Red Cliff Early Childhood Center

Education Division NEWSLETTER

odeiimini-Giizis (Strawberry Moon)

June, 2012

ECC Pony Rides!

We are so excited to offer pony rides and a family picnic again this year at Little Sand Bay!! Early Head Start is scheduled for Friday, June 15th from 10am-12. This includes families in Home Base, Waabooz, Amik, Makwa and Esiban classrooms, along with all families on our ECC waiting list!

Head Start is scheduled for Friday, June 22nd from 10am-12.

ECC Staff will meet families at Little Sand Bay at 10am and there will be pony rides from 10-12 with lunch around 11:00.

Please be advised that parents are responsible for their children, along with sunblock and appropriate dress. Bring

chairs, beach stuff and other needed items for your family to have a great day at the beach! If you have any questions or suggestions please contact Nicole (ext 253) at 779-5030.

Special points of interest:

- Pony Rides June 15 and 22nd.
- ECC/LAUNCH Summer Gathering July 24-27
- World Peace Day June 21st
- Happy Father's Day June 17th
- Red Cliff Pow Wow July 5-8

Inside this issue:

Events Calendar

Classroom Updates

Pony Rides

Family Literacy

Healthy Recipes

Social/Emotional Development

Job Postings

Heads up!!..... ECC Construction

Starting July 30th, 2012 the ECC will begin construction in several areas! The roofing on the main building, home base/large motor building and the Memengwaa trailer will all be replaced. The kitchen will have its floors replaced along with a new walk-in fridge and freezer! The parking lot will also undergo an expansion along with an exit drive that will go around the Memengwaa trailer and join back into the main entrance/exit. To let construction have as little distractions as possible and for the safety of all, the ECC staff will not be working or on site from July 30th through September 4th. As we all know construction relies heavily on the weather and although we project a start date of September 11th all we can do right now is make a projection. ECC staff will be in contact with families in late-August to confirm fall home-visits, opening ceremony and school-start dates. Any questions please contact Nicky (ext 243), LaVonne (ext 250), Dee (ext 249) at 779-5030.

Odeiimini-Giizis (Strawberry Moon)
June 2012 Events Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2 Bayfield High School Graduation
3	4 Tribal Council Mtg 6:30pm	5 Johnson O'Malley Parent Committee Mtg 3:30 Lower Tribal Office	6 9:30 Puppet Show	7 9:30 Pow Wow *Dental Varnishes @ ECC *10am Nooni Group @ Clinic *4-6 Language Table @ ECC	8 Last day of Bayfield K-11 out at 12:45	9
10	11Policy Council Mtg 12:00 *Bayfield School Board Mtg 6pm *Summer Food Program Start	12	13 9:30 Puppet Show	14 9:30 Pow Wow *Dental Varnish Make-Up Day 10am Nimaamaa Group *4-6 Language Table @ ECC	15 EHS Pony Rides 10am @ Little Sand Bay *K-Bound Field Trip to Zoo	16
17 HAPPY FATHER'S DAY	18	19 Tribal Council Mtg 4:30pm	20 9:30 Puppet Show	21 9:30 Pow Wow 10am Nooni Group @ Clinic *4-6 Language Table @ ECC	22 HS Pony Rides 10am @ Little Sand Bay	23
24	25	26	27 9:30 Puppet Show	28 9:30 Pow Wow *10am Nimaamaa Group *4-6 Language Table @ ECC	29	30

Top Stories from Home Base Teachers

Agongos (Chipmunk)

Happy Birthday to:
Bella Livingston on June 30th
Dillon Gurnoe on June 10th
We hope you have a great day!!

Yay! Summer is finely here, this means it's fun in the sun time. It is time to spend time outdoors, swimming, playing, running, games.
Reminder:
At school and at home remember to wear SUNBLOCK to keep your beautiful skin protected. :)

Gena, Cindy and Amber would like to wish all the Daddies

Happy Father's Day

on the

17th of June.

June 15 and the 22nd:
PONY RIDES
at Little Sand Bay
from 10-12
Spend the day at the Beach, Riding ponys and havin a great lunch prepared by our own Lori and Lorine!!

Waabooz Room News.....

Boozhoo, we are now into June! This month we are going to be playing in the water and getting dirty. Please make sure that your child has extra clothes that he or she can change into. If you haven't already, please sign a permission slip, in order for us to apply sunscreen.

Mino Dibishkaa to Connor on June 2!!

Parents: There will be Pony Rides for EHS on Friday, June 15th. Please look for the flyer to be sent home.

Reminder: Language table on Thursdays from 4-6

Here is a peek at what your child is doing:
Oliver- playing hide-n-seek with friends
Maylean- sings to Shake your whole body
Jose- is taking steps
Connor- enjoys painting with yogurt
Shaun- loves to dance to daily songs
Robert- is standing by himself
Charlotte- loves to crawl up the ramp
Zaiden- claps his hands to music

Parents, you are your child's first teacher! If you have questions or concerns, please contact us at 779-5030 ext. 224.

~Jamie, Wendy and Fred

Ode'imini Giizis

Amik Abiwin

What We Did

We have been enjoying the great outdoors. Each day we have spent time outside; in our playground, nopeming (in the woods) and on walks. We have started gathering things outside to use in art projects and learning about bugs and plants.

What We Are Doing

We are starting to do more art projects. We are spending more time outside. We are learning to work as a team (wiijiwaagan, giniijii--friends). We are singing and we are speaking Ojibwe!

What We Are Going To Do

This month we are going to focus on summer activities. Gathering traditional materials (wiigwasike--gathering birch bark), exploring the woods, looking at bugs, watching the plants grow and playing in the water are all part of this month's activities.

PLEASE REMEMBER…

Lots of time outside means we need:

Extra clothes in case we get dirty or wet.

Hats/glasses to keep the sun off.

Sunscreen to keep our skin healthy.

Regular bug checks (for those pesky ezigaawag--woodticks).

We are excited for

Ariana is learning to help herself.

Braun is talking in sentences .

Brody is counting in English and Ojibwe.

Elliott is speaking with people around her.

Koda is learning to be a part of the class.

Nakita is forming friendships.

Preston is practicing his large motor skills.

Shane is climbing.

Makwa Class

Pirates and the Deep Blue Sea

This past month we had lots of fun learning about pirates and what lives in the sea/ ocean. The first part of the month the children dressed up, looked for treasures and rode the ship like pirates. They sorted gems, walked the plank, did obstacle courses and made our own map. "X, marks the spot".

For the second part of the month, we focused on the ocean. Children made fish, octopus, star fish, sea horses, and more. We read books, water play-sink and float, went fishing, talked about Lake Superior, and where animals live (water or land) and more.

What's the pirates favorite letter? You'd think it would be the aa"r" but no, it the (c)Sea!

June is Camping

This coming month we will be having fun setting up camp in our room and possibly out back for a day. Some things we will do is gather wood, do science experiments, make smores, sing campfire songs, nature walks, and much more.

From the desk of Karen and Teresa

Volume 1, 2012

June Newsletter

Special points of interest:

- ☺ Brief highlights of May lessons
- ☺ Brief highlights of June lesson plans
- ☺ Look and See

LOOK and SEE:

Aura can pedal a bike.	1
Eric can problem solve.	2
Isabella names ocean Animals.	3
Isaiah tells jokes.	4
Victoria sorts the gems.	5
Sebastian sings Itsy bitsy spider.	6
Stella rides the scooter.	7
Deacon 'reads' the book from front to back.	8

Esiban News

May was a great month to talk about our Mother's, take care of our babies and learn all about flowers. It is hard to believe that June is already here! In June we will be talking about our Dad's and learning about bugs and gathering. The weather has been so nice that we are spending lots of time outdoors and learning all about our outdoor environments. Please be sure and check for wood ticks at the end of the day!

<u>Ojibwe Words:</u>

Ode'imin- Starwberry

Miin- Blueberry

Wiidookawishin- help me

Miinawaa izhichigen- do it again

Migizi Room

This month the class will be learning about bear safety. Many of the children have come to school and told of incidents dealing with bears, so we will try to inform them about the safety issues when dealing with them.

In our second step the children will begin to learn about losing something and how to cope. How to identify the problem, and to figure out a solution.

We are also discussing secrets, when we should keep a secret, and when is the time to tell.

Our science area is expanding. We are hatching chick, duck, and guinea hens. We are then learning about the life cycle of a plant, and we will plant seeds.

We are also planning field trips so look out for the flyers.

Ms. Diann, Ms. Tracy, and Ms. Patsy

Ma'iingan News

What's Happening....

May was another busy month in our room. We have been busy enjoying the beautiful weather every chance we get. We spent the month learning about camping and being outdoors. The children enjoyed making fishing poles they could eat as well as s'mores.

This month we will be focusing on our "Under the Sea" unit. The children will be exploring all the ocean has to offer. Be sure to ask them what they have learned and experienced each day!

We will also be working on projects for Father's Day, which is Sunday, June 17th. We hope all of the fathers enjoy their day. We appreciate all you offer to our classroom.

We would like to remind families to make sure at-home toys stay at home. They can be a distraction in our classroom. We appreciate your cooperation!

Ma'iingan

June 2012

Newsletter

☺ A special thank you to Jeanne Balber and the Buckholtz family for making such wonderful play dough for our classroom!! The children love exploring the different colors and making many creations.

Chi Miigwech!!!!

What's New....

Just a reminder that there is a field trip coming up for our kindergarten bound children. We will be taking a field trip to the Duluth Zoo on Friday, June 15th. We are very excited!

Graduation is only a month away, we are very excited for our children who are moving on to the "big school".

Thank to all our parents for making time for home visits. We love bragging about your children and all they are learning in our classroom.

Dear Mashkodebizhiki class,

For the month of June we will be having summer fun activities. We will be going on more field trips and just enjoying the great out doors. It's hard to believe how fast this year has gone. We have enjoyed your children so much. They are learning their letters and numbers. We do music, stories, math, science, culture and recess every day and the children have been awesome….
chi -miigwetch for sharing them with us…
We still have a few home visits to finish up so if you are one that we have not met with please call us to schedule an appt… it will not take to much of your time and you will be able to see how well your child is doing and look at pictures and work samples in their portfolios….. If you ever have any questions please feel free to call us at the center our extensions are 246 and 247….
Miigwetch….
Ms. Jenn, Ms. Virginia and Ms. J.

Play is a great way for little minds to grow.

Nimaamaa (my mother)

What: A safe space for pregnant and new moms and partners to gather, teach and learn.

Where: Red Cliff Clinic

When: Every other Thursday from 10am-12pm

Who: Any woman who is pregnant and new moms and partners with baby in arms up to 1 year old.

Learn from other Parents, Share stories, and experiences.

Please join us at nimaamaa

For more information or any questions please call

Angela Berg at

715-779-3707 ext. 233

TRIBAL ELECTION

CANDIDACY DEADLINE

If you are interested in running for an At-Large position, you must submit your name in writing to Laura J. Gordon, Tribal Secretary by Monday, June 18th, 2012 by Midnight

Polls are open 8:00 a.m. to 8:00 pm.
at Legendary Waters Resort and Casino

General Election
Tuesday, July 3rd, 2012

If you have any questions, please feel free to contact: Laura J. Gordon at 715-779-3285 (Work) or 715-779-5518 (home)

Special Education Research Study

Be part of an important part of an interview study

Are you a parent, relative, or caregiver of a child receiving special education services?

Do you want to share your concerns and ideas related to special education and your child?

If you answered ***YES*** to these questions, you may be eligible to participate in a research study on Emotional and Behavioral Disorders and special education services.

The purpose of this research study is to explore community-based perspectives of emotional behavioral disorders/special education and its impact upon the Red Cliff Lake Superior Band of Chippewa. Participants will be asked to participate in two interview sessions that may last up to 2 hours. Follow-up interviews while highly encouraged, are not required, but will further enrich the study. Participation in the study is solely voluntary. Interviews will take place in late May and early July in locations convenient to participants.

Parents and/or relatives of children with Emotional Behavioral Disorders currently receiving special education services are eligible. Parents and/or relatives of children with other special needs may also be considered. Several steps in the study design are meant to provide anonymity of participant identities and interview data will remain confidential to the greatest extent possible.

This study is being conducted by Cheryl Funmaker, doctoral student from the Rehabilitation Psychology and Special Education Department at the University of Wisconsin Madison, and Ho-Chunk Tribal Member.

Please contact either Cheryl Funmaker at **cfunmaker@wisc.edu 608) 408-6144** or Dee Gokee-Rindal Ed.D. at the Early Childhood Center (715) 779-5030 ext. 249 dee.gokee@redcliff-nsn.gov for more information. Thank-you.

HONORING OUR VETERANS

RED CLIFF 34TH ANNUAL TRADITIONAL POW WOW

JULY 6,7 & 8 2012

Head Male Dancer: Robert "Bobbers" Powless-Bad River

Head Female: Carolyn Gouge'-Red Cliff

Head Veteran: Larry Balber-Red Cliff

Invited Drums:

Picture Rock, Bad River

L.C.O. Badger Singers, L.C.O.

Medicine River, Bad River

Little Thunder, Ho-Chunk

MC-Larry "Amik" Smallwood, Millacs, MN

Arena Director-Robert Tucker, Keshena, WI

Grand Entry July 6th- 7pm (Friday), July 7th-1pm & 7pm (Saturday), July 8th-1pm

Feast July 7th- 5:00 pm- Legendary Waters Resort & Casino- Event Center

Vendors: Craft or Food -Contact: Demetri Morris or Frank Morris at 715-779-3082

Specials: TBA

July 5 Traditional Feast and Royalty/Brave Pageant times TBA

Follow us on Facebook...RedCliff PW

E-mail:repwcommittee@yahoo.com

Red Cliff Pow Wow is not responsible for theft, accidents, personal injury, damages, lost or stolen articles. This is a family orientated event, NO alcohol, NO drugs, NO pets.

Poster designed by Eryk Rosiere, www.DreamshipProductions

ANISHINAABEMOWIN GABESHIWIN

Ojibwe Language Camp Program

July 10 - 13, 2012

Raspberry Tribal Campgrounds
Red Cliff Reservation

All meals provided; bring your own camp gear & suitable outdoor clothing.

Children under 14 welcome, but must be accompanied by parent or guardian.

FOR INFORMATION CONTACT:

Andrew Gokee
(715) 346-4147
agokee@uwsp.edu

Sponsored by: the UWSP DEPARTMENT of DIVERSITY & COLLEGE ACCESS & the UWSP NATIVE AMERICAN CENTER

CAMP SCHEDULE

MONDAY JULY 9 *Set-up begins 2:00 p.m.*

TUESDAY JULY 10

11:00 a.m: WELCOME FEAST & OPENING CEREMONY

1:00 pm: BOYS & GIRLS GROUPS & LANGUAGE ACTIVITIES

WEDNESDAY & THURSDAY - JULY 11 & 12

MORNINGS: BREAKFAST
LANGUAGE LEARNING I
BREAK
LANGUAGE LEARNING II

AFTERNOONS: NOON MEAL
CULTURAL ACTIVITIES I
BREAK
CULTURAL ACTIVITIES II
RECREATIONAL TIME

EVENINGS: SUPPER
BREAK
SOCIAL DRUM

FRIDAY JULY 13: LANGUAGE CIRCLE & CLOSING CEREMONY - FEAST& GIVEAWAY
3:00 PM—BREAK CAMP & TRAVELING SONG

AFTERNOON & EVENING CULTURAL ACTIVITES INCLUDE SOCIAL DRUMMING, BASKET-MAKING, LACROSSE, PLANT IDENTIFICATION; & TRADITIONAL SUBSISTENCE FISHING METHODS

RECREATION OPPORTUNTIES INCLUDE WALKS - SWIMMING - CANOEING - BERRYPICKING - ETC.

