Summer Gathering

The ECC/LAUNCH program will host the 3rd annual Summer Gathering July 24th-27th. Events will be held at the ECC building this year. Tuesday, July 24th will begin the week with activities planned from 10am-3:30pm. Lunch and snacks will be provided daily.

Activities are designed for a variety of ages and will include:
- Mini-Birchbark Canoes
- Black Ash Baskets
- Cradle Boards
- Ojibwemowin
- Dream Catchers
- Physical Activities
- Nutrition Edu
- Puppet Show
- Story Boards
- Sensory Table
- Beaded Hair Clips
- Chokers
- Modgepodge Rocks
- Hide Tanning Demo
- Making a drum for ECC
- I-Spy Bottles
- Earth Oven Pizzas

We are happy to pre-register children/families before the event to confirm space for your participation, please contact Donna or Rob at 779-5030. Pre-registration forms are being sent home with all ECC children. Lunch and snacks will be provided daily with a Social Pow Wow and Feast held Friday, July 27th from 10am-noon with Door prizes to follow.

ECC End-of-Year Picnic

The ECC will host an ALL SCHOOL end of the year picnic at Little Sand Bay on Friday, July 13th from 10am-noon. Please bring the whole family for one last "Hoo-Raa" with the ECC staff. Games, gift, good company and great food! Parents are responsible for transporting to and from event and also watching their children at event. Please call Nicole (ext 253) at 779-5030 for more info.

ECC Graduation

The ECC Graduation Ceremony will be held on Friday, July 20th from 10am-12pm at the ECC.

We will say "Giigawaabamin" to our Head Start graduates as they begin their journey from ECC to Kindergarten on Friday, July 20th. Please have your child in their classroom for line-up at 9:30am. Children will come out of the building once their name is called and then be seated with their family. We will also welcome Early Head Start graduates into Head Start on Friday, July 20th. This includes those graduating from Makwa, Esiban and Home Base. To eliminate confusion and/or if you are unaware if your child is a graduate or not please speak with your child’s teacher (for example: not all Esiban and Home Base children are going to Head Start in the fall). All community members are invited and encouraged to join us during this special time for our little ones and their families! For more info or questions please call Nicole (ext 253) at 779-5030 or speak with your child’s teacher.
# Aabita-Niibino Giizis (Middle of the Year Moon)

### July 2012

**ECC & Community Events Calendar**

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td></td>
<td>WIC Pick up</td>
<td><em>VOTE 8-8</em>&lt;br&gt;<em>Blood Drive @ LW 9-3</em>&lt;br&gt;<em>HS To Garden</em>&lt;br&gt;<em>JOM Mtg 4:30</em>&lt;br&gt;<em>WIC Pick up</em></td>
<td><strong>ECC/ Tribe CLOSED</strong></td>
<td><strong>Head Start field trip - Coast Guard Park</strong>&lt;br&gt;EHS Pow Wow 9:45</td>
<td><strong>Red Cliff Pow Wow</strong></td>
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<td>WIC Pick up</td>
<td><em>Policy Council Mtg 12</em>&lt;br&gt;<em>5-8pm Child Care Workshop @ ECC</em></td>
<td><strong>Puppet Show</strong>&lt;br&gt;<em>HS to Raspberry</em>&lt;br&gt;<em>Raspberry</em></td>
<td><strong>Head Start field trip - Cornicopia Beach</strong>&lt;br&gt;EHS Pow Wow 9:45</td>
<td><strong>ECC End of Year Picnic</strong>&lt;br&gt;10am @ Little Sand Bay</td>
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<td><strong>Rabies Clinic</strong>&lt;br&gt;@ RC Fire Hall&lt;br&gt;Puppet Show 9:45</td>
<td><strong>Head Start field trip - Raspberry</strong>&lt;br&gt;Beach&lt;br&gt;EHS Pow Wow 9:45</td>
<td><strong>Graduation</strong>&lt;br&gt;10am</td>
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<td><strong>Summer Gathering</strong>&lt;br&gt;Tues-Friday 10am daily</td>
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<td>August 1</td>
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<td><strong>Car Seat Clinic</strong> 9-12&lt;br&gt;@ RC Fire Hall</td>
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</table>
We would like to say Congratulations to our 2012 Home Base Graduates:

**Brooklyn
**Jewel
**Dillon
**Rowan

** Home Base July Socializations: **

7-13 End of Year Picnic @ Little Sand Bay 10-12
7-20 Graduation @ ECC 10:00 am

** NOTICE: **
Due to construction, the ECC will be closed in August. There will be NO STAFF ON SITE. Classes are expected to resume on September 12, 2012. If there are any delays in this, you will be notified.

We hope you all have an amazing summer!

Congratulations To
Tom Gary & Anna Rose Gordon
On their baby girl
Hartlynn Rose
Born 6-15-12
8lbs. 21in.

Agongos Teachers:
715-779-5030
Cindy Garrity ext. 238
Amber Hanson ext. 235
Gena Mertig ext. 236

Mino Dibishkaa Giizhigad!
Happy Birthday!
Belated: Connor Defoe- 6-16
Early: Phoenix Bressler 8-25
Adriauna Curran: 7-8
Waabooz July News....

The year has flown by and we are so glad to be able to spend this last month with your little ones! July is packed full of fun and exciting things for families including:

- History of Red Cliff Workshop Thursday, July 5th at 5pm @ LW
- Ojibwe Language Camp at Raspberry Campground July 10-13,
- All-School End of the Year Picnic on Friday, July 13th at 10am at Little Sand Bay
- ECC Graduation (Head Start, Home Base, Makwa and Esiban) Friday, July 20th at 10am @ ECC
- SUMMER GATHERING July 24th-27th daily at 10:30am @ ECC

We have watched your little ones grow over this last year soooooo much and we look forward to seeing what they have learned while they are not with us in August. Reminder: ECC staff will not be on site due to construction starting July 30th and ending September 3rd. Opening Ceremony is projected for September 10th with classes starting September 11th. We will be in contact with you regarding details at a further date.

Miigwetch for letting us into the lives of your dear children and we look forward to watching them grow and teaching them in the Amik Room in the fall!!

Reminder for those that are not aware, Mr. Fred will remain in the Waabooz Room to help with the incoming babies and Wendy and Jamie will move on with the children!

We will miss you, Mr. Fred!

~Wendy, Jamie and Fred

Have a GREAT SUMMER BREAK!!
Amik Abiwin

Boozhoo Amik Families, Happy Summer!

We are near the end of Amik year and we have grown so much.

What we’ve done...
We have been out in the woods, playing in the mud, counting and beginning to learn our shapes. Some of us have started in the potty and all of us are becoming very good friends.

What we are doing now...
We are continuing to learn shapes and count while enjoying the outdoors. We like doing our art and math in the woods, where it has been cool and we have lots of space to explore.

What we are going to do...
We are going to enjoy summer. We will be playing in the water, exploring food made from water and checking out the creatures of summer. We will continue practicing our shapes, colors and numbers.

Reminders
It is warm. Please send appropriate clothing and plenty of spares so we can enjoy the summer days.

Language Camp in Raspberry begins Tuesday July 10. Corky and Katy will be traveling to Language Camp each day. We will meet each morning at 8am in the parking lot. If parents want to ride along, please feel free to jump in!

Graduation is the week of July 16 and Summer Gathering is the week of July 23 at the ECC! Enjoy the beautiful days ahead and get ready for Makwa Year!
NEWSLETTER

MAKWA

Sitting here thinking where does the time go, and how the old saying goes before you know in the blink of an eye their gone. Three years we have had these eight awesome children and also Maddox. It is bitter sweet they have grown from the little babies and rocking and feeding, and changing, to exploring in the Amik room to the Makwa room we have enjoyed your children so much it is hard to put in words, we are so honored to have your children for the last three years, they have been doing so good with their transition, it is time to push our makwas out of the den. We want to thank our families for all the time and support given to these three years. And a huge thank-you for letting us teach your children.

We will be closed Aug 1, 2012 till Sept ?. Have safe and good summer. Teresa Karen
Congratulations
MAKWA GRADS!
Wow it is hard to believe that it is the end of the year. Miigwech to all parents and families for all your support of our classroom we had such a fantastic year! A few upcoming dates to remember are:

- 7/13/2012 ECC Picnic
- 7/20/2012 ECC Graduation
- 7/24-7/27/2012 Family Gathering

Congratulations to the two Esiban Graduates, Maddox and Owen! Have a great time in Head Start! Have a great summer break and we look forward to our home visits in the beginning of September.

Please give us a call if you have any questions or concerns!

Nadine and Amber
Reminders for July!!

July is going to be a busy month! Here is a list of reminders:

FIELD TRIPS:
Thursday, July 5th:
Bayfield Coast Guard Park

Thursday, July 12th:
Cornucopia Picnic

Thursday July 19th:
Raspberry Campground Picnic

END OF THE YEAR PICNIC:
Friday, July 13th @ Little Sand Bay
10:00—12:30

GRADUATION:
Friday, July 20th @ The Red Cliff ECC
10:00 am

SUMMER GATHERING:
Tuesday July 24th—Thursday July 26th
10:00 am—3:30 pm
Crafts, demonstrations and other fun activities!

Friday, July 27th:
10:00 am—Noon
Community Pow-wow/Hoop Dance Demo
12:00—1:00 pm
Community Feast/Raffles

THE RED CLIFF EARLY CHILDHOOD CENTER WILL BE CLOSED FOR THE ENTIRE MONTH OF AUGUST DUE TO CONSTRUCTION.

