving and turn taking. We have to send a friendly reminder to all parents and families that our school day starts at 8am to 2pm please communicate when your child or children when they will be absent.

We also are learning about counting, recognizing letters and numbers, shapes, ojibwe words and phrases, patterns, colors, self help skills and writing our first and last names, and working together. We want to say Miigwech to ALL the PARENTS that met with us for the parent teacher conferences, and all cooperation and understanding with us.

Keep sending your children to school daily, and remember there is always an OPEN invite to visit our classroom and check out what the kids are doing in their daily routine.

Hope you all have a safe, warm holiday break and a very wonderful new year!! We look forward to seeing you all soon and enjoy the winter break.

Miigwech, Miss Patsy, Miss Alicia
MIGIZI NEWS

Happy New Year!!

Glad to see we finally got some snow, the children really had fun playing in it today! The children had a good day and it seemed like everyone was glad to get back into the routine of things.

Our studies for the month will be about warm clothing, winter, ice fishing. Along with those we will start our personal touch part to "Talking About Touching" curriculum. We will learn about "Safe and Unsafe" touches. We will focus on "Mat Man", what happens now and then what will happen. The children are working hard on learning how to write their names and to identify the letters in their names. This is a good project to do with your child, they are proud of their accomplishments.

Remember we’re studying about clothes and winter we have five things to put on every time we go outside.

1. Snow pants
2. Boots
3. Coat
4. Hat
5. Mittens/gloves

They cannot go outside till they each have all five things on

Ms. Diann
Ms Linda
Congratulations to this Month’s Winners for perfect attendance.

**Early Head Start:** Walter Wilson

**and**

**Head Start:** Robert Poch III

In the Early Head Start we had a total of 19 out of 31 students that met the perfect attendance requirement.

- Waabooz: 5 Children
- Amik: 3 Children
- Makwa: 5 Children
- Esiban: 6 Children

In the Head Start we had a total of 20 out of 50 students that met the perfect attendance requirement.

- Migizi: 9 Children
- Maiingan: 3 Children
- Mashkodebizhiki: 8 Children

Keep pushing the Attendance Parents, **You Rock**.

Family Service Staff
Attention Head Start Parents

The ECC is currently looking for a bus driver!

Effective Monday, January 11th the ECC bus route will be as follows for both pick up and drop off:

Monday and Tuesday's:
BIG BUS (Terry's) Route

Wednesday and Thursday's:
LITTLE BUS (formerly Harold's) Route

This is the best option we can consider to be fair at this point.

Please refer anyone with a CDL Class C with a passenger and school bus endorsement to either apply for the position or consider subbing.

Please refer any questions or comments to Nicole (ext 230) or Terry (ext 0) at 779-5030.
Red Cliff Early Childhood Center
88385 Pike Rd Hwy 13—98380 Tiny Tot Drive—Bayfield, WI 54814
Ph: 715-779-5030   Fax: 715-779-5046 or 715-779-3239

PRES-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:   Contact Phone:   Email Address:

(Please Check All That Apply)

☐ Home Based Only ☐ Center Based Only ☐ Home Based and Center Based ☐ 18-36 Months Esiban Classroom
☐ 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/SS) Yes or No

Special Needs Child Prenatal-Age 5 with a diagnosis and verification

Do you have a concern that your child has a special need (if yes follow up will be required) Yes
Serious Health Issues of Child Applicant (Need Physician Documentation)

Prenatal Substance Abuse (Check all that apply)

☐ Drugs ☐ Alcohol ☐ Tobacco

Parent or Sibling Living in the Household with a Long Term Chronic Illness

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)

High Birth Weight (>10 lbs) With Diabetes(any type) during pregnancy

Parent Diagnosed with Mental Illness (Check all that apply)

☐ Anxiety ☐ Bi-Polar ☐ ADHD ☐ PTSD ☐ Depression ☐ 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 or 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

Signature of Parent/Guardian:   Date:

Approved by Policy Council: Jul 12, 2007
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

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<td>3 year olds income eligible</td>
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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: ________
Reminder

No School

Monday, January 18, 2015

for Martin Luther King Day

The Tribe and ECC will be closed
Biboon is here and it’s time to tell a story. ECC would like to invite families and community members to our annual Storytelling family night. This event will take place on Wednesday, January 27, 2016 @ the Legendary Waters Event Center. We will also enjoy some good food and good stories from our local community members.

Wednesday, January 27, 2016

5:00-7:00pm

Legendary Waters Event Center

If you have any questions please contact Cindy Garrity 715-779-5030 ext. 253 or Jennifer Defoe ext. 257.
Learn the Ojibwe Language!

Come learn anything and everything you wanted to know about the Ojibwe language or culture at one of these convenient community locations!

@ the Youth Center - Tuesdays from 5:00 – 7:00

@ the Red Cliff Library – Wednesdays from 5:30 – 7:00

@ the ECC – Pot Luck Thursdays from 4:30 – 7:00

Sponsored by:

for more information contact Reggie Cadotte: 715-779-5030 ext. 233
or reggie.cadotte@redcliff-nsn.gov
Boozhoo! We are LCO Community College-North, and we have opportunities for you! Our site has recently gone through a re-adjustment including fresh new/old faces to provide you with everything you need to begin your journey into the New Year! We are a staff geared toward helping every student transition into the world of higher education and experience success. Interested? Come talk! Linda will be at the Red Cliff Library on Jan. 6th & 12th from 9:00-3:00.

Linda Johnston-Site Coordinator

Sue Smith-Student Support Services & Asst. Coordinator

305 W. 4th Street Washburn

715 812-1040
Red Cliff Representatives are need for the Bayfield School Board.

*There are two seats that will be open for Red Cliff community members.*

If you are interested in running for the Bayfield School Board,

here is what needs to be done.

You need to pick up a Declaration of Candidacy form and Campaign Registration Statement, fill it out, and returned it to Sheila Kelly at the Bayfield School

**NO LATER THAN 5:00 P.M. TUESDAY, JANUARY 5, 2015.**

If you have any questions please give Sheila Kelly a call at the Bayfield School,

715-779-3201 ext. 100

MIIGWECH

Give a Hoot about education and become a board member
The event everyone is talking about!
Join the area’s largest local and regional
Weight Loss and Fitness Challenge!

TOP PRIZE IS $1,000!

Free Workouts!
Weekly Prizes!
Weigh in or work out at an official location
to be entered to win!

DATES AND LOCATION
Weigh-In – January 5 • Weigh-Out – March 29
BAYFIELD 10AM-2PM
Red Cliffs Community Ctr • 36745 Alken Rd
ASHLAND 4-8PM
Northern Great Lakes Visitor Center • 29270 Co. Hwy. G

PRIZES:
• Weight Loss Challenge - Top Team Prize – $1,000 in each city challenge
• Fitness Challenge – $250 top prize.

COST TO ENTER:
• Weight Loss Challenge – $20 online before 12/30/15 or $25 at the door.
• Fitness Challenge – $15 online before 12/30/15 or $20 at the door.

GENERAL RULES AND INFORMATION:
• $1,000 Weight Loss Challenge - Pick a teammate, weigh-in at an official weigh-in location, check in weekly, weigh out, team with most weight loss by % WINS!
• Fitness Challenge – Pick a teammate. Sign up online or at one of the weigh-in locations and work out at any of the official fitness locations. The team with the most hours recorded at the conclusion of the challenge wins $250.
• Weekly Prizes - Weigh in or workout at an official location to be entered to win OR weigh in anytime, anywhere using our convenient online check in page (weekly prize eligibility does not apply to online check ins, must visit an official location to be entered to win).
• Complete list of rules at: www.apg-wi.com/events

Questions? Call Esther Maina at 716-718-6438 or 715-558-3166 or email: events@apg-wi.com

- GOLD SPONSOR -
- SILVER SPONSOR -
- BRONZE SPONSORS -

Ashland Daily Press
County Journal
Martial Arts for Adults!

SPECIAL Adults ONLY Beginners Class

Interested in trying Martial Arts but don’t want to be in a class full of kids? This winter we are offering a special adults ONLY beginner’s class!

Aspire MARTIAL ARTS

Tuesdays and Thursdays from 7:00-7:45pm at the Bayfield Pavilion
Starting Jan 7

Benefits

- Improves focus and awareness
- Reduces stress
- Builds strength
- Improves flexibility, balance, coordination and speed
- Most of all it’s Fun!

Don’t let this opportunity pass you by!

Includes: A Month of Classes, Uniform, Aspire Martial Arts T-shirt and 1st Belt Promotion. All for only $49!

Call the Bayfield Rec Center at 715-779-5408 for more information or to sign up. Visit us at aspiremartialarts.org for more information.
Friday Youth Nights - Mt. Ashwabay Recreation Area

**Name:** Friday Youth Nights - Mt. Ashwabay Recreation Area

**Date:** January 8, 2016

**Time:** 4:00 PM - 9:00 PM CST

**Website:** Mt. Ashwabay Ski and Recreation Area
[http://www.mtashwabay.org/]

**Event Description:**
Every Friday night join the fun with our popular Youth Night at Mt. Ashwabay.
$10 Lift Tickets with FREE Rentals (Grades 6-12)
$1 BART bus round-trip Ashland & Washburn
This program is funded by generous sponsors in our community. If you're interested in supporting this program, please contact Mt. Ashwabay.