NOTE: ALL PARTICIPANTS MUST BRING THEIR OWN CAMPING GEAR!

SUGGESTED GEAR & SUPPLIES:

1 TENT
1 SLEEPING BAG
1 WARM JACKET
1 RAIN COAT
1 PAIR SHOES
1 PLATE & 1 BOWL
1 FORK & 1 SPOON
1 DRINKING CUP
1 TOWEL
1 WASHCLOTH
1 BAR SOAP

SHORTS or swimwear
EXTRA SOCKS & UNDERCLOTHES
TOOTHBRUSH & TOOTHPASTE
BUG REPELLANT
1 FLASHLIGHT & extra batteries
1 small, personal-size RECORDER with extra batteries

ARRIVAL & DEPARTURE INFO:

Parent (or authorized guardian) may drop off youth (ages 14 & up) anytime after 10:00 a.m. on Tuesday, July 10.

Parents (or guardian) MUST pick up youth participants by 3:00 p.m. Friday.

Children under 14 welcomed - but must be accompanied by parent or guardian.

BEFORE CAMP:
Enjoy the annual RED CLIFF TRADITIONAL POW-WOW
JULY 6- 7 - 8

ANISHINAABE ABINOOJIIYAG
OJIBWEMOWIN GABESHIWIN

A
Pre-College
Youth Camp
for
Ojibwe Language Immersion
July 10 - 13, 2012
Raspberry Campgrounds
Red Cliff Reservation

OJIBWE LANGUAGE CAMP PROGRAM – July 10-13 Raspberry Campgrounds, Red Cliff, WI
UW - STEVENS POINT M/D Targeted Precollege Program Common Registration Form – 2012

Program Code for office use Campus Identification Number _____ (Assigned by University)

Student Name: last first middle Social Security Number: _____

Date of Birth: MM/DD/YYYY Gender: ❑ Male ❑ Female Current School Grade Level: _____

School Attending: _____ School ID Code: for office use DPI Student ID: if assigned

Cumulative Grade Point Average: _____

Race/Ethnicity – Please answer both a and b. Check **ALL** that apply.

a. Is the student Spanish/Hispanic/Latino/a?
❑ No, not Spanish/Hispanic/Latino/a ❑ Yes, Puerto Rican ❑ Yes, Mexican American, Chicano
❑ Yes, Cuban ❑ Yes, other Spanish/Hispanic/Latino/a – print group _____

b. What is the student's race? Please check **ALL** that apply.
❑ American Indian/Alaska Native – please specify principal WI or Other tribe & reservation _____

❑ Asian Indian	❑ Guamanian or Chamorro	❑ Native Hawaiian	❑ White
❑ Black or African American	❑ Hmong	❑ Samoan	
❑ Cambodian	❑ Japanese	❑ Vietnamese	
❑ Chinese	❑ Korean	❑ Other Asian – please specify _____	
❑ Filipino	❑ Laotian	❑ Other race – please specify _____	

Student Primary Contact Information (primary phone number and address)

Name: _____ Relationship to Student: _____

Street Address: _____ City/State/Zip: _____

Home Phone Number: _____ Cell Phone: _____

Work Phone Number: _____ Student/Contact e-mail: _____

HEAD OF HOUSEHOLD: Female	HEAD OF HOUSEHOLD: Male
Have you earned a bachelors degree from a four-year college or university___No ___Yes	Have you earned a bachelors degree from a four-year college or university?___No ___Yes

Does your family qualify for or receive Free or Reduced lunches? ❑ Yes ❑ No

Does your family qualify for or receive any other forms of state or federal support (TANF, food stamps, etc.)? ❑ Yes ❑ No

Would you like a scholarship application package? ❑ Yes ❑ No

Scholarships you are applying for: Please check all that apply.
❑ DPI Precollege Scholarship
❑ Other scholarship – print name of scholarship _____
❑ None, not applying for scholarships. (Online program scholarship information at http://apps22.uwex.edu/pls/uwhelp/precollege_programs)

Have you been a DPI Precollege Scholarship Recipient? ❑ Yes ❑ No

Are you a GEAR UP student? ❑ Yes ❑ No

Areas of Interest – Please check the most interesting (up to three).

❑ Agriculture	❑ Business	❑ English/Literature	❑ Languages	❑ Music	❑ Study Skills
❑ Architecture	❑ Computer	❑ Environment	❑ Law	❑ Natural Science	❑ Social Science/ Culture
❑ Arts/Humanities	❑ Education	❑ Health Care	❑ Math	❑ Nursing	
❑ Athletics	❑ Engineering	❑ History	❑ Medicine	❑ Politics	

❑ Other – print area _____

I certify that the above information is true and correct to the best of my knowledge. I agree to the release of my school transcript(s) to the UW – Stevens Point Office of Precollege Programs and to the Wisconsin Department of Public Instruction.

_____ Student Signature _____ Date

_____ has my permission to participate in the Precollege Programs sponsored by the University of Wisconsin - Stevens Point and the Wisconsin Department of Public Instruction. I understand that the information provided will be used solely for program evaluation and program eligibility purposes and will be kept confidential.

_____ Parent Signature _____ Date

IMPORTANT: Mail form to *UWSP Native American Center, 220 SSC, Stevens Point, WI 54481* or FAX to: (715) 346-3577.

you find in garage sales or thrift shops—has the same words as a brand new copy for $12.95. Reading families use the **3 B's** (to help the **3 R's**): *Books, Bathroom,* and *Bed Lamp*. Make sure there's a box for books and magazines in the bathroom for idle or

captive moments, and add one near the kitchen table. Install a reading lamp near the child's bed and allow the privilege of staying up 15 minutes later to read (or just look at book's pictures) in bed. It might be the most important night-school he'll ever attend.

8. THERE is a strong connection between over-viewing of TV by children and under-achieving in school. Simply put: those who watch the most know the least. Research shows that up to 10 TV-hours a week has no impact on children's grades but beyond that the grades decline. Sixty percent of children now have a TV in their bedroom. Oh-oh! A side-by-side comparison of third-graders' math and reading scores tells it all in the chart below—scores of children with or without a TV in their bedroom. The average child spends 1,460 hours a year watching

—*Archives of Pediatrics & Adolescent Medicine, 2005*

TV/DVD's and playing computer games—equal to watching "Gone With the Wind" 392 times year. *What about buying those computer programs or tapes you see advertised on TV that teach reading?* Read on.

9. THE most economical device to teach reading is already in your home. Finland's children have the highest reading scores in the world and they use this device

more than any other country—and it's *free*! It's *closed-captioning* on the TV. Turn it on by using the "menu" button on the remote to reach the "cc" area. Children unconsciously absorb the sight of the words and their sounds, making connections to how print is used. It's like having a free magazine subscription in the home. All print counts. *What about recorded books—do they count?* Read on.

10. WHILE a recorded voice is not as good as a live adult who can stop and explain something in the story, it's better than nothing. It's also a great assist for the parent who has

a reading disability or for whom English is a second language. (Incidentally, reading to a child in a foreign language accomplishes many of the same things—feeds vocabulary and builds a bridge to the love of reading and books.) Public libraries have huge collections of audio books—all available for *free*.

For more details on these subjects, see Jim Trelease's Web site www.trelease-on-reading.com.

© Jim Trelease 2009. This brochure may be freely reproduced by nonprofit institutions with permission of the author (see Web site).

Ten Facts Parents Should Know About Reading

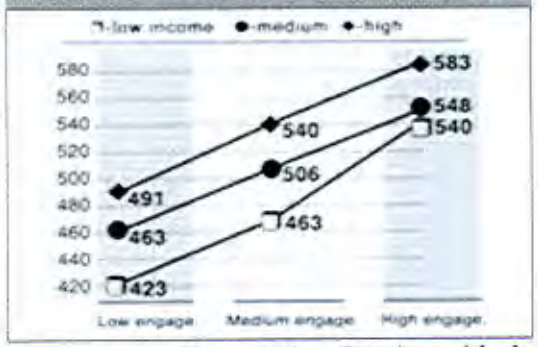
BY JIM TRELEASE

Author of the New York Times Bestseller
The Read-Aloud Handbook

1. **READING** is the most important subject in school. Why? Because a child needs reading in order to master most of the *other* subjects. It's *extremely* difficult to do word problems in math if you can't read the words. How can you answer the questions in social studies or science if you can't read and understand the textbook? *If it's so important, how does a child "get good at it"?* Read on.

2. **ACROSS** the world, children who read the most, read the best. And that includes all social levels—rich or poor, urban or suburban. Here's a chart involving 250,000

Literacy scores by income level and how often students engage with print



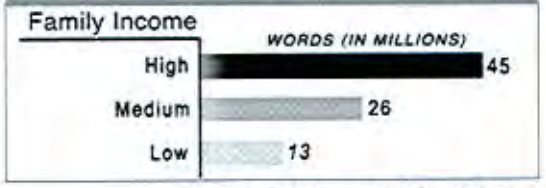
teenagers in 32 countries. Starting with the left column (low engage.), we see students from three income levels who read the least, then those who read a moderate amount, and finally those who read the most (also the widest variety of print—books, magazines, fiction, nonfiction). Among all incomes, the more they read at home, the higher they scored, but the biggest gain for low-income students was when they entered that "most engaged" category. *So how do we get them to read more at home?* Read on.

3. **WE** humans are pleasure-seekers, doing things over and over if we *like it*. We go to favorite restaurants and order the food and beverages we *like*, not the stuff we hate. So if you want to ensure children visit "reading" more often, make sure they *like it* more than they *hate it*. *How do we get them to like it that much?* Read on.

4. **READ** aloud to them, even as infants. Initially, the sound of your voice is a beacon of calmness, conditioning the child to associate you and the book with security. As the child grows, so too does the time you should spend reading in one sitting, from a few minutes to at least 20 minutes, from picture books to chapter books. *I can see the benefits for younger children but I thought my 1st-grader was supposed to come home and read to* me. *How can* he *get better at reading if* I'm *doing the reading?* Read the next paragraph.

5. **LISTENING** comprehension comes before reading comprehension. You must hear a word before you can say it or read and write it. If you've never heard the word "enormous" in a meaningful way, you won't understand it when it's time to read or write it. There's a kind of "word reservoir" in a child's brain and one of the jobs of a parent is to pour so many words into it that it overflows into speech and then reading and writing. By age four, high-income children have heard 45 million words from their families and low-income children have heard just 13 million. That's a 32 million-word difference equalling one year's head-

Child's total words heard by age 4



—*Meaningful Differences* by Hart & Risley

start for the advantaged child. HUGE FACTOR: a child spends 900 hours a year in school and 7,800 hours at home. Who's the most important teacher? *At what age do you stop reading to a child?* Read on.

6. **CHILDREN** usually read on one level and listen on a higher level. It's usually not until eighth grade that the reading level catches up to the listening level. This means that first-graders can hear and understand third- and fourth-grade books they can't read yet. These chapter books gradually introduce them to new words, new ideas, and the world beyond their neighborhood—and that, in turn, helps them better understand what they need to read in their school books. Simple sentences in Dr. Seuss books like "Hop on Pop" were written to be read *by* beginning readers *to* themselves; that's why the cover label reads "I Can Read It All by Myself." Six-year-olds are capable of understanding sentences that are longer and richer than "All Fall. Fall off the wall" but an adult must help by reading richer sentences like, "Mr. McGregor was on his hands and knees planting out cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!" (The Tale of Peter Rabbit) *What about families that can't afford books?* Read on.

7. **THE** top winter Olympians come from states where they have the most ice and snow. And reading research shows that children who come from homes with the most print—books, magazines, and newspapers—have the highest reading scores. They also use the library more than those with lower scores. Libraries have the most and best books in the world—all for *free*. Remember: a used book for 50 cents—like

three decades ago, they make 40 percent today and the girls compose 60 percent, while annually earning 180,000 more diplomas than boys.

A change in the male mindset

There has been another sea change in our culture and that also began in 1970—the year that marked the birth of "Monday Night Football," the highly lucrative TV show that proved you could get men to stay awake after 8 pm if you gave them sports on a week night. You could also sell them a lot of stuff.

Soon there was ESPN, the all-sports-all-

ESPN Headquarters in Bristol, CT:
Are the dishes connected to school scores too?

the-time network, followed by channels devoted to golf, rodeo, basketball, football, baseball, NASCAR and every other sport.

The landscape of the American male's attention span was being dramatically altered and boys were soaking up the changes.

Meanwhile the women's movement was growing, Mom was celebrating "take your daughter to work day." And Dad? He was busy taking his sons to the stadium or waving the remote at a cluster of sports channels.

Is there a connection here—the decline in boys' interest and achievement in school and the behavior of the male culture? You tell me.

Can a father play catch in the backyard after dinner and still read to the child that same evening? Can they go to a game one day and to the library the next? You betcha.

Hands give way to heads

Once upon a time a man's ability to earn a living in America was determined by what he could do with his hands — what he could dig, or plow, or weld, or lift. Not often any more. Now it's determined by what he can do with his head—*if* he wants a decent living wage.

As the world's job market shrinks, our children increasingly compete with children in other nations for jobs. Back in 2003, 25,000 U.S. tax returns were processed in India, outsourced by U.S. companies who wanted them done cheaply and correctly. Within two years, that number ballooned to 400,000. India now graduates more than 70,000 accountants a year. (Try Googling "India + accountants.")

Jack Jennings, president and CEO of the Center on Education Policy, recently observed that we cannot compete with the rest of the world if only one American gender is working and achieving. Simply put: The countries that out-**learn** us will out-**earn** us.

Dad—what have you done for your son's head lately? Remember those sand castles? Get involved. Your son needs you. We need you. America needs *both* of you.

Most of the statistics and facts included here are footnoted in Trelease's *Read-Aloud Handbook* (Penguin 2006). © Jim Trelease 2010. See also: www.trelease-on-reading.com/brochures.html

FATHERS, SONS & READING

EVER THINK ABOUT THE CONNECTION BETWEEN SAND CASTLES AND A BOY'S REPORT CARD?

THERE IS ONE.

BY JIM TRELEASE
Author of The New York Times Bestseller
The Read-Aloud Handbook

The first sand castle was pretty impressive. Watching the father and sons constructing the scene, handful by handful, I guessed the father must be an architect or engineer.

Continuing my beach walk I soon encountered another family bent over a sand castle. In fact, there were more than a dozen castles yet to be seen on my 45-minute stroll — some good, some poor, and a few spectacular.

Together they had me thinking on my walks that week: there's a common denominator among the best castles — a father (or older male) usually was involved. If dad was there, the kids worked harder and succeeded. Where the adult male was missing, so too was the achievement among the boys.

All of which connected to the research on fathers, sons, and reading. Overall, the more dad is involved, the higher the boy's scores.

What do you mean by 'involved'?

One study out of Modesto, California, showed: (1) boys who were read to by their fathers scored significantly higher in reading achievement; and (2) where fathers read recreationally themselves, their sons read more and scored higher than did boys whose fathers did little or no recreational reading. When the dads were surveyed, only 10 percent reported having fathers who read to them when they were children.

A second study was done by Mihaly Csikszentmihalyi (CHEEK-sent-me-HY-ee) one of today's leading experts in human behavior. That study focused on 30 men who were raised in blue-collar, working-class families, yet 15 of them became college professors ands 15 remained blue-collar. If family economics and education were the same, how to explain the extreme difference in outcomes?