Have a Wonderful Summer!

What’s Happening....

We spent the month of June learning about all things “under the sea”. The kids loved learning all about the ocean.

We were able to take a field trip to the Visitor Center in Ashland for a day of exploration. The children were able to explore buckets filled with pond water and species. They held tadpoles, looked at minnows and water bugs and learned about the difference between young frogs and tadpoles. They really enjoyed the opportunity to explore!

We also took a field trip to Prentice Park in Ashland where the children enjoyed a scavenger hunt and pizza picnic.

July Newsletter
Ma’iingan Room
Miigwech!!!
Thank you for all of your participation this year in your child’s education. We enjoyed the opportunity to work with your children and get to know your families better. We wish our graduates the best and look forward to another fun year in the Ma’iingan room!

Ojibwemowin:

Summer
niibin
Sun
Giizis
Water
Nibi
MIGIZI

Well, the school year is almost complete and what a treat it has been. The children have grown and surprised us many times. The last month of school, we will be planning field trips on June 28-to Prentice Park, July 5-to the coast guard park, July 12-Cornucopia for some fun at the beach, and our last trip July 19-Raspberry beach for swimming and a cookout. These dates are all on Thursdays.

This final month we will be working on being safe with the heat. The class will be getting wet outside if the weather is hot, an extra pair of shorts can be helpful.

July is a busy month so mark your calendars!
July 4th ECC closed
July 9-12 Family Language Camp @ Raspberry
   (we will still have classes each day and will bring the children out on Wed. of this week.)
July 19 is our last day of ECC classes and having the Raspberry beach outing
July 20 ECC Graduation
July 23-27 Summer Gathering

Diann, Tracy, Patsy
Great Expectations
(author unknown)
It's time to say good-bye,
Our class has come to an end.
We've made more cherished memories
And many more friends.
We've watched your children learn
and grow
And change from day to day.
We hope that all the things we've

Mashkodebizhiki
Class

Well, it has been a great year. We learned many
new things like the sun is a ball of hot, burning gas
and what the inside of a herring looks and feels like.
We had a lot of fun together and enjoyed spending
time together as a class. We are going to miss all of
the kids who are moving on to kindergarten and know
that they will have just as many fun filled days and
great friends as they had at the ECC.

We are looking forward to starting a new year in the
fall with new faces and new things to learn. We
know that it will be just as full of fun and exploration
as this year was. We hope everyone enjoys
their summer break and is ready to jump back in
when September comes.

Don't forget Graduation
Our favorite things about Head Start!

- Painting, coloring and playing with rocks.
- Playing outside and my teachers.
- Swinging and Eating.
- Reading books, drawing pictures and playing with my friends.
- Making snacks look like bugs, painting, running around and eating.
Red Cliff Early Childhood Center
2012 Summer Gathering!
Families with children ages 0-8 years
Parents must accompany children
July 24-27, 2012
10:00 a.m.-3:30 p.m.

Tuesday-Thursday
10:00 a.m.-3:30 p.m.
Craft, demonstrations & Activities

Friday
10:00 a.m.-Noon
Community Pow-wow/Hoop Dance Demo
12:00-1:00 p.m.
Community Feast
1:00 p.m. Raffles!!

Crafts
Mini Canoe
Black Ash Baskets
Cradle Board
Beaded Bracelets
Rock Painting
Dream catcher
God’s eye
Beaded Hair clips
Storyboards

Demonstrations
Hide Tanning
Hoop Dancing
Four Seasons

Activities
Trip to Raspberry for plant identification
Puppet Show
Canoe Racing
Community Pow-wow & Feast

Cultural activities for the whole family!

Families are encouraged to preregister for the gathering due to the limited number of crafts.

As a part of our LAUNCH grant each family must complete a registration form and a short survey/evaluation. If you have further questions, call the ECC at 715.779.5030
Anishnaabemowin 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

Red Cliff Chippewa Reservation
Raspberry Campground
located 8 Miles north of tribal HQ

Take Hwy. 13 north to Red Cliff; turn right on Blueberry Road & follow signs

Sponsored by: the UWSP DEPARTMENT of DIVERSITY & COLLEGE ACCESS & the UWSP NATIVE AMERICAN CENTER
ECC Pony Rides
Children from the Red Cliff Early Childhood Center recently took a field trip to the University of Wisconsin-Stevens Point Northern Aquaculture Demonstration Facility located in Red Cliff. It was a day filled with fun and an opportunity for the children to learn about raising fish in recirculating water systems that have long been native to the Lake Superior region including species such as yellow perch, walleye, lake trout and sturgeon. A highlight of the trip was, of course, feeding the fish........
TO: Child Care Providers and Parents in need of services
FROM: Kim Gordon
DATE: June 25, 2012
RE: July/August Issues
CC: ECC Staff

The Red Cliff Early Childhood Center will be closed from July 30, 2012 to tentatively September 4, 2012 for repairs to the roofs of the buildings, the enlargement of our parking lot and other minor repairs. The staff is not allowed to be in the buildings at this time. Due to this situation, some of the Center staff will be working from home. I will be one of those staff people. I live on 37675 Pageant Rd. My home phone number is 715-779-3477 and my cell phone is 715-209-0504. If you could drop your time sheets off at either my home or the Tribal Administration Office Upper level. I will be checking in daily with the Tribal office, for mail or messages. I am also going to attach my schedule for July 23 through September 4, 2012.

<table>
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<tr>
<th>Date</th>
<th>Monday</th>
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<td>July 30-August</td>
<td>Working at home</td>
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<td>General Leave</td>
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<td>August 6-10,</td>
<td>Conference</td>
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<td>August 13-17,</td>
<td>General Leave</td>
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<td>August 20-24,</td>
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<td>August 27-31,</td>
<td>Working at home</td>
<td>Working at home</td>
<td>Working at home</td>
<td>Working at</td>
<td>General Leave</td>
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If things change I will send out letters to all. I will have all phone numbers and addresses with me.

Sorry for any inconvenience this causes. Again my phone number is 715-779-3477 or 715-209-0564.
“How to Start a Child Care” Workshop

If you are already a child care provider or are interested in becoming a provider, this will be a great opportunity for you!

“How to Start a Child Care” Workshop

WHEN: Tuesday July 10, 2012 5:00pm-8:00pm

WHERE: Red Cliff Early Childhood Center

If you can make it or have any questions, please contact Kim Gordon (ext 251) at 779-5030.

*Refreshments *Doorprizes
American Indian/Alaskan Native (AIAN) Grantees were recognized for being 100% in compliance in all areas of their program during their most recent triennial federal review.

**AIAN programs recognized at the 2012 Conference:**

Karuk, CA

🌟 Red Cliff, WI

Seneca, NY

Yakama, WA

Central Tribes of Shawnee, OK

Big Sandy, CA

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Representatives from Red Cliff ECC (left to right): Ed Berg, EHS CB Policy Council member, Johanna Wilson, Policy Council Vice Chair, Nicole Gurnoe, HS Director and Marianne Gibeau-Szot, Education/Abilities Manager
Family Services Division/ Family Services Coordinator

Happy July 2012 to everyone. I am Shelly Gordon the new Family Resource Coordinator.

Mission Statement for the

Family Resource Coordinator

Within the Family Services Division

The Family Services Divisions’ mission is to: Work collaboratively with compassion in providing a broad range of quality of life enhancing services to our tribal families, from cradle to grave.

The Family Resource Coordinator assists tribal families with children 0-8 years in accessing resources within both Tribal and Non-Tribal service systems.

Services include:

✓ Assessment of family’s situation and needs.
✓ Helping set short term and long term goals for families, with available resources.
✓ Linking families with local and non-local services.
✓ Advocating on behalf of each family as needed, to maintain connection to present and future resources.

While implementing “The Seven traditional Anishinabeg values”

Zaagi (Love)
Oziibwaadenidiwin (Respect)
Zoongide’e (Courage)
Gwayako Bimaadiziwin (Honesty)
Gikendaasowin (Wisdom)
Nibwaakaawin (Humility)
Debwewin (Truth)

Contact information will be posted soon within the community and the ECC September newsletter. Miigwetch
COMMUNIT WORKSHOP

“THE HISTORY OF RED CLIFF”

Community Traditional Wellness Education
Session 4
July 5th (Thursday), 2012
Legendary Waters Casino & Hotel Conference Center
5:00PM-7:30

Agenda
5 to 5:15 .......................Registration
5:15 ..............................Welcome and Introduction IHS Director
Soup & Fried Bread & Cake
6:00 ..............................Red Cliff History Presentation
7:00 ..............................Overview of IHS Traditional Healing Requests Policy
Results of session 1, 2, and 3 Policy Surveys
Question and Answer .......... Discussion time
7:15 ..............................Wrap Up and Door Prizes

*New pictures of Red Cliff will be shown which were taken in the 1930’s of the St Francis School setting. Audience input would be helpful to identify people in the pictures**

EVERYONE IN THE COMMUNITY INVITED!!!!!!

Sponsored by The Red Cliff Community Health Center and the Red Cliff ECC LAUNCH Program
Car Seat Clinic
Location: Red Cliff Fire Hall

Wednesday, August 1st
9:00am-NOON

~FREE Car Seat Checks by Certified Child Passenger Safety Technicians (Want to know if your child’s seat is installed correctly or if you are using the correct seat?)

~FREE Safety Seats for those eligible

APPOINTMENTS REQUIRED!!!!!!!
Please call Nicole (ext 253) at 779-5030.