**Location:**
Mt. Ashwabay Ski and Recreation Area
32525 Ski Hill Road, Bayfield, WI 54814

**Date/Time Information:**
January 8 - March 18 // Friday nights // 4 pm- 9 pm

**Contact Information:**
(715) 779-3227
Send an Email
[info@mtashwabay.org]

**Fees/Admission:**
$10

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Set a Reminder:
Enter your email address below to receive a reminder message.

Enter Email Address

-- Select Days Before Event --

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Printed courtesy of bayfield.org/ -- Contact the Bayfield Chamber of Commerce & Visitor Bureau for more information.
42 S Broad Street , Bayfield, WI 54814 – (715) 779-3335 – chamber@bayfield.org
Sleigh & Cutter Parade - Northern Great Lakes Visitor Center

Name: Sleigh & Cutter Parade - Northern Great Lakes Visitor Center

Date: January 9, 2016

Time: 11:00 AM - 2:00 PM CST

Website: Sleigh & Cutter Parade

Event Description: Come be a part of history at the 30th annual Northwoods Sleigh and Cutter Rally! Ride on replica sleighs from the 1800's, with the help from beautiful horses from the region!

There will be free sleigh rides sponsored by Northern State Bank from 11am - 12:30 pm with a parade starting at 1:00 p.m. There will be concessions for sale (hot food), to support the Northern Great Lakes Visitor Center and its friends!
Give the Gift of Martial Arts This Holiday Season

Holiday Special Beginners Package

Includes: 8 Classes, Uniform, Aspire Martial Arts T-shirt and 1st Belt Promotion, All for only $49!

A Holiday Special value! Don't pass up this great deal!

Call or stop in to sign up early and receive a gift certificate and uniform for under the Christmas tree!

Youth Beginners Class

Wednesdays from 5-6pm

Saturdays 10-11am

First Day of Class is Saturday, January 9th

Call 715-779-5408 for more information or to sign up. Visit us at aspiremartialarts.org for more information. Financial Scholarships are available.
JANUARY 13 2016
GRANT WRITING & FUNDRAISING WORKSHOP

Northern Great Lakes Visitors Center
8:00-8:30am Registration and Check in, $10 per person
Workshop begins at 8:30am and ends at noon.

Thank you facilitators: Karen Crowell, Keri Cavitt, Dorothy Lagerroos, Wendy Kloiber, Kristy Liphart, Sharon Stewart, Megan Perrine, Manbeth Monroe, Jean Ronning, Scott Armstrong, Ruth Goetz, Madelaine Herder, Lois Albrecht and Mary Trettin
Great Lakes Indian
Fish and Wildlife Commission
Ishpaagoonikaa (Deep Snow Camp)
February 5-7, 2016

33 University Road (Headstart Gym)
Cloquet, MN 55720
Heather Bliss at (906) 458-3778
hnaigus@glifwc.org
or
Nikki Crowe at (218) 878-7148
nikkicrowe@fdlrez.com

Ishpaagoonikaa seeks to increase knowledge and utilization of treaty rights in harvesting and protecting natural resources, encouraging environmental stewardship, and promoting natural resource careers.

Additionally, the program strives to increase leadership skills in tribal youth, foster Intergenerational learning opportunities between tribal elders and tribal youth, and focus on passing traditional Anishinaabe winter activity knowledge from generation to generation.

This year's Ishpaagoonikaa program will be held in Cloquet, Minnesota, on February 5-7, 2016 where GLIFWC's Law Enforcement Division will partner with the Fond du Lac Tribal College Extension's 13 Moons Program. Tribal youth will interact with elders and GLIFWC Law Enforcement officers in activities such as snow snake construction and play, storytelling, small game trapping, brain tanning, animal and track identification, winter shelter building, Ishkode (fire) making, outdoor survival tactics, and Native Skywatchers.

Participants will be spending 2 nights in their tents at the Headstart Gym.

The program will start on Friday at 6 pm CST and conclude Sunday at 1:30 pm.
Ishpaagoonika Deep Snow Camp Cultural Program Application
February 5-7, 2016
33 University Road, Cloquet, MN
Camp will start Friday at 6 pm CST and conclude Sunday at 1:30 pm.

Full Name:
Address:

Email address:
Phone: (    )
School attending:

AGE:

Tribal Affiliation:

Parent/Guardian name:
Parent/Guardian telephone: (home) (cell)

Parent/Guardian email address:

Students are asked to write a statement in support of this application.
Student’s statement: Why I should be selected to attend Winter Camp and what I hope to learn:

Application Deadline: January 2, 2016

GREAT LAKES INDIAN FISH AND WILDLIFE COMMISSION
Contact Heather Bliss: (906) 458-3778 or hnaigus@glifwc.org
Send electronic application to: hnaigus@glifwc.org
Send by mail: Heather Bliss, 253 Silver Creek Rd., Marquette, MI 49855
Red Cliff
Family Violence Prevention Program

Women’s Empowerment Group
Meets on Wednesdays from 5pm until 7pm in the Family and Human Services Building.

*We delight in the beauty of the butterfly
But rarely admit the changes it has gone through to achieve that beauty*
~Maya Angelou

If you have any questions about the group, please feel free to call Lorna Gamble or Susan Moore at:
(715) 779-3706
January 2016 Elder Month of Events

Friday Jan 1st - *No Service* Tribal Holiday (New Years Day)
Friday Jan 8th - Ashland Shopping Day leave at 9:00am
Thursday Jan 14th - Corny Day Trip leave at 9:30am
Monday Jan 18th - *No Service* Tribal Holiday (Martin Luther King Day)
Monday Jan 25th - Ashland Shopping Day leave at 9:00am

If interested in attending any of these events, please feel free to call

Nutrition Center to sign up. 715-779-3746

Miigwech
Makizinan – Shoes
Biitookizinan – Boots
Niibino-makizinan - Sandals
Azhiganan – Socks
Boodiyegwaazoon – Pants
Niibino-boodiyegwaazoon – Shorts
Bibooni-boodiyegwaazoon – Snow Pants
Biitooshkigan – Long Johns /
Under clothes
Nibe-wayaan – Pajamas
Magoodaay – Dress
Gijipizon – Belt
Babagiwayaan – Shirt
Babiinzikawaagan – Jacket
Bagizowayaan – Swimsuit

Gimiwanoow-wayaan – Rain wear
Wiiwakwaan – Hat
Minjikaawanag - Gloves
Oshkiinzhigokaanan – Glasses
Bagizowi-oshkiinzhigokaanan – Swim Goggles
Anokii-oshkiinzhigokaanan – Safety Glasses
Naabikawaagan – Necklace
Naabishebizonan – Earrings
Giizhoopizon – Scarf
Dibe’igiiziswaanens – wristwatch
Didibininjiibizon – ring
Naabinikebizon – bracelet
Awegonen ge-biizikamaan gii-gisinaamagak?

What do I wear when it’s cold?

Minjikaawanaan oga-biizikawaan gii-gisinaamagak.

He should put on his gloves when it’s cold.

Biitookizinin oga-biizikaanan gii-ishpaagonagaag.

He should wear boots when the snow is high.

Wiiwakwaan biizikan. Dakaanimad.

Put on your hat. The wind is cold.

Babiichiin! Agwajiing giga-izhaamin!

Put on your shoes! We are going outside!

Biichi-wiiwakwaanen!

Put on your hat!

Giichi-wiiwakwaanen!

Take your hat off!

Biichi-babiinzikawaaganen!

Put on your jacket!

Biichi-minjikaawanen!

Put on your gloves!
FREE!!

-> OJIBWE LANGUAGE CLASSES!

Daga wldookawishinaam ji-nitaa-anishinaabemoyaang!
(Please help all of us to speak the Ojibwe language!)

For all ages and skill levels!

We are here to help you speak Ojibwe!

Tuesdays @ the Youth Center from 5:00 – 7:00

Contact Misty Nordin: 715-779-3722

Wednesdays @ the Red Cliff Library – from 5:30 – 7:00

Contact Nancy Newago: 715-779-3700

Thursdays @ the ECC – Pot Luck from 4:30 – 7:00

Contact Reggie Cadotte: 715-779-5030 ext. 233

for more information contact Reggie Cadotte: 715-779-5030 ext. 233
or reggie.cadotte@redcliff-nsn.gov
Red Cliff Youth Center
Culture Nights

TUESDAYS

Ojibwe Language Table

With Rosie DeBungie

5p-7p

January 5th, 12th, 19th & 26th, 2016!

Ojibwe Language Lessons provided by the Red Cliff ECC with the collaboration of the Red Cliff Family Services Division and Youth Center Staff.

An Activity for the whole FAMILY!
Lessons are beginner-friendly and suitable for all ages!
So, you can bring in all your little ones to learn too!!

*BE A GOOD ANCESTOR AND SPEAK OJIBWEMOWIN!!

For questions or concerns, Please Call Misty Nordin Or Jake Gordon at the Red Cliff Youth Center (713) 779-3722
Help! I’ve got a picky eater

Just because your youngster is a picky eater now doesn't mean she'll always be one. Try stress-free strategies like these to help her turn into a more adventuresome—and healthier—eater.

Have one bite

Start a “take one bite” policy. Your child takes one bite of any food served, and you won't press her to eat more if she doesn't want to. This will expose her to new foods, a little at a time, but not lead to power struggles. Tell her it's okay not to like something—but she needs to try it to decide if she likes it or not.

One meal for all

Let your youngster know that what you serve for dinner is what's for dinner. It's her choice whether to eat it, but you're not going to make something different for her. To increase the chances that she'll eat, limit snacks before dinner so she'll be hungry. And try to serve at least one thing you know she likes.