The researchers found four significant factors in the childhoods of those who became professors. (Incidentally, professors have a much higher life expectancy and higher income level than working class.)

- 12 of the 15 professors were read to or told stories by their parents, compared to only 4 of the blue-collar workers.
- 14 out of 15 professors came from homes where books and print were plentiful; among blue-collar workers, only 4 had books.
- 13 of the professors' mothers and 12 of the fathers were identified as frequent readers of newspapers, magazines, or books; blue-collar workers identified 6 mothers and 4 fathers.
- All of the 15 professors were encouraged to read as children, compared with only 3 of the blue-collar workers.

As much as anything else, children are little sponges, soaking up the behavior and values of the dominant people around them.

A Pennsylvania social worker once told me about a family she was working with. The mother asked if it was natural for her son to pretend to be reading to his toy trucks and cars (he was too young to actually be reading). The worker had seen children read to their dolls and siblings, but to toy cars?

She told the mother this was a new slant on reading but not to worry about it. The important thing was the boy was imitating the act of reading, a very positive behavior.

Later, as she was leaving, she observed the child's father bent over the engine of his pickup truck, a repair manual balanced on the radiator, reading aloud the instructions to himself. CLICK! It was entirely natural for the little boy to think his father was reading aloud to his truck. Monkey see, monkey do.

Danger signs across the land

Since 1970 there has been something of a sea change in the academic lives of American boys. Prior to 1970, boys dominated the school scene in academics and leadership. Not any more.

From elementary grades through college, the girls are rising (that's good) and the boys are sinking (not good). Girls dominate the ranks of school valedictorians and salutatorians, class officers, advanced placement classes, honor rolls, and graduation rates.

On the college level there has been a complete reversal of the field. Where boys made up nearly 60 percent of college students

Where have all the boys gone?

June 2012

WHAT DOES HEALTHY EATING FOR MY CHILD MEAN?

WHAT DO CHILDREN NEED?

Each of the five major food groups contributes specific nutrients necessary for your child's growth and development. Foods from **all** of the food groups are the basis of a healthy diet. Therefore, children need to **eat a variety of foods** each day:

MILK & MILK PRODUCTS
provide calcium, vitamin D and potassium for strong teeth and bones; good source of protein, magnesium and vitamin A

FRUITS
provide vitamin C and fiber to help the immune system, heal wounds and for good digestion

VEGETABLES
provide vitamins A and C and fiber to protect eyesight, help the immune system, and for good digestion

GRAINS
provide B-vitamins for energy to support activity and growth

MEAT & BEANS
provide protein, iron and zinc for developing muscles, healthy blood and growth needs

IF MY CHILD IS TAKING A MULTIVITAMIN, DOES IT REALLY MATTER WHAT HE OR SHE EATS?

A daily multivitamin may seem like "insurance" that your child is getting enough nutrients; however, other compounds in **foods** are necessary for good health. If your child takes a multivitamin, make sure that it provides no more than 100% of the Dietary Reference Intakes (DRI) – more than this on a regular basis can be harmful.

ARE VEGETARIAN DIETS APPROPRIATE FOR CHILDREN?

Generally, vegetarian diets that include milk products and eggs can meet the needs of growing children if they consume the recommended servings for each food group shown on the next page.

When choices are restricted solely to plant-based foods, you will need to consult your child's doctor or a registered dietitian to make sure your child is getting enough calories and important nutrients, including vitamin B-12, iron, zinc and calcium needed for growth and development.

BUILDING STRONGER BONES

Calcium, as well as vitamin D and potassium, are critical for strong bones and teeth. Sufficient calcium consumed in childhood is necessary to ensure strong bones as adults.

The primary source of calcium in the American diet is milk and milk products. Some dark green vegetables, such as broccoli, collards and kale contain calcium, as well as some types of tofu and certain corn tortillas. Calcium-fortified foods are readily available, but may not provide the full package of nutrients needed for building strong bones.

FOOD ALLERGIES

Common food allergens include eggs, fish, milk, peanuts, shellfish, soybeans, tree nuts such as almonds, pecans and walnuts, and wheat. Childhood allergies to eggs, milk, soy and wheat are commonly outgrown but peanut allergies are almost never outgrown.

Only about four to six percent of children have true food allergies. It is important to have a physician diagnose a suspected food allergy.

LACTOSE INTOLERANCE

Some children experience stomach discomfort from digesting lactose, the sugar found in milk. Yogurt and some hard cheeses, such as cheddar, are usually easier to digest. Drinking milk with meals or snacks, or drinking smaller amounts of milk at a time may help. For those with a severe intolerance, lactose-reduced dairy foods are available in most grocery stores. If you believe your child is lactose intolerant, consult your child's doctor or a registered dietitian for further advice.

The Focus

Young children deal with many of the same emotions adults do. Children get angry, sad, frustrated, nervous, happy, or embarrassed, but they often do not have the words to talk about how they are feeling. Instead, they sometimes act out these emotions in very physical and inappropriate ways. For example, when Maggie's son was frustrated, he threw the puzzle piece and the puzzle.

The Solution

Parents can help their children understand and express their emotions. The following strategies are some of the ways you can help your child express his feelings:

- Help your children understand their emotions by first giving the feelings names and then encouraging them to talk about how they are feeling. For example, you might say to your child, "Daddy left on a trip, you are sad. You said you want your Daddy." By giving your child a label for her emotions, you enable your child to develop a vocabulary for talking about feelings.
- Give children lots of opportunities to identify feelings in themselves and others. For example, you might say to your child, "Riding your bike is so much fun. I see you smiling. Are you happy?" Or you might point out a situation and ask your child to reflect on what someone else may be feeling: "Joey bumped his head on the slide. How do you think Joey feels?"
- Teach your children the different ways they can respond to specific feelings, conflicts, or problems. Talk about your own feelings with your children. *"Remember yesterday when the water in the bathtub would not go down the drain? Mommy got so mad and do you remember what my face looked like when I got mad? Can you make a mad face like Mommy's?"* Talk with your children about different ways you deal with specific feelings. *"When I get mad I take a deep breath, count to three, and then try to think of the best way to deal with my problem."*
- Teach your child to identify and express their emotions in ways that your family and friends find acceptable. For example, you might tell your child "Sometimes Grandfather is angry when things don't go well at work. What does he do? He sits on the porch until he figures out what he wants to say about it. You should sit and think when you get angry."

The Steps

1. Explain the feeling by using words your child can easily understand. Try to use pictures, books, or videos to help get your point across. *"Look at Little Red Riding Hood's face; she is so scared when she sees the wolf in her Grandma's bed!"*

2. Teach your child the different ways we can deal with feelings. Let your child come up with ways she can deal with her feelings. Talk about positive and not so positive ways to express feelings. There are many strategies you can use to teach new ways to appropriately express feelings:
   - Use real-life examples or teach in the moment. For example, *"You are having a difficult time putting your trike in the carport. You look frustrated. What can you do? I think you could ask for help or take a deep breath and try again. What do you want to do?"*
   - Teach you child new ways to respond to feelings by discussing common situations that your child might remember or that

happen frequently. For example, *"Yesterday, you were angry because Joey would not let you play with his truck. You were so mad that you hit him. When you feel angry that Joey won't let you have a turn, what should you do?"*
   - You can use children's books to talk about feelings. For example, ask your child when reading a book, *"What is (character in book) feeling right now? How do you know? Have you ever felt that way? What do you do when you feel that way?"*
   - Keep it simple, use visuals or pictures to help get your point across, and always try to relate your lesson back to something that happens in your child's life.
   - Teach your child new strategies to use when feeling emotions that may be expressed inappropriately (e.g., anger, frustration, sadness). Strategies to share with your child might include taking a deep breath when frustrated or angry, getting an adult to help resolve a conflict, asking for a turn when others won't share, asking for a hug when sad, and finding a quiet space to calm down when distressed.

3. Praise your child the first time he tries to talk about his feelings instead of just reacting. It is ***REALLY*** important to let your child know exactly what she did right and how proud you are of her for talking about feelings. It should always be OK to say what we are feeling. It's how we choose to show our feelings and respond to them that requires special effort.

4. Support your child to talk about feelings and practice her new strategies for expressing emotions appropriately every chance you get. For example, you can talk about feelings when you are playing a game, when you are riding in the car, or when you are eating dinner. There will be all kinds of things that happen every day that will be great opportunities for you to talk about feelings. The more often your child practices, the faster your child will learn.

WARNING – Do not try and practice when your child is in the middle of a "meltdown." Use quiet, calm times to teach and practice the new strategies. For example, if your child is having a "meltdown" because she does not want to wait for a cookie until after dinner, she will not be in the mood to practice expressing her frustration with words, rather than a tantrum. In this situation, you have to be deal with her emotions (e.g., *"I know you really want a cookie now, but that is not an option, we are going to eat dinner in 5 minutes. You may have a cookie after dinner."*). However, you can talk with your child about the incident after she is calm and discuss the best way for expressing those emotions (*"When you are frustrated that you can't have what you want, you can tell me, but you can't hit me or shout at me. Earlier, you wanted a cookie before dinner and you hit me. The next time you feel frustrated, you can tell me and then take a deep breath and calm down if you feel angry."*)

Practice Makes Perfect

Here are some activities that you can do with your child to help him or her understand feelings.

Here are some activities you can do with your child to help him or her understand feelings.

Play ***Make a Face*** with your child. You start the game by saying, *"I am going to make a face, guess what I am feeling by looking at my face."* Then, make a happy or sad face. When your child guesses the feeling word, respond by saying, *"That's right! Do you know what makes me feel that way?"* Follow by describing something simple that makes you have that feeling (e.g., *"Going to the park makes me happy." "I feel sad when it rains and we can't go to the park."*). Please note, this is not the time to discuss adult circumstances that are linked to your emotions (e.g., *"When your Daddy doesn't call me, I feel sad."*). Then say to your child, *"Your turn, you make a face and I will guess what you are feeling."* Don't be surprised if your child chooses the same emotion that you just displayed; it will take time before your child can be creative with this game. Once you guess, ask your child to name what makes him have that emotion. Keep taking turns until your child shows you that he is not interested in continuing the game.

Share a story in a new way. Read a book to your child that shows characters who experience different emotions (e.g., sad, happy, scared, worried, confused, etc.). Stop on a page where the character is showing the expression. Ask your child *"What do you think he is feeling?" "Why is he feeling that way?"* or *"Look at her face, how can you tell that she is __?"* Other questions could be *"Have you ever felt___? What make you feel that way?"* or *"What will happen next?"* or *"What should he do?"* Do not pause too long on one page and only continue the discussion as long as your child shows an interest.

Make an ***emotion book*** with your child. An easy project to do with your child is to create a homemade book. All you need is paper, crayons or markers, and a stapler. You can make a book about one emotion and have your child fill the pages with things that make her feel that way. For example, a "Happy Book" may have pictures that you and your child draw of things that make her happy, pictures cut out of magazines that are glued on the pages, or photographs of friends and family members. Another approach is to have the book be about a variety of feeling words and do a page on each of several emotions (happy, mad, surprised, scared, irritated, proud, etc.). For children who have a lot to say about their feelings, you may want to have them tell you a sentence about what makes them

feel an emotion so you can write the sentence on the page. Then, your child can cut out a picture to glue in the book or draw a picture to go with the emotion. Warning, this activity is more likely to be enjoyable to your child if you do it together, but might be difficult for your child to do alone.

Play "**Mirror, Mirror…what do I see?**" with your child. Using a hand mirror or a mirror on the wall, play this game with your child. Look in the mirror and say *"Mirror, mirror, what do I see?"* Then make an emotion face. Follow by naming the emotion by saying, *"I see a sad Mommy looking at me."* Turn to your child and say "your turn." Help your child remember the phrase *"Mirror, mirror what do I see?"* You may have to say it with your child. Then, tell your child to make a face and help him say the next sentence *"I see a happy Patrick looking at me."* Don't be surprised if your child always wants to use the emotion that you just demonstrated. Play the game until your child loses interest.

Teaching Feeling Words

We often only think of teaching common emotions like happy, sad, mad, etc. But there are many other feeling words that children should learn to express, such as the following:

Brave	Cheerful
Cheerful	Bored
Confused	Surprised
Curious	Proud
Disappointed	Frustrated
Embarrassed	Silly
Excited	Uncomfortable
Fantastic	Worried
Friendly	Stubborn
Generous	Shy
Ignored	Satisfied
Impatient	Safe
Important	Relieved
Interested	Peaceful
Jealous	Overwhelmed
Lonely	Loving
Confused	Tense
Angry	Calm

Expressing Feelings

Sometimes children express their emotions in ways that are problematic. Your child might cry when frustrated or throw toys when angry. Here are some different ways you can teach your child to act on feelings:

Ask for help
Solve problems with words
Say it, don't do it *(say "I am mad" instead of throwing toys)*
Tell a grown-up
Take a deep breath
Describe what you are feeling
Think of a different way to do it
Relax and try again
Walk away
Ask for a hug

Putting it All Together

Understanding emotions is a critical part of children's overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. They are experiencing so many new and exciting things for the first time. It can be overwhelming! We need to be sure we always validate our children's emotions and don't punish them for expressing their feelings. You might want to remind your child that, "It's ok to tell me how you feel, but it's not ok to hurt others or things when you feel (name feeling)." Teach them about their emotions, help them come up with new ways to deal with emotions, give them lots of time to practice their new strategies, and always remember to give lots of positive encouragement when they use the new strategy instead of reacting in the "old" way!

The Center on the Social and Emotional Foundations for Early Learning

Child Care Bureau

Office of Head Start

The Thrill of Skill

Age-Appropriate Kitchen Tasks

Let older children help teach younger ones – everyone benefits!

