The Early Childhood Center (ECC) would like to welcome back all returning families and all that are new to the program! We hope everyone had a great summer and are all geared up for a great school year! The staff have been busy having home visits with all students and their families and are very thankful that you allow us to come into your home. :) The start of the school year can be a busy and overwhelming time for parents and staff, so please be understanding of all the paperwork (aahhh) and times we may contact you for information such as income or MA cards. We want to remind families that the service areas for the ECC include the following:

- Health, Nutrition & Mental Wellness
- Education
- Disabilities

Transportation
Family/Community Partnerships
Enrollment & Transition

Service managers may be contacting you regarding services your family is offered through the ECC! Remember! The ECC has an open door policy and parents or extended family are welcome to visit the Center anytime!

715-779-5030

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Special points of interest:
- ECC WEBSITE!!!!!!!!!!!
  www.redcliffecc.org
- Policy Council reps needed!! Call Nicole
- In-Kind!! In-Kind!!
- Family Night: Wednesday, Sept. 28th 5:00
- GED Classes: Tuesday's 2-5 @ ECC
- ECC needs Health checks!!!!!
# Waatebagaa-Giizis
(Leaves Changing Color Moon)
September 2011

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</tbody>
</table>
|        |        | **ECC Opening Ceremony**
        |        | 11 am @ ECC
        |        | **Home Base Social** |
| 11     | 12     | 13      | 14        | 15       | 16     | 17       |
|        |        | **GED Class 2-5 @ ECC**
        |        | **Fire Drill** |
| 18     | 19     | 20      | 21        | 22       | 23     | 24       |
|        |        | *GED Class 2-5
        |        | **Touchpoints Training**
        |        | **Tornado Drill** |
|        |        | *ANA Tm Mtg.
        |        | **Fin. Coach Training**
        |        | 9:30-2:30 |
|        |        | 4-6pm @ ECC
        |        | **Newsletter Articles Due** |
|        |        | *Spec. TC Mtg
        |        | **Conflict Resolution Training**
        |        | 9-4 |
|        |        | 4:30 |
|        |        | **Madeline Island Gathering** |
| 25     | 26     | 27      | 28        | 29       | 30     | October 1 |
| **Madeline Island Gathering**
|        |        | **GED Class 2-5 @ ECC**
|        |        | **Family Night 5PM**
        |        | **Policy Council Elections/Home base Social**
        |        | **Tribal Council Listening Sess** |
| October 2 | October 3 | October 4 | October 5 | October 6 | October 7 | October 8 |
|        |        | **GED Class 2-5 @ ECC**
|        |        | **PICTURE DAY @ ECC** |
|        |        | 4:30 Johnson O'Malley/Title VII Comm.
|        |        | **Mtgs.** |
|        |        | **ECC CLOSED**
|        |        | **TREATY DAY/TRIBAL HOLIDAY** |

*Please call anytime with all bus messages!*
715-779-5030
Home Base News for September

(Angongos)

Chipmunk

Family Night:
September 28th
5:00

Amber Cindy Gina

would like to welcome everyone back,
and hope you all
had a great summer break.

We look forward to new faces,
new beginings
and a fun full year.

If you need to reach us,
715-779-5030
Amber Ext. 235
Cindy Ext. 238
Gena Ext. 236
We would like to welcome our babies and their families to the Waabooz Room!!

Maylean, Shaun, Robert III, Oliver, Jose, Charlotte, Connor & Zaiden

We are looking forward to getting to know the babies and working together with the families this year!

Mary Moose will also be spending time in our room this year teaching us our Ojibwe language and culture.

Remember parents!! Attendance is key to having a great education!!

Reminder: Family Night! Wednesday, September 28th at 5:00

~Jamie, Wendy & Fred (ext 224)
Boozhoo Amikwag! We hope summer was fun and relaxing. We are so excited to have your children back with us.

Last year we focused on learning about your children, becoming good friends, and using Anishinaabemowin. This year we can all expect more of the same from each other.

There will be many opportunities for language in and out of the classroom including a new language table. Families and community members are invited to join us 4-6 each Wednesday starting September 21 to come together and learn.

The teachers will be focusing on self-help development while continuing to work as a classroom as we learn.

This month we will get to know our routine. We will also specially focus on the various foods that we eat.

Please remember that this year will have lots of opportunities to have fun, which means we might be getting dirty. Please be sure to send plenty of spare clothing appropriate for the weather.

We look forward to a new year!

Special points of interest:

- Ariana akwandawe (climbs up)
- Braun giigido (is speaking)
- Brody gagwedwe (is asking)
- Elliott nisitotaan Anishinaabemowin (is understanding the Ojibwe language)
- Koda niibawi (is standing)
- Nakita minwendum ji-ashegiwed gikinooamaadiiwi-gamigong (is happy to return to school)
- Preston bizindam (is listening)
- Shane zhawenjige (is being kind hearted)
We are big Makwag now, and so happy to see our Niijiwag from summer break. We want to send a very big welcome to Deacon Pratt. Who will start transition soon! Mino-Dibish kaa to Sebastian 9/11/11 and Isaiah 9/17/11. We are so happy to see the progress that Makwag has been made for the big kids of E.C.C year. We are looking forward to the new school. Come have lunch with you child.

Your child will love it.

Any questions call anytime our ex is 244

Karen and Teresa
Gidanamikaagoom Gikino'amaadewigamigong! (We welcome you to school!)

Maddox, Tessla, Evan, Elliot, Autumn, Breezy, Francis, Owen

Boozhoo and welcome to the Esiban classroom! We are so excited to begin a new year and get to know all of the kiddos and their families!

Each day we strive to use as much Ojibwe in the classroom. Each month we will send home new words as well as putting them in the newsletter. For the first month we will put a big emphasis on basic words that we use in the classroom each day. Please do not hesitate to ask for help if you are unsure how to say them. This is a new learning experience for everyone and we can all work together to implement this into the kids everyday life.

Miigwetch for completing our first home visit (first classroom visit). Please remember to send in extra cloths with your child. Parents and families are welcome into our classroom at any time and we would love to visit!

Nadine and Amber 715-779-5030 ext. 241

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**OJIBWE WORDS**

Daga: Please
Boozhoo: Hello
Gigaawaabamin: see ya again
Namadabin: Sit down
Giziibaabide’on: Brush teeth
Giziibiigininjiin: Wash Hands
Agindaasdaa: Let’s Read
Agwajiing Izhadaa: Let’s go outside
We are back into class, meeting new friends and having fun with our old friends.

We are slowly getting to know the room and schedule. Most of the new children already know their colors and many shapes. We are starting to draw pictures and cutting.

Soon we will be starting our two curriculum “Second Step” and “Talking About Touching”. The children from last year are asking for science experiments so Ms. Tracy has some really fun and interesting ones to try.

Ms. Diann
Ms. Tracy
Ms. Patsy
Mashkodebizhiki Room

Boozhoo. We would like to begin our year with a huge thank you to all of our parents for helping us reach our goal of having all of our home visits done before school started!! It is allowing us to get right down to business in the classroom.

So far the year is going great. The kids are having a great time and the transition into the new year is going smoothly. We want to remind all parents that anytime you have any input into your child’s day please let us know. We are always looking for new ideas and ways to make the children’s days here fun and exciting.

Our first lesson plan revolves around “All About Me”. The kids will be discussing themselves and their families and how they are proud to be anishinaabe.

Don’t forget to check backpacks every Thursday! Notes go home and some may require parent input and need to be returned to school as soon as possible.

Migwetch!

Julie, Virginia and Jenn
Ma’iingan Room

Boozhool!
Welcome back everyone and hello to our new families! We hope everyone enjoyed their summer break. We are ready to begin another fun-filled year in the Ma’iingan room! We have a new teacher in our classroom this year, please help us welcome Miss Beth!

This month we will be working on the following themes:

- All About Me
- Sharing
- Taking Turns
- Making New Friends
- Getting to Know Our Teachers

Thank you for helping us complete our home visits. They are such an important part of our program. If you have not completed a home visit yet, please contact us to set one up as soon as possible. (715) 779-5030 ext 245.

Also, please send your child with two sets of extra clothes to keep at school and always make sure to dress your child appropriately for the weather each day. Miigwech!

Ojibwe Words:

Boozhool! Hello!
Namadabin Sit Down.
Giga-waabamin I will see you later.
Mino-naba Sleep well.
Miigwech Thank you.

We look forward to another wonderful school year!!

Red Cliff ECC
Welcome Back Edition
August /September 2011

Contact Information:

- Miss Linda
- Miss Alicia
- Miss Beth

(715) 779-5030

Ojibwe Numbers:

bezhik 1
niizh 2
niswi 3
newin 4
nanan 5
Boozhoo!

Hello Ma'lican Room Parents! I would like to take a moment and introduce myself to all of you. My name is Beth Dahl and I have recently been hired to teach with Miss Alicia and Miss Linda in the Ma'lican room at the Red Cliff ECC.

I live in Bayfield with my husband, Hans Dahl, and our two children. Harley is nine years old and Wyatt is six. I recently graduated from WITC-Ashland with an Associate's Degree in Early Childhood Education. I have been working in the early childhood field for eight of the last eleven years. My journey began in 2000 in a day care center in Whitefish Bay, Wisconsin where I worked as a classroom floater. I then moved to Green Bay, Wisconsin where I was employed at a day care center as a lead teacher in a 2-3 year old classroom. When we moved back to Bayfield in 2001, I worked at Little Friends of Jesus child care center in Ashland as a co-teacher in the birth-3 year old room. I then became a stay-at-home mother to our two children for the next three years. I opened my own county certified in-home family day care center in June of 2005. Four years later, I made the transition between closing my day care and making myself available as a full-time substitute teacher's assistant for Family Forum Inc. I subbed at the Bayfield and Ashland Head Starts as well as the Ashland Early Head Start. Today, I begin my journey with all of you at the Red Cliff ECC.