Positive peer pressure

Some of her friends, or perhaps cousins or neighbors, are likely to be “better” eaters. Invite one for dinner, and have her sit next to your child. Watching them eat salad, vegetables, or fish may entice her to do the same. Also, remember that you're her role model, too. If she sees you eating different foods, she might be inclined to try them.

Part of the action

One of the best ways to get a picky eater to try more foods is to involve her in preparing meals. If she has helped plan a menu, shopped for food, or chopped and cooked, she's likely to want to enjoy the fruits of her labor!

Healthy fund-raisers

When your child's school, sports team, or club needs to raise money, consider swapping candy or bake sales for something that sends a healthier message. Here are ideas:

- Sponsor a fun run or a 5K race. Or have an active “thon” like a walk-a-thon, bowl-a-thon, bike-a-thon, dance-a-thon, skate-a-thon, or hula hoop-a-thon.
- Sell healthy foods, such as oranges and grapefruit from citrus growers.
- Hold a car wash—as kids scrub and move about, they'll get physical activity.
- Ask families to submit healthy recipes, and compile them into a cookbook to sell.
- Get children involved in gardening by having seed, plant, or mulch sales.

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How to save on grocery bills

It's not easy to feed a family when you're on a budget. Use these suggestions to get the biggest bang for your buck.

Begin "couponing." Clipping coupons takes time, but that time will pay off when you check out. Make your child the "Coupon King." He could help file coupons from grocery circulars, newspapers, or websites—and be in charge of remembering to take along and use the coupons. Healthy tip: Don't gather coupons for junk foods. That way, you won't be tempted to "save money" by buying them.

"As seen on TV"

My son was always asking for candy or other unhealthy foods he saw on television or online. When I mentioned this to our pediatrician, Dr. Dawson suggested that I ask Aidan if he knew who produced food ads or what they're designed to do.

Together, Aidan and I looked up answers. He was surprised to find out about tricks that advertisers use to make products look better in ads, such as putting dish soap in soda to make bigger bubbles or painting hamburgers with shoe polish to give them more color.

We also learned about "product placements"—how companies pay to put their foods into online games, on television shows, or in movies. Now, when Aidan wants to try a new game, I'll ask, "Is that a game or an ad?" We've had interesting conversations, and I'm hoping he's getting a better understanding of advertising and how to make healthy choices for himself.

Comparison shop. Notice the prices from store to store for the items you buy regularly—you might be surprised at the differences. Then, keep a list (on paper or in your phone) of the best buys for each, and shop accordingly. Plus, if you know the price ranges for your most popular items, you can see when they hit a low point—and stock up.

Be produce-savvy. Cut-up fruit and vegetables are certainly convenient, but you pay for that convenience. Instead, buy items whole, and get your kids to help you rinse and prepare them. Another plus: Produce will last longer if it hasn't been cut yet. Also, buy produce in season when it's cheaper, and get extra to freeze. Here's a handy guide: healthymeals.nal.usda.gov/featu-res-month/whats-season.

Winter games

Cold outside? Bundle up, and head outside for winter fun with these games.

"Horseshoes"

Place a shallow plastic bowl on the grass or in the snow. Stand a few yards back, and take turns tossing pebbles toward the bowl. Whoever lands the most pebbles in the bowl wins the round.

Hidden flag

After a snowfall, tie a white cloth (an old T-shirt or a white rag) to a ruler, and secretly stick it in the snow. The first one to find it hides it next. No-snow variation: Tie a green or brown cloth to a stick, and hide it in grass or the woods.

Snowball toss

Have each player pile up snowballs and take aim at a tree trunk. Count how many hit the target—top score wins. Or instead of snowballs, play with tennis balls.

Toast toppings

Toast a slice of bread—whole grain, please—and dress it up for a healthy snack or meal that's fun for your child to make and eat.

1. Sunrise, sunset. Cover toast with cream cheese. Your youngster could use pineapple rings and orange slices to create a beautiful sunrise or sunset.

2. Beary good. Spread toast with a thin layer of peanut (or other nut) butter. Have your child make it into a bear's face, with banana slices for the ears and nose, and raisins for the eyes and mouth.

3. Shape filler. Let your youngster draw a shape on aluminum foil, cut it out, and place it on the toast. Spread skim ricotta cheese all around the shape, and sprinkle with 1/2 tsp dried oregano. She can lift off the foil and fill the empty shape with chopped bell peppers.
save more at the grocery store

10 MyPlate tips to stretch your food dollar

Using coupons and looking for the best price are great ways to save money at the grocery store. Knowing how to find them is the first step to cutting costs on food. Use the MyPlate coupon tips to stretch your budget.

1. Find deals right under your nose
   Look for coupons with your receipt, as peel-offs on items, and on signs along aisle shelves.

2. Search for coupons
   Many stores still send ads and coupons for promotion, so don't overlook that so-called "junk mail." You can also do a Web search for "coupons." Go through your coupons at least once a month and toss out any expired ones.

3. Look for savings in newspaper
   Brand name coupons are found as inserts in the paper every Sunday—except on holiday weekends. Some stores will double the value of brand name coupons on certain days.

4. Join your store's loyalty program
   Signup is usually free and you can receive savings and electronic coupons when you provide your email address.

5. Buy when foods are on sale
   Maximize your savings by using coupons on sale items. You may find huge deals such as "buy one get one free."

6. Find out if the store will match competitors' coupons
   Many stores will accept coupons, as long as they are for the same item. Check with the customer service desk for further details.

7. Stay organized so coupons are easy to find
   Sort your coupons either by item or in alphabetical order. Develop a system that's easiest for you and make finding coupons quick and hassle-free. Ideas for coupon storage include 3-ring binders, accordion-style organizers, or plain envelopes.

8. Find a coupon buddy
   Swap coupons you won't use with a friend. You can get rid of clutter and discover additional discounts.

9. Compare brands
   Store brands can be less expensive than some of the name brand foods. Compare the items to find better prices.

10. Stick to the list
    Make a shopping list for all the items you need. Keep a running list on your phone, on the refrigerator, or in a wallet. When you're in the store, do your best to buy only the items on your list.
**Wisconsin Nutrition Education Program**

**Staying Active in Winter**

**Outdoor Fun!**
- Build a snowman
- Go for a hike/snowshoe and look for animal tracks in the snow
- Cross-country ski, ice skating or hockey, downhill ski or snowboard
- Sledding
- Make a snow angel
- Build a snow fort
- Mix food coloring & water in a spray bottle and make snow art

**Indoor Fun!**
- Turn on some music and dance
- Use a healthy recipe and make a snack
- Create an indoor obstacle course
- Act out story or create a puppet show
- Make a fun craft project
- Visit the library, a museum, or the visitor center and learn something new
- Build a fort in your room

**Want to Learn a New Winter Activity?**

There are many programs and clubs in the area that will help you learn a new winter activity or improve current skills while having fun! 4-H CANSKI, and other outdoor adventure programs through 4-H & UW Extension are available.

**UW-Extension-Ashland County**
201 West Main Street- Courthouse Room 107
Ashland, WI 54806
(715)682-7017
ashland.uwex.edu or 4hcanski.org

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**Banana Snowman**

On a bamboo skewer, stack three banana slices, an apple wedge and a grape to make a snowman with a hat, adding pretzel sticks for arms, a carrot sliver for a nose and mini chocolate chips for the eyes and buttons. 

*Variation: Use raisins in place of chocolate chips.*

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**Before going outside to play, everyone should be bundled up to stay warm. Be sure to wear gloves, hat, coats, warm socks, and weather appropriate footwear. Also, remember that sunscreen is still needed in the winter!**
What is mental health?

Mental health means that young children are growing in their ability to:
- understand and share feelings
- have close and positive relationships
- explore and learn

Why Is It Important?

Having Positive Mental Health Makes It Easier for Children to:
- Have close relationships with family and friends
- Do well in school
- Learn new things
- Solve tough problems
- Develop patience (or not give up)
- Focus on a task
- Ask for help

When Young Children Are Worried, Sad, or Angry, It Can Be Hard To:
- Make friends
- Follow directions
- Express feelings or wishes
- Follow simple directions
- Pay attention in class
- Solve problems in positive ways
- Do well in school

Things You Can Do and Say to Help Your Child

For Your Infant
- Hold your baby during feedings.
  "I love cuddling when I feed you."
- Look at your baby and smile, smile, smile!
  "Hey, when I smile, you smile back."
- Talk about what you are doing.
  "I'm going to change your diaper now."
- Try to relax and have fun.
  "When I am happy, you are less fussy."
- Read and sing to your baby every day.
  "It is bedtime. Time for a story and favorite song."
- Take care of yourself.
  "When I am rested, I take better care of you."

For Your Toddler/Preschooler
- Make sure they always feel safe.
  "I know loud noises can be scary, but it's OK."
- Offer choices.
  "Do you want the blue shirt or the red shirt?"
- Practice patience.
  "Let's wait until the song is over and then we'll go outside."
- Show understanding.
  "You REALLY want another cookie! It is hard when you can only have one."
- Leave extra time.
  "I see you don't want to leave the playground. One more time on the slide, then we need to leave."
- Play together at least 15 minutes a day.
  "There is so much to do but it is important for us to play together."
- Follow her interest.
  "I see you want to play with the blocks. What are you going to build?"
- Praise your child when she keeps trying.
  "I love the way you keep trying to find the right piece for the puzzle."
- Practice following directions.
  "First pick up the blocks, then take out the cars."
STAFF NOTES
SMART CHOICES FOR FEEDING TODDLERS

Why Is This Important?
- Many parents worry they are not feeding their toddler enough. But serving sizes for toddlers are smaller than serving sizes for adults and each child is different. Your role is to provide healthy choices for your toddler and let them decide how much they want to eat.
- Establishing healthy meal routines is an important step in healthy toddler development. Ideally, mealtimes should take place at regular times, at a table with limited distraction, and children should be encouraged to feed themselves with adult support as needed.