~Must have child with you
RABIES CLINIC

DATE:       Wednesday, July 18, 2012
TIME:       9:00 AM – 2:00 PM
LOCATION:   Red Cliff Fire Hall

Your pet must be at least 3 months old to receive their first rabies shot. (6 – 9 weeks old for other vaccines)

For more information, contact Jacob Maas at (715) 779 – 3707

FREE RABIES SHOTS for dogs and cats will be available. The Red Cliff Tribal Animal Control Ordinance requires that dogs must be vaccinated for rabies and licensed.

There will be other vaccines available as stated below. Pet owners will be responsible for the cost of these additional vaccinations & deworming.

*NOTE: follow-up /booster vaccine costs will be different than those listed here!*

For Dogs:
- Rabies (R)       FREE
- Distemper/Parvo (DHPPLa) $13.00
- Lyme disease (L)  $26.00
- Bordetella (Kennel Cough) (B) $10.00
- Deworming (Pyrantel) $5.00

For Cats:
- Rabies (R)       FREE
- Leukemia/4-way (RCCPLv) $21.00
- Deworming (Pyrantel) $5.00
Indigenous Arts and Sciences Earth Partnership

Community and environmental restoration through relationships built on respect, reciprocity and responsibility

A water stewardship workshop for educators, students, grandparents, parents, and community partners.

July 30 - August 3, 2012
Northern Great Lakes Visitor Center
Ashland, WI

Contact:
Cathy Techtmann, 715-685-9983 catherine.techtmann@ces.uwex.edu
Susan Nelson, 715-685-9983 sbnelson@fs.fed.us
Crystal Tourtillott 608-262-9925 ctoutillott@wisc.edu
Fawn YoungBear-Tibbetts 608-262-9925 fyounghbear@wisc.edu
Sue Erickson, 715-682-6619 Ext. 2105 serkson@glifwc.org

Co-sponsors: Great Lakes Indian Fish & Wildlife Commission, Northern Great Lakes Visitor Center, Apostle Islands National Lakeshore, UW-Madison Arboretum Earth Partnership
Indigenous Arts and Sciences Earth Partnership
Community-based Water Stewardship July 30 – August 3, 2012 Northern Great Lakes Visitor Center

Who should attend? Educators, Students, Parents, Grandparents and Community Partners

What will I learn?
- How to involve yourself and youth in science and the natural world through local projects emphasizing ecological restoration and traditional values of the Lake Superior region.
- Ojibwe perspectives of land and water stewardship and how watersheds link people together to find common ground around pressing environmental issues. Follow the raindrop from the Penokee Range through the Bad River Watershed.
- Cyclical patterns and different ways of knowing through contact with elders and community members and with nature as our teacher. Explore the Estuaries and Wild Rice Sloughs
- Experience activities weaving language and culture to address changing regional climate.
- How to make a difference in your community. Learn to implement citizen science monitoring, habitat restoration or rain garden projects at your school, community center, organization, business, at home or at local natural areas, parks, beaches, stream banks and school forests.
- Earn 3 graduate credits from the University of Wisconsin with tuition waived; or high school or undergraduate credit through your school, community college or university.

For more information or to register, contact:
Cathy Techtmann 715-685-9983 Catherine.techtmann@ces.uwex.edu; Susan Nelson 715-685-9983, sbnelson@fs.fed.us
Crystal Tourtilott 608-262-9925 ctourtillott@wisc.edu; Fawn YoungBear-Tibbetts fyoungbear@wisc.edu
Sue Erickson 715-682-6619 serikson@glifwc.org

www.uwarboretum/eps

This Great Lakes Earth Partnership Water Stewardship workshop is funded by the Baldwin Wisconsin Idea Endowment, WI ESEA Improving Teacher Quality Program, WI Sea Grant, U.S. EPA Great Lakes Restoration Initiative, and Morgridge Center for Public Service. Partners include:
# 11-12 Bayfield Middle School HONOR ROLL

## 4th Quarter Honor Roll

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<tr>
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<tr>
<td><strong>HIGH HONOR ROLL</strong></td>
<td><strong>Beaulieu-Newago, Joslyn R</strong></td>
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<td>Hauser, Alyssa L</td>
<td>Bressette, Lindsay R</td>
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<td>LaPointe, James K</td>
<td>Brown, Travis R</td>
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<td>McCafferty, Keegan S</td>
<td>Cadotte, Bailey P</td>
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<td>Mertig, Torrie A</td>
<td>Deragon, Savannah G</td>
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<td>Newago, Joseph M</td>
<td>Gordon, Frances E</td>
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<td>Panek, Bazile V</td>
<td>Gordon, Shyenne H</td>
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<td>Hansen, Jenna B</td>
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<td>Nelson, Matthew P</td>
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<td>Schelvan, Mason R</td>
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<td>Thomas, Christopher B</td>
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<td>Wilson, Gabriel J</td>
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## 11-12 Bayfield High School HONOR ROLL

### 4th Quarter Honor Roll

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Bayfield Schools Recognized as Schools of Merit

Bayfield, WI - The School District of Bayfield is pleased to announce that the Middle School and the High School have been recognized by the Wisconsin PBIS Network as Schools of Merit for the tremendous work accomplished through the implementation of Positive Behavior Intervention and Supports (PBIS).

The Wisconsin PBIS Network is a Wisconsin Department of Public Instruction (DPI) funded initiative. PBIS is a proactive approach that establishes safer and more effective schools and is currently being implemented in approximately 40 percent of Wisconsin schools. Bayfield Middle and High schools were two of 114 schools statewide to be recognized as a School of Merit for the 2011-2012 school year.

Schools were recognized as Schools of Merit based on a process that included both an application and a narrative. In the narrative, schools were asked to describe their Systems, Data, Practices, and Outcomes related to their PBIS implementation.

Wisconsin PBIS Network Regional Technical Assistance Coordinators identified 13 necessary components for schools to include in their applications in order to be identified as Schools of Merit. Criteria included scoring at least 70 percent (the National PBIS Center's recommendation for implementing PBIS with fidelity) on a Benchmarks of Quality, regular staff and team self-assessment of implementation for action planning, leadership from both internal and external coaches, and using the Big 5 data reports for problem solving around data. In keeping with the rigor of the PBIS framework, schools were required to demonstrate at least 11 of those components (80 percent) in order to receive recognition.

The School District of Bayfield (total enrollment of 457 students) is comprised of two sites located on the south shore of Lake Superior, next to the Apostle Islands National Lakeshore in scenic Bayfield County. In addition to the abundance of unique natural resources in the area, the School District of Bayfield has a 75% Native American student enrollment from the Red Cliff Band of Lake Superior Chippewa. School leaders place a high value and emphasis on incorporating both the multi-cultural and natural resource aspects of this region into the school's curriculum making the School District of Bayfield one of the most unique educational entities in the State of Wisconsin. For more information please go to our website www.bayfield.k12.wi.us.
You asked, We listened!

WIC PICK UP will now be
4 DAYS PER MONTH!

Pick up will now be the 1st and 2nd Monday and Tuesdays of the month!

We need families to receive secondary education so please plan on a 10 minute visit when picking up WIC—Miigwech!

WISCONSIN
HERE FOR YOU

July 2012

Pick up days are

Monday July 2nd
Tuesday July 3rd
Monday July 9th
Tuesday July 10th

at the
Red Cliff Community Health Center
Control Credit
Manage Debt
A Free Financial Workshop

Wednesday
July 18
3:00-5:00 pm
Bayfield Carnegie Library
37 N Broad Street
Bayfield
Free & Open to the Public

Whether you want to boost your credit score, get out of debt or just manage your payments, this workshop can help you navigate the world of credit and debt. We’ll cover:

- Advantages and disadvantages of credit
- Credit reports and credit scores
- Working with creditors
- Options for reducing and managing debt

REGISTRATION IS REQUIRED for this Free Program

To register or learn about upcoming workshops call:
Bayfield County UW-Extension • 715-373-6104 ext 252
or
Ashland County UW-Extension • 715-682-7017
Culture is Prevention, Culture is Intervention, Culture is Healing

Culture is prevention. Culture is intervention. Culture is healing. These common expressions have always been understood to be true in Indian Country, and recent research has come to confirm this knowledge.

- Risk factors for youth delinquency and victimization include loss of language and culture, while protective factors from delinquency and victimization include knowing one’s Native language, participating in traditional ceremonies, and dancing or drumming at Pow wows.1

- Community identity and participation, expressed through teens visiting older relatives and volunteering to help elders, was associated with lower depression, alcohol use, anti-social behavior, and levels of internalizing dysfunctional behaviors.2

- Strong cultural identity is associated with lower rates of suicide,3 school dropout,4 and substance abuse.5

Historical Context

“Near the end of World War II, Congress began to withdraw federal support and to abdicate responsibility for American Indian affairs. Whereas earlier assimilationists had envisioned a time when tribes and reservations would vanish as Native Americans became integrated in U.S. society, the proponents of ‘termination’ decided to legislate such entities out of existence. As a consequence, over the following two decades, many federal services were withdrawn, and Federal trust protection was removed from tribal lands. One policy from this era was an attempt by the U.S. Government to extinguish

Native spiritual practices. A government prohibition on participation in traditional spiritual ceremonies continued until the American Indian Religious Freedom Act of 1978. Despite the prohibitions and the Christianizing efforts by various churches, indigenous culture and spirituality have survived and are widely practiced. Even in areas where many Native people practice Christianity, traditional cultural views still heavily influence the way in which Native people understand life, health, illness, and healing.”6


Check out information online

First Nations Behavioral Health Association’s Catalogue of Effective Behavioral Health Practices in Tribal Communities

Native American Center for Excellence Service to Science Initiative

Native Wellness Institute’s Youth Leadership Programs
http://www.nativewellness.com/services/youthleadership.html

Journal of Psychoactive Drugs, Growing Roots: Native American Evidence-Based Practices
Awareness of and loyalty to one's culture is linked to positive outcomes, such as school success, higher self-esteem, higher social functioning, increased resilience, and improved physical and psychological health.