Working with young children is my passion and my calling. I am truly excited to begin a new journey in this field working with you and your children. I hope we have a wonderful school year full of learning, fun and getting to know each other. If you have any questions or concerns, please do not hesitate to contact me at the center (715) 779-5030 ext 145. Together we can make this a great school year!

Miigwech!

Beth Dahl

[Image of Beth Dahl and her son]
Child Care News

Welcome all families to the Child Care/Wrap around Program

Our Hours will be 2:00-4:30 p.m. Monday - Thursday

There are still OPENINGS in the Head Start Room for 3-5 year olds

If you have any question or concerns, Contact Kim Gordon at 715-779-5030 Ext. 251
Annual Program Report
July 2011
Submitted by Dee Gokee-Rindal, ECC & Education Division Administrator

The Head Start Act of 2007 requires each Head Start agency to make available to the public specific types of information about fiscal and program operations. This must be done at least annually. The primary focus of this report is primarily on ECC fiscal and program information in response to the Head Start Act requirements.

Pertinent data was obtained from the following management staff: Nicole Boyd, Family Service Manager; Gina LaGrew, Transition Manager; Sue Haas, Health/Mental Wellness Manager; and Marianne Gibeau-Szot, Education/Abilities Manager.

Program Name: Red Cliff Early Childhood Center
Red Cliff Tribal Education Department

Program Personnel: The ECC has a total of 48 paid staff through six major programs, plus three amazing volunteer Foster Grandparents.

The Education Department staff consists of one Tribal Education Specialist at the tribe and one part-time tutor at Bayfield School paid out of tribal Johnson O’Malley funds during the school year.

Funding Agencies:

ECC Funding Agencies:

Head Start - Federally funded by the Office of Head Start and some state funding by DPI (Department of Public Instruction). At this time a comprehensive grant application must be submitted every three years, with abbreviated applications during the 2 years in between.

Early Head Start – Federally funded by the Office of Head Start. The Early HS grant application is submitted with the Head Start grant.

Tribal Child Care – Federal CCDF (Child Care Development Fund) and State of WI DWD (Department of Workforce Development). At this time funding is on-going.

Department of Indian Education Kindergarten Readiness Program – Federally funded by the Department of Indian Education. This is a highly competitive grant. June 30 ended our 2nd year of a 4-year project.

Project LAUNCH – federally funded by SAMHSA (Substance Abuse & Mental Health Services Administration). This is a highly competitive grant. September 30 will end our 3rd year of a 5-year project.

ANA Ojibwe Language Revitalization – Federal funding through the Administration for Native Americans. This is another highly competitive grant. September 29 will end our 1st year of a 3-year project.

Education Department Funding Agencies:
Bureau of Indian Affairs
- Johnson O’Malley
- Higher Education
- Job Placement & Training
Program Budgets:  
ECC funding levels for 2010-2011 were:

- Head Start (base funding 47 children)  $672,379
- Head Start State (3 children)  17,325
- Early Head Start (base funding 68 children)  776,189
- USDA-CACFP (estimate - attendance based)  43,000
- CCDF Tribal Child Care  99,764
- DCF WI Shares Child Care  34,491
- Dept of Educ K-Readiness  119,764
- Project LAUNCH  288,658
- ANA Ojibwe Language Revitalization  915,876
- ANA Ojibwe Language Revitalization  211,580

**TOTAL ECC funding 2010-2011**  $3,059,262

Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hrs or more. Operational line items consist of travel, supplies, and other operating costs such as facility maintenance, bus operation, training, etc.

Education Dept funding levels 2010-2011 were:

- JOM  $37,128
- Higher Education  162,222
- Job Placement & Training  40,556

**TOTAL Educ. Dept funding 2010-2011**  $239,906

**Operating year:**

- Dept of Indian Education  July 1, 2010 – June 30, 2011
- Project LAUNCH  Sept 30, 2010 – Sept 29, 2011

**Reporting Requirements to funding agencies:**

- **Head Start & Early HS**  Quarterly SF 425 Financial Reports (was SF 269)
  Due 30 days after each qtr
  Plus Final 425 due 90 days
  Semi-annual Program Reports (we submit our Quarterly Reports for this purpose)
  Due 30 days after 2\textsuperscript{nd} & 4\textsuperscript{th} qtr plus Final Program Report
  Program Information Report (PIR): Annually – due Aug. 31

- **Annual Report** – this became a requirement with the passage of the Head Start Act reauthorization in 2007. It is submitted at the end of each program year.

- **CCDF Tribal Child Care**  Annual 696T Financial Report – December
Annual 700 Program Report - December
Annual Child Count Report - June
Bi-annual CCDF Pre-Print Plan – every 2 years in June

DCF WI Shares Child Care  State does periodic Quality Assurance checks online

Dept of Indian Education  Quarterly financial reports
Annual financial report
Quarterly program progress reports
Annual program progress report

LAUNCH  Quarterly financial reports
Annual financial report
Quarterly program progress report
Annual program progress report

ANA Language Grant  Quarterly Objective Progress Reports (OPR)
Quarterly SF 425 Financial Reports

Bureau of Indian Affairs  JOM Annual report – due Dec 31 each year

**Indicate any committees, boards, etc involved in the program(s):**

The ECC Policy Council has legislatively-mandated shared governance responsibilities along with the Tribal Council. They must be involved in various aspects of the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees.

The Young Child Wellness Council is comprised of representatives from all key stakeholders who serve tribal children age birth to eight and their families. The YCWC provides guidance and direction to LAUNCH initiatives as well as offering a forum for networking and collaboration among tribal programs serving young children. The YCWC meets throughout the school year on the second Monday of the month from 8:00-10:00am at The Edge.

For many years, the Red Cliff Education Committee also served as the Johnson O’Malley Committee and the Title VII Parent Committee. In 2010, Pam Alkire, Education Specialist-Minneapolis Area Office, advised the tribe NOT to combine these roles, as it would be perceived by the funding agencies as a conflict of interest. For that reason, the “Education Committee” as we know it, with their multiple roles, was discontinued, and a Johnson O’Malley Committee was formed. They have revised their by-laws to reflect current responsibilities, and have been meeting regularly on the first Wednesday of the month, at 4:30 at the lower level Tribal Office, for over a year. These meetings are always posted and open to the public. In May 2011, most members of the JOM Committee agreed to serve on the Bayfield School’s Title VII Parent Committee. However, they will proceed being fully aware that a separation of duties is warranted.

The tribe has established a Library Committee which has been actively working toward planning a new community learning center. We envision phase one to include a tribal library, historic preservation/archives, tribal education office, business development services, community college, traditional gardens, and space for community gatherings such as wakes. Phase two will add space for a tribal Ojibwe language immersion school beginning with grades K-3. It has been suggested to borrow the name of the ECC curriculum for this learning center, which is Ginanda Gikendaamin – We Seek to Learn. The Library Committee has been collaborating with a group of passionate tribal library activists from the University of Wisconsin – Madison on this project, including
preliminary architectural drawings (which have also been donated thus far!). We are also working with GLITC on the development of a business plan for library operations.

As everyone knows, the Red Cliff and Bad River Outreach sites of the Lac Courte Oreilles Ojibwe Community College have been relocated to Washburn, despite strong opposition by each tribe. In efforts to meet the higher educational needs of our tribal and community members, the tribe has approached Fond du Lac Community College about the possibility of providing outreach services in Red Cliff. As of this writing, there have been no commitments; however, discussions have been promising. I state this higher education issue here in the “committee section” of this report because there is currently not a formal committee structure in place to assist with identifying community needs, goals, and future direction of education for our tribe. It would make sense for the tribe to re-establish some form of Education Committee or Board of Education for this purpose.

Give a description of your program goals and objectives, activities and target population:

I have attached a copy of the 2010-2011 ECC Strategic Goals to this report. The “monitor quarterly” column on these goals and objectives were designed to provide an update to the reader as to the progress the program has made in meeting them on a quarterly basis. Of the 23 objectives, we have met twenty-one (21). Two objectives (2) have not yet been met.

Total number of children served, average monthly enrollment, and the percentage of eligible children served:

<table>
<thead>
<tr>
<th>Enrollment Data 2010-2011</th>
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<tr>
<td>Total # of children served</td>
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<tr>
<td>Head Start</td>
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<tr>
<td>Early HS</td>
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*Number of families is higher because dual custody families are counted separately.