Nutritional Information
- Serving sizes for toddlers are much smaller than serving sizes for adults. A serving of veggies is about ¼ cup.
- A typical serving size for a toddler drink is 4-6 ounces.
- Your toddler (and you too!) needs food from all five of the food groups—grains, protein, vegetables, fruit, and dairy. Try offering a variety of foods from these groups at meal and snacks.

Mealtimes
- Your toddler may eat more some days and less on others. Don't worry, this is normal! Keep offering regularly scheduled meals and snacks.
- Allow your toddler to tell you when she is full. This teaches them to listen to their body for signs of hunger or fullness.
- Try using child-size plates, bowls, and utensils for "right-size" portions for your toddler. Using child-size utensils also makes it easier for your toddler to eat.
- Limit distractions during meal and snack times to allow your toddler to enjoy the food. Turn off the TV and sit at a table.

Snacking
- Toddlers get hungry between meals. Snack time is a great chance to feed your toddler healthy foods (like fruits and veggies).
- Remember to have a start and end time for snack time. Toddlers should not be snacking (or grazing) all day.
- Remember snack time does not have to mean junk food time. Snacks can be healthy and easy to prepare.

Beverage Choices
- What your toddler drinks is very important too! Water and milk are the best choices for toddlers. Children 1-2 years old should drink whole milk unless otherwise directed by their doctor and children over two should drink low-fat milk (Skim, 1% or 2%).
- Limit 100% juice to 1 time a day if at all and try to avoid other sugar sweetened beverages.
- Encourage toddlers to drink from cups and avoid use of bottles or sippy cups.
WHAT YOU NEED TO KNOW ABOUT SMOKING
Advice From Surgeon General’s Reports on Smoking and Health

QUITTING WILL SAVE LIVES AND IMPROVE HEALTH
Smoking remains the leading preventable cause of death and disease in the United States. Recent studies show that smokers who talk to a clinician about how to quit dramatically increase their chances of quitting successfully. Quitting smoking is the most important step you can take to improve your health. Your doctor can help you quit.

TIPS FOR QUITTING
If you are a smoker who wants to quit:
- Set a quit date, ideally within two weeks.
- Remove tobacco products from your home, car, and workplace.
- Resolve not to smoke at all—not even one puff.
- Avoid drinking while you’re quitting cigarettes. Drinking alcohol can trigger cravings for a cigarette.
- Anticipate challenges, such as nicotine withdrawal, particularly during the critical first few weeks.
- Ask others not to smoke around you. Allowing them to smoke around you can make it harder for you to quit.
- Identify reasons for quitting and benefits of quitting.

Medication and counseling help smokers quit:
- Physicians can recommend counseling or coaching in combination with over-the-counter nicotine patches, gum, or lozenges or with FDA-approved medications, unless there are other health concerns about those medications.
- Medication and counseling in combination result in much higher quit rates than medication alone.
- Counseling and coaching are available through community, employer, insurance, and hospital/medical practice cessation programs or through quitline services (1-800-QUIT-NOW).

YOU CAN QUIT
AND YOUR HEALTH CARE PROVIDER CAN HELP

Resources to help smokers quit:
- Call 1-800-QUIT-NOW (1-800-784-8669), the national access number to state-based quitline services.

SUMMARY OF FINDINGS FROM SURGEON GENERAL’S REPORTS ON SMOKING AND HEALTH
1. There is no safe level of exposure to tobacco smoke. Any exposure to tobacco smoke—even an occasional cigarette or exposure to secondhand smoke—is harmful.
2. Damage from tobacco smoke is immediate. Tobacco smoke contains more than 7,000 chemicals and chemical compounds that reach your lungs every time you inhale. Your blood then carries the poisons to all parts of your body. These poisons damage DNA, which can lead to cancer; damage blood vessels and cause clotting, which can cause heart attacks and strokes; and damage the lungs, which can cause asthma attacks, emphysema, and chronic bronchitis.
3. Smoking longer means more damage. Both the risk and the severity of many diseases caused by smoking are directly related to how long the smoker has smoked and the number of cigarettes smoked per day.
4. Cigarettes are designed for addiction. The design and contents of tobacco products make them more attractive and addictive than ever before. Nicotine addiction keeps people smoking even when they want to quit.
5. Even low levels of exposure, including exposure to secondhand tobacco smoke, are dangerous. You don’t have to be a heavy smoker or a long-time smoker to get a smoking-related disease or have a heart attack or stroke triggered by smoke.
6. There is no safe cigarette.
HOW SMOKING HARMs YOUR HEALTH

HEART DISEASE
Smoking causes dangerous plaque buildup that can clog and narrow your arteries. Poisons from tobacco smoke also quickly damage blood vessels and make blood more likely to clot. This can block blood flow and lead to heart attack, stroke, or sudden death. Even exposure to secondhand smoke can trigger a heart attack or stroke in nonsmokers.

Quitting smoking will improve your heart health. After just one year, your risk for a heart attack drops sharply. Even if you've already had a heart attack, you cut your risk of having another one by a third to a half if you quit smoking. Two to five years after you quit, your risk for stroke falls to about the same as a nonsmoker's.

CANCER
Tobacco smoke contains toxic chemicals that can damage your DNA and lead to cancer. One out of every three cancer deaths in this country is from smoking. Continuing to smoke weakens the cancer-fighting systems of your body. Smoking also can interfere with your cancer treatment. Cancer patients and survivors who continue to smoke are more likely to die from their original cancer, a secondary cancer, or other causes than are cancer patients and survivors who are former smokers or who have never smoked.

DIABETES
Smoking is a cause of type 2 diabetes. If you have diabetes and smoke, your risk for kidney disease is two to three times higher than if you don't smoke. Smokers with diabetes also have higher risk for heart disease; eye disease that can cause blindness; nerve damage that leads to numbness, pain, weakness, and poor circulation; and amputations.

Smokers who have diabetes also have more difficulty recovering from surgery. After you quit smoking, you will have better control over your blood sugar levels. When you quit, you will be less likely to have heart or kidney disease, blindness, or amputations.

FERTILITY AND PREGNANCY
Smoking reduces a woman's chance of getting pregnant and damages DNA in sperm. Damage to sperm could decrease fertility and lead to miscarriage or birth defects. Men who smoke are more likely to have erectile dysfunction, which can affect reproduction. Women who smoke during pregnancy have a higher risk for ectopic pregnancy, delivering their babies early, and stillbirth. Those who smoke during early pregnancy are more likely to have babies born with a cleft lip or palate. Babies whose mothers smoke during pregnancy are more likely to have low birth weight or to die from sudden infant death syndrome (SIDS). Tobacco smoke also damages the tissues of the unborn baby's growing brain and lungs and could interfere with the growth of the placenta, the organ that feeds the baby in the womb. This could lead to miscarriage, premature delivery, or low birth weight.

Most people find a combination of resources works best. Many smokers do not quit on their first attempt. Many need several tries to successfully quit. But the benefits are well worth it. Keep trying.
Eligibility
The art contest is open to all American Indian and Alaska Native students in Wisconsin, grades Pre-Kindergarten – 12th.

Art Contest Rules and Guidelines
- Student artists are asked to submit a piece of artwork that reflects the theme of this year’s WIEA Conference: 21st Century Indigenous Education: A Self-Determined Pedagogy.
- Submissions will be judged with a winner in each of three grade categories: Pre-K-grade 5, grades 6-8, and grades 9-12 (one submission per student). A finalist will be chosen in each category, in addition to one Grand Prize Winner selected from all the categories.
- Artwork will be judged by members of the Madison College Native American Student Association, based on the following criteria:
  1. Originality and creativity

- The submitted artwork cannot be larger than 11 by 17 inches. Unfortunately, we cannot accept three-dimensional pieces.
- Each piece of artwork must be submitted with an official Application and Release Form.

Contest Deadline
Artwork must be submitted no later than Friday, January 15. Entries that are mailed must be postmarked by that date. The winner from each grade category will receive a $50 cash prize. In addition, the Grand Prize Winner will receive $100 cash prize.

Mail Submissions to:
WIEA Youth Art Contest
ATTN: Marty Richards
Madison College
1701 Wright Street
Madison, WI 53706

Questions? Contact:
Rachel Byington, Title VII Instructional Resource Teacher, MMSD:
608-663-6488, rbyington@madison.k12.wi.us
Marty Richards, Native American Student Association Advisor, Madison College:
608-248-6823, mrichards@madisoncollege.edu
**WISCONSIN INDIAN EDUCATION ASSOCIATION**  
Youth Art Contest 2016:  
"21st Century Indigenous Education:  
A Self-Determined Pedagogy"  
**APPLICATON AND RELEASE FORM**  
Please complete this application and release form for the 2016 Wisconsin Indian Education Association Youth Art Contest. In order for the artwork to qualify for competition, all students must complete this form signed by a parent or guardian and include it with the submitted artwork. The contest is open to any pre-kindergarten-12 grades American Indian and Alaska Native students in Wisconsin. The final deadline for submissions is **Friday, January 15, 2016**.