When Native youth participate in the traditional practices of their ancestors, they are living their culture, which prevents behavioral problems that can lead to mental health problems. For the system of care communities, a youth's introduction to and participation in cultural practices can inhibit behavioral and mental health problems and provide healing—cultural healing.

Interpretation of the meaning of cultural healing is widely varied, according to Ethleen Iron Cloud-Two Dogs, a tribal specialist from the National Center for Mental Health Promotion and Youth Violence Prevention and director of the former Ogalia Sioux Tribe System of Care. “Traditional, cultural healing is not restricted to one definition,” she said.

Cultural healing can be considered something that is only provided by traditional healers and restricted to certain practitioners, or it can be included in sacred ceremonial practices such as the Sundance of the Plains tribes or sweat purification ceremonies, explained Iron Cloud-Two Dogs. It can be more broadly considered the cumulative effects of the cultural practices of a people. “If you were to put together all of the cultural practices of a people, you would have your treatment program because a cultural life is a life of balance,” said Iron Cloud-Two Dogs.

One inclusive description of cultural healing is when “culture drives the healing process,” as used in the Old Minto Family Recovery Camp, a short-term residential care camp that works to improve a patient's spiritual, emotional, and mental health, located in Fairbanks, Alaska. Cultural treatment should also be specifically tailored to the culture and traditions of the community, which are determined through community involvement and leadership. In 2007, the State of Oregon Addictions and Mental Health Division adopted the position that “a different framework is needed for working with Native American stakeholders, and these stakeholders must take the primary role in defining what works for Native American communities.”

It is also generally understood that cultural practices should accompany Western healing practices. The 2001 Surgeon General’s report “Mental Health: Culture, Race, and Ethnicity” reported that “alternative therapies and healers [are] generally used to complement care received by mainstream sources, rather than as a substitute for care.”

This framework is implemented at the Native American Youth and Family Center (NAYA) in Portland, Oregon. At NAYA, an urban agency that provides case management services for youth, the case manager and youth jointly determine a development plan for the youth that involves both Western and traditional practices, such as conflict management and basket weaving.

Lillan Marquez, assistant project manager and family coordinator for the Lummi Nation System of Care, views cultural healing to be any practice that has been passed down through the generations. Whether it's building a fire or baking a pie, there are traditional practices that make up every step of the process. Knowing how to identify the best firewood or berries, using specific techniques to chop the wood or prepare the crust and filling, understanding and appreciating the appropriate way to start the fire or bake and serve the pie. This knowledge has been taught and learned in a traditional way, according to Marquez. “That's culture. That's what we do,” she said of these teachings. “Any teachings are cultural teachings. They might seem so simple and kind of common sense, but they might get lost if we don’t teach them.”

NICWA has long advocated that the best resources for solving any challenge come from within the community. An article, “Community Readiness: The Journey to Community Healing,” by co-author Pamela Thurman, former system of care evaluator explains, “resources vary from community to community as do strengths, challenges, and political climates. Each community needs to use its own knowledge of its assets and limitations, its culture and characteristics, its values and beliefs, to build policies and programs that are congruent with the community’s characteristics and meet the community’s needs.”

Cultural practices are the strengths within the community which can be used to identify and develop the strengths of individual youth and foster healthy behavioral and mental health. As youth learn the traditional practices of drumming or hunting, they are able to develop a sense of self and an understanding of where they come from and who they are. They are able to identify where they are and where they want to be.
Identifying Cultural Activities

Cultural practices that serve as protective factors and provide cultural healing should be tailored to each community and developed from the communities' own resources and strengths. To generate some ideas about appropriate cultural activities for your system of care community, use the following list, developed by the Native American Youth and Family Center in Portland, Oregon, to think of all aspects of your traditional way of life and how the teaching and learning of those practices can enhance the healing process.

**Kinship, Family, and Gender Roles**
- Participating in extended family culture
- Learning about family structures and traditions
- Maintaining strong family ties
- Family stories: knowing family and cultural history
- Learning about male and female cultural roles

**Tribal Crafts**
- Cradleboard making
- Shawl making
- Basket weaving
- Making dream catchers
- Flint making
- Bow making
- Beading
- Blanket making
- Making traditional attire or regalia for Pow Wows or other ceremonies
- Making ribbon shirts
- Tanning hides
- Learning to work with animal skins
- Sewing quills
- Learning the Native language
- Making jewelry
- Making moccasins

**Subsistence, Food, and Medicine**
- Gathering or harvesting traditional foods
- Planting and growing traditional foods
- Cooking traditional foods
- Picking and drying herbs
- Picking berries
- Digging camas roots or other root foods
- Fishing
- Hunting
- Gathering or harvesting sea resources
- Smoking meat or fish
- Knowing what wild foods are good to eat
- Knowing plants and medicines and identifying seasonal foods
- Peeling bark for medicine or craft use
- Picking grasses or roots for weaving
- Making traditional Indian tobacco

**Music and Dance**
- Drumming and singing
- Participating in or attending a Pow Wow
- Intertribal dances
- Specific tribal dances
- Social dances

**Games and Sports**
- Hand games
- Stick game songs
- Indigenous sports
- Tribal games
- Lacrosse

**Ceremony, Rituals, and Ways of Acting**
- Purifying rituals, purifying lodges, sweat lodges
- Constructing a sweat lodge
- Choosing the right rocks for a sweat lodge
- Smudging
- Sacred dances
- Sundances
- Fasting
- Vision quest
- Paying attention to dreams
- Pow Wows
- Talking Circles
- Native ways for showing respect and honor
- Communication skills with the elderly
- Practicing spirituality
- Correct ways for handling sacred or traditional items
- Showing respect for beliefs and ceremonies

**History, Cultural Knowledge, Cultural Skills**
- Knowing tribal history, laws, treaties, rights, reservations, clans
- Knowing the meaning of sovereignty
- Learning tribal history
- Learning Indian names for landmarks

**Traditional Forms of Living**
- Canoe family journey
- Horsemanship
- Storytelling and listening to stories
- Learning to tell tribal stories and legends
- Learning about the birds and what they do
- Camping and participating in tribal retreats

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The youth of the Lummi Nation System of Care live by the motto, “we focus on our journey and our destination.” Marquez says that when teaching the youth to harvest oysters or salmon, they are also teaching the youth to find an inner strength that makes them feel grounded. “It gives them back their self-respect and their dignity and their purpose, allowing [them] to find out what [they’re] good at and reaching toward it,” she said.

Iron Cloud-Two Dogs expressed the importance of traditional practices. “The individual, the family, and the tribe will have the opportunity to live in balance.” As a member of the Oglala Sioux Tribe, Iron Cloud-Two Dogs spoke of the Lakota traditional practice of greeting the morning star. It requires discipline, as one must rise very early in the morning to greet the sun and honor this important spiritual entity. It also requires a modest and humble awareness as one appreciates that without the sun, we would be in darkness.

“When in balance, it creates discipline to live in a healthy way,” said Iron Cloud-Two Dogs. A life of balance includes a healthier, clearer mind. A life of balance includes a healthier, emotional awareness and ability to ask the spiritual entities, such as the sun, for help. A life of balance is the result of cultural healing.

§ § §
Clay Geronimo described himself as a "troubled youth." When he was six years old, he left his mother's household and was raised by his grandmother. He never knew his father. "I acted out because I didn't know how to handle the situation," he said. "I was involved in gangs and other negative stuff." Today, Clay is a husband and father of two, holds a bachelor's degree in hotel and restaurant tourism management, and works as a social marketer and technical assistant coordinator for the Mescalero System of Care.

When asked about how he turned his life around he said, "one day I came to my senses and I started reaching out for help and seeking positive things in life." Cultural practices were one of the things within his grasp. He clung to the teachings of his culture and developed respect and honor for his ancestors. Clay became involved with cultural traditions, such as tribal singing and drumming, paying respect to his tribal elders, and tribal prayer.

Prayer became a big part of Clay's life, as he explained that "prayer is for everything." When hunting, he offers a prayer of thanksgiving for the harvest of a deer. Part of that prayer of thanksgiving is a promise to put the meat to as much good use as possible. Clay shares the meat with his family, gives the hide to his aunt for tanning, donates the hoofs to the traditional healers, and keeps the antlers to remind him of his prayer of thanks. "Prayer really helps me get close to the earth," he said.

Clay also started giving his time to help others as a volunteer. His grandmother got him started washing vans that were used at the Mescalero elderly program where she worked. Then he started volunteering at the Boys and Girls Club and for Boy Scouts of America. As a chaperone for a Boy Scout camping trip, Clay felt a connection to his tribal ancestors. "Apaches were nomads, moving around and setting up camp and taking it down," Clay said. He was able to integrate ancestral ways into the camping trip and share those teachings with the youth by making bows, building a fire, and offering prayers of thanksgiving.