Source: Retrieved from Child Plus by Transition Manager

Percentage of enrolled children that received medical and dental exams:

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<th>Health &amp; Dental Data 2010-2011</th>
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<tr>
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<tr>
<td>Number and percent of children with Health Exams</td>
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<tr>
<td>Head Start</td>
</tr>
<tr>
<td>Early HS</td>
</tr>
</tbody>
</table>

Source: Retrieved from Child Plus by Health Mgr as of 6-22-11
**Information about parent involvement activities:**

Parents are involved in a wide array of activities throughout the year. Just a few examples include:

- Opening Ceremony & New Family Orientation
- Daily contact with EHS families (parents transport infants & toddlers)
- Spirit Heart Parent & Prenatal Groups
- Policy Council & Parent Committee meetings
- Outfit making
- Sugar Bush Family Activity (maple sugar)
- Family Fishing Day
- Home-visits, Parent-Teacher Conferences, and Family Nights
- Parent training opportunities
- Home-base socializations & Play Days
- Family Fish Hatchery Tour & Fishing Activity
- Head Start & Early HS graduation & Family Picnics

**The agency’s efforts to prepare children for kindergarten:**

Some of the numerous kindergarten readiness efforts include:

- Department of Indian Education Kindergarten-Readiness Project provides several additional staff who work specifically to prepare our kindergarten-bound children for the transition
- Interagency Agreement with Bayfield Public School to streamline services for special needs children
- On-going early literacy efforts in the classroom
- Transition Manager and Education/Abilities Manager participate in Kindergarten Round Up Screening day so that children have a familiar person to interact with
- All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
- Bayfield School provided 15 cafeteria style lunch trays for our children to practice carrying, balancing, etc.
  ECC ordered 48 additional trays.
- Our Head Cook ordered small milk cartons for our children to practice opening
- Because “lining up” is a major expectation at kindergarten, in order to prepare children the teachers had them practice this activity.
- Family socialization events at public school – including Pizza dinner & preschool breakfast. These activities were promoted by ECC with flyers sent home, posted at ECC, and included in ECC newsletter.
- Education/Abilities Manager attended K screening and met with parents and Bayfield School psychologist to discuss screening results
- Bayfield School staff invited to TouchPoints trainings
- ECC staff promoted Bayfield School Summer K-Readiness Program, contacting families and making sure children were registered for program in August
- Established Kindergarten Readiness Goals created with input from ECC staff, parents/Policy Council, and Bayfield School staff

**Results of the most recent federal on-site review:**

The ECC’s most recent federal review occurred May 15-20, 2011. We are very pleased with the outcome of the review, which determined we were in compliance with all applicable Head Start Program Performance Standards, laws, regulation and policy requirements. Additionally, several strengths were noted in the review report, as follows:
• The grantee successfully used its strategic planning resources, including demographic and Self-Assessment results, to demonstrate its community’s needs for additional private foundation, Federal, State, and local resources. These resources included extensive collaborative partnerships within the community, Bayfield County, and Tribal agencies, such as the Indian Health Service, Indian Child Welfare, and the Department of Indian Education.

• The Buffett Foundation provided substantial financial support, approximately one-half million dollars, for a building and playground expansion project. As a result, the grantee was able to have an observation room, two additional classrooms, and a complete playground makeover. A local resource, the Gillette Children’s Hospital, provided a customized wheelchair costing approximately $10,500, for a child with disabilities.

• The Linking Actions for Unmet Needs in Children’s Health (LAUNCH) program, funded by a Substance Abuse and Mental Health Services Administration grant, provided a part-time teacher position in the infant classroom as well as major collaboration efforts with the Bayfield School and the Early Childhood Center (ECC) for the transitioning of children throughout their birth-to-age-five Early Head Start and Head Start experience. This grant provided an in-home autism program for the Red Cliff community, a part-time pediatrician, a pediatric nurse, family support specialists, and sponsored a Young Child Wellness Council as a community advisory committee. The Boston-based Brazelton Touchpoints Center reviewer, who provided supervision of the LAUNCH program, stated the most beneficial result of the LAUNCH funding was the employment of two additional family service workers. These additional employees allowed families the continuity of the same family service worker assigned throughout their Early Head Start and Head Start experience. The relationship capabilities this project created not only positively impacted families, but impacted the community as a whole. The LAUNCH effort opened the doors for the State of Wisconsin to collaborate with the Red Cliff community to explore new ways to fund child services.

• The Education and Early Childhood Development staff provided rich and creative learning experiences by integrating an innovative approach to immersing cultural diversity and the Ojibwemowin language, heritage, and background of the children and families. The ECC implemented a new supplemental curriculum named Ginanda-gikendaamin – We Seek to Learn. Five additional staff members were employed to provide and preserve the Ojibwe culture and language for the Early Head Start and Head Start children and families.

• A 3-year Native American Language Preservation and Maintenance project, funded by the Administration for Native Americans, was established to provide supportive Ojibwe language immersion to 24 children aged 0-3 and their families [during the 3-year project period] in order to preserve the Ojibwe language within the Red Cliff community. With only four fluent speakers and nine “passive bilingual” speakers—all over 80 years old—and approximately 98 percent of the remaining community members self-identified as having little to no language comprehension, the Ojibwe language within the Red Cliff community was at high risk of being lost. The main goal was to establish and implement Ojibwe language immersion into the Early Head Start program at the Red Cliff Early Childhood Center and provide a foundation for language preservation and revitalization in present and future families within the Red Cliff community. Teaching staff in the Early Head Start center-based and home-based programs implemented the Ojibwe language through classroom labeling, newsletters to parents, monthly introduction of new works on lesson plans, and constant language usage during daily activities. They were supported by three Ojibwe consultants who conducted weekly cultural and linguistic puppet shows, pow-wows and overall support of language immersion with staff and families. The new curriculum, additional staff, and teacher implementation was eagerly accepted by children and families who withheld to preserve the native Ojibwe language.

The review report also included the results from CLASS (Classroom Assessment Scoring System) observations of all 3 Head Start classrooms conducted by the review team. The CLASS tool looks at 10 dimensions of teacher-student interactions. In all 10 areas, the quality of our teacher-child interactions was significantly higher than the national averages. If anyone would like a copy of the report, please let any staff member know. A copy of the report is posted in the hallway of the main ECC building.
Results of the most recent annual financial audit:

The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2010. Page 60 of the audit showed no findings for Head Start/Early Head Start CFDA no. 93.600 as a major federal program.

The audit determined that the tribe had one current year finding. The finding below, including the tribe’s response, was taken directly from the FY 2010 audit, page 57:

10-01 Investment and Deposit of Advance Funds

"Condition: At September 30, 2010, the Tribe had uncollateralized cash deposits at the bank totaling $1,953,250 (see footnote 2- financial statements). Advanced federal revenues recorded as deferred revenue totaled $3,584,442 at September 30, 2010. These federal advance dollars comprised the majority of the uninsured cash deposits.

Criteria: Federal Public Law 107-63 states investment options for federal advance dollars, “...... deposited only into accounts that are insured by an agency or instrumentality of the United States, or are fully collateralized to ensure protection of the Funds, even in the event of a bank failure.”

Effect: By placing all its cash deposits at two banking institutions and exceeding the F.D.I.C. insurance limits, the organization failed to comply with the federal law regarding the investment of advance federal dollars.

Recommendation: Establish a collateralization agreement with the bank which will ensure Tribe’s compliance with federal investment requirements.

Management Response: We concur with this audit finding. In fiscal year 2011 the Tribe has already obtained sufficient pledged securities to cover deposits which exceed F.D.I.C. insurance limits.

The FY 10 audit was disseminated electronically to the ECC Policy Council on May 18, 2011.
Red Cliff Early Childhood Center

Mission Statement
Traditional Ojibwe values will guide our efforts to promote the spiritual, emotional, physical and cognitive wellness of the children, families, and community we serve.

2010-2011
Strategic Goals and Objectives

GOAL I: SPIRITUAL WELLNESS
(A Belief In The Interconnectedness Of All Things)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Objectives</th>
<th>Action</th>
<th>Person Responsible</th>
<th>Monitor Quarterly</th>
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<tbody>
<tr>
<td>1 year</td>
<td>A. Strengthen each child/family's cultural identity by enhancing knowledge of Ojibwe language, history, family, and relationship with Mother Earth</td>
<td>1) Expand Language support and cultivation of use of Ojibwe language to EHS Program. Cultural Consultant will team up with teaching staff in classrooms and during play days to increase understanding and use of the Ojibwe language</td>
<td>ECC Ojibwe Committee</td>
<td>1) Teachers in Waabooz creating a language immersion room for babies. Language Committee meeting in October to discuss consultants for this year, documenting language and culture in the classroom and language activities at all staff meetings. All staff meetings include Ojibwemowin component to promote ECC language use. Waabooz teachers have been active participants in the evening sewing group providing language immersion and opportunity for other parents and staff. ECC gifted with the Ojibwemowin interactive CD Roms that will be given to all ECC families.</td>
</tr>
<tr>
<td>1 year</td>
<td></td>
<td>2) Encourage and support parents &amp; families to use Ojibwe at home by providing a regular schedule of Ojibwe language instruction strategies to parents (materials, language talks, etc.)</td>
<td>ECC Mgmt/Staff</td>
<td>2) Classrooms send home language/words in monthly newsletter. All staff participated in in-service week Ojibwemowin sessions to increase comfort and use of the language. In addition, LAUNCH provided financial support for the Summer Gathering in July 2010 and July 2011 plus Ojibwe Song and Dance Program Spring 2011. Cards for circle time commands given to staff and families.</td>
</tr>
</tbody>
</table>