2 years old:

Proper hand washing
Wipe table tops
Play with safe utensils
Scrub, wash, tear, snap, break into pieces
Move pre-measured ingredients from one place to another
Add ingredients to a bowl

3 years old: *All of the above plus...*

Handle dough, begin kneading, simple shaping
Pour cool liquids into mixture
Mix dry ingredients with wire whisk or spoon in extra large bowl
Shake liquids
Spread soft spreads
Place things in trash

4 years old: *All of the above plus...*

Peel loose skinned oranges; hard cooked eggs
Form round shapes with dough
Mash fruits (bananas) or cooked vegetables
Cut with dull scissors (snip green onions, dried fruits)
Set table

5 to 6 years old: *All of the above plus...*

Help measure dry ingredients (stir, spoon, level)
Cut with a blunt knife (plastic or tableware)
Use a hand held egg beater or whisk
Crush crackers in a bag with a rolling pin
Sprinkle ingredients on salads, cakes, cookies, casseroles

6 to 8 years old: *All of the above plus...*

Clean surfaces before and after
Wash fruits and/or vegetables
Gather ingredients and equipment
Grease or spray baking pans
Measure dry ingredients
Measure liquid ingredients
Add measured dry and liquid ingredients into mixing bowl
Learn to crack eggs
Cut fruit, butter or margarine sticks on cutting board (plastic or table knife)
Push buttons on blenders, processors with adult
Knead dough
Preheat oven (adults help load products in hot oven)
Wash dishes, put away ingredients or utensils

9 to 12 years old: *All of the above plus...*

Learn safe knife skills (chopping, dicing, and cutting)
Handle food equipment safely
Place oven racks and load oven (while oven is cold)
Safe operation of electric equipment (mixer, microwave, bread machine food processor, etc.)
Follow a recipe (measure accurately, prepare a product)
Read ingredient and food labels
Safely handle/store ingredients/finished products
Plan and prepare simple meals, snacks
Clean up (how and what to wash in dishwasher or by hand)

13 years old and up: *All of the above plus...*

Tasks requiring multiple preparation steps or close timing
Create new flavor combinations, shapes or decoration
Plan and prepare whole menus for meals or entertaining
Make shopping lists and shop for ingredients
Help younger children learn about food and how to prepare
Enjoy cooking with peers

From *Baking with Friends: Recipes, Tips and Fun Facts for Teaching Kids to Bake*

June 2012
Get Moving Today Activity Calendar

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Duplicated with permission from Head Start Body Start (HSBS). For more information about quality K-12 physical education visit www.naspe.org. For more information about lifelong and inclusive physical activity visit www.aapar.org					**1** Run in circles. Go outside and run in big, small, and medium sized circles.	**2** Draw a hopscotch pattern outside and work on your jumping and hopping skills.
3 Work on your underhand tossing skills. Use empty plastic bottles and toss them into a big box.	**4** Play catch with someone. Start really close and after every 2 tosses back up one step.	**5** Stretch your body into the shapes of each letter in your name. Stretch big and small.	**6** Work on moving in different directions – forward, backward, sideways.	**7** Set up a bunch of targets and work on throwing or rolling a ball at them to knock them over.	**8** Have a three legged walk with someone in your family. Stand side by side, with your inside legs touching – these two legs should move together as one leg.	**9** Ask someone to take you to a park and try to keep moving for 15 minutes without stopping…run, climb, jump, swing.
10 Make your arms strong by walking like different animals around your yard … bear, crab, seal, etc.	**11** Put a t-shirt on the floor, bend over and put your hands on it, then push it all over the space.	**12** Find an open space and work on rolling in different ways…long, straight body and a curled up small body.	**13** Draw circles, squares, and triangles on the driveway and practice tossing rolled up socks into each shape.	**14** Go for a family walk and take turns saying something you are really happy about or thankful for.	**15** Put your favorite stuffed animal in a wagon and pull it around the house.	**16** Find a little hill and roll down it, run back up and do it again.
17 Turn on some slow, quiet music – lay on the floor, relax, breath and stretch.	**18** Walk and run around your house 4 times. Each time try to go a little faster.	**19** Work on your kicking skills. Try running up to the ball, swing your leg back and then kick through the ball.	**20** Pretend that you are at a magical zoo. Ask mom or dad to identify an animal and as they say its name you have to move and sound like that animal.	**21** Practice your volleying skills – find a balloon and try to keep it up in the air. Try volleying it with different parts of your body.	**22** Work on throwing really hard. Remember to bring the ball back to your ear and take a nice big step forward.	**23** Fill a bucket with some water. Try to carry it around the house without losing the water. It's probably best to *Take It Outside*!
24 Do a job for mom or dad – like sweeping the floor or sorting the laundry. Try to find something that uses lots of muscles.	**25** Play catch with a water balloon. Make a nice soft home for the balloon with your hands, and "give" with your body as you catch it.	**26** Draw different shapes with sidewalk chalk and practice moving over, around, and into them.	**27** Work on dribbling a ball with your feet. Try saying tap, tap, run, run as you do the same with your feet and the ball.	**28** Practice passing a ball back and forth with someone using your feet. Start out close and keep moving further apart.	**29** Make up a silly dance, show it to someone, and then ask them to do it with you.	**30** Go back and do your favorite activity this month!

TAKE IT OUTSIDE! WEEK

15 Simple Ways to Get Moving

Use these simple 15 outdoor activities to get your children moving. The activities listed only require you, your child, and your imagination.

Did You Know?
Physical activity for young children is an important component of early brain development and learning.

When adults model and teach the importance of physical activity, young children are more likely to adopt a lifetime of healthful practices and behaviors.

1. Spread paper plates on the ground. Pretend they are rocks in a stream. Get from one side to the other without stepping in the stream.
2. Work on moving in different ways- go outside and practice walking, running, galloping, skipping, jumping and hopping.
3. Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing? Bring real instruments outside and march in a band with friends.
4. Rainbow Run- talk about the colors of the rainbow as you name colors, run & touch 3 things that are that color.
5. Go for a walk- breath in the air as you swing your arms and hold your head high.
6. Take a walk; first go in straight lines, then curvy lines, and then try walking backwards.
7. Get outside and practice running. When you are running work on pumping your arms front and back and moving in a straight line.
8. Set up an obstacle course using things to jump over, go around, and even under. See how fast you can do it.
9. Find an open space and work on rolling in different ways...long, straight body and a curled up small body. Rolling down a hill is fun!
10. Blow bubbles outdoors. Chase and catch the bubble before it pops.
11. Pretend you are at a zoo. Identify an animal- move and sound like that animal.
12. Pretend to be a growing flower. First you are a tiny seed in the ground and then grow into a big flower.
13. Pretend to be a balloon – first without air, being blown up, floating around, and then being popped.
14. Motions of the weather- use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.
15. Pretend to move like different foods- melt like a popsicle or pop like popcorn.

HEAD START BODY START
National Center for Physical Development and Outdoor Play

EPA United States Environmental Protection Agency
Indoor Environments Division
Office of Air and Radiation (6609J)
EPA 402-F-04-017
May 2004

Clearing the Air of Asthma Triggers

10 Steps to Making Your Home Asthma-Friendly

1. **Take it outside.** One of the most common asthma triggers in the home is **secondhand smoke.** Until you can quit, smoke outside, not in your home or car.

2. **Good night, little mite! Dust mites** are also triggers for asthma. For mite population control, cover mattresses and pillows with dust-proof (allergen impermeable) zippered covers. Wash sheets and blankets once a week in hot water.

3. **Play it Safe.** Ozone and particle pollution can cause asthma attacks. Watch for the Air Quality Index (AQI) during your local weather report. When AQI reports unhealthy levels, limit outdoor activities.

4. **A little goes a long way.** Reduce everyday dust build-up, by regularly dusting with a damp cloth and vacuuming carpet and fabric-covered furniture.

5. **Stake your claim. Household pets** can trigger asthma with skin flakes, urine, and saliva. Keep pets outdoors, if possible.

6. **Uninvite unwelcome guests. Cockroaches** can trigger asthma. Don't invite them into your home by leaving food or garbage out. Always clean up messes and spills and store food in airtight containers.

7. **Think before you spray.** Instead of pesticide sprays, control pests by using baits or traps. If sprays are necessary, always circulate fresh air into the room being treated and keep asthma sufferers out of that room for several hours after any spraying.

8. **Break the mold. Mold** is another asthma trigger. The key to controlling mold is controlling moisture. Wash and dry hard surfaces to prevent and remove mold. Replace moldy ceiling tiles and carpet.

9. **Air it out.** Reducing the moisture will control asthma triggers like **mold, cockroaches,** and **dust mites**. Use exhaust fans or open windows when cooking and showering. Fix leaky plumbing or other unwanted sources of water.

10. **Plan *before* the attack.** Work with your doctor or health care provider to develop a written asthma management plan for your child that includes information on your child's triggers and how to manage them.

Post a note. Post this plan on your refrigerator to help *control asthma triggers and reduce asthma attacks in your home*. Share it with those who spend time with your child like teachers, babysitters, and coaches.

Head Start *News*

Obesity and Children

Recent studies in obesity show:

- Many children are watching TV while eating evening meals. Overweight children ate more meals in front of the TV than normal-weight children.
- Physically active children are more likely to become physically active adults.
- Lack of exercise is a major reason for the growing rate of childhood obesity.
- A possible link between the amount of soft drinks consumed and obesity.
- Large amounts of juice may contribute to obesity.
- After an obese child reaches the age of six, the chance that obesity will persist is more than 50 percent.

A health care provider should be consulted if a parent thinks a child is overweight. A child's weight history, body build, and growth will be evaluated to determine if a weight loss plan is necessary. Sometimes a child's weight grows faster than his height. Over time, height may catch up to weight. Parents should not put a child on a strict weight-loss diet. Limiting calories and nutrients can interfere with a child's normal growth.

To help a child who is overweight:

- Serve meals and snacks on a regular schedule. Choose lowfat snack foods, such as fruit, pretzels, graham crackers, and juices, instead of potato chips, soda, and cookies.
- Become an active family. Teach children to play hopscotch, tag, jump rope, and other active sports. Ride tricycles or bicycles and play in the park. Preschoolers have a short attention span, so plan several activities and quit when a child begins to get tired or bored.
- Limit TV and computer time.

Overweight children are often teased. Children should feel good about themselves no matter what they weigh. To build self-esteem in an overweight child, parents should not make fun of a child's weight, and should treat an overweight child the same as other children. Help a child notice that all children get teased about something—wearing glasses or even for being smart.

Sometimes children think they are too fat when they aren't. They hear adults talk about diets and weight. Children want to be like adults, so they worry about weight just as adults do. Children need to know that some children are larger than others and that they are still growing. If they eat and exercise in a healthy way, their body will find a weight that is right for them.

Pita Bread Stuffers

Pita (Pee-tah) bread comes from the Middle East. Fill its pocket with different salads and spreads.

Tuna-Apple Salad

3 cups shredded cabbage
1 (6-ounce) can tuna, drained and flaked
3/4 cup shredded American cheese
1/2 cup thinly sliced celery
2/3 cup low-fat salad dressing or mayonnaise
1 tablespoon milk
1 tablespoon lemon juice
1 tablespoon salad oil
1/2 teaspoon sugar
1/4 teaspoon salt
2 cups apples, cored and chopped

How To Fix:

1. Combine cabbage, tuna, shredded cheese, and celery. Chill in the refrigerator.
2. Stir together: salad dressing or mayonnaise, milk, lemon juice, oil, sugar, and salt.
3. Add chopped apples and chill. To serve, pour dressing mixture over tuna mixture. Mix well. Serves 4.

Vol. 2-#11

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W. Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.
Copyright © 2008 Lucy Williams. All rights reserved. The Nutrition and Health Newsletter is intended for individual subscribing site duplication and may not be resold or published elsewhere without written permission from the publisher. Managing editor Lucy M. Williams, M.S., M.Ed., R.D. To order, phone: 419-344-3665, e-mail: lumwill@aol.com, or visit website: www.nutritionmaterials.com

Activities for Sick Children

When children are sick, they need activities to help take their minds off their illness. Time goes by slowly for a child confined to bed. Activities should be brief, since concentration levels may be short.

Most children like sympathy when they are sick. Rubbing their backs or planning a small surprise, such as a flower on a breakfast tray, mean a lot.

Activities for sick children:

- Make a bed table from a cardboard box. Cut holes in the sides for the knees. Or cut down a box top to make a table for games and puzzles; the rim prevents pieces from flying all over the bed. Travel dominoes, tiddley-winks, and checkers are all games a child can play in bed.
- So you can get other work done, place an alarm clock by your child's bed. Set it for 15 or 30 minutes. When the alarm goes off, tell your child that you'll be in to read a book or play a game.
- Give children a flashlight to play with under the blankets or to make shadows on the wall.
- Shoe storage bags help organize crayons, toys, and tissues.

Calcium and Pregnancy

Pregnant women need 1,000 mg of calcium a day. Adequate calcium during pregnancy helps maintain calcium balance and may help protect a women from osteoporosis later in life. Adequate calcium can help maintain normal blood pressure during pregnancy and may also help reduce the risk of preeclampsia—high blood pressure that develops during the late stage of pregnancy.

Calcium is important for the unborn baby's growth and development. The fetus gets the calcium it needs from its mother's blood supply. A fetus uses about 250 to 300 mgs of calcium daily from the mother's supply.

It's best to get the recommended daily amount of calcium by eating foods high in calcium. Excellent sources of calcium include:

- Yogurt. One cup of yogurt contains 490 mg calcium.
- Milk. 1 cup of milk contains 300 mg calcium.
- Swiss cheese. 1 ounce contains 270 mgs calcium.
- Cheddar cheese. 1 ounce contains 205 mgs calcium.

Pregnant women should eat only cheeses that are pasteurized.

Handwashing

Handwashing is a quick and easy way to cut down on infections in your household. Colds, flu, ear infections, strep throat, foodborne illnesses, and diarrhea are spread by unwashed, or poorly washed, hands. Most bacteria and viruses infect a person after entering the body through the mouth or nose. Many times these germs get to the mouth and nose by dirty hands.

To properly wash hands, rub them together for at least 10 seconds—enough time for children to say their ABCs. Use hot water with soap.

Soap breaks down oils and greases which helps kill germs. Wash under fingernails. Rinse in warm water.

Wash hands:

- Before meals or snacks.
- After using the bathroom.
- At bedtime or naps (vital for thumbsuckers)
- After blowing your nose, sneezing or coughing.
- After handling raw meat, money, or taking out the trash.
- After diaper changes.

Highchairs

Many children die each year from accidents that happen in the home. Making sure baby furniture is safe will cut down on accidents. If you buy a new highchair, borrow, or buy one used, there are crertain safety items to look for. Make sure a highchair has a:

- Wide base so it won't tip over.
- Waist and crotch strap that is not joined to the tray. Your child should be secure even if the tray is not used. Buckle on the waist and crotch strap that is easy to fasten. It should not be easy for a child to undo.
- Tray that locks tightly.
- Caps or plugs made from metal tubing can't be pulled off. A baby can swallow them and choke.

Never leave a child alone in a highchair. Many children have wiggled loose, fallen and hurt themselves when left alone. When a highchair is not in use, lock the tray in place. Toddlers like to use chairs to reach other things on counters.

live well, work well

May 2012

Safe and Fun in the Sun

May is Skin Cancer Detection and Prevention month, the perfect time to brush up on ways to protect your loved ones, since warmer weather means more time spent soaking up the sun.

Each year, 3.5 million cases of skin cancer are diagnosed, making it the most common form of cancer in the United States. The good news is that skin cancer is easily cured if detected early, so doctors recommend that you perform a monthly self-examination. Here's what to look for:

- A skin growth that increases in size and looks pearly, translucent, tan, brown, black or multicolored.
- Any brown spot (including moles, birthmarks, etc.) that:
  - changes color or texture
  - increases in size or thickness
  - is irregular in outline
  - is larger that ¼ inch
  - appears after age 21.
- A spot or sore that continues to itch, hurt, crust, scab, errode or bleed.
- An open sore that does not heal within three weeks.

Here are a few ways you can protect your skin when spending time outside:

- Generously apply a water-resistant sunscreen of SPF 30 or higher whenever outside, even on cloudy days. Reapply every two hours and after swimming or sweating.
- Wear breathable, protective clothing, such as a long-sleeve shirt, pants, a wide-brimmed hat and sunglasses when possible.
- Seek shade between 10 a.m. and 4 p.m. as the sun's rays are strongest during this time.
- Use extra caution—and extra sun screen—near water, snow and sand which can reflect and intensify the sunlight.
- Avoid tanning beds as the ultraviolet light from them can cause skin cancer and wrinkling.

Outdoor Exercise

Ready to move your exercise routine outdoors? As the temperature climbs, so does your risk of suffering from a heat-related illness. Review the list below to stay safe as the mercury rises:

- Stay hydrated by drinking plenty of water the day before, the day of, and after your workout.
- Avoid exercising between 10 a.m. and 4 p.m., the hottest period of the day.
- Wear a hat and sunglasses to reduce exposure to the sun.
- Be aware of the symptoms of a heat-related illness and take immediate precautions if you begin to feel faint, dizzy, nauseated, are sweating heavily, or experiencing a weak or rapid heartbeat.