As he became more involved with his tribal culture and history, Clay realized how much he valued being engaged in his culture. Clay is a direct descendant of Geronimo, the great Apache warrior and spiritual leader. "I didn't want to hold his name and not know about our culture," Clay said.

Part of being a great Apache warrior was horsemanship. Clay's family has always raised horses, and as Clay became more connected to his culture and ancestors, he became more and more involved with caring for the horses. "Horse culture was a big part of the Apache way of life for travel and nomadic living," he said. "Apaches used to hunt, gather food, and battle on horseback."

Clay's relationship with horses developed into a love for rodeo. In high school, he started competing as a bareback rider and bull rider. He finished second in the state for bareback riding and represented New Mexico in the National High School Rodeo competition.

When Clay was accepted to New Mexico State University, with a full-ride Gates Millennium Scholarship from the Bill and Melinda Gates Foundation, he joined the rodeo team and made it to the College National Finals Rodeo his freshman, sophomore, and junior years. In 2007 and 2008, Clay competed in the Turquoise Professional Rodeo Circuit and qualified for the Indian National Finals Rodeo and the International Indian Finals Rodeo representing the United States. "I have qualified for lots of finals, but still haven't won a big one," Clay said.

While Clay still competes in rodeos, he is preparing to get involved with a new kind of horsemanship. This summer, the Mescalero System of Care will be the first Native organization in New Mexico to open an equine therapy program, where Clay will work as the director. He is eager to share his horsemanship experience, and that of his ancestors, with the youth. Through the equine therapy program, the youth will learn discipline, responsibility, and appreciation. They will learn to introduce themselves to the horse and how to be one with the animal.

At 24 years old, Clay remembers what it was like to be that prideful teenager, who got into trouble. He's grateful that he learned to ask for help because he knows that his teenage dreams of being an accomplished rodeo athlete wouldn't have come true without the support of his family and community. And now he is helping teens learn to ask for help. Clay says he is no longer prideful, but proud. "I am proud of who I am and where I come from."
Tips for Talking to Children and Youth After Traumatic Events
A Guide for Parents and Educators

Children respond to trauma in many different ways. Some may have reactions very soon after the event; others may do fine for weeks or months, and then begin to show troubling behavior. Knowing the signs that are common at different ages can help parents and teachers recognize problems and respond appropriately.

Preschool Age
Children ages 1–5 find it particularly hard to adjust to change and loss. These youngsters have not yet developed their own coping skills, so they must depend on parents, family members, and teachers to help them through difficult times.

Very young children may regress to an earlier behavioral stage after a violent or traumatic event. Preschoolers may resume thumb-sucking or bed-wetting, or may become afraid of strangers, animals, darkness, or “monsters.” They may cling to a parent or teacher, or become very attached to a place where they feel safe.

Changes in eating and sleeping habits are common, as are unexplainable aches and pains. Other symptoms to watch for are disobedience, hyperactivity, speech difficulties, and aggressive or withdrawn behavior. Preschoolers may tell exaggerated stories about the traumatic event or may refer to it repeatedly.

Early Childhood
Children ages 5–11 may have some of the same reactions that younger children have. They also may withdraw from playgroups and friends, compete more for the attention of parents, fear going to school, allow school performance to drop, become aggressive, or find it hard to concentrate. These children also may return to more childish behaviors, such as asking to be fed or dressed.

Adolescence
Children ages 12–14 are likely to have vague physical complaints when under stress, and may abandon chores, schoolwork, or other responsibilities they previously handled. Though they may compete vigorously for attention from parents and teachers, they also may withdraw, resist authority, become disruptive at home or in the classroom, or begin to experiment with high-risk behaviors such as alcohol or drug use.

Tragic events, such as shootings, bombings, or other violent acts, can leave children feeling frightened, confused, and insecure.

Whether a child has personally experienced trauma, has seen the event on television, or has merely heard it discussed by adults, it is important for parents and educators to be informed and ready to help if stress reactions begin to occur.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Mental Health Services
www.samhsa.gov
These young people are at a developmental stage in which the opinions of others are very important. They need to be thought of as “normal” by their friends and are less concerned about relating well with adults or participating in family activities they once enjoyed.

In later adolescence, teens may experience feelings of helplessness and guilt because they are unable to assume full adult responsibilities as the community responds to the traumatic event. Older teens may deny the extent of their reactions to the traumatic event.

**How to Help**

Reassurance is the key to helping children through a traumatic time. Very young children need a lot of cuddling, as well as verbal support. Answer questions about the event honestly, but do not dwell on frightening details or allow the subject to dominate family or classroom time indefinitely. Encourage children of all ages to express emotions through conversation, writing, or artwork and to find a way to help others who were affected by the event.

Try to maintain a normal household or classroom routine, and encourage children to participate in recreational activity. Temporarily reduce your expectations about performance in school or at home, perhaps by substituting less demanding responsibilities for normal chores.

Acknowledge that you, too, may have reactions associated with the traumatic event, and take steps to promote your own physical and emotional healing.

**Tips for Talking to Children After a Traumatic Event**

- Provide children with opportunities to talk about what they are seeing on television and to ask questions.

- Do not be afraid to admit that you cannot answer all of their questions.

- Answer questions at a level the child can understand.

- Provide ongoing opportunities for children to talk. They probably will have more questions as time goes on.

- Use this as an opportunity to establish a family emergency plan. Feeling that there is something you can do may be very comforting to both children and adults.

- Allow children to discuss other fears and concerns about unrelated issues. This is a good opportunity to explore these issues also.

- Monitor children’s television watching. Some parents may wish to limit their child’s exposure to graphic or troubling scenes. To the extent possible, be present when your child is watching news coverage of the event. It is at these times that questions might arise.
• Help children understand that there are no bad emotions and that a wide range of reactions is normal. Encourage children to express their feelings to adults (including teachers and parents) who can help them understand their sometimes strong and troubling emotions.

• Be careful not to scapegoat or generalize about any particular cultural or ethnic group. Try not to focus on blame.

• In addition to the tragic things they see, help children identify good things, such as heroic actions, families who unite and share support, and the assistance offered by people throughout the community.

When Talking Isn't Enough

For some children, more active interventions may be required, particularly if they were more directly affected by the traumatic event.

• The family, as a unit, might consider counseling. Traumatic events often reawaken a child’s fear of loss of parents (frequently a child’s greatest fear) at a time when parents may be preoccupied with their own practical and emotional difficulties.

• Families may choose to permit temporary regressive behavior. Several arrangements may help children separate gradually after the agreed-upon time limit: spending extra time with parents immediately before bedtime, leaving the child’s bedroom door slightly ajar, and using a nightlight.

• Many parents have their own fears of leaving a child alone after a traumatic event or other fears they may be unable to acknowledge. Parents often are more able to seek help on the children’s behalf and may, in fact, use the children’s problems as a way of asking for help for themselves and other family members.

• Teachers also can help children with art and play activities, as well as by encouraging group discussions in the classroom and informational presentations about the traumatic event.

Note: Some of the information in this brochure was gathered from a brochure developed by Project Heartland—a project of the Oklahoma Department of Mental Health and Substance Abuse Services in response to the 1995 bombing of the Murrah Federal Building in Oklahoma City. Project Heartland was developed with funds from the Federal Emergency Management Agency in consultation with the Federal Center for Mental Health Services.

A Life in the Community for Everyone
SAMHSA
Substance Abuse and Mental Health Services Administration
U.S. Department of Health and Human Services
FOR IMMEDIATE RELEASE
Tuesday, June 12, 2012
Contact: Patrick Gasper, DPI Communications Officer, (608) 266-3559
Teri Venker, UW Colleges Public Information Officer, (608) 263-5061

UW Colleges and DPI announce expanded dual enrollment program

Program will allow students to take UW Colleges courses at their high schools

WAUSAU, Wis. — High school students in Wisconsin will be able to earn college credits while still in high school under a new dual enrollment program announced today by the Wisconsin Department of Public Instruction (DPI) and the University of Wisconsin Colleges.

Tony Evers, state superintendent of public instruction, and Ray Cross, chancellor of UW Colleges and UW-Extension, signed an agreement and announced the new statewide model for dually enrolling high school students in high school and UW Colleges courses. They spoke at a ceremony at the University of Wisconsin-Marathon County, one of the UW Colleges campuses in Wausau. UW Colleges is the UW System’s network of 13 freshman-sophomore campuses and UW Colleges Online.

Evers and Cross said the new partnership would allow students across Wisconsin to access UW Colleges courses in their high schools via classroom teachers and online. The new dual enrollment program would accelerate students’ ability to earn UW credits, reduce the cost of obtaining a college degree, and increase the readiness of high school graduates for either college or the workplace. The program should be in place no later than the 2013-14 school year.

“We’re trying to better serve high school students by bringing our University of Wisconsin courses right into their high schools in a cost-effective way,” said Cross. “We’re committed to making these UW credits as affordable as possible for high school students, their families, and the school districts.”

“More students need the opportunity to take advanced courses and earn high school and college credit simultaneously,” Evers said. “This statewide dual enrollment agreement is a great way for students to get an introduction to college coursework and earn credits before even enrolling in a school of higher education. This will increase the number of students who graduate from high school ready for college and careers.”
Dual enrollment courses will be taught by trained high school teachers who are approved to teach college-level courses by the appropriate UW Colleges academic department, with ongoing support and professional development from their high school and the UW Colleges. The courses will be focused on high school juniors and seniors, but will be open to younger students as well. There will also be an online option for students who cannot take desired classes in their high schools.