2010-2011 ECC Strategic Goals

Approved by Policy Council on 2/8/10
Approved by Tribal Council on 2/17/10
<table>
<thead>
<tr>
<th>Year</th>
<th>Objective</th>
<th>ECC Management/Staff</th>
<th>ECC Admin/ANA Planning Committee</th>
<th>LAUNCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>B. Improve overall Red Cliff Community/Bayfield School Relationship</td>
<td>3) Encourage staff and parents to participate in educational workshops on historical trauma to understand the impact of history in community 4) Resubmit Administration for Native Americans (ANA) Grant to develop and implement an Ojibwe Language Immersion Project for 3 years starting with the babies in EHS.</td>
<td>3) ECC staff participated in a Historical Trauma in service presented by Tom Peacock &amp; Betsy Albert in August 2010. ECC parents, staff and Policy Council members attended a brain development training that went into great depth on trauma. 4) The ECC Administrator received official notice of our ANA grant award via email on September 27, 2010. During the second quarter, the ANA Project Coordinator was hired and attended the ANA Grantee Meeting in Tulsa, along with one member of the Red Cliff Accounting staff. The Native Language I &amp; II Speakers were also hired. ANA Ojibwe Language teachers have been participating with the ECC Family Sugar Bush.</td>
<td>1) Sewing class consists of parents with children both in ECC and Public School. LAUNCH supported Dad/Child Play evenings (children 0-8) ran January through April with 34 attendees. Family swim days (children 0-8) ran Jan-April with a total of 135 attendees. We are also discussing a dance class that could be possible after school event. Ojibwe Song and Dance Saturdays provide cultural teaching/dance demonstrations to the community and families with children 0-8 (LAUNCH-funded). Bridges group has reconvened during the second quarter and is working toward a community driven anti-bullying curriculum to be brought in and presented to the school administration and school board. Bridges group did not meet during third or quarters. Much turnover among Bayfield School administration occurred during this time. Two ECC Staff (Katy and Nicole) were appointed to the Johnson O'Malley Committee. This will hopefully enhance communication and collaboration efforts between the Bayfield School and ECC.</td>
</tr>
</tbody>
</table>
## GOAL II: EMOTIONAL WELLNESS
(Balancing All of Our Emotions)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Objectives</th>
<th>Action</th>
<th>Person Responsible</th>
<th>Monitor Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>A. Enhance overall child, family and staff mental wellness</td>
<td>1) Develop a workable system to maximize use of the new Child Care/Large Motor room. 2) Secure permanent funding for EHS Wabooz (0-1) Room teacher. 3) Incorporate staff team-building activities on a bi-monthly basis throughout the program year. 4) Implement six week parent education component of Second Step Curriculum.</td>
<td>Ed. Mgr &amp; Child Care Dir  EHS Director  Directors  Education Mgr/HS Director</td>
<td>1) Large Motor Room schedule posted and revised 9-12-10. 2) LAUNCH is supporting costs for one additional teacher in the infant room. 3) TB activities are currently in planning stages. Team building activity is planned for Dec 2010 during the all staff meeting. HS teachers complete CC.Net activities present findings to other teachers. Teacher discussion provides helpful ideas and other important information that relates to each developmental area. 2nd annual pirate extravaganza with food, games and cookie exchange. WMELS Training held in January 2011 offered additional Teambuilding opportunities for ALL ECC Staff to participate in. Mitten making with recycled sweaters for all staff! In June, 2011 ECC staff participated in a training on conflict resolution, active listening and communication. The activities throughout the day were completed with a team approach (small group). 4) Jamie Williams provided two six-week parent education sessions. Sessions were held at the ECC (April 27th - June 1, 2010). Two 6-week parent ed classes were provided by K. Gorman spring 2011.</td>
</tr>
<tr>
<td>4 years</td>
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<tr>
<td>1 year</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>1 year</td>
<td>B. Increase parent engagement, involvement, and support in</td>
<td>1) All ECC staff will encourage parent participation in Classrooms. Staff will create and list of parent classroom activities and/or a parents’ corner.</td>
<td>Education Mgr./Classroom Teachers/All Staff</td>
<td>1) Classrooms have parent activity bins for visiting parents. Transition periods have included much more parent involvement lately, involving both parents and extended family. The first ever family day pow wow was a huge success with approximately 20 parents in attendance. HS teachers planning K-Bound family nights.</td>
</tr>
</tbody>
</table>
GOAL III: PHYSICAL WELLNESS
(Attending To Our Physical Selves-Our Bodies)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Objectives</th>
<th>Action</th>
<th>Person Responsible</th>
<th>Monitor Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>A. Assist children, staff &amp; families in forming healthy habits with nutrition, physical activity, etc.</td>
<td>1) Develop opportunities for families to learn about nutrition and healthy eating through cooking classes.</td>
<td>Family Services Team</td>
<td>1) Monthly nutritional information is sent home to ECC parents in the newsletter. Nutrition plan was completed and passed with a very proactive approach by policy council. Nutrition manager was involved in responding to all parent concerns and questions. Nutrition information is now included in every monthly newsletter, provided by Nutrition Manager. Fulfilling the Promise training provided in depth education on the importance of nutrition for brain development. FST has further communicated with the Tribal Food Share Coordinator to refer families to resources such as UW Extension. The Head Start classrooms had field trips to the greenhouse and to the Mino bi maa di zii win Gi ti gaani ing Garden in June 2011. The children planted their seeds in the greenhouse and in the garden. A field trip is planned in the Fall to gather their vegetables.</td>
</tr>
<tr>
<td>1 year</td>
<td></td>
<td>2) &quot;I Am Moving, I Am Learning&quot; team will provide training for the rest of the staff to incorporate IMIL wellness activities into lesson plans, curriculum, and daily activities.</td>
<td>Education Mgr.</td>
<td>2) IMIL is documented on weekly and monthly lesson plans and classroom schedules.</td>
</tr>
<tr>
<td>1 year</td>
<td></td>
<td>3) Continue Planning for Annual ECC Family Health Day</td>
<td>FSM/HS Director</td>
<td>3) Health Fair meeting planned for Fall 2010. Planning meeting completed on November 30th with HS Director, Health Manager, Education and Abilities Manager and Family Services Manager and persons responsible for specific areas were identified. Next meeting scheduled Jan, 2011. Meeting in January identified who will</td>
</tr>
<tr>
<td>3 years</td>
<td>Outdoor Learning Environment</td>
<td></td>
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<tr>
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<tr>
<td><strong>B. Continue Outdoor Learning</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Environment &amp; Facilities Planning</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>1</strong></td>
<td>Secure funding and develop the Head Start Outdoor Educational Environment.</td>
<td></td>
<td></td>
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<tr>
<td>Playground Committee HS Director</td>
<td></td>
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<tr>
<td>Grant opportunities are being sought which meet the needs and goals of HS outdoor play area. Improvements/goals were completed August 2010. Gerry Slater continues to be contact and available to assist in securing funding and assisting with completion of outdoor HS play space. Funding opportunities continue to be sought. HS Staff will begin cleaning and planning for the new outdoor-woody area this Spring.</td>
<td></td>
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</tbody>
</table>

| 1 year |
| **New Facility** |
| **1** | Provide a location and a forum for EHS teaching staff and parents to create what they envision as the ideal EHS playground space for children ages 0-3. |
| Playground Committee/EHS Director |
| HS Playground Committee met in November to discuss future needs/improvements. The ECC has requested some financial assistance from the JOM committee & LAUNCH to help with Head Start playground improvements. The Head Start central play area and new play space has seen many improvements this quarter. The wooded area has been cleared with trails and a pow-wow area. The central play area improvements consist of a new play house, stage and landscaping. A water play area, observation tower, climber, trike garage and chin up bars will be completed in August 2011. These new improvements were supported by the JOM committee and LAUNCH. |

| 5 years |
| **1** | Continue with plans for additional long-term facility expansion. |
| ECC Administrator |
| Grant opportunities for construction are virtually nonexistent with the current state of the economy. ECC Administrator continues to advocate for this goal as a top priority to the Tribal Council. |
## GOAL IV: COGNITIVE WELLNESS
(Having Clear Thoughts)

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Objectives</th>
<th>Action</th>
<th>Person Responsible</th>
<th>Monitor Quarterly</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years</td>
<td>A. Encourage Parent/ Family Self Awareness</td>
<td>1) Initiate use of the Family Map tool to assist families in identifying goals, resources and planning strategies.</td>
<td>Family Services Team</td>
<td>Quarterly</td>
</tr>
<tr>
<td>1 year</td>
<td>B. Enhance Cognitive Development for Children</td>
<td>1) Ensure on-going implementation of Nandagikendan curriculum and document on lessons plans.</td>
<td>Education Manager Teachers</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td></td>
<td>2) Continue language acquisition modeling dual language; document child outcomes in terms of dual language learning.</td>
<td>HS Director/Ed. Mgr.</td>
<td></td>
</tr>
<tr>
<td>1 year</td>
<td>C. Strengthen Teacher Support</td>
<td>3) Improve school readiness of Head Start children through improved communication and sharing experiences with Bayfield School Kindergarten teaching staff, continued DOIE Kindergarten Readiness Program, and continued implementation of curriculum aligned with the WI Model Early Learning Standards (WMELS) and Head Start Outcomes.</td>
<td>Directors/Supervisors</td>
<td></td>
</tr>
</tbody>
</table>

1) Family Service Team has been very proactive with almost all families receiving a HV with more individualized services. Family map will again be introduced in January once relationships and trust are built. More family map training is taking place right now and the feasibility of the Family Map tool will be further explored during next quarter.

1) Cultural curriculum documented on weekly and monthly lesson plans. Working with Waabooz teacher to add Ojibwemowin to Teaching Strategies Gold. We have been able to add two categories to the lesson planning form in Ojibwemowin.

2) Documented with Creative Curriculum’s Observation/Documentation tool. Cultural consultant contracts underway. ANA grant coordinator and ECC teacher spend time in each classroom speaking and modeling language.