DID YOU KNOW

Without taking the necessary precautions, exercising in high temperatures can lead to:

- **Heat cramps**
- **Heat exhaustion**
- **Heatstroke**

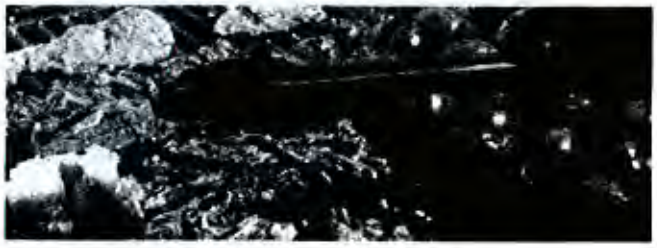
Cottingham & Butler

C&B Insurance | SISCO | HealthCorp | Safety Management

Food Safety Tips for Grilling

It's grilling season! When planning your next outdoor menu (see kebobs recipe below!), one item you'll definitely want to leave off the plate is foodborne illness—here's how:

- **Wash everything** – Before and after cooking, wash all indoor and outdoor surfaces that will come into contact with food. Be especially careful to wash everything that comes into contact with raw meat or poultry and wash your hands often to prevent contamination.
- **Marinate safely** – If you plan on marinating raw meat, do so in a covered container in a refrigerator, not on the counter. This decreases the risk of bacteria.
- **Keep everything covered** – Cover all food with tin foil while outside. This keeps insects or bacteria from landing on and contaminating your food.
- **Keep hot foods hot** – Grilled food that is finished cooking can be kept hot until serving by moving it to the side of the grill rack. This keeps the food from overcooking and prevents bacteria from forming.



Budget-friendly Vacations

Dreaming of a summer get-away that doesn't bust your budget? As you plan your trip, consider these money-saving travel tips.

- Comparison shop airport options. Big cities often have multiple airports, or smaller ones nearby. The cheapest option might be worth the drive.
- Pack a single carry-on bag. Many airlines are charging up to $100 for each checked piece of luggage. Plus, if your luggage is lost or delayed, you may have to purchase new items for your vacation.
- Consider vacationing with friends or family. Sharing a rented townhome is often less expensive than staying in a hotel. Check out www.airbnb.com, a vacation rentals service that matches travelers seeking cheaper short-term accommodations with private rental options.
- To save on food, many websites offer deals at certain restaurants, so be sure to research any specials before you hit the road. Or, rent accommodation with a kitchen so you can cook "at home."
- Convert to foreign currency before you leave. Many airport currency exchanges and foreign ATMs often charge hefty fees, so it is best to change your money at a bank before you leave.
- Staycation instead. The best way to save money might be to take a few days off to explore your city or one nearby. You might be surprised to discover that you don't have to travel far or spend a lot of money to feel like you got away from it all.

Cilantro-lime Shrimp Kebabs

Celebrate the weather by dusting off your grill and cooking up these simple, delicious cilantro-lime shrimp kebabs.

16 large shrimp, uncooked, deveined
the juice of 3 large limes, or about ¼ cup of juice
2 cloves of garlic, crushed and peeled
¼ tsp black pepper
2 tsp olive oil
2 tbsp fresh cilantro, cleaned and chopped
10 medium cherry tomatoes, rinsed and dried
10 white button mushrooms, wiped clean and stems removed

In a glass measuring cup, add the lime juice, garlic, pepper, olive oil, and cilantro and stir. Place the shrimp in a medium bowl and pour the cilantro lime marinade over the shrimp. Let marinate for only 10 to 15 minutes in the refrigerator. Alternate cherry tomatoes, mushrooms and shrimp on four skewers. Grill the skewers over a medium heat for 3 to 4 minutes on each side until the shrimp are just cooked through.

Yield: 2 servings. Each serving provides 160 calories, 6g total fat, 1g saturated fat, 17g carbohydrates, 95mg sodium and 4g fiber.

Source: www.cdc.gov

This brochure is for informational purposes only and is not intended as medical advice. For further information, please consult a medical professional.
© 2012 Zywave, Inc. All rights reserved.

live well, work well

June 2012

Firework Safety for Summer

The Fourth of July is just around the corner, and for many Americans fireworks are an integral part of the celebration. June is Firework Safety Month and the perfect time to brush up in preparation for Independence Day.

According to the Consumer Product Safety Commission, hospitals treat 200 firework-related injuries daily during the months surrounding the Fourth of July. Follow these tips to make sure you and your loved ones have a safe and enjoyable holiday:

- Never allow young children to play with or ignite any type of firework—even sparklers burn at temperatures around 2,000 degrees.
- Always have an adult supervise the use of fireworks.
- Be sure that any fireworks you purchase are intended for use by the general public. Some fireworks are made strictly for professional use and could cause serious injury or even death.
- Don't carry fireworks in a pocket, purse or backpack, as a single spark could cause them to ignite.
- Never attempt to re-light or pick up any firework that has not ignited properly—it may still be dangerous.
- Light fireworks one at a time to prevent confusion and accidents.
- Have a bucket of water or garden hose on hand in case of an emergency and to douse fireworks before discarding them.
- Keep unused fireworks away from the lighting area to prevent a spark from accidently igniting them.
- Many parts of the country prohibit the use of fireworks. Make sure they are legal in your area before buying or using them. If your area is experiencing a drought, fireworks may be temporarily banned.

Whether you're watching your community's firework display, or setting them off in your own back yard, put safety first!

Buying Organic:
The Dirty Dozen

Want to go organic but not sure if it's worth the extra cost? For some types of produce, it almost certainly is. According to data from the U. S. Department of Agriculture (USDA), some types of produce are more susceptible to pesticides than others. The USDA found that some fruits and veggies without a tough, protective skin often contained residue from pesticides.

The "Dirty Dozen" are the 12 types of produce most likely to contain pesticides. To avoid chemicals, consider going organic when purchasing these fruits and vegetables:

1. Apples
2. Celery
3. Strawberries
4. Peaches
5. Spinach
6. Nectarines
7. Grapes
8. Sweet Bell Peppers
9. Potatoes
10. Blueberries
11. Lettuce
12. Kale/Collard Greens

DID YOU KNOW

While most non-organic produce contain some amount of pesticide residue, a few types are fairly resistant. Onions, sweet corn, pineapples, avocados, asparagus and sweet peas have been found to have very small amounts of residue.

Cottingham & Butler
C&B Insurance | SISCO | HealthCorp | Safety Management

Outdoor Exercise: Getting the Right Gear

Transitioning from running indoors to outside? Prepare yourself for the outdoor elements by investing in the following three key pieces of equipment:

1. **New shoes** – If your running shoes are worn out from a winter of running on the treadmill, look into ditching the old ones in favor of a new, water-resistant pair. After you spend some time running on the hard asphalt and through puddles, your feet will thank you.
2. **A running pack** – If you plan on running long distances, make sure you get a light-weight running backpack or fanny pack. These packs can store a water bottle for a run in the sun, or rain gear in case the weather turns.
3. **Rain gear** – If you don't have any already, consider picking up packable, water-resistant pants and jacket. That way you won't have to call off your run on account of rain.

Save on Seasonal Style

In need of a wardrobe refresh but don't want to pay full price? Check out the following tips to discover how to dress for the summer season without breaking the bank.

- Buy your summer clothes nine months early. By shopping the sale racks at the end of summer you'll be able to save significant amounts on a new summer wardrobe. Store the clothes with the tags intact and be sure to save the receipt, that way if you go up or down a size you can get back what you paid for them.
- Summer is garage sale season and the perfect time to find a few gently-used items. Remember to negotiate with the owner; they may be willing to offer a reduced price if you are purchasing more than one item.
- Going to a consignment shop or second-hand store may be well worth the trip. The prices are almost always rock-bottom and are better organized than garage sales.
- Check out the lots of summer clothing on www.ebay.com. Often times you can find large quantities of seasonal clothing in a single size for a small price.
- If you have growing children in your family, organize a clothing swap with your friends, family or in your neighborhood. Everyone can trade out their kids' outgrown clothes for larger sizes. You get rid of unneeded clothing and get a brand new wardrobe for your child—for free!

Fresh Summer Gazpacho

Keep your cool with this refreshing chilled soup! Gazpacho originated in the south of Spain and is typically served during the warm months to help people beat the heat—perfect for the first day of summer.

3 medium tomatoes, peeled and chopped
½ cup cucumber, seeded and chopped
½ cup green pepper, chopped
2 green onions, sliced
2 cups low-sodium vegetable juice cocktail
1 tbsp. lemon juice
½ tsp. basil, dried
¼ tsp. hot pepper sauce
1 clove garlic, minced

Combine all ingredients, except for ¼ cup of cucumber, in a large bowl, mixing them thoroughly. Cover and store in refrigerator for several hours, until completely chilled. When ready to serve, garnish with the remaining chopped cucumber.

Yield: 4 servings. Each serving provides 53 calories, less than 1g total fat, less than 1g saturated fat, 12g carbohydrates, 41mg sodium and 2g fiber.

Source: www.nhlbi.nih.gov

This brochure is for informational purposes only and is not intended as medical advice. For further information, please consult a medical professional.
© 2012 Zywave, Inc. All rights reserved.

Baking with Friends

Recipes, Tips, and Fun Facts for Teaching Kids to Bake

Confetti Corn Bread

Ingredients:

1 cup cornmeal, white, yellow or whole grain
1 cup all-purpose flour
1 or 2 tablespoons sugar, optional
2 ½ teaspoons baking powder
½ teaspoon salt
1 egg
3 tablespoons vegetable oil or melted butter
1 cup low-fat milk or skim milk
1 cup grated Cheddar cheese or reduced fat cheese
½ cup chopped green onions
½ cup chopped green, red or yellow peppers

Preparation Time: 10 minutes
Baking Time: 25 to 30 minutes
Makes: 12 squares or wedges

Directions:

1. Preheat oven to 425 degrees F.

2. Grease bottom and sides of a 9-inch square or round baking pan.

3. Combine dry ingredients: cornmeal, flour, sugar, baking powder, and salt in a medium-sized bowl.

4. In a separate cup or bowl, beat the egg with a fork or whisk. Add the oil or melted butter and milk, beating well.

5. Add the egg mixture to the dry ingredients and mix only until dry ingredients are combined.

6. Stir in cheese, onions and peppers. Do not over-mix; the batter will not be smooth. Pour batter into the greased pan.

7. Bake 25 to 30 minutes until golden brown and wooden pick inserted in center comes out clean. Serve with butter.

Option: Pour batter into greased muffin cups. Bake 18 to 20 minutes. Makes 12 muffins.

*Family Activity:

Beginning bakers can use a corn bread baking mix and learn measuring and mixing skills.

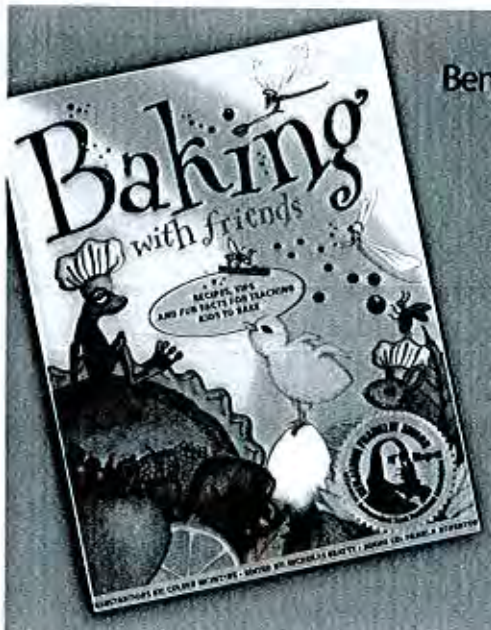
Fun Fact:

Corn is a grain and staple crop of ancient cultures and the Americas cultivated as early as 300 B.C.

Vocabulary:

Cornmeal - dried corn kernels ground into fine, medium or coarse meal.

The Baking for Success DVD at HomeBaking.org includes more teaching aids for select recipes in this book.



Benjamin Franklin Award winner and 2011 Kansas Notable Book

By Sharon Davis and Charlene Patton, illustrations by Coleen McIntyre

With quirky animals like Dragonfly Bakers and Bumble-bee Spice Specialists, this unique baking book with recipes from the Home Baking Association will excite children into learning to bake their own special creations.

Baking is a great family activity. It covers a wide array of life skills including learning how to find a recipe, shopping for ingredients, measuring, and even cleaning up! What a valuable way to teach the children in your life the importance of following instruction and self-sufficiency. And then there is always sharing in the tasty success.

HOME BAKING ASSOCIATION
HomeBaking.org

ISBN: 0971236828 - Hardcover - 74 pages - 8.5 x 11 - $20.00, includes 60-min CD

SAFE KIDS: IN OR ON THE WATER

Spending time with family and friends at the pool, the beach or on a river or lake is a favorite summer activity. Wherever you get your water fix this summer, keeping an eye on kids at all times is essential to their safety. We hope you'll celebrate the season by reviewing and sharing Safe Kids boating safety and pool and spa safety tips.

Summer is a great time to spend time with family and friends at the beach or at the lake. Keep these safety tips in mind when spending time with family and friends in or near water this summer.

LOOK

- Always watch children when they are in or near water.
- When you are watching children, don't be distracted by phone calls, text messages, reading or talking to others.
- Watch children even if they know how to swim.
- Children and adults should wear U.S. Coast Guard approved life jackets – especially those who can't swim well or can't swim at all. Wear life jackets when boating and participating in water sports.
- Keep an eye on the weather, waves and currents.
- Keep a phone near you – use it only to call for help if there is an emergency.
- If a child is missing, check the water first.

LEARN

- Learn how to swim – both children and adults should know how to swim.
- Learn **How to Choose the Right Life Jacket.**
- The life jacket should be appropriate for the child's size and weight.
- The child's chin or ears should not slip through the neck opening in the life jacket.
- The life jacket should be properly fastened.
- The life jacket should keep the child's head above water.
- Learn how to swim out of a rip current.
- Learn how to use rescue equipment.
- Learn adult and infant CPR.
- Teach children never to swim alone and only to swim in designated swimming

areas.

- Teach children how to swim/float with a life jacket.
- Teach children that swimming in open water is not the same as swimming in a pool. Teach them about uneven surfaces, river currents, ocean undertow and changing weather.

DID YOU KNOW

You might be surprised to hear that a child can die from heat stroke on a 72-degree day. There's a medical reason why this happens to children - their bodies aren't the same as adults. A child's body can heat up five times faster than an adult's.

Now think of how your car usually feels warmer inside than out. Did you know that even on a mild day, the temperature inside a car can rise 20 degrees in just 10 minutes? On an 80-degree day, the inside of a closed car can quickly reach 100 degrees in the time it takes to run into the store for an errand. Heat stroke happens when the body cannot cool itself fast enough and the core temperature rises to dangerous levels.

WHAT WE DO

When young children are left unattended in cars, there is no one there to be sure the inside temperature is safe for them. That's why Safe Kids is committed to educating parents and caregivers about these risks because statistics show these heat stroke incidents can happen anytime during the year.

THE NUMBERS

Since 1998, more than 500 children across the U.S. have died from hyperthermia, when unattended in a vehicle. Sadly, more than half of these reported heat stroke deaths occurred when a distracted caregiver forgot their child was in the car or truck. Other heat stroke fatalities occurred when a child was playing in an unattended vehicle and became trapped, or when a child was intentionally left unattended by an adult "for just a few minutes."

From: Safe Kids Worldwide Safety News@safekids.org

The Bayfield area is home to many commercial apple orchards, berry farms, and flower farms where visitors are encouraged to walk between the rows, savor the beauty, and pick pails of apples and berries.