**Student**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age:</th>
<th>Grade:</th>
<th>School:</th>
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| Tribal Affiliation: |

**Parent/Legal Guardian**

I hereby certify that I am the parent/guardian of the student listed above. I permit the Wisconsin Indian Education Association Committee to display, reproduce, or otherwise use my child’s artwork in publications or other exhibits and to list my child’s name, grade, school and tribe, whenever my entry is used.

**Signature:**

________________________________________

**Name (Please Print):**

________________________________________________________________________

**Home phone:** ______________________ **Work phone:** ______________________

**STUDENTS**

I hereby agree to
1. Obtain my parent’s/guardian’s signature on this form.
2. Submit an original piece of artwork to the 2016 Wisconsin Indian Education Association Youth Art contest.
3. Grant Permission to the Wisconsin Indian Education Association Committee.

I hereby certify that I am the original artist of the work submitted to the 2016 Wisconsin Indian Education Association Youth Art Contest.

**Student Signature:** ______________________ **Date:** ______________________

**Mail submissions to:**  
WIEA Youth Art Contest  
Madison College ATTN: Marty Richards  
1701 Wright Street  
Madison, WI 53704

**MUST BE POSTMARKED BY Friday, January 15, 2016**
"Tools for Educational Self Determination"

WIEA ANNUAL AWARDS NOMINATING PROCEDURES and CATEGORIES

WIEA Mission Statement
To promote and support education and educationally related opportunities for American Indian people in Wisconsin.

NOMINATIONS:
1. Nominations forms can be obtained on the WIEA web site at [www.wiea.org](http://www.wiea.org) or by contacting:

   WIEA Awards Coordinator
   Woodrow White
   Ho-Chunk Nation – Education Department
   800-362-4476
   woodrow.white@ho-chunk.com

2. Nominations for Award Categories must be post marked no later than February 29, 2016, in accordance with the criteria as listed below.

3. An appointed panel of WIEA members will make up the Award Selection Committee.

CATEGORIES:

I. OUTSTANDING AMERICAN INDIAN STUDENT OF THE YEAR

One award will be given for each of the following categories:

- Pre-K – 3rd Grade Student
- 4th – 7th Grade Student
- 8th – 10th Grade Student
- 11th – 12th Grade Student
- Two Year Vocational/Technical Student
- Bachelor Degree—Undergraduate Student
- Graduate Degree—Graduate/Post Graduate Student

CRITERIA.

Explain how the nominee demonstrates exceptional promise in the following areas:

- Respect for self, other, and the environment
- Personal growth and character
- Academics: grade level/developmentally appropriate
- Sound judgment
- Creativity
- Appreciation for work done well by others
- Cultural knowledge; practice of traditional ways; tribally enrolled
- Gifted and Talented programs

II. OUTSTANDING INDIAN ELDER OF THE YEAR

A Tribal Elder whose leadership, vision, creativity and commitment have contributed substantially to Tribal Education. Nominee must be at least 55 years old.

CRITERIA.
Explain how the nominee demonstrates the following:
- Promotes Native American language and culture
- Improves the overall quality of education in the community
- Significantly impacts a school and/or local community
- Assists in implementing multi-ethnic teaching materials
- Is a positive role model for Indian youth and parents
- Demonstrates involvement with young people

III. INDIAN EDUCATOR OF THE YEAR
An enrolled tribal member who by leadership, vision, creativity and commitment, has contributed to the quality and opportunities in education for American Indian people in Wisconsin.

CRITERIA.
- Explain how the nominee demonstrates the following:
- Establishes innovative educational programs which enhance Indian student education
- Works within the community to create awareness of Indian education
- Significantly impacts the school and local community
- Lobbies for legislation, to improve Indian student service delivery
- Promotes educational equity for students
- Coordinates training for counselors and teachers
- Establishes American Indian Programs and/or instructional materials

IV. RONALD N. SATZ - FRIEND OF INDIAN EDUCATION
A non-Indian person who by leadership, vision and creativity is committed to working with Tribal members for quality formal education and Native American culture and history education.

CRITERIA.
Explain how the nominee demonstrates the following:
- Develops, publishes or implements accurate historical and cultural curriculum materials
- Establishes innovative educational programs that enhance Indian education
- Designs programs utilizing multi-ethnic teaching materials sensitive to American Indian culture and heritage
- Active in the development of model programs that deal with sensitizing the general public about Tribal issues and concerns in Wisconsin.

V. INDIAN PARENT(S) OF THE YEAR
Indian parent(s) who serve as dedicated natural role models who are consistently proactive and involved in their children’s tribal cultural education, their academic school based education/activities and their tribal community.

CRITERIA.
Explain how the nominee demonstrates the following:
- Shares leadership role in community and education activities
- Serves as a model to other Indian parents and children through participation in community activities
- Active Volunteer in school and community events
- Promotes American Indian culture and heritage throughout the community
- Encourages parents and children to strive for personal excellence

AWARDS:
- Awards will be presented each year at the WIEA Conference Annual Scholarship and Awards Banquet.
- Recipients will be notified by mail prior to the conference.
- Honorable Mention will be given to 2nd place nominees.
- Awarded participants are eligible once per category

For more information on Wisconsin Indian Education Association or Annual Conference information please visit www.wiea.org.
Wisconsin Indian Education Association  
2016 Annual Conference  
Crowne Plaza  
Madison, WI  
April 1-2, 2016  
www.wiea.org

ANNUAL AWARDS-NOMINATION FORM

Please check the category for which this nomination is being made.

____Student of the year (PreK-3rd)  
____Student of the year (4th—7th)  
____Student of the year (8th—10th)  
____Student of the year (11th-12th)  
____Student of the year (2 year Voc. Technical)  
____Student of the year (4 year Undergraduate)  

____Student of the year (Graduate)  
____Indian Elder of the year  
____Indian Educator of the year  
____Friend of Indian Education  
____Indian Parent(s) of the year

Nominee’s Name

______________________________

Tribal Affiliation *Not needed for Friend of Indian Education

________________________________________________________________________

Address

________________________________________________________________________

City/State/Zip

________________________________________________________________________

Nominator’s Name

______________________________

School Affiliation

________________________________________________________________________

Nominee Contact Information; phone & e-mail

________________________________________________________________________

Contact Information; phone & e-mail

________________________________________________________________________

City/State/Zip

________________________________________________________________________

Signature of Nominator

Date

Return this form with at least two (02) letters of recommendations and current grades (K-12 only) to:

Ho-Chunk Nation Education Department  
c/o Woodrow G. White  
WIEA Annual Awards Committee  
PO Box 667  
Black River Falls, WI  54615

Phone (715) 284-4915  
Fax (715) 284-1760  
e-mail: Woodrow.white@ho-chunk.com

APPLICATIONS MUST BE RECEIVED NO LATER THAN MIDNIGHT FEBRUARY 29, 2016  
Applications received later will not be considered.
Udall Undergraduate Scholarship

About the Scholarship

The Udall Scholarship provides:

- Access to the Udall Alumni Network, an association of environmental and tribal leaders and public servants sharing innovative ideas, professional advice, and job and internship opportunities.
- Four days in Tucson, Arizona at Scholar Orientation, extending your professional network, meeting other scholars and alumni, and learning new skills.
- Up to $7,000 for eligible academic expenses.

Is the Udall Scholarship right for me? Click on the category that best fits your interests and goals to find out more.

**Tribal Policy**

For American Indians and Alaska Natives working on an array of policy issues in Indian country.

**Native Health Care**

For American Indian and Alaska Natives pursuing health-related careers.

**Environment**

For undergraduates interested in conservation and environmental issues.
The American Indian Research and Education Center (AIREC)/University of Nevada Las Vegas (UNLV) under the School of Community Health Sciences is one of four national Coordinating Centers within the Short-Term Research Experience for Underrepresented Persons (STEP-UP) program. The project aims to expose American Indian/Alaska Native (AI/AN) current year junior and senior high school students to the science of diabetes, endocrinology, metabolism, nutrition, and obesity. Please know that sometimes we need to look outside the above mentioned subject areas. In addition, students complete the experience in their home town.

The 8 week program provides students with real experiences including opportunities to:

- Learn what biomedical research entails by being actively involved in a project.
- Learn research protocols and data collection methods.
- Learn how to develop a hypothesis.
- Train with research faculty and staff.
- Prepare and present research findings at the annual NIDDK research symposium at the NIH in Bethesda Maryland.

Program Highlights:

- 8 weeks of full-time research experience with flexible starting dates depending on the end of spring release dates.
- Summer research stipend.
- All-paid travel expenses to the Annual High School STEP-UP Research Symposium held on NIH's Main Campus in Bethesda, Maryland.

Students must:

- Be a US citizen
- Be 16 years of age or older
- Be in 11th or 12th grade at time of application
- Have minimum overall GPA of 2.75
- Have personal medical/health insurance
- Fulfill a disadvantaged background (Native American/Alaska Native, Hispanic/Latino, African American, Native Hawaiian/Pacific Islander, disability, low socioeconomic background, first generation)
- Check the American Indian/Alaska Native category if appropriate (Descendants may also be eligible.)