3) ECC Teachers attended a kindergarten/ECC teacher ice cream social August 25. Draft of kindergarten readiness goals presented to ECC staff and revised. Discussion to continue with Bayfield School kindergarten teacher s and staff in January. Two ECC staff/parents attended the Parent Advisory Council meetings and were able to serve as a partner and community resources. ECC HS teachers met with kindergarten teachers Feb 23, 2010, to discuss the ECC k-readiness goals. April 20, after kindergarten screening, ECC...
<table>
<thead>
<tr>
<th>4) Incorporate Reflective Supervision practices.</th>
<th>Directors/Mgmt</th>
</tr>
</thead>
<tbody>
<tr>
<td>5) Encourage ECC teaching staff to enroll in UMD BS Degree ECE cohort in Fall 2010</td>
<td>Administrator HS/EHS/CC Directors</td>
</tr>
</tbody>
</table>

| teachers will meet with kindergarten teachers to discuss fall's kindergarten class. Kindergarten teacher attended the 1/11 Touchpoints training; the other K teacher is scheduled for the May TP training. |
| Kindergarten bound children, parents and ECC staff visited the K classrooms on May 25, 2011. |
| Kindergarten Readiness Goals presented to Policy Council 4-18-11. Final version shared with Bayfield School and ECC staff. Teaching Strategies Gold assessment results and observations for 2011 will be shared with kindergarten teachers in August. |
| 4) LAUNCH funded Touchpoints Reflective Practice workshop on Sept 24, 2010. Two more trainings are planned for January and May 2011. Monthly reflective practice calls facilitated by Brazelton TP Center faculty are occurring (LAUNCH funded). |
| 5) Five ECC staff are currently enrolled in the new BS Degree ECE cohort which began Sept 2010. Extended support has been brought to cohort from Family Service Team and other ECC staff. One ECC Family Services Manager will complete bachelors in HS December 2011. One teacher has completed all requirements for her second AA degree; her first was in ECE and the second was in Native American Studies/Ojibwe Language. The Child Care Director has completed all coursework for her AA degree in ECE. The HS Director has completed all required coursework for her MA degree in Mental Health Counseling. The EHS Director has completed her preliminary oral exam for her doctoral studies program. She is now officially a doctoral candidate and will conduct her research during the next 2011-2012 year. |
Welcome to the Early Childhood Center’s 2011-2012 School Year !!!!!!!!

We are so happy to have your little ones here.

Attached is a schedule of physical exams for all children. MA, Badgercare, etc., will pay for these exams and immunizations.

It is the responsibility of each family to bring the child’s health exam copies to the ECC. Just ask your physician for a photocopy before you leave his/her office.

The ECC could lose funding if we don’t receive these health checks from you!!!!!!! Also, it is State and Federal Law that all children be up to date on immunizations.
Parents

Throughout the year we will need you to bring us the following health check and immunization paperwork for your child:

**Age of child and for health checks**

1 month
2 months
4 months
6 months
8-9 months
12 months
15 months
18 months
2 years
2 ½ years
3 years
4 years
5 years

ALL HEALTH CHECKS AND IMMUNIZATIONS ARE REQUIRED BY FEDERAL AND STATE LAWS AND REGULATIONS.

**Age of child for immunizations**

2 months
4 months
6 months
12 months
15-18 months
2 years (Yay! No more shots ‘til age 4!!!)

If you have questions, call Sue Haas at 779-5030 x254
Head Start, Parents, and Doctors:  
A Partnership for Healthy Children  
The Well Child Visit

Why go to the doctor when my child is well?
Well Child Visits help the doctor to get to know your child when he/she is not sick and to evaluate his/her overall health, development, and behavior. This is a chance for your doctor to recognize concerns about your child before they become more serious and to give you guidance about how to keep your child healthy and growing. At some visits, the doctor will do laboratory tests and give immunizations (shots). Doctors recommend that Well Child Visits begin before your child is born and continue until your child is 21 years old. The American Academy of Pediatrics recommends the following schedule of Well Child Visits for children from birth to 5 years old:
- Prenatal (a visit during the pregnancy to meet the baby’s doctor and discuss the baby’s care)
- Newborn
- Within 3-5 days after hospital discharge
- By 1 month
- 2 months
- 4 months
- 6 months
- 9 months
- 12 months
- 15 months
- 18 months
- 24 months
- 30 months
- 3 years
- 4 years
- 5 years

What should I bring to the Well Child Visit?
- Your or your child’s health insurance/Medicaid card.
- A list of the immunizations (shots) that your child has already received.
- Your list of questions and concerns, arranged from first to last in order of the greatest importance, for the doctor to answer at the visit.
- A list of all of the medicine that your child takes; make sure your list includes prescriptions, over-the-counter medicine, traditional medicine, herbal remedies, vitamins, etc. If it is easier for you, bring the bottles or containers that the medicine is sold or kept in.
- One of your child’s favorite books or toys; this will help your child feel comfortable while you are waiting for the doctor. It is best to bring a toy that you can wash when you get home, in case there are contagious diseases in the waiting room.

How can I help prepare my child for the Well Child Visit?
- Try make-believe doctor visits at home. You and your child can take turns being the doctor and the child. Place a piece of notebook paper on the floor next to a wall and practice “standing on the scale.” Have your child take off their shirt and pants, shoes and socks, and put on a pretend “examination gown” (an adult’s shirt put on backwards). Practice sitting still while the eyes, ears, nose, and mouth are examined (say “AHH”). Practice sitting still while the doctor listens to the heart and takes deep breaths in and out while the doctor listens to the lungs. Practice not giggling when the doctor “squeezes your belly.”
- Be ready in case the doctor wants to examine your child with the child sitting on your lap. If you know from experience that this works best for your child, tell the doctor before the child is placed on the examination table. Do not wear belts with a sharp buckle that might scratch your child and be careful with long necklaces and earrings that might get pulled accidentally if your child becomes upset.
* Be comfortable with the idea that your job is to support and comfort your child during the exam, not to discipline or punish your child if they become upset during the exam. It is the doctor’s job to recognize that the child is becoming upset and to try to make the child more comfortable with what is being done. In some situations (for example, looking into the ears or the mouth), the doctor may ask you to hold your child in a certain way to protect your child from injury. It is the doctor’s responsibility to decide whether or not the child is too upset to do part of the exam safely and to try again later. If you are uncomfortable with anything that is being done, or if you are worried about your child being upset, tell the doctor.

* End the visit on a positive note. Find something real that your child did (or didn’t do) that you can praise them for (“Even though I know you didn’t want to, you let the doctor look in your mouth” or, “I know you didn’t want to get a needle, but you stopped crying the second it was over”) and give them that praise.

Besides talking with you about your child and doing a physical examination, as part of the Well Child Visit, the doctor or staff will:

* Give any needed immunizations (shots).
* Check your child’s vision and hearing at each visit.
* Do blood tests at 12 and 24 months to check for anemia or lead poisoning. (Your doctor can give you information about what tests and shots are recommended at what age.)
* Give you information on health, wellness, normal development, and behavior.
* Fill in or give you forms or papers you will need (such as a list of shots, test results, hearing/vision test results, results of physical examination).
* Answer your questions.

Why does my child need so many shots?
Many life-threatening childhood illnesses are no longer common in the U.S. because most people have been immunized to prevent them from catching these diseases. This is not true for some other parts of the world. In some areas both children and adults, who have not had their shots, get these diseases and sometimes die from them. People have different opinions and concerns about immunizations and possible risks connected with them. Talk about any questions or concerns you have with your child’s doctor.

What if my doctor says things that I don’t understand? This happens to all of us; even when we as adults go to the doctor. If the doctor says something you do not understand, make sure to ask him/her to explain.

What if they don’t tell me what a test means or its results? Don’t be shy, ASK! For example, if you are told that your child “has a hematocrit of 30” and you wonder “what is a hematocrit” or “what is normal,” make sure to ask the doctor to explain and get the information you need to keep your child healthy.

Anything else? Once the visit is over and your questions have been answered, SET UP YOUR CHILD’S NEXT APPOINTMENT. Also remember, Head Start staff members can help you make sure your child is up-to-date on the Well Child Care schedule. Feel free to ask your Head Start family service worker or health coordinator any questions you have about your child’s doctor’s visits.
The Family Service Team provides assistance to families by helping them set goals, attaining them & providing resources. We are also responsible for Family events such as Family Nights, Health Fair, Fishing Day, Sugar Bush, Swimming, Fall Harvest, Pow Wow’s, Holiday Parties and Summer Gathering.

Family Resource Coordinators includes:

Auna Bresette, Maureen Ekelund, Nicole Boyd, and Patt Kenote-DePerry.

A Family Resource Coordinator will be contacting your family to share information and assist you throughout the school year. If you have any questions you can call any Family Service Member anytime!
Division Quarterly

Listening Session

September 28, 2011

4:00-6:00 p.m.

Red Cliff Early Childhood Center
Memengwa Building
~Snacks & Refreshments~

Check out the new ECC Website!!! Redcliffecc.org
Ojibwemotadaadidaa!  
(Let's all speak the language together!)

This is an open invite to all community members to come together and speak the language. Come and join Mary and Leonard Moose at the Red Cliff ECC in the Amik Room every Wednesday from 4 until 6pm.

Language table begins September 21st!

Highlights:

- Starting in September!
- Open to all!!
- Kids are WELCOME!
- It will be a FUN time to come together and speak!
Check out this AWESOME resource:

www.freelang.net/dictionary/ojibwe.php#download

This is a downloadable Ojibwe Language Dictionary that will translate from English to Ojibwe or Ojibwe to English!

Or view online!!
The Red Cliff Head Start and Early Head Start Programs are required by the Grantee to provide a non-federal share of in-kind which is donated goods and services to the program.

Fiscal Year July 1, 2011 to June 30, 2012
HS needs $168,095
EHS needs $194,048

- Volunteers for the program may include: (but not limited to)
  - Head start parents, relatives and friends
  - College students
  - Community representatives
  - Service providers
  - Special speakers for staff trainings, parent trainings, family nights, and socializations

- Volunteer services may include: (but not limited to)
  - Volunteering in the classroom and on the playground
  - Attending field trips
  - Attending parent activities and presentations
  - Home Visits for Home Base families
  - Donations of cash, office and classroom, & programs supplies
  - Professional services such as speech therapy, medical and dental services
  - Helping put items together (furniture, cabinets, bulletin Boards)
  - Helping with maintenance (shoveling, cutting grass, plowing)

All Center in-kind forms need to signed and dated by the volunteer and a center staff member.

The amount of goods and services provided must be on each form.
ECC SUBS NEEDED!!