The new dual enrollment partnership will complement concurrent enrollment programs offered by UW Colleges, UW-Oshkosh, and UW-Green Bay because it expands access to UW credits statewide. The new partnership differs from Wisconsin’s Youth Options program, which allows high school students to take courses at a University of Wisconsin campus, technical college, or other institution of higher learning. Youth Options students must take classes at the college or university.

UW Colleges offer an Associate of Arts and Sciences degree and prepares students of all ages and backgrounds for baccalaureate and professional programs. UW Colleges enrolled 14,614 students in 2011.

The Department of Public Instruction is the state agency that advances public education and libraries in Wisconsin. The department is headed by the state superintendent of public instruction, a nonpartisan, constitutional officer elected every four years. The state superintendent serves as a member of the University of Wisconsin Board of Regents.

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Roundabouts
A Safer Choice

Education is key. Therefore, it's important to educate the public about roundabouts:

1. Roundabouts are not difficult to navigate.
2. Roundabouts are easier to navigate than traditional intersections.
3. Roundabouts are safer than traditional intersections.
4. Roundabouts reduce vehicle speeds.
5. Roundabouts reduce vehicle speeds.
6. Roundabouts reduce vehicle speeds.
7. Roundabouts reduce vehicle speeds.

There are just a few simple guidelines to remember when driving through a roundabout:

1. Slow down.
2. Yield to pedestrians and bicyclists.
3. Stay in your lane within the roundabout and use your turn signal to indicate your intention to exit.
4. Always assume trucks need all available space—don't pass them.
5. Clear the roundabout to allow emergency vehicles to pass.

“Personally, I love them, and I’ll tell you why. You only have to stop one lane of traffic, then go to the middle and wait. The cars can’t go much faster than 20 miles per hour through the roundabout so the crossing aspect is great.”

Denise Hatton
School Crossing Guard, Saumon, Wisconsin

“We have had a lot of people not very happy about the idea of roundabouts, but after they are constructed, those fears mostly go away.”

6 Man Walsh
Washington, State Department of Transportation

“We all know people speed up to get through a yellow light. But at the roundabout, all the vehicles have to slow down... we have almost 30 roundabouts now, we have few injuries. We have fewer fatalities.”

James Braudair
Mayor, City of Carmel, Indiana

“...we all know people speed up to get through a yellow light. But at the roundabout, all the vehicles have to slow down... we have almost 30 roundabouts now, we have few injuries. We have fewer fatalities.”

James Braudair
Mayor, City of Carmel, Indiana
What is a roundabout?

A roundabout is a type of circular intersection with yield control of entering traffic, islands on the approaches, and appropriate roadway curvature to reduce vehicle speeds.

Modern roundabouts are different from rotaries and other traffic circles. For example, roundabouts are typically smaller than the large, high-speed rotaries still in use in some parts of the country. In addition, roundabouts are typically larger than neighborhood traffic circles used to calm traffic.

A roundabout has these characteristics:

Why consider a roundabout?

Compared to other types of intersections, roundabouts have demonstrated safety and other benefits.

Roundabouts:
- More than 90% reduction in fatalities*
- 76% reduction in injuries**
- 35% reduction in all crashes**
- Slower speeds are generally safer for pedestrians

- Efficient during both peak hours and other times
- Typically less delay
- Fewer stops and hard accelerations, less time idling
- Often no signal equipment to install, power, and maintain
- Smaller roundabouts may require less right-of-way than traditional intersections
- Often less pavement needed

With roundabouts, head-on and high-speed right angle collisions are virtually eliminated.

Potential vehicle conflict point

Tips for safely walking and biking through a roundabout

Research is ongoing on additional treatments and design considerations to address the needs of visually impaired pedestrians.


The sure-fit helmet test

A proper fit is very important for wearing a bike helmet. This quick test helps determine the proper fit. Do the test every time you put on your helmet, and make sure everyone you ride with - mom, dad or friends - does this test too.

1) Use the smallest size that fits comfortably, and use the sizing pads (included with most helmets) to fine-tune the fit.

2) Adjust the straps to meet just below the hinge of the jaw, in front of the ear. All straps should be equally tight.

3) With the chin strap buckled, the helmet shouldn't move when you shake your head or push the sides, front, or back. If it does, tighten the straps. The chin strap should feel tight when you open your mouth.

Practice, practice, practice

The more you ride, the better rider you'll be. So practice looking for traffic over your shoulder without swerving, practice riding in a straight line and practice using hand signals. Keep your eyes open for a local bike rodeo where you can test your riding skills.

Also, it's a good idea to keep your bike in tip-top shape, so make sure that your brakes are in good working order and your tires are always properly inflated. And be sure to register your bike and use a bike lock.

Riding safely is riding smart!

“The more you know, the further you go”

“Uncle Bob” Uecker

Riding Safety is Riding Smart

SAFETY QUIZ

Q: Why wear a helmet?

a. Because it's better than wearing dead fish.

b. A helmet greatly reduces the risk of head injury.

c. It helps you keep your balance when riding even big waves.

Q: Why is it so important to wear a helmet?

a. Because Bob Uecker says so.

b. Every year children...

c. It's a smart choice.
Yo! Know these safety tips!

Be predictable
- Be predictable to other traffic by riding as straight as possible and avoid weaving around parked cars.
- Never ride against traffic.
- When entering the street from driveways, alleys, parking lots - Stop, look to the left, right and the left again for any traffic. Ride only when it’s clear.
- Always obey signals and signs.
- At uncontrolled intersections - Stop no matter what. Look left, right, then left again and proceed.
- Communicate by using hand signals to tell other drivers what you’re going to do verbally (“On your left!”), or by using a bell.

Be visible
- Always wear a helmet. It helps people see you, it protects your head and it tells people that you’re a serious cyclist.
- When riding at night - be sure you have a strong headlight, a tail light, a 3-inch reflector on your back fender and wear light colored clothes.

Drive defensively
- If you don’t think you can ride safely in traffic alone, ride with an adult.
- Keep an eye on the road, watching for potholes, drain grates and other obstacles.
- Turning - Slow down and check the corner for manhole covers, drain grates and gravel before the turn. Keep your inside pedal high, lean into the turn and let the bike steer you through the turn. Don’t jerk the handlebars.
- Falling - If you start to fall, turn your bike in the direction of the fall.
- Stopping with hand brakes - Use both brakes. When stopping in a hurry, shift your weight back so you don’t flip over the handlebars.
- Stopping with foot brakes - They won’t stop you as quickly as hand brakes, so don’t ride too fast or close to anyone.

Ride safe, ride smart
- Looking around you - When making a left turn, look over your shoulder without swerving.
- Turning left in traffic - Have confidence. If traffic is fast, get off your bike and walk it through the intersection when the coast is clear. If traffic is slow, make the left turn signal, check over your left shoulder for traffic, make sure any drivers see you and slow down so you can make the turn. If a driver doesn’t slow down, don’t make the turn.
- Ask your mom or dad what streets are and are not safe to ride on.

Use your head
It’s really important to wear your helmet, each and every time you ride. Hey, protecting your head is very serious business, and wearing your helmet prevents the vast majority of head injuries. So use your head...and use your helmet.

Look at football and baseball players. They wear helmets because they know that protecting their head is so important. And like helmets for professional athletes, bike helmets are tough, light and cool.
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.
Home Safety Checklist

Use this checklist to help ensure that your home is safer for your child. A "full-house survey" is recommended at least every 6 months. Every home is different, and no checklist is complete and appropriate for every child and every household.

Your Child's Bedroom

☐ Is there a safety belt on the changing table to prevent falls?
☐ Is the baby powder out of baby's reach during diaper changing? Inhaled powder can injure a baby's lungs. Use cornstarch rather than talcum powder.
☐ Are changing supplies within your reach when baby is being changed?
☐ Never leave a child unattended on a changing table, even for a moment.
☐ Is there a carpet or a nonskid rug beneath the crib and changing table?
☐ Are drapery and blind cords out of the baby's reach from the crib and changing table? They can strangle children if they are left loose.
☐ Have bumper pads, toys, pillows, and stuffed animals been removed from the crib by the time the baby can pull up to stand? If large enough, these items can be used as a step for climbing out.
☐ Have all crib gyms, hanging toys, and decorations been removed from the crib by the time your baby can get up on his hands and knees? Children can get tangled in them and become strangled.
☐ Make sure the crib has no elevated corner posts or decorative cutouts in the end panels. Loose clothing can become snagged on these and strangulate your baby.
☐ Does the mattress in the crib fit snugly, without any gaps, so your child cannot slip in between the crack and the crib sides?

☐ The slots on the crib should be no more than 2½ inches apart. Widely spaced slots can trap an infant's head.
☐ Are all screws, bolts, and hardware, including mattress supports, in place to prevent the crib from collapsing?
☐ Make sure there are no plastic bags or other plastic material in or around the crib that might cause suffocation.
☐ Check the crib for small parts and pieces that your child could choke on.
☐ Make sure the night-light is not near or touching drapes or a bedspread where it could start a fire. Buy only "cool" night-lights that do not get hot.
☐ Is there a smoke detector in or near your child's bedroom?
☐ Make sure that window guards are securely in place to prevent a child from falling out the window. Never place a crib, playpen, or other children's furniture near a window.
☐ Are there plug protectors in the unused electrical outlets? These keep children from sticking their fingers or other objects into the holes.
☐ Make sure a toy box does not have a heavy, hinged lid that can trap your child. (It is safer with no lid at all.)
☐ To keep the air moist, use a cool mist humidifier (not a vaporizer) to avoid burns. Clean it frequently and empty it when not in use to avoid bacteria and mold from growing in the still water.
☐ To reduce the risk of SIDS (Sudden Infant Death Syndrome), put your baby to sleep on her back in a crib with a firm, flat mattress and no soft bedding underneath her.