For more information and to apply Google:

NIDDK STEP-UP click on (Short-Term Research Experience for Underrepresented Persons)

Application Deadline is February 15

For Questions Please Contact:
Eudora Claw, MPH
(702) 895-4003
eudora.claw@unlv.edu
PROTECTING YOUR KIDS ONLINE

TAKE CHARGE

Set some ground rules.
Establish basic guidelines like when your kids can go online, what sites they can visit, and how many texts they can send a month, so everyone is on the same page.

Research before you buy.
Did you know that handheld games can connect to the internet or that many laptops have built-in webcams? Understand what technology you’re bringing into your home.

Don’t just sit there—REPORT!
If your kids are dealing with cyberbullies or potential predators, report them to the website, cell phone service, law enforcement, or www.cybertipline.com.

MONITOR

Supervise Internet use.
If you can see what your kids are doing, they’re less likely to get in trouble.

Safeguards = Safe Kids.
Installing CIA-level monitoring software on your kids’ computers does not guarantee they’ll be safe online. Technology can’t replace your time and attention as a parent or guardian.

Don’t go overboard.
It’s smart to keep an eye on your kids’ social networking profiles, but it’s never cool when you post embarrassing messages or pictures to their page.

COMMUNICATE

Talk to your kids; they’re not as mysterious as you think.
Your kids might not tell you everything, but that doesn’t mean you shouldn’t ask. Get involved so you’re not the last to know.

Challenge them to a duel.
If you have kids who like to play video or computer games, ask if you can play, too. When you respect their interests, they’re more likely to respect your rules.

Don’t pull the plug.
Taking away your kids’ Internet access because they’ve done something wrong doesn’t solve the problem. Talk to them about protecting themselves and respecting others online.

For more resources visit netSmartz.org
Copyright © 2010 National Center for Missing & Exploited Children. All rights reserved.
Saving Your Money

"I'd like to save, but there's never any money left at the end of the month!"

Just about all of us have felt this way about saving money. Saving money simply means putting money aside. When we think about where we spend our money, many of us probably could find a few extra dollars here and there that could be put toward a future goal.

What are your goals?

Strong money goals say:

- **What** you want,
- **When** you want it,
- **How much** you need, and
- They are written down.

Research by the Consumer Federation of America suggests people are twice as likely to be successful savers if they have a specific money goal. Putting money aside may mean making changes to your current money habits and coming up with new habits. Here are some ideas to help you get started.

Pay Yourself First

What if you set money aside at the start of the month instead of waiting to see if there's any left at the end? If you wait until the end of the month to set money aside, it seems like other expenses always come up and then there's no money left.

If you save at the beginning of the month and an unexpected bill does pop up during the month, you can use the savings you set aside earlier. Plus, you save even more money by not having to use a credit card or take out a loan and pay extra in interest.

What are some other ways to pay yourself?

**Make installment payments** – An installment loan is where you make the same payment month after month, like a car loan. Once you make that last payment on your installment loan, celebrate! - and then keep making the monthly payment to yourself by putting that same amount of money into your savings.

**Make it automatic** – You can have money taken out of your paycheck or checking account each month and get it directly deposited into a savings account. Most banks and credit unions will let you automatically transfer money into a savings account for free.
Ideas to Jumpstart Your Savings

Break a habit – Do you eat out three times a week? How about cutting down to two times a week and putting the cost of the third meal into savings? If you cut out one $8 fast food meal each week for a whole year, you could save $416 by the end of the year!

Breaking a habit can be easier said than done. Try starting with a small habit that you don’t think you would miss too much just to see how it goes. Even small changes really add up over time!

Find little ways to save – Instead of renting movies, check them out from the library for free. Grow a garden—it’s fun and provides food for the family too. In the spring or fall, watch for sales on winter coats and boots and stock up for the next year. Shop resale stores and garage sales. Board games, local parks and walks in the neighborhood are fun and easy on the budget.

Save windfall income – If you get money from gifts, overtime, or tax returns, could it go into savings? If you were getting by okay before you got the extra money, odds are you won’t even miss it if you set some aside. Or you could try the 80-10-10 Rule: use 80% for bills, put 10% in savings, and use 10% on whatever you’d like.

Keep an eye on your goal – Write or tape a picture of what you’re saving for on your jar or piggy bank.

Take charge of your change – At the end of the day, empty your change into your piggy bank or a large jar. If you save 25 cents a day for an entire year, do you know you’ll have almost $100 set aside?

Play the savings game – Pick one thing you buy and come up with ideas on how you could:
- Buy it cheaper
- Make it last longer
- Use it less
For example, pick a food you eat regularly. Have your family “taste test” with a cheaper brand to see if they notice much difference. If you like a more expensive brand, can you buy it a little less often?

“Save your one dollar bills all year round — maybe $2 a day or every other day. By the time Christmas comes, it will help a lot so you don’t feel so overwhelmed.”
(Tip shared by a Richland County Head Start Parent)

Set a Goal, Pick an Idea, Get Started!

Which savings idea would you be willing to try? Pick one or two tips, and try them out until they become a regular savings routine for you. It can take a little while to get into a new habit. Once you get started, it becomes much easier—and it feels good. You may have so much fun reaching your first goal, that you set up a second savings goal before you know it!

To $um It Up:

$ What amount of savings in the bank would help you sleep better at night?
$ Getting into the habit of putting money aside is more important than the amount you set aside.
$ People are more likely to be successful at savings if they have a goal with a dollar amount and a date.
$ Pick a goal that excites you the most and get started!
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](http://www.ReadingRockets.org) for more information on how you can launch a child into a bright future through reading.
THE RED CLIFF TRIBAL COUNCIL IS SEEKING ONE (1) INDIVIDUAL INTERESTED IN SERVING ON THE HOUSING BOARD.

The term for this position will go till October 2016

FOR FURTHER INFORMATION CONTACT RED CLIFF ADMINISTRATION.

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 January 18, 2016 at Noon.
:: Job Openings ::

Current Openings

Job Center of Wisconsin displays open job orders maintained by the Job Center of Wisconsin. [Link to Job Center of Wisconsin]

All jobs require that you use the Job Application posted on this site and require a Background Information Disclosure (also posted).

Current Openings for the Red Cliff Tribe

**General Practice Physician or Pediatrician**
DEADLINE: Open Until Filled

**Community Health Representative**
DEADLINE: January 4, 2016

**Head Start Bus Driver**
DEADLINE: December 31, 2015 AT 4:00 PM or Until Filled

**Zaagchigwaazowin Administrative Assistant**
DEADLINE: December 31, 2015 AT 4:00 PM or Until Filled

**Health Center - Early Childhood Systems Specialist**
DEADLINE: December 31, 2015 AT 4:00 PM or Until Filled

**Farm Manager / Food System Coordinator**
DEADLINE: December 10, 2015 or Until Filled

**Health Center - Medical Records Clerk**
DEADLINE: December 18, 2015 at 4:00 p.m. or Until Filled

**Tribal Planner**
DEADLINE: December 17, 2015 at 4:00 p.m. or Until Filled

**Chief Financial Officer**
DEADLINE: December 14, 2015 @ 4:00 p.m. or Until Filled

**Health Center - Clinic Finance Manager**
DEADLINE: December 14, 2015 @ 4:00 p.m. or Until Filled

**Public Health Nurse**
DEADLINE: January 13, 2016 @ 4:00 p.m.

**Project Coordinator**
DEADLINE: January 13, 2016 @ 4:00 p.m.

**Youth Engagement/Social Marketing Specialist**
DEADLINE: January 13, 2016 @ 4:00 p.m.

**Early Head Start Infant/Toddler Center Based Teacher**
DEADLINE: January 13, 2016 @ 4:00 p.m. or Until Filled

**Health Center - Dentist**
DEADLINE: Until Filled
Family/Human Services Administrator
DEADLINE: Until Filled

Substitute Librarian
DEADLINE: Open until adequate pool of substitutes become available.

RCECC Subs needed flyer 2014
DEADLINE: Open

Current Openings for Legendary Waters Resort & Casino

Legendary Waters Resort & Casino - Bartender
DEADLINE: Open until filled

Legendary Waters Resort & Casino - Beverage Server
DEADLINE: Open until filled

Current Openings for School District of Bayfield, WI

Click here for Available Job Vacancies at Bayfield School

Current Openings for Bay Area Home Health

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

Current Openings for UW Extension

Current Opportunities for UW Extension

Current Openings for the National Park Service

Visitor Services Assistant
DEADLINE: Thursday, December 3, 2015 to Monday, December 14, 2015

Facility Management Systems Specialist
DEADLINE: Friday, November 27, 2015 to Friday, December 18, 2015

Park Ranger (Protection)
DEADLINE: Monday, December 7, 2015 to Friday, December 18, 2015

Supervisory Visitor Use Assistant
DEADLINE: Tuesday, December 8, 2015 to Tuesday, December 15, 2015

Current Openings for the Stockbridge Munsee Community

Stockbridge-Munsee Community - Human Resource Executive Director
DEADLINE: January 4, 2016
JOB DESCRIPTION

POSITION: Public Health Nurse

THIS IS A FULL-TIME EXEMPT POSITION

REPORTS TO: Administrator—Health Center Community Health Supervisor

SALARY: $23.00 - $25.00 per hour, depending upon qualifications

LOCATION: Red Cliff Community Health Center

JOB SUMMARY:
Provides nursing leadership in the planning, development, implementation and evaluation of community health services.