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

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

If you or someone you know is interested in retrieving their GED or HSED, WITC will be offering classes at the Red Cliff ECC

Starting September 13th, 2011
Tuesday's 2-5pm @ ECC

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

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

Please bring a form of identification with you.

Any questions, call Nicole Boyd @ 779-5030 ext 253.
Nooni Circle

Pregnant women, nursing mamas, new mamas and partners all welcome.

Eat, socialize, discuss infant feeding and parenting.

Every other Thursday 10-noon

Sept. 1—Feeding on cue

Sept. 15-no group this week due to staff training

Sept. 29—Red Cliff Mama’s Wish List

Questions? Call Lori Cannon, MCH Nurse 715-779-3707 x.264
September 23-25, 2011
FREE AND OPEN TO EVERYONE

Madeline Island Anishinaabeg Gathering
Omaa bi-izhaayaaang mihnaawaa (we have come back again) to honor and renew our Anishinaabeg relationship to the Island - remembering the past, celebrating the present, and visioning for the future.

Come to Share stories, honor the Island, feast and dance.

2011 Theme: “Ways the Anishinaabeg can maintain their relationship with Madeline Island into the Future”

Schedule of Events:

Friday, Sept. 23
Youth Day
Ojibwe Memorial Park-FREE
10am- Nick Hochking storytelling.
Eagle from the National Eagle Center all day
1pm- Youth Leadership
Presentation, Brian McInnes, Elder teachings, Josephine Mandamin.
Environmental displays and education, birch bark crafts, etc.
School Groups welcome, ages 6 to 18. Buses need reservations with the Ferry Line.
www.madferry.com

3:30 pm Closing

Saturday, Sept. 24
Ojibwe Memorial Park-FREE
9am- Morning Ceremony
10am- Speakers - Mike Wiggins, Brian McInnes, Renee Dillard, Winona Laduke, Josephine Mandamin and others.
Music- Oshkii Giiizhick Singers, Nizhnow Sullivan and others.
12pm- Lunch
4:30- Traditional Feast
5:30- Celebrational Dance-Larry ‘Amik’ Smallwood M.C./Spiritual Advisor
(honorariums for the first 100 dancers) Six invited drums.

8:30pm Closing

Sunday, Sept. 25
Madeline Island Museum-
FREE Open House
10am, 2pm- Film showings- “Mikwendaagoziwag- They Are Remembered” on the “Sandy Lake Tragedy”
Artist demonstrations by Rita Vanderventer and Kurt Buffalo
11am, 1pm- Oshkii Giiizhick Singers
Eagle from the National Eagle Center all day
4:30pm- Reception for Anishinaabeg Artists

5pm Closing

Limited parking on Madeline Island. Parking available in Bayfield and Red Cliff with shuttle buses transporting regularly to the ferry and on the island to the event, watch for signs. Camping available on Madeline Island at Big Bay Town Park, Big Bay State Park, and elsewhere on the Island on a first come first serve basis. Ferry discounts for all Anishinaabeg Band Members with cards. Check ferry schedule at www.madferry.com.
Discounts on the ferry are available for groups of 20 or more, if traveling together. Regalia welcome. Bring lawn chairs, water bottles, and raingear. Limited groceries, and gas available on the Island. No pharmacy on the Island. For more information email: madelineislandanishinaabeg@yahoo.com or call 218-879-2288.

FREE AND OPEN TO EVERYONE
Children and Sleep

Sleep is a vital need, essential to a child’s health and growth. Sleep promotes alertness, memory and performance. Children who get enough sleep are more likely to function better and are less prone to behavioral problems and moodiness. That is why it is important for parents to start early and help their children develop good sleep habits. How much sleep should my child get?

Each child is different and has different sleep needs. This chart presents recommended hours of sleep that includes naps for children up to five years of age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Hours Of Sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 2 months</td>
<td>10.5 - 18</td>
</tr>
<tr>
<td>2 - 12 months</td>
<td>14 - 15</td>
</tr>
<tr>
<td>1 - 3 years</td>
<td>12 - 14</td>
</tr>
<tr>
<td>3 - 5 years</td>
<td>11 - 13</td>
</tr>
<tr>
<td>5 - 12 years</td>
<td>10 - 11</td>
</tr>
</tbody>
</table>

Children Need and Thrive On Routine

The #1 tip for good sleeping habits in children is to follow a nightly routine. A bedtime ritual makes it easier for your child to relax, fall asleep and sleep through the night.

Typical Bedtime Routine

1. Have a light snack
2. Take a bath.
3. Put on pajamas.
4. Brush teeth.
5. Read a story.
6. Make sure the room is quiet and at a comfortable temperature.
7. Put your child to bed.
8. Say goodnight and leave.

Helpful Tips

- Make bedtime the same time every night.
- Make bedtime a positive and relaxing experience without TV or videos. According to one recent study, TV viewing prior to bed can lead to difficulty falling and staying asleep. Save your child’s favorite relaxing, non-stimulating activities until last and have them occur in the child’s bedroom.
- Keep the bedtime environment (e.g. light, temperature) the same all night long.

Encourage Children to Fall Asleep On Their Own

Have your child form positive associations with sleeping. A child should not need a parent to help him/her fall asleep. One recent study demonstrated that having your child sleep in your bed puts them at risk for suffocation or strangulation. The child who falls asleep on his or her own will be better able to return to sleep during normal nighttime awakenings and sleep throughout the night.
Great Indoor Games and Activities

Marshmallow Tinkertoys
A bag of marshmallows and some thin pretzel sticks are all you need to build the perfect puffy pal, a 3-D house, or tepee. Your child simply skewers the marshmallows with the sticks to create his own masterpiece. Add to the fun by placing toy pigs or other animals in the house and challenging your child to be the big bad wolf and blow it down.

Family-Photo Bingo
Improve your child’s memory and help him learn who’s who in your family tree with this photo game. Take nine family photos and arrange them into rows of three, then give your child nine playing cards or checkers pieces to serve as bingo chips. When someone calls out “Daddy” or “Grandma,” your toddler covers the photo with the card. Whoever gets three in a row wins.

Sugar-Cookie Pizzas
Even the most domestically challenged chef can pull off this sweet and simple project. Slice several thick cookies from a roll of refrigerated sugar-cookie dough. Gently flatten them a bit on a cookie sheet to widen them, bake, and cool for about 10 minutes. Next, your little Mario Batalis can decorate their pies with strawberry jam or red icing for sauce, shredded coconut for cheese, and red M&M’s for pepperoni.

Grandparent Greetings
Haul out the craft supplies and set up a home Hallmark business. First your toddler creates the card with stickers, glitter, cut-out magazine photos, or whatever else he likes. Then you ask him what he wants to say to the recipient, and you write it inside. (I once received one of these from my then 2-year-old nephew that said, “Dear Aunt Isadora, I like to bite my piggy toy. Love, Jared.” That was one card I never tossed.) The icing on the cake? When the weather clears up, let your child stamp the envelope and slide it into a nearby mailbox.

Signature Storytelling
This is a trick I use at bedtime to give new life to old stories. Start reading one of your child’s favorite books. When you get to a critical point in the action, challenge him to take charge of the tale and add his own twist. For example, if you’re reading Cinderella and the mean step-sisters have torn up her dress, ask your child, “What would you do if someone did that to you?” Should Cinderella just run away and cry, or should she do something else?” It teaches kids to think on their toes.

Create a Sensory Table
Remember the slimy thrill of sifting your hands through a bucket of ersatz eyeballs (aka peeled grapes) at the local haunted house? This activity offers the same thrills without the nightmares. Fill a series of bowls or washing basins full of textured objects -- peeled grapes are still a good choice, as is cold cooked spaghetti, steel-wool pads, cornstarch, or dry beans. Blindfold your child, have him sift his hands through, and describe what he feels. Then challenge him to guess the object.

Bowl-a-rama
Small, empty water bottles and a rubber ball are all you need to transform the family room into a bowling alley -- sans silly shoes, of course. Six bottles should suffice for bowling pins; if the bottles fall over too easily, fill them up with a little water or dry pasta for some extra weight.

Disco Down
Disco has been dead and resurrected so many times, I’m not sure if it’s in or out anymore. But I do know that young kids love to dance to it, even if they think that “Bee Gees” is some sort of sugary snack you’ve been denying them. Dim the lights, close the blinds, hand each child a flashlight (for the full disco effect) and a small scarf to twirl around. Cue up some classic tunes like “Dancing Queen,” by ABBA, and “I Will Survive,” by Gloria Gaynor, and watch the disco magic unfold.
Great Indoor Games and Activities

Barbie Beach Party
Grab a collection of bikini-clad Barbies, beach towels (wash cloths), sunscreen (baby lotion), and perhaps a yacht or two (some Tupperware), and head for some fun in the tub. Hint: most Barbies really dig the diving board (faucet). My daughter's opinion: Sunglasses and a tropical beverage (iced juice in a sippy cup) make the experience tantamount to a holiday in St. Tropez.

Mini Car Wash
Gather up your child's fleet of cars, trucks, and spaceships for a detailing job that'll put your local garage to shame. Load them all into the tub and give them a cleaning with plant sprayers and empty squeeze bottles.

Pirate Play
Yo Ho Ho and a Bottle of Milk
Somehow, Pirates of the Caribbean fever has trickled its way down to the toddler set. Doing anything even remotely pirate-like sends many into paroxysms of joy, so give this treasure hunt a try. Wrap a bunch of wooden blocks in aluminum foil, and hide them around the house (don't get too clever -- remember whom you're dealing with). Give each child a flashlight and a small paper bag, and challenge them to find the buried silver.