Bayfield's Orchards and Farms

WHEN & WHAT

March-April	maple syrup
April-May	perennial & bedding plants, fruit trees, shrubs, ornamentals
Late June-Early July	strawberries, fresh-cut flowers
Early July-Early Aug.	raspberries, cherries, currants, gooseberries, juneberries, blueberries
July-August	raspberries, blueberries, blackberries
September-October	blueberries, apples, pears, grapes, plums, pumpkins, harvest vegetables
Year Around	dried flowers, frozen berries, honey, jams & syrups, cider, wine

Apple Hill Orchard 715-779-5425	sweet cherries (July), apples, plums, pears, caramel apples, apple pies, pick-your-own cherries & apples
Bayfield Apple Company 715-779-5700 www.bayfieldapple.com	15 varieties of apples, raspberries, pears, pie cherries, certified UV treated apple, apple raspberry and apple cherry ciders, jams, jellies, apple and current mustards, fruit butters (no sugar or sweeteners added), honey, hard apple cider, apple brats, mugs, gift baskets and mail orders
Blue Vista Farm 715-779-5400 www.bluevistafarm.com	ecologically grown apples, unpasteurized apple cider, MOSA certified organic blueberries, raspberries, dried flowers, pumpkins, gourds, BVF jams, and locally made gift items
Erickson's Orchard & Country Store 715-779-5438 www.ericksonsorchard.com	strawberries, apples, pears, pasteurized apple cider, apple cider donuts, pies, homemade jams and jellies, apple butter, gourmet foods, jewelry and scarves, pottery, linens, gift items for all ages; Garden Accessory Center and Log Cabin Antique Shop
Good Earth Gardens 715-779-5564	dried flowers, fresh herbs, juneberries (saskatoons), gooseberries, currants, blueberries, blackberries and seasonal vegetables
Hauser's Superior View Farm 715-779-5404 www.superiorviewfarm.com	ornamental bushes, bedding plants, annuals and perennials, fruit trees, shrubs, apples, raspberries, blueberries, pie cherries, jams, syrups, apple wines, apple butter, straw flowers, scenic overlook and historic Sears barn
Highland Valley Farm 715-779-5446 www.bayfieldblues.com	blueberries, raspberries, honey, maple syrup
The "Orchard Shoppe" at Hillcrest Orchards 715-779-5756	apples - pick-your-own and prepackaged; fresh bakery items, browse our gift shop loaded with gifts, collectibles and unique food items, our homemade line of "Every Bit Bayfield" jams, jellies, syrups and fruit spreads, open late August - October
Homestead Gardens 715-373-2770 - Washburn	apples, pears, strawberries, raspberries, blueberries, peaches, wide variety of vegetables, fresh-cut and dried flowers, bulk spices and specialty food items (some organic)
North Wind Organic Farm 715-779-3254 www.northwindorganicfarm.com	offering an array of fruits and vegetables grown without chemical fertilizer or artificial pesticides. Strawberries, raspberries, blueberries, blackberries and apples headline the offerings. Some pick-your-own available. Farm made jams available. Cider can be purchased in season
Rabideaux's Bayfield Fruit Co. 715-779-5509	strawberries, raspberries, apples always available in season
Rocky Acres Berry Farm 715-779-3332	ready picked fresh fruit for sale on farm! strawberries, raspberries, blueberries and blackberries; open daily for pick-your-own during berry season
Sunset Valley Orchards & The Apple Branch 715-779-5510 www.sunsetvalleyorchard.com	apples, pears, grapes, pick-your-own or ready picked, apple tasting, tours of apple grading barn, hiking and picnicking in beautiful countryside orchard, jams, jellies, apple syrup and one-of-a-kind shopping at new orchard store
Weber Orchard 715-779-5448	apples, pears, pies, local produce and much, much more

= Travel Green WI = Midwest Organic Services Assn. = Food Alliance Certified Midwest Grown

Bayfield BERRY CAPITAL of Wisconsin

Savor the beauty & flavor & pick pails of berries! Be sure to check out Bayfield's orchard & farm recipes at

http://bayfield.org/orchards_and_berry_farms_recipes.php

Bayfield's Berry Picking

Mid June-mid July Strawberries:
- Erickson's Orchard & Country Store, picking, already picked & frozen, 715-779-5438
- Hauser's Superior View Farm, already picked, 715-779-5404
- Homestead Gardens, already picked, 715-373-2770
- North Wind Organic Farm, picking & already picked 715-779-3254
- Rocky Acres Berry Farm, picking & already picked, 715-779-3332
- Rabideaux's Bayfield Fruit Co., picking & already picked, 715-779-5509

Early July-mid Aug. Raspberries:
- Bayfield Apple Company, picking & already picked, 715-779-5700
- Blue Vista Farm, picking & already picked, 715-779-5400
- Erickson's Orchard & Country Store, picking & already picked, 715-779-5438
- Hauser's Superior View Farm, already picked, 715-779-5404
- Highland Valley Farm, picking &already picked, 715-779-5446
- North Wind Organic Farm, picking & already picked, 715-779-3254
- Rocky Acres Berry Farm, picking & already picked, 715-779-3332
- Rabideaux's Bayfield Fruit Co., picking & already picked, 715-779-5509

2nd week July Sweet Cherries: Apple Hill Orchard, picking & already picked, 715-779-5425

Mid to late July Juneberry (Saskatoon): Good Earth Gardens, picking, 715-779-5564

Mid July Tart Cherries:
- Bayfield Apple Company, already picked, 715-779-5700
- Hauser's Superior View Farms, picking & already picked, 715-779-5404

Mid July-mid Aug. Gooseberry & Currants:
- Good Earth Gardens, picking, 715-779-5564

Mid July-late Aug. Blueberries:
- Blue Vista Farm, picking & already picked, 715-779-5400
- Good Earth Gardens, picking & already picked, 715-779-5564
- Hauser's Superior View Farm, already picked, 715-779-5404
- Highland Valley Farm, picking & already picked, 715-779-5446
- North Wind Organic Farm, picking & already picked, 715-779-3254
- Rocky Acres Berry Farm, picking & already picked, 715-779-3332

Early Aug.-mid Sept. Blackberries:
- Good Earth Gardens, picking & already picked, 715-779-5564
- North Wind Organic Farm, picking & already picked, 715-779-3254
- Rocky Acres Berry Farm, picking & already picked, 715-779-3332

Late Aug.-Sept. Strawberries & Raspberries: Homestead Gardens, 715-373-2770

Call ahead for hours and to confirm details.

= Travel Green WI = Midwest Organic Services Assn. = Food Alliance Certified Midwest Grown

Come back to celebrate the harvest in Bayfield...

- **50th Annual Bayfield Apple Festival Oct. 7, 8, & 9, 2011**
- **16th Annual Apostle Islands Lighthouse Celebration Sept. 7-17, 2011**
- **Fall Harvest Celebration & Orchard Tours Sept. 1 - Oct. 31, 2011**
- **7th Annual Build-Your-Own Scarecrow Workshop Sept. 17, 2011**
- **Fall colors abound - enjoy hiking & biking the many trails, Apostle Islands cruises, delicious meals prepared with local produce, apple picking and orchard harvest sales.**

Visit bayfield.org for a full schedule of activities

ATTENTION RED CLIFF ELDERS

If you need any help cleaning your yard please call:

Brian Boyd – Youth Officer

At

715-779-3725

To schedule a date and time for us to help!

NOTICE

The Red Cliff Tribal Council is seeking individuals to serve
on the Constitution Committee.

For Further Information Contact Jeanne Gordon or Julie Gordon at 715-779-3700

If you are interested in serving on this committee, please pick up an application at the front desk, upper level of the administration building.
Please return your application to the receptionist at the upper level of the administration building.

DEADLINE: Open Till Filled

NOTICE

The Red Cliff Tribal Council is seeking individuals to serve
on the Membership Committee.

For Further Information Contact Jeanne Gordon or Julie Gordon at 715-779-3700

If you are interested in serving on this committee, please pick up an application at the front desk, upper level of the administration building.
Please return your application to the receptionist at the upper level of the administration building.

DEADLINE: Open Till Filled

JOB DESCRIPTION

POSITION: Community Health Representative-Prevention Coordinator
NON-EXEMPT POSITION
LOCATION: Red Cliff Community Health Center
REPORTS TO: Community Health Nurse
Health Center Administrator
SCHEDULE: Permanent, Full-time
WAGE: $9.00-$10.00 per hour depending on qualifications

GENERAL:

DUTIES AND RESPONSIBILITIES:

Prevention Coordinator:

1. Develop and administer a smoking cessation and support program for the Red Cliff Community and Red Cliff Tribal employees.
2. Collaborate with Community Health Nurse to develop and administer a Tribal Employee Health Initiative.
3. Organize and produce Health Center monthly newsletter.
4. Coordinate annual community events to include 5K walk/run, winter fitness activity, Women's Health Fair, Health Fair.

Optical

5. Maintain optical files including client card, prescriptions and order information according to Red Cliff Health Center HIPAA guidelines.
6. Collaborate with Contract Health Program to verify client eligibility.
7. Assist clients with frame selection including color, fit, quality and size.
8. Measure frame including pupil distance, bifocal/trifocal heights to ensure proper fit.
9. Prepare cost figures and accept payment as needed.
10. Prepare, verify and send order to eyeglass vendor.
11. Check incoming orders to ensure correct prescription and frames are satisfactory.
12. Dispense eyewear and adjust frames as needed for comfortable fit and best eyesight.
13. Complete minor repairs; forward major repairs to manufacturer.
14. Order and maintain adequate optical supplies according to Red Cliff Health Center policy to ensure proper inventory control and proper fiscal accounting.

Community Health Representative

15. Transport coordinator, to include intake, scheduling and transports of clients in accordance with the Red Cliff CHR transportation policy.
16. Track and coordinate annual staff CPR recertification classes.
17. Provide home visits when necessary.
18. Communicate with clients and families via telephone and on an individual basis.

GENERAL

19. Complete monthly, quarterly, and annual reports as required by Health Center Administration, Health Board, Tribal Council, regulatory bodies, and/or third party payers. Maintain a record of all reports and supporting documentation as required.
20. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.

21. Present a professional, caring image for the Health Center and its programs.
a) Maintain a cooperative relationship with other Health Center staff and employees.
b) Demonstrate tact, courtesy, and respect in communication and interaction with Health Center patients, visitors, and staff and with outside agencies and programs.
c) Promote a working environment noted for effective cooperation and collaboration between programs, services, and co-workers.
d) Dress appropriately to promote professionalism within the Health Center.
22. Participate in quality assurance measures conducted within the Health Center.
23. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
24. Attend staff and other meetings, in-services, and other events as directed by supervisor.
25. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the Red Cliff Community Health Center and at the direction of the Administrator. These activities are to comply with the directives of the Tribal Council and Health Center Administration and to fulfill the conditions of the individual grant, contract, or project. The specific duties will reflect the individual program in initiative and the concurrent needs and resources of the Health Center. These assignments will vary from time to time due to the cyclical nature of these program efforts.
26. Perform other job related duties as directed by the immediate supervisor or Tribal Administration.

KNOWLEDGE:
1. High school diploma, HSED, or GED.
2. Certified Nursing Assistant or Community Health Representative Certificate.
3. Computer literacy, in particular, MS Office software including Powerpoint, & Publisher.
4. Capacity to deal with conflict and stress.
5. Good communication skills, written and oral.
6. Yearly certification in CPR.
7. Knowledge of and sensitivity for Ojibwe culture and traditions.
8. Non-Smoker preferred due to smoking cessation responsibilities.

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

WORK ENVIRONMENT:
1. Red Cliff Community Health Center; office and clinic settings.
2. Exposure to hazards of the health care industry.
3. Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.
4. Information Access: Class 2
5. Private residences, when utilized for professional activities, will not necessarily meet the criteria of the established environmental safety regulations.

PHYSICAL REQUIREMENTS:
The duties assigned to this position involve bending, stooping, lifting, and carrying. Items may be placed on overhead storage. Weights to be carried are usually less than 50 pounds.

TRAVEL REQUIREMENTS:
Must have valid WI driver's license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must also be eligible for the Tribe's vehicle insurance.

May require overnight travel to attend meetings or training. May be asked to perform visits to patient homes.

RE-POSTING DATE: May 31, 2012
DEADLINE: June 14, 2012 at 4:00 p.m. or until filled

FOR FURTHER INFORMATION CONTACT:

Red Cliff Human Resource Office
88385 Pike Road, Highway 13
Bayfield, WI 54814
(715) 779-3700 ext. 267 or 268

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

JOB DESCRIPTION

POSITION: Light and Heavy Equipment Operator
LOCATION: Red Cliff Reservation
SALARY: $15.00 to $25.00 per hour depending on experience, varied hours per week.

THIS IS A LIMITED TERM PART-TIME NON EXEMPT POSITION
THERE WILL BE NO INTERVIEWS FOR THIS POSITION. SELECTION WILL BE MADE FROMINFORMATION PROVIDE ON TRIBAL APPLICATION FORM AND RESUME IF SUBMITTED. ROAD MAINTENANCE SUPERVISOR SUPEVISOR, PUBLIC WORKS ADMINISTRTOR AND HUMAN RESOURCES DEPARTMENT WILL BE INVOLVED IN SELECTING THE INDIVIDUAL.

SUPERVISOR(S): Roads Maintenance Supervisor and Public Works Administrator

JOB SUMMARY: To assist in various Tribal maintenance and construction projects during the 2012 Construction Season, which may include clearing and grubbing, roads construction and grading of project sites.

QUALIFICATIONS: Individual should have more than a minimum knowledge of heavy equipment operations (e.g. dump-trucks; plows; graders, excavators, loaders, and dozers, etc); vehicle/truck, heavy equipment repair and maintenance; some electrical and mechanical skills and be able to keep and maintain accurate records of road work which will be used for reporting purposes under contractual agreements with the BIA and others. Must have valid driver's license and liability insurance. If no insurance must get within 3 weeks of employment. Must be able to be put on tribe's insurance. Prefer individual with CDL license. Indian preference will be applied in the case of equally qualified applicants.

DUTIES: Under the supervision of the Roads Maintenance Supervisor, the individual is responsible for the operation and maintenance of tribal owned, leased or rented light and heavy construction equipment. His or her duties may include, but not limited to:

1. Road and site construction and maintenance within the boundaries of the reservation and the Town of Russell. Accurate record keeping of work/repairs done on such roads and sites, filed on a regular basis.
2. Routine maintenance and repairs on vehicles and equipment.
3. Maintain accurate records and an inventory of all equipment and supplies under the ownership or control of the Tribe. Other related duties as assigned.

TRAVEL REQUIREMENTS: Must be able to travel between Project Sites and Tribal Facilities as required.

POSTING: May 30, 2012
DEADLINE: June 6, 2012 or until filled.

FOR FURTHER INFORMATION PLEASE CONTACT: Red Cliff Tribal Administration Building
Personnel Office
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
(715) 779-3706 ext 267 or 268

JOB DESCRIPTION

POSITION: Education Department Administrative Assistant

LOCATION: Red Cliff Tribal Administration Building

SALARY: $9.00 - $10.00 per hour/depending on qualifications

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION NOT TO EXCEED 16 HOURS PER WEEK

SUPERVISOR(S): Education Specialist
Education Division Administrator

JOB SUMMARY: Provide assistance to the Education Specialist with the Johnson O'Malley and Title VII Parent Committees along with general office duties (i.e. filing; answering the phone; assisting Tribal members with paperwork for applications for services) and other miscellaneous duties as assigned.