☐ If your child has access to your bedroom, make sure drapery or blind cords are well out of reach. Children can get tangled in them and become strangled.
☐ Is there a working smoke detector in the hallway outside of the bedroom?

The Bathroom

☐ Is there a nonskid mat on the floor to prevent falls?
☐ Is there a nonskid mat or non-slip strips in the bathtub to prevent falls?
☐ Are the electrical outlets protected with Ground Fault Circuit Interrupters to decrease the risk of electrical injury?
☐ Are medications and cosmetics stored in a locked cabinet well out of your child's reach?
☐ Are hair dryers, curling irons, and other electrical appliances unplugged and stored well out of reach? They can cause burns or electrical injuries.
☐ Are there child-resistant safety latches on all cabinets containing potentially harmful substances (cosmetics, medications, mouthwash, cleaning supplies)?
☐ Are there child-resistant caps on all medications, and are all medications stored in their original containers?
☐ Is the temperature of your hot water heater 120°F or lower to prevent scalding?
☐ Do you need a doorknob cover to prevent your child from going into the bathroom when you are not there? Teach adults and older children to put the toilet seat cover down and to close the bathroom door when done - to prevent drowning.
☐ Remember, supervision of young children is essential in the bathroom, especially when they are in the tub - to prevent drowning.

Your Bedroom

☐ Do not keep a firearm anywhere in the house. If you must, lock up the gun and the bullets separately.
☐ Check that there are no prescription drugs, toiletries, or other poisonous substances accessible to young children.

American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®
The Kitchen

- Make sure that vitamins or other medications are kept out of your child's reach. Use child-resistant caps.
- Keep sharp knives or other sharp utensils well out of the child's reach (using safety latches or high cabinets).
- See that chairs and step stools are away from counters and the stove, where a child could climb up and get hurt.
- Use the back burners and make sure pot handles on the stove are pointing inward so your child cannot reach up and grab them.
- Make sure automatic dishwasher detergent and other toxic cleaning supplies are stored in their original containers, out of a child's reach, in cabinets with child safety latches.
- Keep the toaster out of your child's reach to prevent burns or electrical injuries.
- Keep electrical appliances unplugged from the wall when not in use, and use plug protectors for wall outlets.
- Are appliance cords tucked away so that they cannot be pulled on?
- Make sure your child's high chair is sturdy and has a seat belt with a crotch strap.
- Is there a working fire extinguisher in the kitchen? Do all adults and older children know how to use it?

The Family Room

- Are edges and corners of tables padded to prevent injuries?
- Are houseplants out of your child's reach? Certain houseplants may be poisonous.
- Are televisions and other heavy items (such as lamp) secure so that they cannot tip over?
- Are there any unnecessary or frayed extension cords? Cords should run behind furniture and not hang down for children to pull on them.
- Is there a barrier around the fireplace or other heat source?
- Are the cords from drapes or blinds kept out of your child's reach to prevent strangulation?
- Are plug protectors in unused electrical outlets?
- Are matches and lighters out of reach?

Miscellaneous Items

- Are stairs carpeted and protected with non-scratching gates?
- Are the rooms in your house free from small parts, plastic bags, small toys, and balloons that could pose a choking hazard?
- Do you have a plan of escape from your home in the event of a fire? Have you reviewed and practiced the plan with your family?
- Does the door to the basement have a self-latching lock to prevent your child from falling down the stairs?
- Do not place your child in a baby walker with wheels. They are very dangerous, especially near stairs.
- Are dangerous products stored out of reach (in cabinets with safety latches or locks on high shelves) and in their original containers in the utility room, basement, and garage?
- If your child has a playpen, does it have small-mesh sides (less than 3/4 inch mesh) or closely spaced vertical slats (less than 2 1/2 inches)?
- Are the numbers of the Poison Control Center and your pediatrician posted on all phones?
- Do your children know how to call 911 in an emergency?
- Inspect your child's toys for sharp or detachable parts. Repair or throw away broken toys.
- Are all screws and bolts on your playground equipment capped? Do you check for loose nuts and bolts periodically? Be sure there are no projecting bolts, nails, or slinks.
- Do you watch your children when they are using playground equipment - to prevent showing, pushing, or fighting?
- Never let a child play on playground equipment with dangling drawstrings on a jacket or shirt.

The Pool

- Never leave your child alone in or near the pool, even for a moment.
- Do you have a 4-foot fence around all sides of the pool that cannot be climbed by children and that separates the pool from the house?
- Do fence gates self-close and self-latch, with latches higher than your child's reach?
- Does your pool cover completely cover the pool so that your child cannot slip under it?
- Do you keep rescue equipment (such as a shepherd's hook or life preserver) and a telephone by the pool?
- Does everyone who watches your child around a pool know basic lifesaving techniques and CPR?
- Does your child know the rules of water and diving safety?

The Yard

- Do you use a power mower with a control that stops the mower if the handle is let go?
- Never let a child younger than 12 years of age now the lawn. Make sure your older child wears sturdy shoes (not sandals or sneakers) while mowing the lawn and that objects such as stones and toys are picked up from the lawn before it is mowed.
- Do not allow young children in the yard while you are mowing.
- Teach your child to never pick and eat anything from a plant.
- Be sure you know what is growing in your yard so, if your child accidentally ingests a plant, you can give the proper information to your local Poison Control Center.

The information contained in this publication should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances. ©1999 American Academy of Pediatrics

HE0273
JOB DESCRIPTION

POSITION: Red Cliff Ojibwe Native Language Speaker I and II

LOCATION: Red Cliff Early Childhood Center

SALARY: $18.00/hr./40 hrs. Week
Grant funded position until September 29, 2013

THIS IS A FULL TIME NON EXEMPT POSITION.

SUPERVISOR: Red Cliff Early Childhood Center Administrator
and Red Cliff ECC Ojibwe Language Coordinator

JOB SUMMARY: Primary responsibility will be to work with teachers in a Head Start/Early Head Start classroom setting in learning and using both receptive and expressive Ojibwe language on a daily basis in conjunction with the Early Childhood Center strategic goals related to Ojibwe language revitalization. Objective of instruction is for all Early Childhood Center teachers to become familiar with pronunciation, use, and instruction in native language. Third year objective is for all teachers to converse with children in Ojibwe.

JOB RESPONSIBILITIES:
Native Speaker I and II shall speak and teach the Ojibwe language to children and staff of the Early Childhood Center.
Native Speaker I and II will collaborate to teach parents and family members of the enrolled Early Childhood Center children the Ojibwe language and culture through home visits and language tables.
Native Speaker I and II shall promote daily use of Ojibwe language in all seven Early Childhood Center classrooms.
Shall work with Language Coordinator and Early Childhood Center
Management staff to incorporate best strategy for incorporating positions into all seven classrooms on a four day per week schedule.
5. Shall work with teaching staff on implementation of more receptive and expressive language use of words in the classrooms and outside at play.
6. Goal of language use will be to obtain fluent use of Ojibwe phrases and responses by all teaching staff within project time frame.
7. Shall incorporate Ojibwe language use and storytime with children in classrooms on a consistent basis.
8. Shall offer Ojibwe language to both center-based and home-based families enrolled in Early Childhood Center.
Will work with Ojibwe Language Project Coordinator and ECC Management team to assess initial knowledge of teaching staff and children.
Will work with Ojibwe Language Project Coordinator and ECC Management team to assess and document language progression of teachers and children on an annual basis throughout entire project.
Will attend relevant Ojibwe language immersion or language conferences as needed for successful use of language at Early Childhood Center.
QUALIFICATIONS/KNOWLEDGE/SKILLS:

Highly proficient or fluent in the Ojibwe language

Knowledge of Ojibwa culture preferred, cultural sensitivity required

Experience and high interest in working with very young children and families desirable

Good oral and written communication skills and knowledge of local community resources required

Ability to work effectively and cooperatively with staff, parents, community members, and other support systems in the best interest of the child

Recommended at least minimal knowledge of computer technology preferred

Current First Aid and CPR certification or willingness to obtain these certificates within six (6) months of date of employment is required

Must pass health examination, including TB test, must obtain Hepatitis B vaccination or sign waiver

Must pass mandatory background check prior to hiring

Valid driver's license, reliable transportation, and proof of auto

WORK ENVIRONMENT: Red Cliff Early Childhood Center

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

SPECIAL REQUIREMENTS: Must be able to work some nights if needed. Must be physically able to work with young children and to lift up to twenty-five pounds, annual health exam, TB test, immunizations including Hepatitis B (or sign waiver), and required trainings such as confidentiality, CPR, etc. Must attend appropriate staff meetings, Policy Council and Parent meetings as required.

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

POSTED: June 19, 2012
DEADLINE: July 12, 2012 @ 4:00 P.M. CST
Interviews will take place the week of 7-16-12

FOR FURTHER INFORMATION CONTACT: Human Resources Department
88385 Pike Rd. Hwy 13
Bayfield, WI 54814
(715) 779-3700, Extension 267 or 268
rwygonik@redcliff-nsn.gov
susie.gurnoe@redcliff-nsn.gov
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 JUDGE.