Masking-Tape Marvels
Who would have thought that a humble roll of masking tape could provide so much fun? Make a hopscotch pattern or mock balance beam on the living room floor. Or have your child color pieces of tape with markers and use them to "design" his own T-shirt. My personal favorite: the invisible dollhouse. Lay down a "floor plan" on the rug, and furnish the house with doll furniture.

Family-Room Picnic
Change things up by serving lunch outside of the kitchen. First, grab your basket (you don't need a real picnic basket -- a laundry basket will do) and assemble some picnicky foods that the kids can "pack" themselves -- juice boxes, water bottles, packets of raisins, string cheese, paper plates, napkins. While the kids are busy filling the basket, spread a blanket in the family room and put together some sandwiches. Then unpack your picnic and watch the lunch disappear.

Movie Time!
At some point even the most creative parent is going to have to resort to some good old TV time. Keep a hidden stash of DVDs that you only pull out during cruddy weather so rainy-day television is truly a treat. The same old Wiggles story is doubly boring for a child whose play options are limited.

Build It Together!
I had long intended to build a doghouse using plans purchased on the Internet. I had the lumber waiting in my workshop. When a bad-weather day arrived, I got my son interested in the project and broke open the box. We built a doghouse in about three hours.

Slow-Motion Tag
Chasing my 18-month-old around the house (especially if I do it in slow motion) and tickling her when she gets caught can keep my daughter endlessly amused.

Family Cozy Time
On a rainy day our 15-month-old son usually keeps himself occupied by bringing us lots of books to read to him. We also have two large dogs that go stir-crazy in the house and provide him with hours of entertainment!
Fresh and Chunky Salsa

14 1/2 ounce can chopped tomatoes
1/2 cup chopped yellow or green pepper
2 green onions, sliced
2 Tbls. Snipped fresh cilantro or parsley
1 Tbl. White wine vinegar
1/2 tsp. ground cumin
1/2 tsp. bottled minced garlic
Few dashes bottled red hot pepper sauce

In a bowl, stir together all ingredients. Chill for about 4 hours. Serve with tortilla chips.

Homemade Corn Tortilla Chips

10 5 inch corn tortillas

Preheat oven to 400 degrees. Place 3 or 4 tortillas in a stack and cut into 4 wedges. Repeat with remaining tortillas. Arrange wedges in a single layer on a baking sheet. Bake for 8-10 minutes or until crisp. Cool before serving.
Tuna Casserole

2 cans cream of celery soup
1/3 cup chicken broth
2/3 cups milk
2 Tbls. Parsley
1 pkg. (10 ounce) frozen peas
2 (7 ounce) cans tuna well drained
10 ounces medium egg noodles, cooked until just tender
3 Tbls crushed potato chips

Grease bottom and side of slow cooker, In a large bowl, combine soup, chicken broth, milk, parsley and tuna. Fold in cooked noodles. Pour mixture into slow cooker and top with chips. Cover and cook on low for 5-6 hours.

Chicken Rice Casserole

1 cut up frying chicken
1 cup long grain white rice
1 envelope onion soup mix
1 can cream of chicken soup
1 1/2 cans water
4 ounces sliced mushrooms
Salt and pepper to taste

Combine everything except the chicken, mixing well, putting into a casserole arrange chicken on top. Bake at 350 for 1 hour, covered, then uncover bake for 30 minutes more stirring once.
Wild Rice Stuffed Tomatoes with Basil

1 large ripe tomatoes
1 1/2 cups cooked Wild Rice, about 1/2 cup uncooked
3 tbsp. chopped basil
3 green onions, finely chopped with some of the green tops
2 tsp. olive oil
3/4 tsp. garlic salt, to taste

Cut a 1 inch slice off the top of each tomato. Scoop out the inside pulp, being careful not to bruise the tomato shell. Chop the tomato pulp and drain the excess liquid. Combine this with the wild rice, basil, onion, olive oil and garlic salt, tossing lightly. Fill scooped-out tomatoes with the rice mixture. Replace the top tomato slices as a lid (if desired)
House Maintenance Service: Preparing Your Furnace for Winter

Winter is right around the corner and you have to be prepared for anything especially the temperature. The main thing that you're going to have to worry about is making sure that your furnace is prepared properly so it can heat your home. Heating your home is essential especially when the temperatures drop below freezing. A faulty furnace can lead to a fire or other problems heating your home. Here are a few suggestions that you might want to take into consideration so that you know your furnace is ready to go. You won't have to worry about any problems before winter sets in.

Many furnaces have a filter in the door, on the side or in the back that allows cold air to go into the furnace. That cold air is then heated. If this filter is plugged it will cause the furnace not to burn properly or heat your house. This inefficiency means you use more fuel in order to get your house warm. Simply by changing the filter you will allow a constant supply of air to go into the furnace so that the fuel burns properly. This will allow your furnace to run more efficient and not use more gas that it needs to. Purchase these filters at any home department store such as Wal-Mart or Home Depot or a hardware store. They are fairly inexpensive and you can change them yourself. Change them at least once a month.

Another thing that you want to check is to see if your igniting mechanism is working properly. If you got an igniting pilot, it has to light every time otherwise you could have gas entering your home. Not a good thing. You do not want this in your home because it could lead to many health concerns such as carbon dioxide. If you do not know how to check the ignition system of your furnace, call a technician to come out and check to see if it is working properly. Many run specials in early fall to give your furnace a thorough check up.

You also want to check the exhaust to make sure there are no leaks in the pipe leading out of the home. You also want to check to make sure that the exhaust pipe is not clogged with soot because that will allow carbon dioxide or other harmful gases back into the home.

Take a few precautions to get your furnace ready for winter and you'll stay toasty warm until spring.
Money Management Coach Training

Learn to help families

- Set financial goals
- Develop budgets and savings plans
- Reduce and avoid debt
- Gain financial stability

Registration required

Registration Fee: $10.00

Wednesday, September 14
9:30 AM to 2:30 PM

Northern Great Lakes Visitor Center—Ashland

To register, call UW-Extension
715-373-6104 or 715-682-7017

An EEO/AA employer, University of Wisconsin Extension provides equal opportunities in employment and programming, including Title IX and American with Disabilities (ADA) requirements.
THE RED CLIFF TRIBAL COUNCIL IS SEEKING THREE (3) INDIVIDUALS TO SERVE ON THE HOUSING BOARD.
1 position will be a 1 year term
1 position will be a 2 year term
1 position will be a 4 year term

FOR FURTHER INFORMATION CONTACT THE HOUSING OFFICE AT 715-779-3744.

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.
The deadline is Wed. Sept. 28th at noon.
VACANCY

POSITION: AmeriCorps Nutrition Education Member
LOCATION: School District of Bayfield
Program Details: Farm to School AmeriCorps Program, Wisconsin Department of Agriculture, Trade & Consumer Protection
Program Period: September 25, 2011 – September 15, 2012
Member Duties: Member will help teachers and school nutritionists by developing and implementing nutrition programs that will educate children about the benefits of making healthy eating choices. Members will assist with creating and implementing healthy food curricula including, but not limited to, school or community garden development, cooking in the classroom programs or field trips to farms, and work with schools to help implement wellness programs. Members will report to the site supervisor and the Farm to School Program Director. Terms: Work Schedule: Half-time (900 hours of service), Length of Tour: 12 months, Age Minimum: 18 years.

Contact: Please submit a resume, two professional references, and a letter of interest including a statement explaining why you think Farm to School is important for Wisconsin schools by September 15, 2011 to Linda Weber: lweber@bayfield.k12.wi.us e-mailed applications are preferred or mail to: Linda Weber, c/o AmeriCorps F2S Position, School District of Bayfield, 300 North 4th Street, Bayfield, WI 54814

We are an Equal Opportunity Employer seeking a diverse and talented workforce. AmeriCorps, DATCP and Bayfield School District do not discriminate on the basis of race, sex, gender, national origin, color, political affiliation, religion, age or disability. Individuals with disabilities can make reasonable accommodation requests by calling Sheila Kelly at TTY 715 779 3201 Ext. 100.

To Read More About Farm to School or AmeriCorps Initiatives in Wisconsin:
http://www.datcp.state.wi.us/mktg/business/marketing/val-add/farm_to_school/index.jsp
JOB DESCRIPTION

POSITION:  Senior Accountant

NON-EXEMPT POSITION

LOCATION:  Red Cliff Finance Office

REPORTS TO:  Chief Financial Officer

SCHEDULE:  Permanent, Full-time

WAGE:  Negotiable

GENERAL:
This position is responsible for general daily General Ledger activities and cash flow management. This position will perform recurring accounting functions per the direction of the Financial Manager.

DUTIES AND RESPONSIBILITIES:
1. Maintain the General Ledger using MIP/NPS/Accounting software.
2. Will be assigned to and responsible for financial oversight of programs designated as “Tribal” by the Finance Manager.
3. Responsible for review and posting of prepared Journal Entries.
4. Responsible for monitoring Tribal bank accounts and daily cash management activities.
5. Track to ensure that all financial reporting is completed as required. Follow up with programs and/or financial staff as necessary.
6. Responsible for monitoring the Tribe’s indirect cost program to ensure proper charges and recoveries.
7. Responsible for management of Tribal Internal Service Funds to include: Facilities Management; Fringe Cost Pool etc.
8. Assist Financial Manager as needed.
9. Attend staff and other meetings, in-services, and events as directed by supervisor.
10. Participate in training activities to enhance knowledge of team skills, systems functionality etc.
11. Perform other duties as assigned.

SUPERVISORY AUTHORITY:  Daily supervision of finance staff.