DUTIES AND RESPONSIBILITIES:

- Attend monthly parent committee meetings
- Assist the parent committee's with the agenda's and other information that will be needed for their meeting(s).
- Be in contact with educational institutions to include the Bayfield School, Red Cliff Early Childhood Center and various post-secondary schools and their representatives as needed.
- Prepare and maintain correspondence, reports, records and files for the Education Department.
- Attend meetings and training sessions as directed.
- Must adhere to strict confidentiality.

SUPERVISORY AUTHORITY: None

QUALIFICATIONS/ KNOWLEDGE/ SKILLS:

Post-Secondary experience is required. Must have an Associate or Bachelor's Degree in any major field of study.
Administrative/Clerical/Secretarial skills.
Knowledge of Ojibwe culture and language preferred, cultural sensitivity required.
Understanding of the uniqueness and dynamics of the Red Cliff community is highly desirable.
Must have capability to work as a team player, follow directions and requirements, and work without close or constant supervision.
- Ability to communicate in a professional and respectful manner.

Effective oral, written and computer skills.
Ability to manage and follow through with various assignments.
Excellent organizational skills (oral and written) and the ability to excel at details multi-tasking and working under pressure.
Must have valid driver's license and proof of insurance.
Native American preference will be applied in the event of equally qualified applicants.

PERSONAL CONTACTS: There will be a number of contacts with Tribal members; staff at the Early Childhood Center; Bayfield School; Post-secondary school representatives and the Red Cliff Community and general public.

PHYSICAL REQUIREMENTS: This position requires some bending, lifting and reaching. Position is mostly sedentary in nature.

WORK ENVIRONMENT: Primarily an office setting in the Red Cliff Administration building.

TRAVEL REQUIREMENTS: Must be able to attend day and overnight job-related training; local, regional and national trainings as required. Majority of travel will not be over night.

POSTING: JUNE 4, 2012
DEADLINE: JUNE 19, 2012 AT 4:00 P.M.

FOR FURTHER INFORMATION:

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

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 267 or 268

RED CLIFF BAND OF LAKE SUPERIOR CHIPPEWA INDIANS

JOB DESCRIPTION
Title IV- D Child Support Enforcement Agency planning grant

POSITION: Administrative Assistant
(See Application Submission Requirements on page 3)

LOCATION: Family Services Division Offices

SALARY: $12.00 to $15.00 per hour/40 hours per week

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION
(Funded for two years through DHS)

SUPERVISOR: **Division Administrator**

JOB SUMMARY: The Administrative Assistant will provide a variety of administrative, logistical arranging and documentary support services to this Tribal Title IV D Child Support Enforcement Agency Planning; working with the Division administrator, Contractors and Tribal Child Enforcement work group. The Administrative assistant will be responsible for all logistical arrangements for work group meetings, workshops, Community gatherings, necessary travel etc. The Administrative Assistant will also be primarily responsible for maintaining all records, meeting minutes, decisions and notes, generated for the title IV-D Tribal child enforcement agency planning Project, many of these records will be used in the development of an operations manual and will also be used in reporting to the Funding Agency. The Administrative Assistant will prepare requisitions for payment of contracts and for other such activities as necessary to fulfill the obligations and objectives of this Project.

DUTIES AND RESPONSIBILITIES:

1. This position takes the lead in the implementation efforts of the title IV D Child Support Enforcement project,
2. Performs administrative and clerical support services for staff, meetings, workshops, traveling, Community forums, etc.
3. Maintain a master calendar reflecting timelines of project including project travel, meetings, working sessions etc.,
4. Facilitate the development of notices to be sent via mail, internet, posting on the local Tribal Channel, and other communications methods
5. Takes the initiative to develop correspondence, draft notices of events occurring, etc., for the staff and work group.
6. Answer telephone, route calls to appropriate staff, take messages, etc.
7. Must be able to work with other tribal departments for example the Procurement and Accounting staff to make travels arrangements and the required documentation required
8. Maintain appropriate filing and recording system which will maintain all records of project activities,

9. Function in a respectable manner to all contacts, resources, individuals, etc., who make contact with the staff,

SUPERVISORY AUTHORITY: None

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

- Of the Tribal Child Support enforcement
- Of the Red Cliff Tribe, Tribal history and its families.
- Must have knowledge and acceptance of the need for and relevancy of evaluation methods and procedures and its usefulness in making appropriate change to program design.
- Must have knowledge about the practical application of core Anishinaabe values in working with tribal youth and families and in generating interest in gaining insight from community as it relates to program development incorporating these values into the Child Support enforcement agency and program.
- Must have knowledge of Historical/cultural trauma as it effects current generations and the ability to relate this to the project.
- Must have knowledge of benefits gained in working together as a collaborative with other tribal and non tribal entities that interface now and will in the future with this Tribal child support enforcement agency.

QUALIFICATIONS:

- A High School diploma or GED is required. If a High School diploma is the only education the individual has, they will also be require to have four years experience as an Administrative or Program Assistant with skills as indicated in duties. **Or** a two year degree in Human Services or Administrative Assistance and one year experience with skills indicated in duties.
- Must possess good verbal and written communication skills.
- Must be skilled in working with computers, various word processing, publishing, power-point, scanning, and data based computer programs, e-mailing, and use of internet and recordkeeping and organizing people, events and reports..
- Have worked with tribal communities, preferably within a system providing services to families.
- Must be a positive role model in the tribal community.
- Be able to pass a child care giver back ground check.
- Must have a valid driver's license an insurance or the ability to get insurance within two weeks of employment, as well as the ability to be placed upon the tribes insurance
- Must be able to build positive relationships and maintain a positive perspective in working with tribal people and with colleagues.
- Native American preference will be applied in the event of equally qualified applicants.

PERSONAL CONTACTS: There will be a number of contacts with individuals associated with the Grant Project. These may consist of, and not limited to, Red Cliff and other Tribal Staff, County/State staff members of various Agencies particularly child support enforcement agency staff, contact with individuals from the Funding Agency (Federal), contacts with various sub group with -in the tribal governmental services, elders and tribal population in general.

PHYSICAL REQUIREMENTS: The physical requirements associated with this position include bending, stooping, lifting, over head lifting, and carrying items which are typically less than 50 pounds.

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

TRAVEL REQUIREMENTS: The Administrative Assistant for the Title IV D Child Support Enforcement Agency Planning initiative will be required to travel to meetings, trainings session, Community events, etc., related to the Grant Project ;locally, regionally, and nationally.

SUBMISSION REQUIREMENTS: APPLICANT MUST COMPLETE TRIBAL APPLICATION AND SUBMIT A RESUME. APPLICANT MUST PROVIDE A ONE PAGE ESSAY ON YOUR INTEREST IN THIS POSITION. THE ESSAY WILL BE USED IN ASSESING WRITTEN COMMUNICATION SKILLS. APPLICANT MUST PROVIDE THREE LETTERS OF REFERENCE.

POSTED: JUNE 1, 2012
DEADLINE: JUNE 18, 2012

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Human Resources Department
88385 Pike Road
Hwy 13
Bayfield, WI 54814
(715) 779-3706 ext. 267 or 268
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

JOB DESCRIPTION

POSITION: Residential Treatment Coordinator (Evening)

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

SALARY: $10.00 per hour

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR(S): AODA Treatment Director/Coordinator

JOB SUMMARY: This position will assure that the CBRF and its occupants (residents) are safe. Will transport Residents to all assigned meetings, recreational and cultural activities.

DUTIES AND RESPONSIBILITIES:

1. Direct, coordinate, and oversee the day-to-day operation of the residential facility, the activity of residents, and the duties of support staff.
2. Participate in the selection, admission, and orientation of residents.
3. Arrange and schedule resident activities in accord with program protocols and group and individual treatment plans. Administer client's medications according to State protocol.
4. Assist residents to insure their compliance with individual treatment plans.
5. Participate in resident treatment experiences as warranted and in accord with facility policy.
6. Develop and implement cultural programming that supports AODA treatment strategies and respects individual preferences and differences.
7. May be required to fill-in during the absence of the daytime Residential Treatment Manager.
8. Assist program administration in the preparation maintenance of manuals, records, documents, financial reports, and other materials required by the AODA Program Director/Coordinator, the Administrator of the Health Center, the Health Board, the Tribal Council, funding sources, and certification bodies. Maintain proper and adequate documentation for all program expenditures.
9. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payors. Maintain a record of all reports and supporting documentation as required.
10. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
11. Transport residents in accord with facility policy and as directed by administration and in collaboration with treatment staff.
12. Utilize the resources, materials, office supplies, equipment and physical plant purchased on behalf of or allocated for use by the Red Cliff AODA Treatment Program in accord with professional practice norms and Tribal Policy.
13. Participate in quality assurance measures conducted with the AODA Treatment Program.
14. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
15. 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.

16. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal administration.

17. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the AODA Treatment Program and at the direction of the Director/Coordinator. These activities are to comply with the directives of the Tribal Council and Health Center Administration and to fulfill the conditions of the individual grants, contract, or project. The specific duties will reflect the individual program initiative and the concurrent needs and resources of the AODA Treatment Program. These assignments will vary from time to time due to the cyclical nature of these program efforts.

18. Perform other job-related duties as directed by the immediate supervisor or Tribal Administration.

19. Maintain a clean and safe working environment.

20. Will provide morning and evening meals to residents.

SUPERVISORY AUTHORITY: None

KNOWLEDGE:

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

QUALIFICATIONS: High School Diploma, GED, or HSED. Minimum of 2 years sobriety preferred. Good interpersonal skills and the ability to get along with diverse populations (clients, co-workers, professional staff, administration and the public). Good communication skills, written and oral. Knowledge of and sensitivity for Ojibwa culture and traditions. Work experience or volunteer activities in the field of substance abuse treatment preferred. Must have valid driver's license and at least liability insurance. If no insurance must get within 3 weeks of employment. Indian preference will be applied in the case of equally qualified applicants but all qualified applicants will be considered.

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

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

WORK ENVIRONMENT: Mishomis House

TRAVEL REQUIREMENTS: This position requires at least 44 hours of CBRF Training.CBRF Trainings include fire safety, first aid and chocking, standard precautions and medication administration and management. Many of these training are out of town at various locations.

POSTING: MAY 23, 2012
DEADLINE: JUNE 7, 2012 at 4:00pm

JOB DESCRIPTION

POSITION: Water Resources Program Manager

LOCATION: Environmental Office; Red Cliff

SALARY: $14.00 to $16.00/hr, 40 hours per week (wage will be determined based on qualifications and experience).

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR(S): Environmental Director

JOB SUMMARY: Perform all necessary duties to manage the Water Resources Programs for the Red Cliff Tribe under Environmental Protection Agency's Clean Water Act Section 106 Program.

DUTIES AND RESPONSIBILITIES: Fulfill the tribes EPA CWA 106 work plan requirements, including meeting grant deadlines, fulfilling reporting requirements, oversight of financial matters, supervision of program employees and consultants, and regular correspondence with EPA. Oversee the development and implementation of Water Quality Standards and regulations of water quality. Oversee monthly Surface Water Testing Program and Hydrologic Data Collection for the reservation. Attend a variety of meetings with EPA, WDNR, BIA, USFWS, UW-EX, Tribes, and others and serve as a liaison for the Red Cliff Band on water resources issues in an articulate and professional manner. Complete environmental reviews as PAC team member.

Apply for, implement, and administer funding for projects from BIA Water Resources and other BIA Programs as available. Regularly meet with Tribal Council and Administration, Tribal Committees/Boards, and Division employees regarding Water Program activities. Provide regular community education on program activities. Continuously work towards the development and collection of additional water quality information for Red Cliff waters and regional waters. Maintain Water Program Files and office/lab. Assist Tribal Employees, Treaty/Natural Resources Division co-workers, and community members as requested. Work with Accounting Department to ensure proper budget management and fiscal planning. Other field work and administrative duties as required.

SUPERVISORY AUTHORITY: None

KNOWLEDGE: Excellent understanding of tribal natural resource management, environmental issues, and water resources. Requires strong understanding of hydrology and geomorphology and familiarity with Tribal water resources programs and goals designed to protect water quality. Knowledge of Tribal government operations and as well as cultural issues related to the natural resources. Good understanding of environmental regulations pertaining to Tribes. Knowledge of critical environmental issues in the area and specific to ecosystems in the Lake Superior Watershed. Knowledge of EPA, BIA, and other programs to protect water quality.

QUALIFICATIONS: Bachelor of Science degree required. A degree in Environmental Science, Hydrology, Water Chemistry, etc... will be preferred. Previous experience grant writing and grant administration strongly preferred. Supervisory experience preferred. Must have strong oral and written communication skills. Previous experience in computers, software programs, and office equipment. Ability to work independently with little or no supervision and in cooperation with other departments and staff. Must be able to meet deadlines and fulfill grant requirements on time. Must have excellent computer organizational skills as well as strong interpersonal skills and the ability to work with a diverse group of people. Must have valid driver's license. Must have vehicle and at least liability insurance. If no insurance, you must get within 3 weeks after starting employment. Indian preference will be applied in the case of equally qualified applicants but all qualified applicants will be considered. Must maintain strict confidentiality in accordance with the Privacy Act.

PERSONAL CONTACTS: Treaty Natural Resource Division Chief, Environmental Director, Tribal staff, and community members.

PHYSICAL REQUIREMENTS: Must be physically able to perform all job duties including field work. Involves moderate physical effort such as walking, standing, bending, stooping, sitting, walking uneven terrain in various conditions, and lifting up to 50 pounds. Ability to work in an office setting and with computers.

WORK ENVIRONMENT: Subject to inside and outside environmental conditions. Must be willing to work in adverse weather conditions, as necessary. All Tribal offices are smoke free.

TRAVEL REQUIREMENTS: Regular local and out-of-town travel is required to attend a variety of meetings with EPA, State, Tribes, and others. Travel can be extensive at times.

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 website)

2.) Background Information Form (available on website)

3.) Resume and cover letter

4.) Unofficial copy of college transcripts

POSTING: MAY 8, 2012

DEADLINE: MAY 22, 2012 OR UNTIL FILLED

FOR FURTHER INFORMATION:

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

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 267 or 268

Children and Families, Department of
TRIBAL LIAISON - Tribal Services Coordinator - Deadline Extended
Job Announcement Code: 1200839

County(ies):	Dane
Classification Title(s)/JAC:	TRIBAL SERVICES COORDINATOR - 1200839
Job Working Title(s):	Tribal Liaison
Type of Employment:	Full Time (40 hrs/week)
Salary:	The starting pay will be $21.568/hr. In addition, the State of WI offers a comprehensive benefits package. Pay for current state employees will be based on the applicable pay transaction provisions of the Compensation Plan. This position is in pay schedule/range 12-08. A six-month probationary period may be required.
Contact:	Kathy Helland, HR Specialist Senior, 608-266-8998, kathy.helland@wisconsin.gov
Bargaining Unit:	Non-Represented
Area of Competition:	Open
Deadline to Apply:	6/6/2012 The deadline has been extended. You must complete the application/exam process by the end of the day (11:59 p.m.) on Wednesday, June 6, 2012 in order to be considered for this position.

Are you looking for a new career opportunity?

Do you want to work for an agency that values Wisconsin's children and families?

Would you like to make a difference in the lives of Wisconsin's Native American Indian children and families?

Then come join the Department of Children and Families team!

The Department of Children and Families (DCF) is seeking well-qualified, knowledgeable candidates who will be responsible for the planning, policy development, administration and coordination of Department programs for Wisconsin Native American Indians. These programs cut across agency bodies, geographic and functional program jurisdictions at the state and federal levels as well as encompassing various state and federal laws.