DUTIES AND RESPONSIBILITIES:

1. Provides home visits to assess individual and family health needs, providing nursing intervention and/or referral to the appropriate health care provider as needed.
2. Work with the Red Cliff Community Health Center, Health Board, and other community organizations in planning health related activities.
3. Provide nursing care of chronic health problems, such as hypertension and diabetes in the office setting, or home environment.
4. Administer immunization program to include: ordering, inventory management, reporting, outreach and attending coalition meetings.
5. Provide counseling in preventive care to individuals in nutrition, common illnesses, child growth and development patterns, and general health maintenance.
6. Provide communicable disease surveillance, education and follow-up.
7. Serve on various community health related committees and teams.
8. Provide employee health services to the Red Cliff Tribal employees (i.e. TB skin testing, immunizations, health education, etc.)
9. Clinic duties to include relief of clinic nurse as needed.
10. Coordinator of the RCCHC WIC program to include client outreach, maintain program supplies and educational materials, coordinate follow up care with primary care providers and reporting agencies, be a resource for WIC support staff.
11. Provide Prenatal Care Coordination (PNCC) nursing services in conjunction with established maternal and child health programs within the RCCHC and other supportive systems pertinent to the client.
12. Coordinator of the Cancer Prevention Team to include development of monthly meeting agendas, keeping a record of minutes and identifying action steps to increase cancer screening and community awareness of cancer in general.
13. Responsible to direct and coordinate community directed grant programs as assigned by RCCHC Administration or Community Health Supervisor to include, but not limited to: Wisconsin state immunization, Wisconsin state HIV, and the Wisconsin Native American Tobacco Network.
14. Prepare and maintain program manuals, records, documents, and other materials required by the Tribal Council, funding sources and certification bodies.
15. 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
16. Ensure the confidentiality of all client specific information and data as required by the program and the Red Cliff Community Health Center.

17. Present a professional, caring image for the Health Center and its programs.
   a. Maintain a cooperative relationship with other Health Center staff and co-workers.
   b. Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
   c. Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.

18. Adhere to a professional code of conduct in the discharge of these assigned duties.

19. Adheres to and supports facility policies, program and activities.

20. Implement quality assurance measures in appropriate service areas.

21. Administer assigned grants, contracts, or projects being carried out under the auspices of the Red Cliff Community Health Center and at the direction of the Administrator of the Health Center. These activities will be consistent with the direction of Tribal and health Center Administration and in compliance with the conditions and stipulations of the grant, contract, or project. Specific duties may include: proposal writing, program development, data collection, and report writing, supervision of volunteers and project staff, and collaboration with Tribal, inter-Tribal, and outside agencies and programs. These assignments will vary from time to time due to the cyclical nature of these program efforts.

22. Attend staff and other meetings, in-services and other events as specified by supervisor.

23. Responsible for personal development to ensure current knowledge in the profession.

24. Responsible for maintaining a clean and safe environment.

25. Perform any other job-related duties as specified by supervisor.

JOB ACTIVITY DEMANDS:
Physical
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed in overhead storage or shelving.

Mental and Personal:
1. Sound judgement and capability to respond to unusual circumstances.
2. Able to deal constructively with conflict.
3. Ability to plan, coordinate and direct varied and complex operations.
4. Possession of valid driver’s license and having regular access to a motor vehicle with appropriate insurance coverage. Must be able to be put on Tribes vehicle insurance.
5. The availability for out of town and overnight travel.

JOB SPECIFICATIONS:
Education:
1. Registered Nurse from an accredited nursing program, preferred.
2. Must be currently licensed as a registered nurse in the State of Wisconsin

Experience:
1. At least two years of public health nursing experience is preferred.
2. Supervisory experience is preferred.
3. Experience working with AI communities is preferred.

Skills:
1. Good interpersonal skills’ ability to get along well with diverse personalities (patient, physician, staff
and general public)
2. Good communication skills, written and oral.
3. Self-directed, strong critical thinking and problem solving skills.

Knowledge:
Knowledge of Community Health standards and the full range of professional community health nursing principles, practices and procedures in providing service for the health offices, home, school and community environment.

Hazards:
Exposure to Health Hazards of the Health Industry. Knowledge of and enforcement of safety and biohazard regulations.

ENVIRONMENT:
1. Environment must be maintained as clean, non-smoking, well-ventilated work area in adherence to all safety regulation.
2. Private homes and other facilities will not necessarily meet the criteria of the established safety regulations.
3. 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.

POSTED: December 30, 2015
DEADLINE: January 13, 2016 at 4:00 PM

FOR FURTHER INFORMATION:
Red Cliff Human Resources Department
88385 Pike Rd. HWY 13
Bayfield, WI 54814
www.redcliff-nsn.gov
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext 4267 or 4268

All applicants for employment with the Red Cliff Tribe may 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

POSITION: Project Coordinator

LOCATION: Red Cliff Natural Resources Office

SALARY: $15 – 17/ hour DOE

THIS IS A FULL TIME PERMANENT NON-EXEMPT POSITION

SUPERVISOR(S): Treaty Natural Resources Division Administrator, Hatchery Manager

JOB SUMMARY: This position will create, coordinate, implement and review projects that provide natural resource benefits on tribal lands and areas of interest. Landscape restoration will be a primary focus of this position through the utilization of various funding sources. The position will be involved with forest management activities and will also oversee invasive species management planning and control work. Shared participation in ongoing fish and wildlife assessments and some hatchery work is expected.

JOB DUTIES:
1. Identify on-reservation landscape restoration and management activities.
2. Explore funding opportunities through EPA, BIA, USFWS, and other tribal partners to leverage resources.
3. Address restoration needs to riparian, shoreline and upland areas identified.
4. Follow tribal procedure to solicit and secure bids for restoration work that requires contractual services.
5. Oversee all restoration projects that include ground disturbing activities from implementation to completion.
6. Coordinate post-project monitoring, including data collection, as appropriate.
7. Recommend measures to restore or maintain natural ecosystem function.
8. Complete basic fire training and be involved in prescribed burn activities.
9. Manage grants received and ensure proper completion and close-out of funds.
10. General involvement in forest management activities.
11. Assist with completion of AIS management plan.
12. Prioritize invasive control work.
13. Work closely with tribal 319 (non-point source) program staff.
14. Other duties as assigned.

SUPERVISORY AUTHORITY: Coordination and oversight of seasonal staff may occur as an aspect of this position.

KNOWLEDGE: Previous experience in natural resource restoration activities. The ability to apply forest management principles and an understanding of landscape-level processes is highly beneficial. Knowledge of riparian assessment and stream classification. Background in grant management, grant writing, and project reporting is desired. Previous experience soliciting bids and working with contractors will be highly regarded.

QUALIFICATIONS: A Bachelor’s Degree is required. Demonstrated proficiency with data collection, field inventories, and record keeping techniques as well as good overall computer skills. Good
communication skills, both oral and written, and the ability to collaborate and engage with the tribal community and multiple partners. Must have a valid driver license and be eligible to be put on the tribal vehicle insurance.

**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 on occasion outside the normal 8 to 5 hours. All tribal offices are smoke-free.

**TRAVEL REQUIREMENTS:** Occasional travel outside of Red Cliff for meetings, trainings and conferences.

**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

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

**POSTING:** December 30, 2015
**DEADLINE:** January 13, 2016 at 4:00 p.m.

**FOR FURTHER 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 CONCERNING ANY CONVICTIONS THAT OCCUR AFTER COMMENCEMENT OF EMPLOYMENT WITH THE TRIBE.**
JOB DESCRIPTION
Red Cliff Circles of Care Project

TITLE: Youth Engagement/Social Marketing Specialist

NON-EXEMPT 40 hours per week. Normal work schedule will be Monday-Friday 8:00am – 4:30pm, flexible as needed for youth related events

PROGRAM: Red Cliff Circles of Care (COC) Project
The COC Project is a three-year planning project, beginning 9/30/14 ending 9/29/17

WAGE: $12.00 - $14.00 depending on qualifications
Position is grant funded and dependent upon ongoing availability of funds. Grant funding ends 9/29/17

SUPERVISOR: Circle of Cares Project Director

PRIMARY DUTIES AND RESPONSIBILITIES:
The Circle of Care Project is grant supported by The Substance Abuse and Mental Health Services Administration (SAMHSA). This position has a primary goal to assist youth in improving their lives by skill building, and development in the areas of creative expression through the use of media and technology popular with youth. It provides an opportunity to hear and listen to the voice of the youth within the Red Cliff tribal community. It is our belief that our children/youth come with great knowledge, and the individual in the youth engagement specialist position would share that value. This position is responsible for developing and leading programs for young people to facilitate their involvement in the planning and development of culturally-based system of care model for the provision of mental wellness prevention, early intervention and treatment services, and to promote and model positive youth leadership.

Responsibilities Include:
- Co-ordination and moderation of the Circles of Care Advisory Board, along with the CoC project’s Community Engagement Coordinator
- Collaboration with all project staff to meet all project deliverables including: Community Readiness Assessments, Community Needs Assessments, Community Asset Mapping Plan, Project Process Evaluation, Sustainability Plan, and take a primary role in the Social Marketing Plan for project deliverables. Also, all other project collaborative efforts that may be assigned by SAMHSA as needed.
- Independently plan and facilitate youth targeted events and activities related to the requirement of engaging the youth in active community planning.
- Actively participate in community collaborative, public education efforts regarding mental health, substance abuse and overall wellness.