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
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
GLITC is recruiting for the following position. A complete job description is available on our website. Drug testing is required before hire and random thereafter.

PROGRAM COORDINATOR - POSITIVE ALTERNATIVES COALITION

This position will develop and implement the Positive Alternatives Coalition (PAC) program, which has as its goal to facilitate and enhance collaboration among all age groups and cultures to reduce substance abuse, primarily youth substance abuse, while also encouraging positive risk taking. Coordinates the coalition services and is responsible for the day-to-day activities including training and technical assistance, coalition communication, data collection and dissemination.

This is a full-time/full benefits position and is located in Lac du Flambeau, WI at the GLITC Central Administrative Office. Regularly scheduled office hours are Monday through Friday 8:00 AM - 4:30 PM. The starting salary range is $33,200 – 41,500. Drug testing is required before hire and random thereafter.

Qualifications

Bachelor’s degree in an education or health and human services field or other relevant field; or four or more years related experience and/or training. Or, an acceptable combination of related education and experience. Minimum of three years experience in education or training, preferably within mid to large size organizations. Experience with a Native American Tribal organization desirable. Individual must possess: ability to build positive work relationships with internal and external customers; ability to interact professionally with a wide variety of people; ability to speak in front of groups. Individual must be able to apply advanced reasoning skills to problem solving, apply logic in the solving of various computer related issues, and follow routine instructions. Must be able to perform basic math (add, subtract, multiply, divide). Must possess valid driver’s license and/or reliable transportation with adequate insurance and ability to travel.

To Apply: Mail, fax or email both an application and resume to Great Lakes Inter-Tribal Council, Inc., P.O. Box 9, Lac du Flambeau, WI 54538, Attn: Karen Campbell. Fax: (715) 588-1774. Email: hr@glitc.org. See the employment page of our website for an application or contact us at hr@glitc.org.

Closing Date is at 4:30 PM Wednesday, May 23, 2012.

GLITC is an Equal Opportunity Employer applying Native American Preference as defined in Title 25, U.S. Code, Section 44-46 and 474.
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.

REPOSTING: JUNE 20, 2012
DEADLINE: JULY 5, 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
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: The person will insure that the CBRF and its occupants (residences) 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 coworkers.
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 driver's 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. Must have 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. Native American 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 – Red Cliff AODA office

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

REPOSTING: JUNE 20, 2012
DEADLINE: JULY 5, 2012 at 4:00 p.m.
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

RE-POSTING: JUNE 19, 2012
DEADLINE: JUNE 29, 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
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 OR UNTILL FILLED  
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://dct.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.holland@wisconsin.gov or call (608) 266-8998.
July 2012

Get Moving Today Activity Calendar

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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<tbody>
<tr>
<td>1. Walk or run around your home as</td>
<td>2. Have fun in the water today – really try to</td>
<td>3. Run in the pathway of each letter of your</td>
<td>4. Find time to exercise with your family today.</td>
<td>5. Help your parent/caregiver with a chore</td>
<td>6. Practice your throwing skills. Step</td>
<td>7. Find something to climb – make sure</td>
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<tr>
<td>you sing your favorite song.</td>
<td>use all of your muscles.</td>
<td>name. Make each letter big and then small.</td>
<td>Either go for a walk, swim, or hike.</td>
<td>around your home that uses lots of your</td>
<td>at your target and follow through</td>
<td>you ask your parent/caregiver first.</td>
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<td>muscles, such as washing the car, sweeping</td>
<td>to your target.</td>
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<td>the garage, or pulling weeds.</td>
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<td>8. Work on throwing into a target.</td>
<td>9. Set up an obstacle course using things to</td>
<td>10. Do the course you did yesterday but go</td>
<td>11. Play “Add On Movement Fun” - start by</td>
<td>12. Ask a friend you know to take you to a</td>
<td>13. Set up a sprinkler and have fun running</td>
<td>14. As soon as you get up today – do 10</td>
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<tr>
<td>Find a different sized buckets or</td>
<td>jump over, go around, and even move under. See</td>
<td>through it the other direction.</td>
<td>doing one movement, then your partner does</td>
<td>a park. Play on every piece of equipment.</td>
<td>through it. Try running around a tree or an</td>
<td>jumps, 10 reaches, 10 twists, and 10 crazy</td>
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<tr>
<td>boxes and practice throwing into</td>
<td>how fast you can do the entire course.</td>
<td></td>
<td>that movement but adds on one more, and then</td>
<td></td>
<td>object that is far away after every trip</td>
<td>moves.</td>
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<td>each of them. Try it close and then</td>
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<td></td>
<td>you do your first movement, your partner’s</td>
<td></td>
<td>through the sprinkler.</td>
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<td>further away.</td>
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<td>movement and then add on. See how many</td>
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<td>movements you can do in a row.</td>
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<td>15. Before you go to bed tonight –</td>
<td>16. Set up a variety of targets – bottles, cans,</td>
<td>17. Set up those same targets as yesterday</td>
<td>18. Pretend to go on a trip today – drive your</td>
<td>19. Take a walk outside – first go in</td>
<td>20. Find a bouncy ball and practice</td>
<td>21. Get your body wet and then lay down on</td>
</tr>
<tr>
<td>lay on the floor and as you breath</td>
<td>cans, buckets. Then work on throwing at them</td>
<td>but today work on kicking at them from</td>
<td>car, fly in an airplane, ride a motorcycle,</td>
<td>straight lines, then try curvy lines, and</td>
<td>bouncing and catching. Bounce it off the</td>
<td>the driveway or sidewalk. When you get up</td>
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<tr>
<td>to make every muscle tight and then</td>
<td>from different distances.</td>
<td>different distances.</td>
<td>and paddle a boat. Really use your muscles.</td>
<td>then even try walking backwards or sideways.</td>
<td>ground or off of a wall outside.</td>
<td>you will see an impression of your body.</td>
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<td>every muscle relaxed.</td>
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<td>Practice jumping over yourself.</td>
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<td>pool this month – either today or</td>
<td>person says “I see a mailbox” and the other person</td>
<td>instead of running to the object, take turns</td>
<td>turns making up new moves. Your job is to</td>
<td>run, gallop, jump, hop, slide, skip and leap.</td>
<td>jump that over that are each a different</td>
<td>noodle to run around your yard swatting</td>
</tr>
<tr>
<td>in the next few days.</td>
<td>has to run to that object, touch it, and run</td>
<td>throwing a ball until you get to that object.</td>
<td>keep moving until the song is over.</td>
<td>Which one is your favorite?</td>
<td>height. Practice your jumping skills as you</td>
<td>flies.</td>
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<tr>
<td></td>
<td>back. Take turns.</td>
<td>Then find another object to throw toward.</td>
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<td>also work your heart.</td>
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<td>29. Draw different shapes with sidewalk chalk and practice moving over, around, and into them.</td>
<td>30. Plan a family fitness day. Let everyone choose one activity and then do all of them together today.</td>
<td>31. Find your favorite activity from this month and do it again.</td>
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www.headstartbodystart.org

Duplicated with permission from Head Start Body Start (HSBS). For more information about quality K-12 physical education visit www.aaspe.org. For more information about lifelong and inclusive physical activity visit www.apar.org.
NOTICE: ECC CLOSED
July 30th-September 3rd

Starting Monday, July 30th, 2012 the
ECC WILL BE CLOSED to all staff, visitors and agencies.

NO ECC STAFF WILL BE ON SITE DURING CONSTRUCTION.

Construction is projected to start Monday, July 30th with staff coming
back to the office Tuesday, September 4th.

Opening Ceremony is tentatively scheduled for Monday, September 10th
with children starting Tuesday, September 11th.
Teachers will be contacting families to confirm ECC Opening Ceremony and
start date, along with fall home visits that typically occur BEFORE the
start date.

Please bare with us as we are extremely excited about the many
construction updates including:

* Parking lot expansion
* New Freezer & Fridge in Kitchen
* New Floors in Kitchen and Large Motor Room
* New Roofing for Main Building and Memengwaa Trailer

If you have any questions or would like more info please contact
Ashley Peterson (ext 221) at 779-5030.
<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
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</thead>
<tbody>
<tr>
<td>2B EGG, HAM, TOAST, OJ PB L HAMB, Frits, Salad, Blueberries S</td>
<td>3B RICE CRISPIES, MUFFIN, CANTALOupe, CC L CHIX, POTATO, Bun CANDY BERRIES S</td>
<td>4</td>
<td>HOLIDAY ECC CLOSED</td>
<td>5B CORNFLAKES, BANANA, BAGEL L KEILBASA, MAC/CHEEZ, PEAS, TROP FRUIT S</td>
</tr>
<tr>
<td>9B FR TOAST STIX, BLUEBERRIES, YOGURT L CHIX SAND., SW FRY, VEG/DIP, HONEYDEW S</td>
<td>10B CORNCHEX, PEARS, CC, TOAST L HAMB HD, CANTALOUE, YOGURT, GR BEANS S</td>
<td>11B HB OATS, STRAWBERRIES, YOGURT, MUFFIN L BURRITOS, SALAD, CORN, WATERMELON S</td>
<td>12B KIX, BANANA, TOAST, PBJ L SCALLOP POT/HAM, MANGO, CC, BUN, PEAS S</td>
<td><strong>Milk served with all meals</strong></td>
</tr>
<tr>
<td>16B</td>
<td><strong>Chef's Choice</strong></td>
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