DCF is located on East Washington Avenue in the heart of downtown Madison, near the state capitol and the Madison Metro route. In addition, there is an on-site cafeteria and plenty of nearby restaurants and shopping venues. For more information about DCF, visit our website at http://dcf.wi.gov/.

Job Duties: The Tribal Liaison plans and coordinates the activities of the Department staff that provide program management, technical assistance, program support and monitoring. The position is responsible for assuring quality services are integrated, available, and efficiently delivered to Tribal communities. The Tribal Liaison provides leadership by facilitating a dynamic consultation process with Tribes in systems development, quality improvement, development and compliance with quality outcomes and measurement, and implementation of initiatives and policies.

Special Notes: Due to the nature of this position, all applicants who may be appointed to this position will be required to allow the Department of Children and Families to conduct a background check to determine whether the circumstances of any pending charge or any conviction may be related to the job being filled.

Job Knowledge, Skills and Abilities: Ability to work effectively with the leaders of sovereign tribal nations and complex government to government relationships; write and speak clearly and effectively; form and maintain positive working relationships with Department units and state agencies to support program collaboration and coordination of efforts with tribes; analyze administrative data and fiscal reports; lead teams and workgroups; facilitate problem resolution, including identifying solutions and negotiating agreement among parties; and provide technical assistance to tribal agencies on effective delivery of services.

Knowledge of the political, cultural and social status of Tribal governments and Native American experience; children and family services, including child welfare, TANF/W-2, child support and child care subsidy; other programs impacting children and families, such as mental health, substance

abuse, economic support, workforce development, health care, developmental disabilities, juvenile justice and the legal system; and the principles and practice of public administration.

How To Apply: You must apply online to be considered for this position. If you are logged in on WiscJobs, click on "**Apply Now**" at the top of the screen. (If you have not yet created an account on WiscJobs, you must do so before you can apply online.) The online application process will ask you to complete/update your personal information, add your resume and complete the exam. Please limit your resume to two pages. Your responses to the exam questions are considered an examination and will be used to determine your eligibility for this recruitment. **Your resume will NOT be used in conjunction with your paper to determine your eligibility**

A panel of job experts will be convened to review your examination materials. The most qualified candidates will be invited to participate further in the next step of the selection process.

You must complete the application/exam process by the end of the day (11:59 p.m.) on **Wednesday, June 6, 2012** in order to be considered for this position.

Please direct any questions you have regarding this recruitment to

kathy.helland@wisconsin.gov or call (608) 266-8998.

JOB DESCRIPTION

POSITION: Residential Treatment Assistant –Day
LOCATION: Red Cliff AODA-Mishomis House / Red Cliff Health Department
SALARY: $8.50 per hour, 29 hours per week (increase to $9.00 per hour after successful completion of probationary period)

THIS IS A REGULAR PART-TIME NON-EXEMPT POSITION

SUPERVISOR(S): AODA Treatment Director/Coordinator

JOB SUMMARY: This position will insure that the CBRF is brought to code in compliance with State rules, and maintained and kept in compliance. All function of program will be scheduled, and kept going. Clients will be kept safe, prepared for emergency situations. Person will transport residents to all assigned meetings, recreational and cultural activities.

DUTIES AND RESPONSIBILITIES:

1. Direct, coordinate, and oversee the day-to-day operation of the residential facility, the activity of residents, and the duties of support staff.
2. Participate in the selection, admission, and orientation of residents.
3. Arrange and schedule resident activities in accord with program protocols and group and individual treatment plans.
4. Assist residents to insure their compliance with individual treatment plans.
5. Participate in resident treatment experiences as warranted and in accord with facility policy.
6. Develop and implement cultural programming that supports AODA treatment strategies and respects individual preferences and differences.
7. Oversee the activities of relief managers and other staff assigned to the Residential Program.
8. Assist program administration in the preparation maintenance of manuals, records, documents, financial reports, and other materials required by the AODA Program Director/Coordinator, the Administrator of the Health Center, the Health Board, the Tribal Council, funding sources, and certification bodies. Maintain proper and adequate documentation for all program expenditures.
9. Complete monthly, quarterly, and annual reports as required by Health Center Administration, the Health Board, Tribal Council, regulatory bodies, and/or third party payors. Maintain a record of all reports and supporting documentation as required.
10. Meal planning under the general direction of dietary consultants and program administration. Will provide noon meal for residents.
11. The purchase or other procurement of groceries, foodstuffs, and supplies.
12. Maintain adequate stores of foodstuffs and supplies for use by the residential treatment program. Purchase replacement items according to health Department Policy to insure accurate inventory control and proper fiscal accounting. Oversee the proper storage of such items.
13. Maintain the confidentiality of all client specific information and data in accord with federal and state guidelines and requirements.
14. Transport residents in accord with facility policy and as directed by administration and in collaboration with treatment staff.
15. Utilize the resources, materials, office supplies, equipment and physical plant purchased on behalf of or allocated for use by the Red Cliff AODA Treatment Program in accord with professional practice norms and Tribal Policy.
16. Participate in quality assurance measures conducted with the AODA Treatment Program.

17. Adhere to a professional code of conduct and applicable federal and state laws and regulations in the discharge of these assigned duties.
18. 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.
19. Attend staff and other meetings, in-services, and other events as specified by the immediate supervisor or Tribal administration.
20. Participate in the implementation of grants, contracts, and projects being carried out under the auspices of the AODA Treatment Program and at the direction of the Director/Coordinator. These activities are to comply with the directives of the Tribal Council and Health Center Administration and to fulfill the conditions of the individual grants, contract, or project. The specific duties will reflect the individual program initiative and the concurrent needs and resources of the AODA Treatment Program. These assignments will vary from time to time due to the cyclical nature of these program efforts.
21. Perform other job-related duties as directed by the immediate supervisor or Tribal Administration.
22. Maintain a clean and safe working environment.

SUPERVISORY AUTHORITY: This position will assist in the supervision of night coordinator, 3 weekend relief coordinator.

KNOWLEDGE:
1. Personal commitment to a drug and alcohol-free lifestyle consistent with the accept norms for abstinence and sobriety. If there is a personal history of alcohol and/or chemical dependency, a minimum of two years of absolute sobriety is required.
2. Sound judgment and the capacity to respond to unusual circumstances and emergencies.
3. Ability to deal constructively with emergencies and conflicts.
4. Possession of a valid drivers license and regular access to a motor vehicle with appropriate insurance coverage.
5. Able to travel throughout the community, make home visits, attend meetings, and participate in community educational programs.
6. Available for out of town and overnight travel.

QUALIFICATIONS: High school Diploma, GED or HSED. Credentials: CBRF training required. Good interpersonal skills and the ability to get along with diverse populations (clients, co-workers, professional staff, administration and the public). Good communication skills, written and oral. Knowledge of and sensitivity for Ojibwa culture and traditions. Work experience or volunteer activities in the field of substance abuse treatment preferred. Must have valid drivers license to drive Tribal vehicle. Must have at least liability insurance if you use your own vehicle and collect mileage. If no liability insurance must get within 3 weeks of employment. Native American preference will be applied in the event of equally qualified applicants.

PERSONAL CONTACTS: Dr. Lewis, Jake Geisler, Red Cliff Health Clinic, Maintenance Crew, Department of Corrections, Native Spiritual people to set up Sweat Lodges, etc.

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

WORK ENVIRONMENT: Mishomis House – Red Cliff AODA Office.

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

POSTING: May 24, 2012
DEADLINE: June 8, 2012 at 4:00 pm or UNTIL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Personnel Office
88385 Pike Road
Hwy 13
Bayfield, WI 54814

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3706 ext. 267 or 268

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

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

VACANCY

The School District of Bayfield has the following vacancy
POSITION: Math/GEDO Teacher (Full-time)
LOCATION: Bayfield, Wisconsin
QUALIFICATIONS: Candidate must be committed to meeting the individual needs of students in a positive learning environment. Grades 6 – 12 Wisconsin certification required. The School District of Bayfield is a multicultural environment making experience with and sensitivity to Native American culture imperative.
TO APPLY: Application deadline is May 29, 2012. Please send letter of application, resume, transcripts, and copy of Wisconsin License (or proof of application) to:

Jay Mitchell, District Administrator
School District of Bayfield
300 North 4th Street
Bayfield, WI 54814

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

VACANCY

POSITION: Afterschool AmeriCorps Member
LOCATION: School District of Bayfield
Program Details: Marshfield Clinic AmeriCorps Program
Program Period: September 4, 2012 – August 31, 2013

Member Duties: 1) Interview children/youth that attend the after school program. 2) Develop and maintain a school-age portfolio 3) Work with classroom teachers to ensure adequate communication on enrolled youth. 4) Enter required information into a database as assigned. 5) Recruit and mobilize volunteers - record volunteer hours in database. 6) Develop and implement the Presidential Active Lifestyle Award (PALA) log. 7) Complete discretionary activities as assigned.

Terms: Work Schedule: Full-time- approximately 35 hours per week (1,700 hours of service), Length of Service: 12 months, Hours: 10 am – 6 pm, Age Minimum: 21 years (by Sept. 2012).

Contact: Please submit a completed Marshfield Clinic AmeriCorps Membership Application (available at www.bayfield.k12.wi.us) by June 15, 2012 to:

Linda Weber: lweber@bayfield.k12.wi.us
e-mailed applications are preferred or send to:
Linda Weber, c/o After School AmeriCorps Position,
School District of Bayfield, 300 N 4th St., Bayfield, WI 54814

JOB DESCRIPTION

POSITION: Associate Judge

LOCATION: Judicial Branch, Red Cliff Tribal Court

SALARY: Contractual

THIS IS A REGULAR PART-TIME EXEMPT POSITION

APPLICANTS MUST ATTACH A LETTER EXPLAINING WHY THEY WISH TO BE AN ASSOCIATE JUGE.

SUPERVISOR(S): Chief Judge

JOB SUMMARY:

DUTIES AND RESPONSIBILITIES:
A. Serve as an Associate Judge. To promulgate and enforce ordinances governing the conduct of persons subject to the jurisdiction of the Tribe, and providing for the maintenance of law and order and the administration of justice by establishing a reservation court and defining its duties and powers.
Prepare and issue written orders, judgments, search arrest warrants.
Assist and provide legal research and writing when necessary for the decision in a case in a timely manner.
Assist in the development and implementation of policy and procedures that are complimentary to current court policies and where the court has not determined standards of policy, consistent with the Tribe's needs and Tribal Law.
Keep accurate records of cases and hearings, communicate needs of courts, and provide quarterly and annually reporting to the Chief Judge.
Assist in facilitating development of Tribal Case Law and alternative dispute resolution.
Must maintain confidentiality due to nature of certain cases such as ICW matters.

SUPERVISORY AUTHORITY:

KNOWLEDGE: Must be familiar with courtroom procedures, constitution and laws of the Red Cliff Band of Lake Superior Chippewas.

QUALIFICATIONS:
Must be of legal age; never convicted of a felony, unless pardoned.
Must be a Red Cliff Tribal Member.
Must be of good character and reputation.
Must provide three (3) letters of reference.
Must be able to travel to attend training, and meetings as required.
A background investigation will be performed.
Must complete a writing sample.

Must be thoroughly familiar with the Constitution and laws of the Red Cliff Band of Lake Superior Chippewas; must be familiar with the Indian Civil Rights Act; courtroom procedures; trust responsibilities of the Federal Government; civil and criminal law concepts; and the cultures, traditions and values of the Red Cliff Reservation. Must pass the Red Cliff Bar exam.

PERSONAL CONTACTS: Tribal court personnel, ICW, Law Enforcement and community members.

PHYSICAL REQUIREMENTS None

WORK ENVIRONMENT: Mainly sedentary position but may require bending, lifting, and reaching.

TRAVEL REQUIREMENTS: Attend training in and out of state as required. May do weddings at various locations.

POSTING: JULY 8, 2011
DEADLINE: AUGUST 5, 2011 AT 4:00 PM or UNTIL FILLED

FOR FURTHER INFORMATION:

Red Cliff Tribal Administration Building
Personnel Office
88385 Pike Road
Hwy 13
Bayfield, WI 54814
rwygonik@redcliff-nsn.gov
(715) 779-3700 ext. 267 or 268

JOB DESCRIPTION

POSITION: Tribal Law Enforcement Officer – Full Time and Part time

LOCATION: Red Cliff Reservation

SALARY: $17.00

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR(S): Chief of Police or Tribal Administration

JOB SUMMARY:

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

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

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

SUPERVISORY AUTHORITY: As directed by chief of police.

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

QUALIFICATIONS: Prefer individual who is currently certified by Wisconsin Law Enforcement Training and Standards Board or can be certified by the Wisconsin Training and Standards Board. High school diploma. Ability to possess a firearm; No Felony convictions; No domestic abuse

convictions. Must have a good driving record, and be able to be put on Tribes insurance. Able to pass a background investigation check. Able to pass a Drug screening test administer by the Tribe and State of Wisconsin. Knowledge of Native American Tribes and the uniqueness of the Red Cliff community. Indian preference will be applied in the case of equally qualified applicants, but all qualified applicants will be considered.

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

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

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

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

POSTING: April 20, 2012
DEADLINE: Until filled.

FOR FURTHER INFORMATION:

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

rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov

(715) 779-3700 ext. 267 or 268

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

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

JUNE 2012

ODEIIMINI-GIIZIS

Mon	Tue	Wed	Thu	Fri
4B waffle ham chezz, Pineapple, cc L Pizza brg, sw fry, honeydew, yogurt S graham/pb	5B kix, peaches, cc, toast, jelly L chix pot pie, pears, veg/dip, salad Syogurt parfait	6B cornflakes, banana, eng muffin, pb L Mexican crb squear, wmelon, pea/carrot S chexmix/juice	7B rice chex, blueberries, yogurt, toast, jelly L ham, pot, gr bean, bun, cantaloupe S chz/cracker	
11B tom bacon quiche Apple, pb L pork/kraut, red pot, peas, mango, S nutria gr./milk	12B corn chex, honeydew, banana br, cc L tortellini, pineapple, salad, broocc. S mini pizza/juice	13B hb oat, strbrry, yogurt, bagel L chix alfredo, corn, fruit cocktail, br stix, salad S pears/string chz	14B rice crispy, peache, toast, pbj L ham soup, trk sand, kiwi, carrots,salad S an.cookie/milk	Milk served With All meals
18B pancakes, trk bacon, pears, yogurt L tacos w/fixins, hondeydew, peas S cc/pineapple	19B cheerios, banana, muffin L mango soup, pbj, veg/dip, cc S salsa/chip	20B corn chex, oranges, bagel L chix rice hd, apples, yogurt, gr beans, salad S ants on log	21B bran flakes, toast, cantaloupe L kielbasa, mac/chez Peas, m oranges, slaw S friut cocktail	Menu Subject To change
25B oatmeal, blueberries, toast, pb L chix nugget, smiley fry, cc, brocc S nila wafer/pudidng	26B hb oats, peaches, cc, eng muffin L beef stir fry, rice, wmelon, cc, salad S ricecakes/juice	27B rice crispy, oranges, toast, pbj Lham, pot, mix veg, jello/juice S lady bugs	28B kix, banana, yogurt L pizza, salad, mango, cc, gr beans S Cake/milk	

Red Cliff Early Childhood Center

88385 Pike Road (Mailing)

89830 Tiny Tot Drive (Physical)

Bayfield, WI 54814

715-779-5030 715-779-5046 (Fax)

www.redcliffecc.org

Congratulations 2012 Graduates!

Plant a garden at your home this year!

Contact Minobimaadiziiwin for resources, plant giveaway info, and advice!

779-3782