KNOWLEDGE/QUALIFICATIONS:
1. B.S. degree – Accounting or Business Major
2. Minimum two years comprehensive experience in governmental accounting (preferably Tribal government).
3. Experience in computerized accounting systems, prefer MIP accounting software exposure.
4. Must possess strong analytical, numerical, reasoning and decision making abilities.
5. Must be able to work well in a team setting and possess problem and conflict resolution skills.
6. Must have valid driver’s license and at least liability insurance. If no insurance must get after three weeks of employment.
7. Native American preference will be applied in the event of equally qualified applicants.
8. Knowledge of and sensitivity to Ojibwe culture and traditions.

PERSONNAL CONTACTS:
Daily contact with funding agencies, tribal programs, customers etc.

WORK ENVIRONMENT:
Work setting must be maintained as a clean, nonsmoking, well-ventilated area in compliance with all applicable safety regulations.

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

TRAVEL REQUIREMENTS:
Must have valid WI driver’s license, vehicle, and at least liability insurance. If no insurance, must get within three weeks. Must also be eligible for the Tribe’s vehicle insurance. May require overnight travel to attend meetings or training.

POSTED:  July 22, 2011
DEADLINE:  OPEN UNTIL FILLED

FOR FURTHER INFORMATION CONTACT:
Red Cliff Human Resources Office
88385 Pike Road, Highway 13
Bayfield, WI 54814
(715) 779-3700 ext. 267
JOB DESCRIPTION

POSITION: Property and Procurement Officer

LOCATION: Property & Procurement Office at Tribal Office, Red Cliff Reservation

SALARY: Negotiable depending on experience.

THIS IS A REGULAR FULL-TIME NON EXEMPT POSITION

SUPERVISOR(S): Tribal Finance Manager.

JOB SUMMARY: Oversee the Property & Procurement Office

DUTIES AND RESPONSIBILITIES: Under the supervision of the Tribal Finance Manager ensure the Property & Procurement Office process requisitions and account payables in accordance with the Red Cliff Property Management & Procurement System Manual and Federal/State/Local regulations and with General Accepted Accounting Principles.

1. Overseer/assist in processing approved requisitions/purchase orders.
2. Overseer/assist in processing accounts payable.
3. Assists in annual inventory of all Tribal Property.
4. Overseer/assist in the in-house supply of office and other supplies.
5. Overseer/assist in obtaining bids/proposals from vendors/contractors.
6. Overseer Property & Procurement Office.
8. Revise the Red Cliff Property Management & Procurement System Manual when needed.

SUPERVISORY AUTHORITY: Staff in Property and Procurement Office

KNOWLEDGE: Must have knowledge of Generally Accepted Accounting Principles. Must have knowledge of computers.

QUALIFICATIONS:
1. Must have High School Diploma or equivalent.
2. Associate Degree in business or Accounting preferred.
3. Six years Clerical, bookkeeping experience or a combination of training or experience.
4. Must have considerable working knowledge & experience with computers.
5. Must exhibit good communication skills, oral and written.
6. Must be able to operate standard office equipment.
7. Must have a valid drivers license.
8. Must have a vehicle with liability insurance.
9. Must be able to be placed on the Tribe’s drivers list.
10. Must be able to communicate effectively with a variety of people.
11. Knowledgeable of Native American Tribes and the uniqueness of the Red Cliff Community.
12. Indian preference will be applied in the case of equally qualified applicants, but all qualified applicants will be considered.

PERSONAL CONTACTS: Person will have daily contact with Tribal Department and Program staff along with vendors.

PHYSICAL REQUIREMENTS: Position is mainly sitting with some walking, stooping, and bending required. Must be able to lift up to 50 pounds.

WORK ENVIRONMENT: Property & Procurement Office is located in the lower level of the Red Cliff Tribal Office. All buildings are smoke free.

TRAVEL REQUIREMENTS: Person will be required to attend training or meetings locally or out of town area.

POSTING: JULY 28, 2011
DEADLINE: AUGUST 11, 2011 OR UNTIL FILLED

FOR FURTHER INFORMATION:

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

POSITION: Deputy Conservation Warden I (Commercial Fishing Emphasis)

LOCATION: Red Cliff Warden Department

SALARY: Negotiable depending upon qualifications

THIS IS A REGULAR FULL-TIME NON-EXEMPT POSITION

SUPERVISOR(S): Chief Conservation Warden

JOB SUMMARY: The primary responsibility of the Deputy Conservation Warden is to endorse, preserve, and uphold the Red Cliff Code of Laws and the Lake Superior Agreement with the State of Wisconsin and all relative regulations as interpreted by the Governing Body.

DUTIES AND RESPONSIBILITIES:

2. Protection of the Red Cliff Reservation natural resources.
3. Patrol Lake Superior fishing grounds to enforce Tribal commercial fishing regulations and prevent theft or destruction of fishing equipment.
4. Monitor effort, locations, and soak times through routine grid checks including all Wisconsin and Michigan tribal fishing waters of both commercial and subsistence fishermen.
5. Conduct dock side monitoring of fish harvested by commercial fishermen.
6. Review commercial reports compared to observed grid check reports.
7. Conduct randomized routine inspections of fishermen and vessels.
8. Conduct randomized routine inspections of Tribally owned fish wholesalers.
9. Conduct educational programs for the Community with respect to Conservation Code provisions and general resource management.
10. Receive permit applications for activities specified in the conservation Code.
11. Bring violations to the attention of the Tribal Court.
12. Direct and conduct investigations of alleged conservation violations and issue citations.
13. Maintain a detailed daily log of activities.
14. Maintain all certifications required to be BIA contracted Warden.
15. Responsible for insure that monthly reports are submitted to the Chief Conservation Warden.
16. Other duties as assigned by supervisor.

KNOWLEDGE: Knowledge of the Red Cliff code of Laws, Red Cliff Reservation Boundaries, Boat operations and boat safety. Knowledge of the exercise of Treaty rights and commercial fishing practices.

QUALIFICATIONS: Wisconsin Basic Police Recruitment Schooling or Bureau of Indian Affairs law enforcement training preferred. High School diploma or equivalent with at least 60 college credits. Good physical health. Training in natural resource field desirable. Training or experience in boat operation and safety desirable. Good communication and public relation skills essential. Must be 18 years of age. Must not have a felony conviction on record. Must have a 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 applicant, but all qualified applicants will be considered.
PERSONAL CONTACTS: General public, tribal officials, tribal court staff, B.I.A., local police, State D.N.R., Great Lakes Indian Fish & Wildlife Commission, local fire departments.

PHYSICAL REQUIREMENTS: Ability to lift 50-75 pounds.

WORK ENVIRONMENT: Office setting and driving in department vehicles. Outside work would include on Lake Superior, streams and tribal lands.

TRAVEL REQUIREMENTS: Patrolling of the Lake Superior ports used by the Red Cliff commercial fishermen, including those located in Michigan and Wisconsin.

POSTED: AUGUST 5, 2011
DEADLINE: AUGUST 31, 2011 at 4:00 pm

Tribal Applications and Resume can be submitted to:
Also submit Law Enforcement Application for this position

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

rwygonik@redcliff-nsn.gov
(715) 779-3700 ext. 267

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 too a drug test prior too 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.

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<tbody>
<tr>
<td>5</td>
<td>Ecc closed Labor day</td>
<td>6</td>
<td>7B French toast, berries, cottage cheese</td>
<td>8B Cornflakes, toast, pears, PB</td>
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<td></td>
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<td>Ecc opening Ceremony</td>
<td>L Ham, pot., carrots, watermelon, biscuit</td>
<td>L Chix nugget, fries, peas, salad, cantaloupe</td>
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<td></td>
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<td>S Nilla wafers/milk</td>
<td>S Pudding/waffle</td>
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<td>12B Egg wraps, honeydew, yogurt</td>
<td>13B Rice crispies, muffin, oranges</td>
<td>14B Bran flakes, cantaloupe, toast, PBJ</td>
<td>15B Corn chex, apples, yogurt, toast</td>
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<td>L Spaghetti, corn, pears, jello/w juice</td>
<td>L Kielbasa/mac cheese, pea/carrot, fruit cocktail</td>
<td>L Chix veg soup, cheese sand, m oranges</td>
<td>L Beef stroganoff, gr beans, honeydew</td>
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<td>S Rice cakes/milk</td>
<td>S Fruit/pretzels</td>
<td>S Veggie/dip</td>
<td>S Sleepy bear/milk</td>
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<td>19B</td>
<td>Oatmeal, blueberries, toast, PB</td>
<td>20B Cheerios, orange, nutra bar</td>
<td>21B HB oats, strawberries, yogurt</td>
<td>22B Rice crispies, banana, toast</td>
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<td></td>
<td>L Chix sand, veg/dip, CC, mango</td>
<td>L Pork, pot, carrot, applesauce, bun</td>
<td>L Shepard's pie, biscuit, corn, peaches</td>
<td>L Beef veg, egg salad, cantaloupe</td>
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<td></td>
<td>S Chex mix, juice</td>
<td>S Cheese, cracker</td>
<td>S Smoothie, muffin</td>
<td>S Jell-O, gr cracker</td>
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<td>26B</td>
<td>Pancakes, m berries, CC</td>
<td>27B Rice chex, oranges, muffin, yogurt</td>
<td>28B Kix, apples, banana BR</td>
<td>29B Cornflakes, peach, Eng muffin, PB</td>
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<td>L Pot soup, ham sand, trop fruit</td>
<td>L Ham, pot, gr beans, watermelon, biscuit</td>
<td>L Pizza, cc, pineapple, peas</td>
<td>L Ham b hd, carrot, fruit cocktail</td>
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<td>S Animal cr/milk</td>
<td>S Mini rice cake/milk</td>
<td>S Ants on a log/milk</td>
<td>S PBJ sand/milk</td>
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**Note:** The content represents the meal menu for Waatebagaa-Giizis for the month of September 2011.