EXPERIENCE AND QUALIFICATION REQUIREMENTS:

- Exceptional listening and verbal communication ability.
- Ability to read and write detailed notes and present them to the CoC team as needed for project tasks.
- Ability to demonstrate knowledge and application of CoC Project roles with community, both
locally and nationally within 90 day probationary period.
- Ability to multitask with daily and weekly work requirements.
- Well connected to Red Cliff tribal youth and youth issues.
- Strong knowledge of Red Cliff cultural/family traditions related to positive health and wellness.
- Ability to independently plan and implement youth events/activities with minimal supervision.
- Must have a valid driver's license and at least liability insurance. Must be able to be placed on the Tribe's insurance. Will need to utilize the youth center vehicle and carryout job duties when travel is required. Independent transportation to and from work locations is required.
- Must be able to collaborate with local programs and community organizations.
- High School Diploma or equivalent is required. Additional education related to project tasks, preferred.
- Experience with advocacy and grass roots community engagement, preferred.
- Some experience in media, public speaking, communications, marketing and design are helpful, but not required.

WORK ENVIRONMENT: Work environment is flexible and may include the Youth Center, Bayfield School, and various locations Red Cliff youth frequent. Primary supervision is located at the Early Childhood facility.

PERSONAL CONTACTS: Collaboration with tribal, county, state and national partners and resources.

PHYSICAL REQUIREMENTS: Required initial health exam, TB questionnaire, immunizations including Hepatitis B (or sign waiver). Individual should be in good physical condition and be able to keep up with the demands of overseeing youth activities. Bending, lifting, sweeping and carrying of objects less than 25 pounds is a part of daily work.

TRAVEL REQUIREMENTS: Travel to local, state and national meetings related to the project (e.g., grantee's meeting, dissemination of information) is a component of the job. Must be able to transport youth using Tribal vehicle to other reservations or field trip destination points.

POSTING DATE: December 30, 2015
DEADLINE: January 13, 2016 @ 4:00 p.m.

FOR FURTHER INFORMATION CONTACT:
Human Resources
Red Cliff Tribe
88385 Pike Rd. Hwy. 13
Bayfield, WI 54814
(715)779-3706 ext.4267 or 4268
www.redcliff-nsn.gov
rwYGONIK@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

*Tribal preference will be applied in the case of equally qualified applicants, but all applicants will be considered.*
The Red Cliff Tribal Council has a Drug-Free Work Place Policy and adheres to the intent of the Drug-Free Work Place Act. All new hires are subject to a drug test prior to starting.

All applicants for employment with the Red Cliff Tribe are subjected to the background investigation and other requirements of RCCL Chapter 43, and you are under 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: Early Head Start Infant/Toddler Center Based Teacher

NON EXEMPT: 40 hours per week/11 months (year-round)

LOCATION: Red Cliff Early Childhood Center

PROGRAM: Early Head Start

WAGE: $10.00-$14.00 per hour depending on qualifications

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR: Early Head Start Director

GENERAL STATEMENT OF DUTIES:

Serve as one of two primary teachers for an assigned group of eight infants or toddlers in a center based environment. Early Head Start child/teacher ratio is 4:1. Responsible for co-planning and implementation of educational programs with co-teacher for six weeks old to 3 year old infants and toddlers which reflect best practices and integration of Ojibwe language and culture when possible into curriculum. EHS teachers will loop with the same group of infants/toddlers for three years, and move physically with them each year to the next developmentally appropriate classroom.

EHS teachers are expected to share all responsibilities within their classroom, and to create an environment of nurturance and sharing with all children. Each teacher must be able to have open communication with co-teacher regarding daily operation of classroom and child/parent needs.

RESPONSIBILITIES:

- Must maintain confidentiality of all child's and family information and records.
- Plan and implement age appropriate child development lesson plans which provides a variety of activities designed to enhance infant and toddlers social, emotional, physical, cognitive, and intellectual development.
- Promotion of a safe, attractive and stimulating physical environment for infants and toddlers and also establishing and maintaining consistency of rules.
- Reinforce positive self-image, pride, and cultural identity with infants and toddlers during all activities.
- Meal times with children will be in a family setting with at least one teacher, preferably both sitting at the table engaging in conversation with the infants and toddlers. Infants and toddlers are encouraged, but not forced to eat or taste. Encourage older toddlers in self-help and independence skills by involving them in set up and clean up activities.
- Maintain accurate daily records on attendance, daily intake, medical log, infant and toddler eating/sleeping/toileting information for distribution in child file and to parents as well as other required forms.
- Maintain weekly online documentation of your four assigned childrens' developmental progress in ChildPlus as well as in Teaching Strategies Gold
- Assist the family and child, and other relevant staff in developing an Individual Family Services Plan (IFSP) or Individual Education Plan (IEP) for special needs children.
- Conduct two home visits annually per family as stated in the Federal Performance Standards.
- Maintain and document all contacts with parents. Develop and maintain a professional relationship with parents of children enrolled in program.
- Collaborate with other staff, parents, and community resources to incorporate Ojibwe language and culture into daily activities and curriculum.
- Work with county, tribal and community service providers in order to provide necessary services to the Early Head Start child and their parents.
- Must attend and participate in weekly EHS meetings and all staff meetings and any other meetings as requested and/or job related training as required.
- Notify supervisor in advance of any known absences you will have. Center based teachers are responsible for arranging for your own qualified substitute in your absence.
- Any program equipment, cameras, laptops, or any other supplies purchased or obtained by the EHS program must remain within the EHS classroom 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 will result in disciplinary action.
- Adhere to all EHS policies and procedures and insure that 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/KNOWLEDGE/SKILLS:

Required:
- Minimum of associate degree in early childhood education preferred in early childhood associate degree program or related field. Or currently enrolled in associate degree early childhood program.
- Mandatory infant/toddler course needed or immediate enrollment in correspondence class during probationary period if hired
- Cultural sensitivity required.
- Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child is required.
- Valid driver’s licenses with appropriate insurance coverage. Be eligible to be put on the tribe’s vehicle insurance.

Preferred:
- Preference for BA or BS degree in early childhood education
- Knowledge of Ojibwe culture preferred

WORK ENVIRONMENT:
Primary work environment in a 0-3 year old Early Head Start (EHS) center-based classroom.

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

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 classroom.

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. 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.

**POSTING:** December 30, 2015  
**DEADLINE:** January 13, 2016 at 4:00 p.m. OR until filled

**FOR FURTHER INFORMATION CONTACT:**  
Human Resources Department  
Red Cliff Tribe  
88455 Pike Rd. Hwy 13  
Bayfield, WI 54814  
(715) 779-3700, Ext. 4267 or 4268

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

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

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

45 CFR 1301.31 requires preference be given to qualified current or former parents of Head Start/Early Head Start children as position vacancies occur.
# JANUARY 2016

## GICHI MANIDOO GIIZIS

<table>
<thead>
<tr>
<th>Nitam Anokii-Giizhigad</th>
<th>Niizhoo-Giizhigad</th>
<th>Aabitoose</th>
<th>Niiyo-Giizhigad</th>
<th>Naano-Giizhigad</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4B</strong> EGG OMELET, TROP FRUIT, TRK BACON, TOAST</td>
<td><strong>5B</strong> CHEERIOS, APPLES, YGT, ENG MUFFIN L CHIX VEG SOUP, BR STIX, PEACHES, GR BEAN S PEAR/CC</td>
<td><strong>6B</strong> HB OAT, CC, MANGO, BANANA BR L SALISBURY, M POT, CARROT, SALAD, BUN, ORANGES S BAGEL SNOWMAN</td>
<td><strong>7B</strong> CORN CHEX, FR COCKTAIL, YGT, TOAST L FISH STIX, FRIES, BERRIES, CC, VEG/DIP S CHIPS/SALSA</td>
<td><strong>Menu Subject To Change</strong></td>
</tr>
<tr>
<td><strong>11B</strong> CHIX N WAFFLE, BLBERRY, CC L CR CHIX BISCUIT, PEAS, APPLES S MUFFIN/MILK</td>
<td><strong>12B</strong> KIX, MUFFIN, CC, PEARS L SPAGHETTI, SALAD, CORN, TROP FRUIT S GRAM CRK/JUICE</td>
<td><strong>13B</strong> CORNFLAKES, BANANA, YGT, TOAST JELLY L BEEF STIR FRY, RICE, MANGO, STIR FRY VEG S HAMCHZ ROLLUP</td>
<td><strong>14B</strong> RICE CHEX, CC, PEACHES, OATMEAL BR L KIELBASA, SALAD, MAC/CHEESE, BERRIES S CINN. TOAST/JUICE</td>
<td><strong>Milk Served With All Meals</strong></td>
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<tr>
<td><strong>18</strong> ECC CLOSED Martin Luther King, Jr</td>
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<td><strong>Holiday Party ECC</strong></td>
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<tr>
<td><strong>25B</strong> PANCAKES, TRK BACON, APPLESAUCE L HAMB SOUP, PBJ, CARROT/DIP, PINEAPPLE S FISH CRK/MILK</td>
<td><strong>26B</strong> RICE CHEX, CC, PEARS, ENG MUFFIN L CHIX, CARROTS, APPLES, RICE, YGT S NUTRIA GR./MILK</td>
<td><strong>27B</strong> HB OAT, BERRIES, CC, TOAST, JELLY L SCALLOP/HAM, PEA, SALAD, BUN S MINI PIZZA</td>
<td><strong>28B</strong> KIX, PEARS, YGT, MUFFIN L CHEZBRG, FRY, CC, TR FRUIT, S CARROTS/DIP</td>
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